



## COURSE DATA

### Data Subject

<b>Code</b>	33717
<b>Name</b>	Diagnosis in education
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

### Study (s)

Degree	Center	Acad. Period year
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
MORAL MORA, ANA MARÍA	270 - Research Methodology, Educational Diagnosis and Assessment
RAMOS SANTANA, GENOVEVA	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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

- *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.**

**3. Preparation and competences of the specialist in Diagnosis in Education. Roles.**

**4. Areas of application of Diagnosis in Education.**



**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
<b>TOTAL</b>	<b>150,00</b>	

## 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.

Exam, which will consist of taking a written test and / or an objective test, fundamentally of theoretical-practical application of all the contents of the subject

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 activities will be assigned a percentage of the final grade according to the importance given, which will be explained in class and will be available in the moodle of the subject the first week of the course.

The qualification system will be expressed by means of numerical qualification in accordance with that established in the regulations (RD 1125/2003 of September 5), in which the European credit system and the qualification system will be established in official university degrees and valid throughout the national territory.



To consider:

- There is no difference in the evaluation procedure between the first and the second call.
- The evaluation sections are recoverable on second call.

## 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, LI. (coord.) (2011). *Diagnòstic en educació*. Barcelona: Editorial UOC.
- Iglesias Cortizas, M<sup>a</sup> José (2006). *Diagnóstico escolar. Teorías, ámbitos y técnicas*. Madrid: Pearson Prentice Hall.
- Padilla, M<sup>a</sup> T. (2002). *Técnicas e instrumentos para en Diagnóstico y la Evaluación Educativa*. Madrid: Ed. CCS.
- Andreu Barrachina, Llorenç. (coord.) (2011). *Diagnòstic en educació*. Barcelona: Editorial UOC.
- Cortés, Javier; Alfaro, Ignacio y Secadas, Francisco. (2004) *Perfiles de errores en lectura: una perspectiva evolutiva*. *Revista de Investigación Educativa*. 22 (2), 393-415
- Cortés, Javier y Alfaro, Ignacio. (2001) *Análisis de errores en lectura oral: una perspectiva evolutiva*. En AIDIPE (ed.) *Investigación y Evaluación Educativa en la Sociedad del Conocimiento*. (Pp. 222-226) A Coruña: AIDIPE
- Alfaro, Ignacio. J. (2006) *Diagnóstico educativo y rendimiento*. Valencia: Alfa Delta Digital S.L.
- Padilla, María Teresa. (2002). *Técnicas e instrumentos para en Diagnóstico y la Evaluación Educativa*. Madrid: Ed. CCS.
- Secadas, Francisco, Rodríguez, María Teresa y Alfaro, Ignacio. J. (1994). *Escribir es fácil*, Madrid: TEA Ediciones S.A.
- Secadas, Francisco; Alfaro, Ignacio, J. y Cortés, Javier. (2003). *Leer es fácil. Fundamentos psicopedagógicos del aprendizaje de la lectura*. Editorial CEPE. Madrid.

### 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
- Jiménez Vivas, Amparo. (2003). *Diagnóstico en Educación. Modelos, técnicas e instrumentos*. Salamanca: Amarú.



- 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 al. (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.
- Rodríguez Espinar, Sebastián (1997). El portafolios: ¿Modelo de evaluación o simple historial del alumno? En Honorio Salmerón (Coord.) Diagnosticar en Educación. (pp.183-199) Granada: FETE-UGT.
- Sánchez-Cano, Manuel y Bonals, Joan. (2005). La Evaluación Psicopedagógica. Barcelona: Graó
- Sternberg, Robert J. y Grigorenko, Elena L. (2003) Evaluación dinámica. Naturaleza y mediación del potencial de aprendizaje. Barcelona: Paidós.
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