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# USING MODERN TECHNOLOGIES IN EDUCATIONAL COUNSELLING IN HIGH SCHOOLS IN SPAIN (WEB APPLICATION- E-PORTFOLIO)

# ZASTOSOWANIE NOWOCZESNYCH TECHNOLOGII W PORADNICTWIE EDUKACYJNYM W SZKOŁACH ŚREDNICH W HISZPANII (APLIKACJA INTERNETOWA- E- PORTFOLIO)

## Abstract

No doubt, the students' diversity in each compulsory educational stage requires specific measures to be implemented. Due to the dissemination of Information and Communication Technologies (ICT) and the Virtual Learning Environments (VLE) worldwide, teachers and counsellors can use these technological resources to help students' learning disabilities. Technological achievements may be useful in psychological counselling. Training coordinators, who carry out counselling, can make use of these technological resources to offer students support in their life-long learning process. In this article the authors try to examine how ICT & VLE can help when developing counselling in Secondary Education in Spain. This paper shows the results obtained through a multiple case study conducted in 10 High Schools, assuming quantitative and qualitative methodology. The results indicate the e-portfolio has proof to be an effective tool allowing the assessment of the students' teaching-learning processes, helping in the process of guidance and school counselling.

**Key words:** learning strategies, e-portfolio, teaching-learning processes, evaluation, counselling.

## Streszczenie

Bez wątpienia różnorodność studentów na każdym etapie obowiązkowej edukacji wymaga zastosowania specyficznych pomiarów. Ze względu na światowe rozpowszechnienie Technologii Informatycznych i Komunikacyjnych oraz Wirtualnych Środowisk Nauczania, nauczyciele i wychowawcy mogą korzystać z tych technologicznych źródeł, aby pomóc studentom z zaburzeniami w zdolności nauczania. Osiągnięcia technologiczne mogą być przydatne w poradnictwie psychologicznym. Koordynatorzy nauczania, którzy oferują porady mogą używać tych źródeł technologicznych, aby zaoferować wsparcie w procesie nauczenia przez całe życie. Artykuł ten ma na celu sprawdzenie, w jaki sposób Technologie Informatyczne i Komunikacyjne oraz Wirtualne Środowiska Nauczania

mogą pomóc w rozwoju poradnictwa w szkołach średnich w Hiszpanii. Ukazuje on wyniki badań przeprowadzonych w 10 takich szkołach z zastosowaniem metodologii ilościowej i jakościowej. Wyniki badań pokazują, że e-portfolio okazało się efektywnym narzędziem oceny w procesie nauki i nauczania oraz pomocnym w procesie poradnictwa w szkole.

**Słowa kluczowe:** strategie nauczania, e-portfolio, proces nauczania i nauki, ocenianie, poradnictwo

# State of the Art in Counselling

Generally speaking, educational guidance is one of the main functions of intervention in the development of the academic and professional career of students. It also deals with advice in the teaching-learning process, as well as the treatment of attention to diversity and human development. These functions involve counselling families as well as the students, the development of psycho-educational assessment and design prevention plans in collaboration with agencies of the students' environment. Thus, psycho-educational assessment is a tool that makes it possible to detect the specific educational needs that a student may have, so as to offer, as far as possible, the necessary human and material resources (curricular adaptations, etc.). In Spain the first curricular concretion level is the Education Act, the second one refers to the prescriptions assumed in the School Education Project and the third one refers to each Autonomous Community Curriculum implemented by the stakeholders. Only when necessary, there is a forth level, the curricular adaptations, created for students with special education needs.

