

Degree	Type	Year	Semester
4313754 Psychopedagogy	OB	0	1

Contact

Name: Francisco Javier Moreno Oliver
Email: FrancescXavier.Moreno@uab.cat

Use of languages

Principal working language: catalan (cat)

Prerequisites

None

Objectives and Contextualisation

- Explain the key aspects of an assessment process.
- Identify and efficiently employ the main instruments, techniques and resources used for psycho-pedagogical assessment and diagnosis.
- Write up assessment reports on psycho-pedagogical aspects using specific variables.
- Communicate the results and conclusions of the assessment reports to the various relevant interlocutors

Skills

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse data obtained in educational psychology assessment and write reports in accordance with the nature of the data.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Continue the learning process, to a large extent autonomously
- Make effective, integrated use of information and communication technologies.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Apply the appropriate instruments and resources for educational psychology assessment in accordance with the nature of the educational needs being assessed.
2. Continue the learning process, to a large extent autonomously

3. Design educational guidance proposals on the basis of pupils' personal, academic and professional backgrounds, taking account of their life project and the educational psychology assessments made throughout their schooling.
4. Give feedback on the results obtained from educational psychology assessment, and the possibilities and limitations of these results, to those assessed and to the educational agents involved.
5. Identify the personal, social and educational needs of pupils and groups from the perspective of educational psychology in different contexts.
6. Implement and evaluate programmes of diagnosis, evaluation, guidance and counselling aimed at optimising teaching-learning processes.
7. Know and assess the techniques of evaluation and diagnosis in educational psychology by designing a precise, effective process of collecting and analysing information and giving feedback.
8. Make effective, integrated use of information and communication technologies.
9. Prepare diagnostic reports and schooling recommendations for all pupils with special educational needs.
10. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
11. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

1.- Psycho-pedagogical assessment as a process. Dimensions of the assessment. Ethical criteria and methodology used in the assessment of psycho-pedagogical variables. Objective assessment criteria, intersubjectivity and value judgements.

2.-Assessment and diagnosis of individuals and groups. Variables and psycho-pedagogical constructs.

3.-Instruments, techniques and resources for diagnostic assessment. Characteristics, possibilities and limitations. Use of standardized tools; construction and validation of those tools.

4.-Diagnosis in the educational context. Analysis and assessment of psycho-pedagogical constructs and variables.

5.-Communication of the results of the diagnosis. Reaction to the diagnosis. Analysis and interpretation. Communication with respect to the subject of the diagnosis. Psycho-pedagogical diagnostic guidelines.

Methodology

The methodology of the classes is based on Problem-Based Learning (PBL), cooperative learning and the case study method. Working sessions will be theoretical, practical or mixed. Theory will be presented via lectures and will be supplemented with extra resources (powerpoint presentations, slides, videos, multimedia, etc.), new technologies (ICT), recommended bibliography and will be reinforced through workshops. Practical sessions will be carried out individually and in groups and will consist of analyzing real diagnostic cases and assessment of the preventive approach during which students will have to present their conclusions and proposals for psycho-pedagogical intervention. Candidates will be given practical guidance throughout the module to help them in this endeavour. The development of the program will include a series of dialogs and debates between instructors and candidates in seminars and workshops that will deal with the use of current technology. The on-site master's degree will enable candidates to apply the theory through oral presentations stemming from analysis of the topics presented by the lecturers and instructors. Candidates will also be able to explore other approaches and procedures such as group dynamics, conferences, cooperative groups, etc. Finally, individual and group work will require the use of the UAB's online platform, Virtual Campus.

Activities

Title	Hours	ECTS	Learning outcomes
-------	-------	------	-------------------

Type: Directed

Collaborative learning	29	1.16	3, 8, 2, 11
PBL	93.3	3.73	1, 7, 9, 5, 6, 10
Study of case	22.5	0.9	1, 5, 10

Evaluation

The grading system is based on continuous assessment. Attendance is compulsory as it will allow candidates to be assessed with respect to the specific skills they acquire during the module. Participation will be assessed as will the capacity of the candidate to relate conceptual content with all practical procedures framed by the ethical values of the profession.

Assessment of the module will consist of three scores:

The first consists of preparing a portfolio where all content produced during the module will be included. This material will consist of the candidate's argumentation, documents displaying information and graphics, bibliography, conclusions of individual and group work which, in turn, must be accompanied by the relevant references. The portfolio will constitute 60% of the final grade of the module.

