

**COURSE DATA****Data Subject**

Code	33717
Name	Diagnosis in education
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	80 - Assessment and diagnosis in education I	Obligatory

Coordination

Name	Department
ALFARO ROCHER, IGNACIO JAVIER	270 - Research Methodology, Educational Diagnosis and Assessment
MORAL MORA, ANA MARIA	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

In this module we will look at research carried out on the nature and concept of Diagnosis in Education. Discussion of the principles and variables of Diagnosis in Education and main analysis nuclei. Diagnosis resources and techniques associated to the main theoretical approaches with emphasis on the pedagogic pattern. The theory contents are structured around the in depth analysis of eight nuclei, which will guide the educational treatment and intervention.



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

1307 - Degree in Pedagogy

- Design educational plans, programmes, projects, actions and resources in different contexts.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Be able to evaluate educational policies, institutions and systems.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad para realizar investigación educativa en diferentes contextos.
- Gestión de la calidad.
- Elaborar instrumentos para la recogida y análisis de información educativa.
- Supervisar y evaluar planes, programas, proyectos y centros.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Compromiso con la identidad, desarrollo y ética profesional.
- Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.
- Develop the capacity for organisation and planning.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.



LEARNING OUTCOMES

- *Describe the main conceptual approaches to Diagnosis in Education, differentiating their impact on educational practice.*
- *Identify types of variables to consider in diagnostic examination.*
- *Identify the main areas of implementation, types of schools, subjects and situations that are studied in Diagnosis in Education.*
- *Describe the appropriate steps to follow in diagnostic process.*
- *Describe the key elements which define a diagnosis based on a psychological approach, identifying the steps in its implementation.*
- *Describe the key elements which define diagnosis based on behavior analysis approach, identifying the steps in its implementation.*
- *Describe the key elements which define diagnosis based on based on pedagogical aspects, identifying the steps in its implementation.*
- *Indicate the main trends and emerging approaches in educational diagnosis.*
- *Use and handle the main tools for diagnosis in education.*
- *Starting with a practical case, find out the core of exploration, describes the most important tools for diagnosis and provide possible clues for intervention.*

DESCRIPTION OF CONTENTS

1. Principles of Diagnosis in Education (DE). Concepts, functions and analysis of scientific literature.

2. Principles of Diagnosis in Education (DE). Concepts, functions and analysis of scientific literature.

5. Application of the diagnostic process in different situations..

6. Intervention strategies based on psychological approaches.

**7. Intervention strategies based on behaviour analysis.****8. Intervention strategies based on pedagogic aspects.****9. Alternative and emergent approaches of diagnosis****10. Techniques, resources, methods and scientific strategies of investigation.****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Development of individual work	30,00	0
Study and independent work	37,50	0
Readings supplementary material	10,50	0
Preparation of evaluation activities	4,50	0
Preparation of practical classes and problem	7,50	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology will depend on the organizational arrangements of the center. In any case, given the theoretical and practical nature of the subject, open seminars, case studies, conceptual workshops, writing communities, short presentations by students, work in teams, and so on, will be held. It will be emphasise a methodology base on debates and collaborative work.

For most activities the student must perform different tasks:

- a) Before the activity: readings, preparing materials, inquiries, knowledge review, abstract submission and other tasks as requested.
- b) During the classroom activity: listening and taking notes, compare, contrast, generate their own ideas, and / or seminars, actively participate, communicate, debate ... A passive attitude will be assessed



negatively.

c) After the classroom activity: complete, organise and integrate knowledge, reports, memos, etc. and complementary tasks as requested.

It will be analysed and discussed some core topics from research, analysis of core elements related to the subject. Also, it will be carried out activities related to the management and discussion of diagnostic and intervention tools, case studies and practical content activities.

EVALUATION

To ensure the acquisition and development of competencies (knowledge, procedural and attitudinal) associated with the subject, different assessment techniques will be used, taking into account the activities of students and the different choices. Among others, the following procedures will be used:

Portfolio: information collected to derive the rating (based on class attendance, attendance at seminars, presentation of papers, reports, practical exercises and, in general, student productions throughout the process of learning).

