

Evaluation and Diagnosis of Educational Needs

Code: 42971
ECTS Credits: 6

Degree	Type	Year	Semester
4313754 Psychopedagogy	OB	0	1

Contact

Name: Angelina Sanchez Marti

Email: angelina.sanchez@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

The language course can be modified (from Catalan into Spanish) in the case of the course is attended by international students.

Prerequisites

None

Objectives and Contextualisation

The main objectives for this course are:

1. To know the key aspects of a psycho-pedagogical assessment process.
2. To identify and efficiently employ the main instruments, techniques and resources used for psycho-pedagogical assessment and diagnosis.
3. To write up assessment reports on psycho-pedagogical aspects using specific variables.
4. To communicate the results and conclusions of the assessment reports to the various relevant interlocutors.

Competences

- 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. Reflection on bias in the assessment from an intersectional perspective.
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 is based on Challenge-Based Learning (CBL), cooperative learning and the case study method. Based on this, working sessions may be theoretical, practical or mixed.

The theoretical lectures will be based on oral presentations complemented by multiple teaching resources (videos, readings, case analysis, etc.), as well as reinforced by the reading of the basic recommended bibliography. Depending on the space where the classes are given, differentiated group work activities will be carried out.

Workshops will consist of the follow-up of real cases of psychopedagogical diagnosis or evaluation and its preventive approach, where the students will have to conclude with their intervention proposals in this regard. A practical guide to these exercises will be provided. These sessions will be carried out either individually and in groups.

The face-to-face modality will allow us to elucidate the theoretical approaches of the subject through expositions and discussion of the topics, as well as to explore the topic through dynamics in small groups,

cooperative groups, etc. The practical sessions will combine both individual and group work for the resolution of cases. The use of the Virtual Campus will also be required.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Collaborative learning	29	1.16	3, 8, 2, 11
PBL	92.5	3.7	1, 7, 9, 5, 6, 10
Study of case	22.5	0.9	1, 5, 10

Assessment

The grading system is based on continuous assessment. Criteria such as participation, the ability to integrate and relate conceptual contents to procedural ones will be evaluated, as well as the skill to critically analyze them in each study case, always considering the deontological values of the profession.

The evaluation will consist of three moments. The first one consists of the elaboration of a virtual individual portfolio which includes a collection of the contents of the subject, the visualization of graphic documents, the analysis of readings, group work conclusions, etc., which must be complemented with the obligatory bibliographic references. The portfolio will constitute the 50% of the final grade, and will be submitted at the end of the module. A second assessment activity will consist of solving a case study in small groups, which will represent the 40% of the final grade. This will be submitted one week before finishing the module. Finally, the last 10% of the final grade will be the result of individual participation and self-evaluation.

To pass the subject it will be necessary to have successfully accomplished and past all the assessment activities.

1. Weighting of activities:

Attendance/individual participation: 5%

Case study (in small group): 40%

Test theoretical-practice (virtual individual portfolio): 50%

Self-assessment study: 5%

2. Assessment conditions: Active participation in class and group work, as well as preparing individual works.

3. Requirements to pass the course: You must have a minimum grade of 5 in each of the types of activities that make up the assessment.

4. Recovery tests: If a student does not pass any of the evaluation activities (case study and/or portfolio), he/she can recover them re-submitting them.

5. Evaluation dates: The delivery dates of the assessment evidence will be agreed with the lecturer.

6. Other aspects to consider:

In the event that the student fails the module, he/she must re-enroll in the module in the next edition of the master's degree. In this case, no evidences or marks will be saved.

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

The results of the correction of the evaluative evidence will be delivered within a maximum period of 20 days.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance	5	0	0	1, 5, 6
Final activities	40	1	0.04	8, 2, 10, 11
Portfoli	50	4	0.16	1, 4, 7, 3, 9, 5, 6, 10
Student self-assessment	5	1	0.04	10

Bibliography

Associació Catalana de Psicopedagogia i Orientació (ACPO) (2020). *Eines psicopedagògiques*. Barcelona. <http://www.acpo.cat/eines/>

Barrachina, L. A. (Coord.) (2011). *Diagnòstic en educació*. UOC.

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

Bonals, J., & Sánchez-Cano, M. (2007). *Manual de asesoramiento psicopedagógico*. Graó.

Buisán, C. E., & Marín, M. A. (1987). *Cómo realizar un diagnóstico pedagógico*. Oikos Tau.