Professionals engaged in educational guidance also perform other functions, such as participation in the development of institutional planning instruments (School Education Project, School Curriculum Project) or their contributions in interaction with the different agents of the school community and its educational and social environment. Guidance is defined as a process of helping all people, in all aspects, in order to enhance human development throughout life, and insist that this is part of the educational process and involves all teachers[1]. Counselling is an ongoing process, which should be considered an integral part of the educational process and therefore involves all educators, while its extension to other agents involved in the learning process remains important. Counselling can address educational, vocational, personal and social dimensions. However, what gives orientation its identity is the integration and coordination of all aspects. Hence, guidance has specific intervention areas: career counselling, guidance in the teaching-learning process, attention to diversity, prevention counselling and for personal development, among others. On the other hand, the element that provides coherence to the counselling practice is the interrelationship of these areas, developed, in teaching

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[1] A. Bisquerra & G. Álvarez, *Modelos Teóricos. Carácter Multidisciplinar de la Orientación. Orientación e Intervención Psicopedagógica*, Barcelona, Praxis, 1998.

practice, by different agents: the counsellor, tutors, teachers and families in the school. Depending on the objectives of each of the types of professional guidance, specific intervention models are selected and worked upon.

As a teaching activity, orientation is part of the educational process. It is not a topic recently established and, like all scientific disciplines, it has evolved in response to current demands (especially throughout the twentieth century). The primary objective of educational guidance seems to be currently responding, as stated, to the needs of the population of compulsory school age. If we go back to one of the early stages of development of educational guidance, it was developed by the teacher for the student, through the taught curriculum. Later, it was extended to support the choice of occupation, already done by specialists, as well as to focus on students with difficulties and learning disabilities[2].

As it is well-known, despite the persistence of professionals at work in specific programs that provide care tailored to the students' educational needs, the problem--focused intervention is one of the most widely used approaches, primarily because it attempts to adjust guidance practice to prevent behaviour or aspects which are, overall, negative and to avoid getting them to emerge in students. Consequently, this prevention is developed on the basis of the establishment of a set of variables that one way or another affect the individual's life, from the coordinated action of the entire faculty[3]. Two traditional trends are currently still prevalent for practical orientation: performance in the class itself and within the objectives of classroom programming and acting outside the classroom, beyond the requirements of the curriculum. The programs used to implement these activities are educational –both their aim, and by the context in which they develop–, and cover from detection and prevention of difficulties, academic and professional guidance, to personal guidance and psychological orientation. Obviously, there is a wide range of these programs on the market, but they are usually adapted to the context of intervention (objectives, type of school, students age, teachers' attitude...) which is not always the most suitable: inadequate and insufficient time spans to carry them out with warranty, lack of teacher training in applying them, coordinating problems, request that the counsellor carries them out as a complementary activity, or an occurrence of unanticipated difficulties.

The counselling model[4] analyses the classical functions that have been attributed to orientation in education: a) school orientation –curriculum tasks that promote the optimization of the teaching-learning processes; curriculum and psycho-educational counselling, curricular adaptations, coordination functions, tutoring,

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[2] P. Tejada & R. Soler, *Workers with disabilities in sheltered employment centres: a training needs analysis*, "International Journal of Inclusive Education", DOI: 10.1080/13603116.2015.1111446, 2015.

[3] R. Soler, *Teaching Linguistic Communication Competence: Didactic-Organizative strategies*, Institute of Language and Communication Studies (ILCS), MacroWorld, Ankara, 2013.

[4] J. Vidal & D. Manjón, *Psicopedagogía*, EOS, Madrid, 1997.

psycho-educational assessment, etc.–; b) professional reorientation – facilitating students in their decision making processes regarding the academic routes and professional options that they can choose, encouraging their self-knowledge, abilities, interests, motivations, etc., teaching students to make their own decisions, and c) personal orientation –heading for the promotion of students' personal maturity, self-esteem and self-awareness, boost their personal balance, develop their ability to interact with others, enhancing their socio-affective capabilities. As shown in this state of the art, these current models cover several educational objectives related to decision-making and career counselling, tutorial action and social skills. They include guidance for teachers, activity scheduling, activities to do with students, etc.

## Legislative framework for the educational guidance

Educational guidance has evolved mainly due to the importance that it has been gaining in different educational acts. The introduction of the Act for the Management of the General Education System (henceforth, LOGSE, 1990) extended the policy development and also the organizational aspects and the development and dissemination of materials to support the model. Subsequently, the Act 2/2006 of 3rd May of Education (henceforth, LOE, 2006), in force so far in education, implements and puts at the professionals' availability further care measures to cope with diversity while emphasising, as one of the fundamental pedagogical principles, the development of educational and vocational guidance. Both Acts point at educational guidance as essential to the quality and effectiveness of the education system, recognizing that students and families are entitled to receive it. Further, they consider it a basic principle of the education system and integral to the teaching profession.