The second score will be based on a group activity (maximum 2 students) whose content will be agreed on by the instructor of the subject and the candidates. This assignment will constitute 30% of the final grade.

Finally, 10% of the grade will be the result of the analysis and synthesis work carried out on a monographic topic proposed by the instructor of the module.

In order to pass the module candidates must successfully complete the three assessment activities.

1. Breakdown of activities to be assessed:

- Group work - 10%
- Individual work - 30%
- Portfolio - 60%

2. Assessment conditions

Active participation in all classes and group work, including the completion of individual and group assignments, is compulsory.

3. Passing requirements for the module

The pass grade is 50%.

4. Recovery tests

There are no recovery tests.

5. Other aspects to consider:

If the student fails the module, he/she will have to re-register for the module in the next edition of the master's degree. In that case, the entire module will have to be repeated from scratch.

Throughout the evaluation process the student will be informed of his/her progress with respect to assignments that need to be submitted.

In accordance with UAB regulations, individual or group plagiarism or copying of any work or written test will be penalized with a zero score ("0") which means the student(s) will forfeit the possibility of repeating the assignment or test in the future (in the case of group plagiarism each student of the group will receive a zero score ("0") for the assignment or test).

Attendance at all sessions is compulsory. The student must attend at least 80% of all sessions; otherwise the assessment will correspond to "unsatisfactory".

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Final activities	30	0.2	0.01	8, 2, 10, 11
Portfoli	60	0	0	1, 4, 7, 3, 9, 5, 6, 10
Team work	10	5	0.2	1, 5, 6

Bibliography

Barrachina, L.I. A. (Coord.) (2011). Diagnòstic en educació. Barcelona: UOC.

Bassedas, E.(2010) Intervención educativa y diagnóstico psicopedagógico. Paidós. Barcelona.

Buisan, C. E, Marín, Mª A. (1987). Cómo realizar un diagnóstico pedagógico .Barcelona. Oikos Tau.

Cardona Moltó, M. C. (2010) Diagnóstico psicopedagógico. ECU.Valencia

Casado Romero, Alejandro, et alt. (2010) Casos prácticos de diagnóstico pedagógico. Universidad de Castilla La Mancha. Servicio de Publicaciones.Cuenca.

Clariana, M. (2003). Informe psicopedagògic. UAB: Servei de Publicacions.

Dueñas, M.L. (2011) Diagnóstico pedagógico.UNED.Madrid.

Guerrero Gutiérrez, G. (2009) Diagnóstico en educación y tratamiento. Tutorial Formación. Almería

Jiménez, A. (2003), Diagnóstico en Educación. Modelo, técnicas e instrumentos. Salamanca, Amarú Ediciones

Marí, R. (2006), Diagnóstico Pedagógico. Un modelo para la intervención psicopedagógica. Barcelona. Ariel Educación.

Moreno, F. X. (1995). Pruebas de observación y diagnóstico escolar inicial para alumnos en dificultad social" Barcelona: PPU.

Moreno, F. X. (2005a). Bateria para el diagnóstico neurológico de las vías de aprendizaje" Servei de publicacions de la Universitat Autònoma de Barcelona.

Martínez Monteagudo, María del Carmen(2013) Evaluación y diagnóstico en educación.UNIR. La Rioja.

Moreno, F.X. (2002a). Visión y aprendizaje" Servei de publicacions de la Universitat Autònoma de Barcelona.

Moreno, F.X. (2004). Bateria para el diagnóstico auditivo en las escuelas. Servei de publicacions de la Universitat Autònoma de Barcelona.

Moreno, F. X. (2005b). Cuestionario de conducta perturbadora en educación infantil. Editorial Lebón.

Moreno, F. X. (2005c). Los problemas de comportamiento en el contexto escolar. Bellaterra: Servei de publicacions de la Universitat Autònoma de Barcelona.

Padilla, Ma T. (2002), Técnica e instrumentos para el Diagnóstico y la Evaluación Educativa. Madrid. CCS.

Sánchez Cano, M. i Bonals, J. (coords.) (2005). La evaluación psicopedagógica. Barcelona: Graó.

Scala, María (2009) Diagnóstico psicopedagógico en lectura y escritura. CEP. Madrid.

Sánchez López, María Cristina, et alt.(2010) Diagnóstico y observación en el aula de educación infantil. Librero Editor. Murcia.

Sobrado, L.M. (2002). Diagnóstico en Educación: teoría, modelos y procesos. Madrid. Biblioteca-Nueva.

AVVP - Avaluació Psicopedagògica. Departament d'Ensenyament.