Cardona, M. C. (2010). *Diagnóstico psicopedagógico*. ECU.

Castla, M., Medina, A., & Liu, Y. (2022). Una reflexió sobre l'ús de les proves estandarditzades en l'avaluació a l'atenció primerenca. *Àmbits de psicopedagogia i orientació*, 56. <https://doi.org/10.32093/ambits.vi56.5040>

Casado, A., Nápoles, M. D., & Pérez, C. A. (2010). *Casos prácticos de diagnóstico pedagógico*. Universidad de Castilla La Mancha.

Departament d'Ensenyament (2018). *L'orientació educativa i l'acció tutorial al llarg i en cada una de les etapes educatives i ensenyaments. Aprenentatge i formació continuats*. Generalitat de Catalunya. <http://xtec.gencat.cat/web/.content/curriculum/orientacioeducativa/Documents/n1.pdf>

Direcció General d'Educació Infantil i Primària (2015). *De l'escola inclusiva al sistema inclusiu. Una escola per a tothom, un projecte per a cadascú. Materials per a l'atenció a la diversitat. Orientacions per a docents i professionals d'atenció educativa dels centres d'educació infantil, primària, secundària obligatòria i postobligatòria i dels serveis educatius*. Generalitat de Catalunya

Dombrowski, S. C. (2015). *Psychoeducational Assessment and Report Writing*. Springer.
<https://doi.org/10.1007/978-1-4939-1911-6>

Donoso-Vázquez, T. (2012). Propuestas para una orientación con perspectiva de género. En, *I Congreso internacional e interuniversitario de Orientación Educativa y Profesional. Rol y retos de la orientación en la universidad y en la sociedad del siglo XXI*. Universidad de Málaga.

Donoso-Vázquez, T., & Sánchez-Martí, A. (2013). *Orientación educativa y profesional. Estudio de casos*. ISEP. <https://www.isep.es/wp-content/uploads/2018/01/Libro-Orientacion.pdf>

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

Duran, D., Giné, C., & Marchesi, A. (2010). *Guia per a l'anàlisi, la reflexió i la valoració de pràctiques inclusives*. Generalitat de Catalunya.

Echeita, G. & Calderón, I. (2014). Obstáculos a la inclusión: cuestionando concepciones y prácticas de evaluación psicopedagógica. *Àmbits de psicopedagogia i orientació*, 41, 3-12.
<http://ambitsaaf.cat/article/view/805>

Fuentes, N. (Coord.). (2022). *ParlaJoc. Les cartes màgiques de l'acolliment familiar*. ICAA i Fundació LaCaixa.

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

Martínez Monteagudo, M. C. (2013). *Evaluación y diagnóstico en educación*. UNIR.

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

Moreno, F. X. (2002). *Visión y aprendizaje*. Servei de publicacions de la UAB.

Moreno, F. X. (2004). *Batería para el diagnóstico auditivo en las escuelas*. Servei de publicacions de la UAB.

Moreno, F. X. (2005). *Los problemas de comportamiento en el contexto escolar*. Servei de publicacions de la UAB.

Padilla, M. T. (2002). *Técnicas e instrumentos para el diagnóstico y la evaluación educativa*. CCS.

Pascual, I. (2015). *Diagnóstico pedagógico: conceptos básicos y aplicaciones en el aula infantil*. UOC.

Puigdemívol, I., Petreñas, C., Siles, B., & Jardí, A. (Eds.) (2019). *Estrategias de apoyo en la escuela inclusiva: una visión interactiva y comunitaria*. Graó.

Pujolàs, P. (2015). *Aprender juntos alumnos diferentes. Els equips d'aprenentatge cooperatiu a l'aula*. Eumo.

Rodó-Zarate, M. (2021). *Interseccionalitat. Desigualtat, llocs i emocions*. Tigre de Paper.

Sánchez-Cano, M., & Bonals, J. (Coords.) (2007). *La evaluación psicopedagógica*. Graó.

Sánchez, M. C. (2012). *Observación sistemática y análisis de contextos: diagnóstico y observación en el aula de Educación Infantil*. DM.

Scala, M. (2009). *Diagnóstico psicopedagógico en lectura y escritura*. CEP.

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

Tria, N. (2019). *Etnografía de la hiperactividad. Encuentros y desencuentros en un instituto de secundaria*. UOC.

Software

No software required.