The LOE (2006) points out mentoring as part of the teaching function and has attributed to schools the responsibility of developing and including it in the teaching programs. It is, above all, counsellors and psychologists that are largely responsible for this teaching practice, –with advisory, expert guidance, development of materials, etc.–, as well as the collaboration of other members of the educational community, including the class teacher and tutor. Roughly speaking, the initiatives developed by the different Acts and also the educational guidance models created and consolidated in the teaching practice show a clear development and improvement of this scientific discipline, which is increasingly needed in a multicultural society, which consists of a social fabric that affects at all levels of organization and with a growing diversity in the classroom.

Counselling has an important and necessary role in the different stages of the educational system. At the school staff's distribution, there are many possibilities. Within the school environment there are different people in charge of counselling; each of these people (project managers, assistant teachers) has a different

function. In Aragón there is another figure of advice: the training coordinator. All these agents develop educational functions of guidance, counselling. To do this, the practitioner uses in his teaching support specific strategies: a) external support strategy focusing on the content –in this, strategy theory is more important than practice, and is more oriented to intervene on schools and teachers than with them–; and b) external support strategy focusing on the process –it is based both on theory and on practice–. It is a collaborative strategy in which teachers and school work together[5]. However, there are no *per se* pure advisory models, but they are rather nesting on the line joining two ends: those related to content *vs.* those of the process themselves. Escudero has located West & Idol's models in two groups. In the first, he sets those based on content –which he calls "directivity" and under which he includes: the behavioural model, the confrontation model and the clinical model–. In the second group, Escudero includes those that focus on the process (models of "non-directivity": mental health, human relations, organizational thinking, social conflict, and collaborative process). These two models form a polar scale that has at its midpoint those models centred on counselling programs. Obviously, for this multiple case-study we have selected those models, though we are aware nowadays there are many different models in counselling, such as cognitive models, behaviourist models and so on.

## A multiple-case study in Spain

New socio educative demands are transferred to the educational world, currently marked by multiculturalism and diversity. The pedagogical work should be stimulating, assertive, motivating and should offer students an education in accordance with the current demands of the ICT & VLE. Therefore, in educational practice we aim the activities to have a transcendent extend to other facets of daily life. The socio-cultural context is a technological context. Both direct processes related to teaching and those indirectly related to it rely on ICT to present information, establish communication and improve learning acquisition. This argument lets us say that ICTs become a backbone of the teaching-learning processes. If training systems traditionally relied on face-to-face class attendance to theoretical and practical sessions, these systems are currently being replaced by open source platforms that facilitate learning and social interaction among students. The new possibilities offered by these technologies provide a new framework for teaching and learning that requires highly qualified specialists. These have to be able to cope with the socio-educational dimension by means of challenges and didactic proposals developed through various digital platforms and online training resources.

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[5] J.M. Escudero & J.M. Moreno, *El asesoramiento a centros educativos. Estudio evaluativo de los Equipos Psicopedagógicos de la Comunidad de Madrid*, CECCAM, Madrid, 1992.

No doubt, there are many platforms and many of them are already working in different university degrees. The reasons are obvious: these platforms are necessary in this new socio-educational paradigm, in so far as they allow access to all kinds of information and, depending on the intended uses, allow students to interact in forums and other activities. In a way, it is logical that the technological revolution which we are experiencing will affect the training provided; there are new markets (*ebusiness*) which require trained professional profiles.