Each of these procedures will have a specific percentage in the final grade according to their importance.

REFERENCES

Basic

- Alfaro Rocher, I.J. y Marí, R. (1992). Dificultades en el aprendizaje. Valencia: Cristóbal Serrano Ed.
- Alfaro Rocher, I.J. (1998). Tendencias en la evaluación psicopedagógica: Un acercamiento a través del ámbito de las dificultades de aprendizaje. *Revista Investigación Educativa*, 16 (2), pp. 125-154
- Alfaro Rocher, I.J. (2001). El tratamiento de los errores en el diagnóstico en Educación. *Revista de Investigación Educativa*, 20 (1), pp. 433-452.
- Alfaro Rocher, I.J. (2009) Diagnóstico para las transiciones académico-profesionales. En L. Sobrado y A. Cortés Pascual (Coords.). *Orientación profesional. Nuevos escenarios y perspectivas*. (pp. 221-242). Madrid: Editorial Biblioteca Nueva, S.L.
- Andreu Barrachina, L.I. (coord.) (2011). *Diagnòstic en educació*. Barcelona: Editorial UOC.
- Iglesias Cortizas, M^a José (2006). *Diagnóstico escolar. Teorías, ámbitos y técnicas*. Madrid: Pearson Prentice Hall.
- Padilla, M^a T. (2002). *Técnicas e instrumentos para en Diagnóstico y la Evaluación Educativa*. Madrid: Ed. CCS.



Additional

- Álvarez Rojo, Víctor (1984). Diagnóstico Pedagógico. Sevilla: Ediciones Alfar.
- Buisán, Carmen y Marín, M. Ángeles. (1987). Cómo realizar un diagnóstico Pedagógico. Barcelona: Oikos-Tau
- García Vidal, Jesús y González Manjón, Daniel. (1998). Evaluación e informe psicopedagógico. Vol. I-II. Madrid: EOS.
- Jiménez Vivas, Amparo. (2003). Diagnóstico en Educación. Modelos, técnicas e instrumentos. Salamanca: Amarú.
- Martínez Arias, María Rosario (1983). Diseños experimentales y cuasiexperimentales con sujeto único en modificación de conducta. En Juan Mayor y F. Javier Labrador, Manual de Modificación de Conducta, Madrid: Alhambra Universidad.
- Secadas, Francisco y Alfaro, Ignacio J. (1998) Test Individual de Errores en Lectura (TIDEL). En Francisco Secadas et alt. (2003). Leer es fácil. Fundamentos psicopedagógicos del aprendizaje de la lectura. Editorial CEPE. Madrid.
- Secadas, Francisco y Alfaro, Ignacio J. (2003). Teoría y diagnóstico del error. El error en el diagnóstico individualizado. En Secadas et alt. (2003) Leer es fácil. Fundamentos psicopedagógicos del aprendizaje de la lectura. Editorial CEPE.
- Secadas, Francisco; Alfaro, Ignacio J. y Deaño, Manuel (2004). Sobre la iniciación a la matemática (análisis psicopedagógico de las tareas del preescolar. En Francisco Secadas (2004) Contar es fácil. Fundamentos psicopedagógicos del aprendizaje del Cálculo. Editorial CEPE. Madrid.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The same programmed contents are kept.

2.- Volume of work and temporary planning of teaching

The schedules (days and hours) of the theoretical and practical face-to-face sessions are maintained.

3.- Teaching methodology

1. BBC synchronous videoconference at official times and/or face-to-face class as agreed by the competent authority.
2. Upload of materials to the Virtual Classroom.
3. Proposal of activities for virtual classroom.
4. Forum in virtual classroom.



4.- Evaluation

1. Continuous assessment activities through academic assignments and objective tests through the Virtual Classroom (50% of the final grade).
2. Final objective test in Virtual Classroom (50% remaining).