



DIAGNOSIS IN EDUCATION

*(Bachelor's Degree in
Pedagogy)*

Universidad Católica de Valencia

Year 2019/2020



			ECTS
Subject: DIAGNOSIS IN EDUCATION			6
Matter: MODELS			10.5
Module: ORIENTATION			16.5
Type of Education (1): COMPULSORY	Year: 3rd	Semester: 1st	
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ORGANISATION OF THE MODULE

ORIENTATION				16.5 ECTS
Duration and temporal location within the curriculum: (brief justification)				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year Semester
MODELS	10,5	Models of orientation	4.5	3rd/1st
		Diagnosis in education	6	3rd/1st
MENTORING	6	Mentoring: plans and techniques	6	4th/1st

¹ basic Education (common matter), Compulsory, Elective, Practicum, Bachelor's Thesis.



TEACHING GUIDE SUBJECT: DIAGNOSIS IN EDUCATION				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
CROSS-SECTIONAL SKILLS	Importance of the skill			
	1	2	3	4
6.- To manage information, particularly related to the pedagogical domain				x
7.- To solve problems and make decisions				x
11.- To apply interpersonal abilities				x
16.- To have capacity for adaptation to new situations				x
SPECIFIC SKILLS	Importance of the skill			
	1	2	3	4
7.- To know the principles and foundations of attention to diversity in education and to make educational decisions in agreement with individual differences				x
22.- To know and to know how to combine the personal variables, the basic psychological processes, the interpersonal factors and the agents of the teaching learning process				x
LEARNING OUTCOMES	SKILLS			
1.- The student takes care of diversity and pedagogical multiculturalism	T11, E22			
2.- The student takes initiative and stimulates teamwork	T11, E22			
3.- The student identifies the principles and foundations of attention to diversity	T6, T7, T16, E7			



EDUCATIONAL ACTIVITIES OF ACTUAL WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
MASTER CLASS	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-6, T-22 E-6, E-7	1.09
PRACTICAL EXERCISES	Sessions of group work in groups supervised by the professor. Study of cases, analysis of diagnoses, problems, study of speciality, computer classroom, visits, data search, libraries, on line, Internet, etc. Significant construction of knowledge through the interaction and activity of the student.	T-1, T-7, T-11 E-11, E-12, E-22	1.45
MENTORING	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, elaboration of papers, etc.	ALL	0.36
EVALUATION	Set of tests or additive oral and/or written used in the initial evaluation of the student.	ALL	0.36
Total			3.26



EDUCATIONAL ACTIVITIES OF THE STUDENT INDEPENDENT WORK OF THE STUDENT (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with Skills of the Module	ECTS
SYNCHRONOUS VIRTUAL SESSION (Videoconferences)	Teacher presentation, analysis of the skills, explanation and demonstration of capacities, abilities and knowledge in the virtual classroom.	T-6 E-6, E-7	0.36
THEORETICAL ASYNCHRONOUS VIRTUAL SESSION	Through previous planning the professor submits a detailed guide with the order of study of the materials that he or she is activating in the virtual classroom: documents, video-lessons created by in the UCV, external links and/or additional bibliography.	T-2, T-6 E-6, E-7, E-11, E-12	0.73
VIRTUAL POSITIONS OF MENTOR	Individual attention for the pursuit and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings,	ALL	0.19
TEAM WORK	Preparation in group of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical exercises and/or mentoring. Work carried out in the platform or other virtual spaces.	T-1, T-7, T-9, T-16, T-12 E-11, E-12, E-22	0.56
ACTIVITIES OF ONGOING ASSESSMENT	Self-evaluations, submission of individual tasks on: resolution of problems, commentaries, recensions..., to give in different terms throughout the course.	ALL	0.19
INDEPENDENT WORK	Study of the student: Individual preparation of readings, tests, resolution of problems, seminars, works, reports, etc. to expose or to give in the theoretical classes, practical exercises and/or positions of a guardian of small group. Work carried out in the platform or other	ALL	0.72
Total			2.74



ASSESSMENT SYSTEM OF THE ACQUISITION OF THE SKILLS AND MARKING SYSTEM	
Assessment Instrument	Allocated percentage
Written tests	30%
Solution of practical cases	30%
Oral presentation of group and individual works	15%
Student work in the blended sessions	15%
Active Participation in the theoretical-practical sessions, the seminars and mentoring.	10%

CRITERIA FOR THE CONCESSION OF HONOUR DISTINCTION:

To specify concrete criteria indicated for the subject and faculty to which the degree is assigned and in agreement with the general norm that indicates that only an honour distinction can be conferred for every each 20 students not in fractions of 20; the latter excludes the case of groups with fewer than 20 students altogether, in which case an honour distinction can be given.

BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT
Diagnosis in education: Concept and models. Variables of Diagnosis in education. Techniques and instruments of diagnosis. The diagnosis applied to different educational contexts. The psychopedagogical report.

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in didactic Guides.	(Indicate, numerically, the related skills)
BLOCK 1: DIAGNOSIS IN EDUCATION. APPROACH TO CONCEPTUAL FRAMEWORK	T6, E7, E22
BLOCK 2: THE PEDAGOGICAL DIAGNOSIS IN THE SCHOOL.	T6, T7, T11, T16, E7, E22
BLOCK 3: THE PEDAGOGICAL DIAGNOSIS OUTSIDE THE SCHOOL DOMAIN	T6, T7, T11, T16, E7, E22



TEMPORAL ORGANISATION OF LEARNING (First enrolment students):		
	BLOCK OF CONTENT/ DIDACTIC UNIT	Number of sessions
1	DIAGNOSIS IN EDUCATION. APPROACH TO CONCEPTUAL FRAMEWORK	3
2	THE PEDAGOGICAL DIAGNOSIS IN THE SCHOOL.	6
3	THE PEDAGOGICAL DIAGNOSIS OUTSIDE THE SCHOOL DOMAIN	6

BIBLIOGRAPHY

- AMERICAN PSYCHIATRIC ASSOCIATION (2014). *Guía de consulta de los criterios diagnósticos del DSM-5*.
- ANAYA NIETO, D. (2003). *Diagnóstico en educación. Diseño y uso de instrumentos*. Edit. Sanz y Torres: Madrid.
- BUISÁN SERRADELL, C. y MARÍN GRACIA, M^a. A. (1987). *Como realizar un diagnóstico pedagógico*. Oikos-Tau: Barcelona.
- CALVO PÉREZ, C. (2007). *Técnicas e instrumentos de diagnóstico en educación*. Aljibe: Málaga.
- DUEÑAS, M^a. L. (2011). *Diagnóstico pedagógico*. UNED: Madrid.
- GÓMEZ ARTIGA, A.; VIGUER SEGUÍ, P. y CANTERO LÓPEZ, M. J. (2003). *Intervención temprana*. Psicología Pirámide: Madrid.
- GRACIA MILLÁ, M^a y MULAS, F. (2005). *Desarrollo infantil, diagnóstico, trastornos e intervención*. Promolibro: Valencia.
- GRANADOS GARCÍA-TENORIO, P. (2003). *Diagnóstico pedagógico (aprendizajes básicos, factores cognitivos y motivación)*. Dikinson: Madrid.
- Libro Blanco. Título de Grado en Pedagogía y Educación Social. Agencia Nacional de Evaluación de la Calidad y Acreditación.
- PARRA MÁRTINEZ, J. (1996). *Diagnóstico en educación*. ICE Universidad de Murcia: Murcia.





Addendum to the Course Guide of the Subject

DIAGNOSIS (Pedagogy)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case,



students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

- Microsoft Teams Blackboard Collaborate Ultra
- Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams Blackboard Collaborate Ultra
- Kaltura



Explanation about the practical sessions: Within each class session, the theoretical exposition corresponding to the agenda will be accomplished and practical activities will be done, which will be part of the continuous assessment.

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

According to the Course guide		Adaptation	
Assessment tool	% awarded	Proposed changes description	Platform to be used
Final report	30%	Increased up to 45% (It will be done at home with material)	Teams or Moodle
Portfolio	30%	Increased up to 45%	



Group presentation	15%	We remove this percentage: Due to de fact that educational establishments are closed, students can't do them.
Not face to face sessions work	15%	We remove this percentage. (They can't do it because educational establishments are closed).
Active involvement	10%	It remains equal: 10%

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: As you can see in the previous table, some of the assessment percentages need to be changed. Previously students needed to go to educational institutions in order to do some interviews and then, do the presentations in class. Due to the fact that establishments are closed, those interviews and presentations can't be done.

Therefore percentages have been divided between final report (or written test), portfolio and active involvement.

ONLINE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

According to the Course guide		Adaptation	
Assessment tool	% awarded	Proposed changes description	Platform to be used
Final report	30%	Increased up to 45% (It will be done at home with material)	Teams or Moodle
Portfolio	30%	Increased up to 45%	
Group presentation	15%	We remove this percentage: Due to de fact that educational establishments are closed, students can't do them.	
Not face to face sessions work	15%	We remove this percentage. (They can't do it because educational establishments are closed).	
Active involvement	10%	It remains equal: 10%	



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