Therefore, there are source platforms, *Open Course Ware,* virtual communities, web 2.0 tools, online training resources, etc. with increasing frequency. This type of platforms favors social and open learning. They make it possible that knowledge flows are a strategic resource for learning. An interesting aspect that must be considered is that these platforms, these technologies, will undoubtedly influence the development of learning processes for students with learning disabilities. The introduction of these 2.0 web tools facilitates the student's learning when used in classroom adequately. That is, by using these technologies in the classroom, the role of the student is transformed: he ceases to be a consumer of content and becomes its generator. Hence the new name of "prosumer" or "proactive" student. The use of these platforms in the classroom is not necessarily limited to the publication of documents in them, as it has happened with some frequency. Rather, the introduction of these open source and/or open access platforms should generate a ubiquitous, multimedia, social, casual and permanent form of learning. To achieve this goal, as we noted earlier, it is necessary to plan the teaching-learning processes well in advance and choose the tools that best suit the construction of knowledge. The teacher should be a facilitator of the teaching-learning process, helping students to construct knowledge. As a result, in this new educational scenario both the teacher and the student assume new roles. The students' role is eminently active, they should communicate with their peers, share knowledge, answer questions, discuss, exchange information, work collaboratively, share experiences, make virtual tutorials, etc. For some authors, the use of these web 2.0 tools, of ICT in general, is part of a new "collective intelligence" that allows us to share, update and contextualize. This implies that information and knowledge are democratised, and accordingly, learning is enriched. As long as training transmitted to the student departs from pedagogical principles related to the use of these technologies, resources or tools, the student's learning will be more autonomous, social and collaborative.

Also, this postulate implies considering that technology is a tool to transmit knowledge, i.e. the students are the main protagonists. Obviously, this is not to say that these technologies have to replace the figure of the teacher, but they can supplement the student's learning. Free software platforms, such as "Moodle" for example, allow the creation of very intuitive, modular environments, which contribute to the development of research work. They generate active learning in students: they do not keep knowledge for themselves, but they share it. The most

widely used software programs are the ones we mentioned, the *Learning Management Systems,* (LMS). "Moodle" is an open source platform, and so is "Sakai"; on the other hand, "Blackboard-WebCT" and "Desire2Learn" are commercial systems. LMS can create and manage virtual learning spaces that can be private for each group of students and even teachers.

Regardless of what platform we choose to use, this decision often depends on the guidelines assumed by the school; all of them allow us to upload documents, provide lists of links, structure tasks and schedules with deadlines, manage students' submissions, generate chats, manage forums, etc. That is, they are very useful as boosters of the teaching-learning processes and also as resources that support social, collaborative and participatory learning, which is necessary in the kind of society in which we live. The changes that are being made in relation to ICTs and they are of great help when dealing with students' diversity. The new Web 2.0 tools also allow individualized learning pace of the student. The *e-learning* continues to be an embodiment of distance or non-attendance learning, of virtual education, and therefore it strongly enables the development of flexible instruction. The concept of *e-learning* refers strictly speaking to distance learning process that is facilitated by the use of ICTs & VLE. Currently, the Action Plan of the European Commission introduces important elements in this concept. It identifies this term with the use of new multimedia technologies and the Internet in order to improve the quality of learning by facilitating access to resources and services, as well as exchanges and remote collaboration.

While referring to all curricular materials supporting the teaching-learning process, it is necessary to further clarify the definition. The *Association for Educational Communications and Technology* (AECT) refers to this term, but under the heading of "instructional technology". But in the process of innovation, change, improvement, expansion, it is essential that the use of these resources does not substitute for the professor or the student, but the two are complementary. And it is doubly necessary, first, to train teachers. If we want to provide a quality education tailored to the current socio-educational needs, bridging diversity and technology, it is essential that teachers are constantly updated in this area.

In this paper, we aim to analyse and evaluate the degree of functionality of *e-portfolio* as an ICT tool for assessing student learning and as *feedback* to guide intervention of the teacher and of the counsellor at the stage of secondary school, a period which is marked by serious behavioural problems of students[6]. Our conception of the intervention models in orientation[7] stems from the considerations derived from the models proposed[8], who establish three models of

[6] A. Cohen & L. Manion, *Métodos de investigación educativa*, La Muralla Madrid, 1990.
[7] U. Flick, *El diseño de la Investigación Cualitativa*, Morata, Madrid, 2014.
[8] G. Jiménez & V. Porras, *Modelo de counselling*, Narcea, Madrid, 1997.

