



COURSE DATA

Data Subject

Code	33491
Name	Social education diagnosis and assistance in the face of diversity
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	336 - Diagnosis and socio-educational response to diversity	Optional

Coordination

Name	Department
MORAL MORA, ANA MARIA	270 - Research Methodology, Educational Diagnosis and Assessment
PEREZ CARBONELL, MARIA DE LOS DESAM	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

The subject of **DIAGNOSIS AND SOCIO-EDUCATIONAL ATTENTION TO DIVERSITY** develops a theoretical base and a socio-educational diagnostic methodology in order to provide basic resources for knowledge and analysis of diverse and multicultural social reality. Epistemologically, it offers a complex and dynamic vision of social phenomena and offers a methodology that addresses the multiplicity of variables that intervene in the problems of everyday life. In addition, ethical criteria will be promoted in the development of training for future professionals in the field of social education.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1306 - Degree in Social Education

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Have problem-solving skills and decision-making capacity.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Have abilities for quality management.
- Know and understand the current educational and training systems in the international context.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Develop tools for gathering and analysing educational information.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Intervene in socio-educational and community projects and services.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

LEARNING OUTCOMES



The subject of **DIAGNOSIS AND SOCIO-EDUCATIONAL ATTENTION TO DIVERSITY** develops a theoretical base and a socio-educational diagnostic methodology in order to provide basic resources for knowledge and analysis of diverse and multicultural social reality. Epistemologically, it offers a complex and dynamic vision of social phenomena and offers a methodology that addresses the multiplicity of variables that intervene in the problems of everyday life. In addition, ethical criteria will be promoted in the development of training for future professionals in the field of social education.

DESCRIPTION OF CONTENTS

1. Diagnostic methodologies in the field of social research.

2. Pedagogical diagnostic model applied in the field of social education.

3. Diagnosis of complex situations around personal, social, institutional and cultural development.

4. Diagnostic processes in the socio-emotional spheres, cognitive representations, interpersonal communication, diversity, marginalization and non-formal education.

5. Processes of analysis of self-esteem, guarantee of belonging, social acceptance and identification process.

6. Experiment the different instruments and techniques used in the methodology of the diagnostic process in social education.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	42,50	0
Study and independent work	15,00	0
Readings supplementary material	10,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

a) Before the activity: carry out readings, prepare materials, inquiries, review knowledge, deliver summaries or other tasks that are requested.

B) During the face-to-face activity: listening and taking notes, comparing, contrasting, generating your own ideas, and / or in the seminars, actively participating, communicating, debating ... Merely passive attendance will be valued negatively.

c) After the face-to-face activity: complete, organize and integrate knowledge, make reports, reports, etc. and those complementary activities that are requested.

During the classes some thematic nuclei will be analyzed and discussed based on studies, analyzes or elements related to the contents of the subject. Likewise, activities related to the management and discussion of different diagnostic instruments, intervention materials, cases and activities with practical content will be carried out.

EVALUATION

To ensure the acquisition and development of the competences (knowledge, procedural and attitudinal) associated with the subject, the evaluation will be carried out using various procedures, taking into account the activities carried out by the students and the different options chosen. The following procedures, among others, will be used:



Short answer tests: Understanding the basic concepts of the subject.

Portfolio: Collection of information to derive the grade (depending on class attendance, attendance at seminars, presentation of papers, reports, practices, exercises and, in general, student productions throughout the process of learning).

Each of these procedures will be assigned a percentage of the final grade according to the importance given.

REFERENCES

Basic

- Alfaro Rocher, I.J. (2004). Diagnóstico e inclusión social: nuevas perspectivas. Claves del diagnóstico educativo para la inclusión social. A Coruña: Servicio de Publicaciones de la Universidad da Coruña
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- Ceballos, Esperanza (2006). Dimensiones de análisis del Diagnóstico en Educación: El Diagnóstico del Contexto Familiar. Revista Electrónica de Investigación y Evaluación Educativa, v. 21, n. 1 <http://www.uv.es/RELIEVE/v12n1/RELIEVEv12n1_4.htm> [Consultado en 13/07/2012]
- Cristóbal Mechó, M.; Fornós, A.; Giné, C.; Mas, J.M., y Pegenaute, F. (coords) (2010). La atención temprana. Un compromiso con la infancia y sus familias. Barcelona: Editorial UOC.
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- González Menéndez, A.; Fernández Hermida, J.R. y Secades, R. (coords.). (2004) Guía para la detección e intervención temprana con menores en riesgo. Gijón: Colegio Oficial de Psicólogos del Principado de Asturias.
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Additional

- Álvarez, M. y Rodríguez Espinar, S. (2000). Cambios socio-educativos y orientación en el siglo XXI: Nuevas estructuras, roles y funciones. En Sociedad Española de Pedagogía (Ed.), Hacia el tercer milenio: Cambio educativo y educación para el cambio. (pp. 637-686). Madrid: Autor.
- Anguera, Mª T. (coord.) (1999). Observación de conducta interactiva en contextos naturales: Aplicaciones. Barcelona. Ediciones Universidad de Barcelona.
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García Mediavilla, I. y Martínez González, M^a de C. (2003). Orientación Educativa en la familia y en la escuela. Casos resueltos. Madrid: Dykinson.

García Toribio, M. (2011). Estrategias de comunicación basadas en las conductas y el ocio de los jóvenes y orientadas a la prevención de la drogadicción. Madrid: Universidad Complutense de Madrid, Servicio de Publicaciones. Tesis doctoral <<http://eprints.ucm.es/12693/1/T32704.pdf>> [13/07/12].

Guasch, M. y Ponce, C. (2002): ¿Qué significa intervenir educativamente en desadaptación social? ICE. Universitat de Barcelona. Barcelona: Editorial Horsori.

Hombrados, M.I., García, M.A. y López, T.

