



COURSE DATA

DATA SUBJECT

Code: 33491
Name: Social education diagnosis and assistance in the face of diversity
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

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

COORDINATION

MORAL MORA ANA MARÍA

RAMOS SANTANA GENOVEVA

SUMMARY

The subject of DIAGNOSIS AND SOCIO-EDUCATIONAL ATTENTION TO DIVERSITY develops a theoretical base and educational diagnostic methodology in order to provide basic resources for knowledge and analysis of multicultural social reality. Epistemologically, it offers a complex and dynamic vision of social phenomena and a methodology that addresses the multiplicity of variables that intervene in the problems of everyday life. In addition, 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

COMPETENCES / LEARNING OUTCOMES

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Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate organisational and planning skills.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Have abilities for quality management.

Have problem-solving skills and decision-making capacity.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Intervene in socio-educational and community projects and services.

Know and understand the current educational and training systems in the international context.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Show active ethical commitment to human rights, gender equality and sustainability.

Show commitment to professional identity, development and ethics.

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.

Supervise and evaluate plans, programmes, projects and schools.

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

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Independent study and work	0,00
Preparation of lessons	67,50
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

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.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

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