educational guidance: 1) the model of *counselling,* 2) the model of *programs*, and 3) the *consultation / advice* model. The last one provides a triangulation between the three links of advice: the adviser, the advice and the customer. Therefore, it is one of the most complete models. If we analyse each of these models, significant differences are extracted[9]. As it is well-known, the model of *counselling* is to be differentiated from the consultation/advice. In the first, the counsellor interacts directly with the student. In contrast, the second directs attention to the relationship established by the teacher with the student and how it interacts with the student. In these models of guidance it is common to find query fields closely related to education: mental health organizations, educational, community, etc. The expression *school counselling* includes the development of all activities to mitigate the needs of the student, the teacher, and those of the own management team.

Consequently, the research method in this paper adheres to the analysis of the role of school counselling broken down into three objectives: 1) Rethinking school counselling by giving more freedom to advisers, allowing them the use of ICT to improve counselling; 2) Breaking the rules imposed and tailoring advice to the reality of each context; 3) Fighting against the prejudice that most teachers have toward them, partly justified by the imposing role that the administration has given to them.

But for McConnell[10] the tradition of early care educators lacks a specific diagnosis. It was through the government of the United States of America that state and local agencies that provided specific early intervention programs for children with developmental delays consolidated. However, it is well known that good teachers should use a variety of assessment practices and, in fact, the resulting information should produce positive results in them.

McConnell's opinion (1984) is encouraging, in that he believes that the assessment of teaching practices in the coming centuries will be made in at least three directions. The purpose of this evaluation governed by different purposes is that, in this way, new resources are obtained to improve the quality of early care to children with specific needs and also their families. To achieve the above mentioned objectives it is necessary to start with clear objectives that are grounded in change and in progress. Moreover, it will be necessary to increase the use of scientific instruments that reflect two different evaluation paradigms. Both assessment and also the acquisition of certain measures will make it possible to access assessment styles such as the *e –portfolio*[11].

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[9] B. Rosaline, *Los grupos de discusión en Investigación Cualitativa*, Morata, Madrid, 2013.

[10] S.R. McConnell, *Entrapment effects and the generalization and maintenance of social skills training for elementary school students with behavioral disorders*, "Behavioral Disorders", 12, 1984.

[11] M. Suárez, *El grupo de discusión. Una herramienta para la investigación cualitativa*, Laertes, Barcelona, 2005.

If the integration is done by the school's mission and the will assumed by the participants, it will acquire an overall quality. Therefore, when the integration is performed in a convenient way and with the precise requirements, its influence on the overall quality level of the institution is evident, especially if such integration is included in the school mission, and has been voluntarily assumed as a principle in the organization of the planning of the school. This integration is a factor of educational renewal of schools and, therefore, of global quality[12]. Between 15-20% of pupils have special educational needs throughout their school life (and the number is growing), especially in more marginal areas.

Nevertheless, in any educational situation, evaluation is essential. It allows us to move forward in the teaching-learning process, to predict, to evaluate the learning process. The key lies in the integration of new approaches and techniques with young children and their families. Considering the stage of Secondary Education is compulsory in Spain, teachers are conditioned by the curricular prescriptions of the current Education Act. In this sense, they can introduce innovation in evaluating the students' learning, offering them a meaningful guidance and counselling[13]. However, the counsellor's guidance is also conditioned. They support the teachers' practice with specific models to improve behaviour or be more open-minded. But still we really need a change in this issue. The assumptions that have guided research proposed here stem from the consideration that school counselling involves considering the development of all activities aimed at reducing the needs of the student and teacher through the preparation of the *e-portfolio* by students. This instrument will detect intrinsic and extrinsic needs of the student and guide both students' performance and teachers' intervention. It is considered a necessary tool in the teaching-learning process, indicative of a process of change and progress in the field of education, and which in turn makes it possible to evaluate the acquisition of contents by students (not only of early intervention; it is also extensible to teenagers and even to college students).

