

**COURSE DATA****DATA SUBJECT****Code:** 33717**Name:** Diagnosis in education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

SUBJECT-MATTER

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

COORDINATION

MORAL MORA ANA MARÍA

RAMOS SANTANA GENOVEVA

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.

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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

1307 - Degree in Pedagogy

Be able to evaluate educational and training resources.

Be able to evaluate educational policies, institutions and systems.

Be able to evaluate the teaching-learning processes and the educational agents.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para realizar investigación educativa en diferentes contextos.

Compromiso con la identidad, desarrollo y ética profesional.

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

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

Develop the capacity for organisation and planning.

Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.

Elaborar instrumentos para la recogida y análisis de información educativa.

Gestión de la calidad.

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.

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

Supervisar y evaluar planes, programas, proyectos y centros.



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****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	48,00
Preparation of lessons	7,50
Preparation for assessment activities	4,50
Resolution of case studies	0,00
Total hours	90,00

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 emphasized methodology based on debates and collaborative work.

For most activities the student must perform different tasks:

- Before the activity: readings, preparing materials, inquiries, knowledge review, abstract submission and other tasks as requested.
- During the classroom activity: listening and taking notes, compare, contrast, generate their own ideas, and in seminars, actively participate, communicate, debate ... A passive attitude will be assessed negatively.
- After the classroom activity: complete, organize and integrate knowledge, reports, memos, etc. and complement 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.

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

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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