

Degree	Type	Year
Psychopedagogy	OB	1

Contact

Name: Angelina Sanchez Marti
Email: angelina.sanchez@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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.

Learning Outcomes

1. CA02 (Competence) Identify the personal, social and educational needs of individuals, groups and/or organisations through psychoeducational assessment in different contexts of formal and non-formal education.
2. CA03 (Competence) Indicate, when returning the results obtained, the limits and possibilities of the psychopedagogical assessment data, both to the addressees and to the educational agents involved.
3. CA04 (Competence) Identify inequalities and discrimination on the grounds of sex/gender present in the field of psychopedagogy and psychopedagogical work.
4. KA05 (Knowledge) Define techniques for psychopedagogical assessment and diagnosis designing the process of information collection, analysis and return with precision and efficiency.
5. KA06 (Knowledge) Evaluate the problems, prejudices and discrimination that could arise in actions, decision and project in the short and long term, in relation to different people or groups.
6. SA04 (Skill) Apply instruments and resources that are adequate for psychopedagogical assessment according to the nature of the educational needs being assessed.
7. SA05 (Skill) Design educational guidance proposals based on the personal, academic and professional knowledge of the students, taking into account their life project, as well as the set of psychopedagogical evaluations carried out throughout their educational career.

8. SA06 (Skill) Produce diagnostic reports and schooling opinions for all students with specific educational support needs.

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. Psycho-pedagogical assessment and diagnosis of individuals and groups. Variables and psycho-pedagogical constructs.
3. Instruments, techniques, and resources for psycho-pedagogical assessment. Characteristics, possibilities, and limitations. Use of standardized tools; construction and validation of those tools.
4. Diagnosis and psycho-pedagogical assessment in the educational context. Analysis and assessment of psycho-pedagogical constructs and variables.
5. Communication of the results of the psycho-pedagogical assessment. Reaction to the diagnosis. Analysis and interpretation. Communication with respect to the subject of the diagnosis. Psycho-pedagogical diagnostic guidelines.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Collaborative learning	29	1.16	CA02, CA03, KA06, SA05, SA06, CA02
PBL	92.5	3.7	CA03, CA04, KA05, KA06, SA04, SA05, SA06, CA03
Study of case	22.5	0.9	CA02, KA05, SA04, SA05, SA06, CA02

The methodology is based on Problem-Based Learning (PBL), 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 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.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Case Study	45	3	0.12	CA02, CA03, KA05, KA06, SA04, SA05, SA06
Student's critical self-assessment	10	1	0.04	CA04, SA06
Theoretical-practical test	45	2	0.08	CA02, CA03, CA04, KA05, KA06, SA04

Continuous Assessment

Evaluation will be based on a continuous assessment approach. Criteria such as participation, the ability to integrate and relate conceptual and procedural content, as well as the capacity to critically analyze each case while respecting the ethical values of the profession, will be taken into account.

The assessment will consist of three activities:

- Case study in small groups (45%): Students will form interdisciplinary groups and work collaboratively on the resolution of a practical case related to the course content. The case resolution will be carried out during the module. This activity will allow for the application of theoretical knowledge to real or simulated situations and must be submitted two weeks after the module ends (November 12).
- Individual theoretical-practical test (45%): A test will be administered combining theoretical questions with practical applications of the concepts covered during the course. This test will take place at the end of the course's teaching period (November 5).
- Individual critical self-assessment (10%): Each student will write a critical reflection on their own learning process throughout the course, evaluating their achievements, challenges, and contributions. This self-assessment must be submitted one week after the module ends.

Conditions for being assessed: Active participation in class sessions and group work, as well as submission of all individual assignments.

Requirements for passing the course: To pass the course, all three assessment activities must be successfully completed. A minimum grade of 5 out of 10 is required in each type of assessment activity.

Resit (Recovery): If a student does not pass one or more of the assessment activities, they will have the opportunity to resubmit them by December 12. The theoretical-practical test may also be retaken on this date.

Single Assessment: The single assessment consists of an individual theoretical-practical test (45%), the individual resolution of a case study (45%), and a theoretical review of a book from the recommended bibliography (10%). These three activities will take place on November 5. The same resit policy applies as for continuous assessment: the activities may be submitted and/or reassessed on December 12.

Important Notes:

- Attendance at face-to-face sessions is mandatory, with a minimum requirement of 80%. Otherwise, the evaluation will be marked as "Not Presented" (NP).

- Feedback, grading, or return of assignments will be provided within a maximum of 20 working days.
- If a student fails the module, they must re-enroll in the next edition of the master's program. In this case, no previously earned grades will be retained.
- According to UAB regulations, plagiarism or copying of any written work or test will be penalized with a grade of 0 for the assignment, with no possibility of resubmission. This applies to both individual and group work (in the case of group work, all group members will receive a 0).

Use of AI Technologies:

The use of Artificial Intelligence (AI) tools is permitted in this course exclusively for support tasks, such as text correction, translations, idea generation, initial content organization, or preliminary conceptual exploration. These tasks may not, under any circumstances, replace the systematic processing or regular handling of data, nor the student's primary responsibilities as the author of the work, such as original writing, data management and processing, critical analysis, or discussion of results.

Students must clearly identify which parts of their work were generated using AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how AI influenced both the process and the final outcome of their work. This reflection may be included in an appendix or in the methodology section, as appropriate.

Lack of transparency regarding the use of generative AI tools will be considered academic dishonesty and may result in partial or total penalties to the course grade, as well as more severe sanctions in serious cases, in accordance with institutional regulations.

Furthermore, students must demonstrate that the AI tools used meet appropriate standards for confidentiality, data security, copyright protection, and content reliability, in line with ethical and editorial best practices in academic research.

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.

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.

Consorci d'Educació de Barcelona (2024). Guia per a la detecció de les necessitats educatives de l'alumnat de 3 a 16 anys.

https://www.edubcn.cat/rcs_gene/extra/04_inclusiva/Guia_NESE/AF_240626_CEB_guia_NESE_DIGITAL_v1.pdf

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>

Huguet, T., Liesa, E., & Serra-Capallera, J. (2022). *El asesoramiento psicopedagógico a debate*. Graó.

Losada-Puente, L. (2024). *Diagnóstico pedagógico en Educación Primaria*. Editorial Pirámide.

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. (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.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEmRD) Teoria (màster RD)	1	Catalan	first semester	afternoon