This will make it possible to observe which learning styles students have, what resources they use to learn, and how these resources should be included in the curriculum of compulsory secondary education, to serve as a tool to assess student learning[14]. The approach assumed in this research was a multiple case study with quantitative and qualitative methodology. Surveys were developed, previously

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[12] R. Soler, *El poder de las palabras: un análisis del lenguaje pedagógico*, Mira Editores, Zaragoza, 2015.

[13] J.R. Soler, *La participación social en la construcción de la democracia, reto consustancial a la formación a lo largo de la vida*, "*Libro de Actas del V Congreso Internacional de Formación para el Trabajo*", Editorial Tornapunta Ediciones, Madrid, 2009.

[14] J.R. Soler, *Estado actual y estrategias para futuribles de la formación a lo largo de la vida, "Libro de Actas del VI Congreso Internacional de Formación para el Trabajo"*, Editorial Tornapunta Ediciones, Zaragoza, 2013.

validated by experts in the field of counselling in Aragon (Spain), which 71% of adolescents from 10 Secondary Schools of Aragon performed. In addition, quantitative data were supplemented with 3 half-structured interviews to counsellors of the Educational and Psychological Orientation Team of the Provincial Service.

## Discussion

When a counsellor has to intervene with a student in a Secondary School –a situation which is extensible to other stages of the educational system–, he must analyse the context in which the educational community is located as a defining element of the social climate. To achieve this it is necessary to establish the concept of counselling, for different members of the school community share the connotations that this entails. In this research, we have taken the definition of advice or counselling from McConnell[15]: "[...] co-production of aid in a broader and different framework of relations (in a network) that includes, in any case, the school community".

Given that the type of students in schools today is marked by diversity, it is convenient to consider the term counselling as co-aid and advice in a context of interaction in terms of different cognitive abilities. To achieve this field of action in the area of guidance it is necessary to stem from the delivery model –"where someone makes something for a user or customer", which includes two elements: the agent (professional) and the client (Ibid.). Therefore, we must pursue a goal, get help and have a means to do so. Thus, it is considered that in this model counselling creates an interaction, an exchange that accompanies the performance of the addressee and of the client –the student– encouraging an active and meaningful form of learning. Consequently, counselling is understood as a co-production of support in a school setting in which the practitioner must adopt a performance profile that includes all actors involved in the educational process (parents, among others). Obviously, this transformation of the school community needs to create a new methodology that will address the conflicts in an individual and differentiated manner.

In this sense, it is necessary to consider the criterion of added value achieved (in conflicting students, due to a disruptive behaviour or as a matter of academic performance) and the criterion for allocating the capacity to decide and control the student and his parents; that is, in terms of media planning and evaluation of the problem-solving process. School counsellors, if well trained, need to be assertive professionals who are able to create opportunities for all students to be able to define, develop and achieve educational goals. The school counsellor acts as a leader,

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[15] S.R. McConnell, *Entrapment effects and the generalization and maintenance of social skills training for elementary school students with behavioral disorders*, "Behavioral Disorders", 12, 1984.

as a consultant working with students and teachers to design ways of acting and enable higher performance in their students. Out of the students surveyed, 12% considered that the teacher does not motivate them enough for them to be able to internalize the content of the curriculum of the first four years of compulsory secondary education.

Generally speaking, they have attributed to the counsellor the solution of their problems and the guide to try to change their ineffective habits of study. Thus, the figure of the tutor is relegated to a transmission of knowledge in the classroom, in the same conditions as other non- tutor teachers who are not involved in that class group. However, 48% of the students considered that the tutor has a more direct relationship with students and understands their problems better, even if he or she does not act as expected by the student. On the other hand, 38% of those surveyed claimed to have exchanged views with the counsellor on occasion, mainly derived from behavioural problems in the classroom, lack of motivation in studies, advice when choosing the type of high school to attend, and internal conflicts between peers (arguments, fights, etc.). It is necessary to bear in mind that in any educational activity, the role of the tutor must involve some type of leadership of their group, as he has the opportunity to generate significant changes in the climate of the class group, in the relations with parents or in motivating students. However, not only should this responsibility lie with the figure of the tutor, because for an educator to have some leadership, he must be able to interact with peers, share ideas, be open-minded, etc.

The counsellor, on the other hand, should show camaraderie and associate with other teachers, so as to establish on-going information exchange. For the latter to intervene in the classroom with some students, he should know their situation, both academically and personally, especially at this stage. In fact, 35% of teachers who participated in the focus groups and interviews said that they needed training in educational and vocational guidance, because the counsellor cannot meet all the demands for counselling required by the student. They also insisted on the need to devote at least one session per week, to work upon issues arising in the context of orientation, not only in the tutorials, but transversely and extensively to other subjects. We put forward as a solution to this dismantling of functions among the members of an educational community when providing advice to school students, the development of the student's *e-portfolio*. This tool would assess student learning and also enable direct interaction with the teacher and counsellor through their per-sonal considerations on teaching-learning processes, the degree of interaction with peers of their class group and the need intervention of a specialist. So we combine the meaning of involvement with group work, thus bringing closer relationships between the different school agents who share common goals and encouraging joint actions which involve different specialists.

## Conclusions

Counselling is a process to help people, in our case, Secondary Education students, to take decisions and to change their behaviour to become more open--minded, through the feedback provided, for example, when assessing or evaluating their knowledge[16]. If the main aim is to improve our students' skills and abilities when learning, we need to be able to offer them the necessary tools to detect their mistakes, provide them with the necessary feedback and get a meaningful learning process. In this sense, ICT can highly contribute.

School counsellors work with students, teachers, families of students and members of the educational community, as backbones of the teaching-learning process, so as to educate students holistically. The school counselling program allows the observation of students' learning, their academic performance, their behavioural problems, their motivations, etc. By contrast, it is not possible to carry out this program if we do not create a direct relationship between the different actors involved in the educational process. The role of the tutor should not be directed solely to the delivery of content as a teacher who is involved in the subject of History 3 hours a week. In order for students to achieve academic and personal success in Secondary Education, it is necessary that they can develop their capabilities, skills and attitudes in a preventive manner, since most of them need counselling services (either personal, or academic, or professional as well).

The concept of guidance currently used involves three basic aspects: advice and counselling program as an integral aspect of educational training; access to counselling services of all teenagers who need them; and, Program of individual, professional and socio-affective counselling. Schools are an integral part of society and should respond to those changes and demands that it requires, taking account of the diversity of their students. Therefore, schools should not only represent the diversity of the population, they also promote the development and training of students. School systems have to adapt to the needs of their students, and it is therefore necessary to know the teenagers' life situation, their connection with the surrounding environment, their social and practical possibilities etc. We consider it essential that educational intervention should acquire a marked preventive and compensatory character, which makes it possible for it to adapt to different paces of learning, paying attention both to those who do not have difficulties in achieving their goals, and to those that require specific attention either permanent or at a given period of time. In order to cope with and to respond to individual differences, the different ways of learning and the needs and characteristics of each student, it becomes necessary to plan strategies for action in which parents,

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[16] Boud D. & Soler R., Sustainable assessment revisited, Assessment & Evaluation in Higher Education, DOI: 10.1080/02602938.2015.1018133, 2015.

the Psychology team and other professionals that directly affect students also have to be involved. The profession of educational guidance requires a strong transformation to be able to offer quality services and meet certain requirements. This transformation is enhanced by different situations that make some people turn to professionals. Therefore, this transformer process has led to a multidimensional facet of educational guidance, motivated by the complexity and variety of knowledge, training methods, evaluation and procedures from different fields related to it. The specificity of the various specialties of orientation is rooted and responds to the socio-cultural and historical tissue where the profession emerges and serves. In the field of Secondary Education, the development of the *e-portfolio* allows being closer to students, knowing the degree of acquisition of their learning, their motivations, interests, needs and thus guide the action and intervention of the tutor and counsellor. Only by knowing this information is it possible that the counsellor can do his or her job. Currently, guidance counsellors do not have a consolidated theoretical body of knowledge. The socio-educational reality needs interventions from these professionals, especially at the stage of Compulsory Secondary Education.

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