Teaching Guide			
Identifying Data			2021/22
Subject (*)	Teaching Diagnosis	Code	652G02039
Study programme	Grao en Educación Primaria		
Descriptors			

Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fourth	Optional	4.5

Language	SpanishEnglish		
Teaching method	Face-to-face		
Prerequisites			
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación		
Coordinador	Losada Puente, Luisa	E-mail	luisa.losada@udc.es
Lecturers	Losada Puente, Luisa	E-mail	luisa.losada@udc.es
Web	https://campusvirtual.udc.gal/my/		
General description	The concern for assessing and analysing human behaviour according to one or other variables has been a constant throughout the history of mankind, and has allowed diagnostic to be configured as a science linked to various fields of knowledge: medicine, psychology, education? In education, Pedagogical Diagnosis stands as a discipline that studies the school-age child and his/her environment, by means of: (a) the identification and the assessment of their abilities, behaviours, attitudes, and personal attributes in the school context; (b) the search for an explanation of the causes, alternatives and factors that are involved in the situation experienced by the student; (c) the explanation of the consequences on him/her, through the syntaxis of the information gathered by various techniques; and (d) the specification, based on these results, of the singular resources required for the attention to his/her special educational needs (or, in general, specific educational support needs), planning, when necessary, an appropriate intervention to satisfactorily improve these actions, the child?s personality and maturity and, in short, to act on his/her school well-being, thus contributing to improve his/her individual quality of life. For all these reasons, this subject aims to offer a theoretical-practical approach to the field of pedagogical diagnosis, through which students will acquire the basic competences that will enable them to understand the learning processes in the 6-12 year-old period inside and outside the classroom, the characteristics of the students and their motivational and social processes, as well as to identify the learning difficulties of their students, apply their knowledge to the problems presented by their future students at school, use appropriate techniques and instruments for exploration and diagnostic identification, and draw up reports that allow them to inform of the needs detected and collaborate in the assessment process and subsequent intervention, from their field of knowledge. Important note: This subject will be taught in bilingual mode. The teaching and learning process will be carried out in two vehicular languages, English and Spanish, ensuring at all times that students are able to follow the subject properly and have access to equivalent teaching materials in both languages. The use of two vehicular languages in this subject is based on the pedagogical principle of scaffolding for English teaching methodologies of translanguaging or code switching. The teacher will be able to increase the use of English and reduce the use of Spanish progressively, depending on the students' ability to adequately follow the subject in a foreign language. In classroom interaction, students will be encouraged to use the foreign language to the best of their ability. The students' linguistic competence in a foreign language will never be evaluated nor will it have an impact on the final grade achieved in the subject. In the evaluation, students may be evaluated in the language of their choice.		

Contingency plan	1. Modifications to the contents: no changes will be made.
	2. Methodologies
	*Teaching methodologies that are maintained: initial activities, keynote speech, supervised project, case study, guided discussion.
	*Teaching methodologies that are modified:
	- Simulation: instead of performing a representation of theoretical learning in the form of a hypothetical assumption in the classroom, groups will be paired with other groups to work on the assumptions among them and must produce a report with the results. There will be no oral presentation of the work, but only the report delivered on the date indicated by the teacher will be taken into account.
	- Oral presentation: the oral presentation of the contents will be replaced by a presentation elaborated by the students through a PPT with audio, or a video elaborated with the resources that the University makes available to the students.
	3. Mechanisms for personalized attention to students
	- TEAMS: will be attended through this platform (virtual meetings, chat) only during class and tutoring hours. No questions will be answered outside these hours (with some exceptions).
	- Outlook: student e-mails will be attended during tutoring hours. No e-mails sent outside these hours will be answered.
	- Virtual Campus Forum: a space will be enabled in Virtual Campus for "general" doubts and for each content of the subject.
	4. Modifications in the evaluation: no changes will be made.
	*Evaluation observations: the compulsory nature of attendance in the case of confinement is annulled. However, students must complete all the activities scheduled at the beginning of the course on the scheduled dates.
	5. Modifications to the bibliography or webgraphy: no changes will be made.

Study programme competences / results	
Code	Study programme competences / results
A1	Comprender os procesos de aprendizaxe relativos ao período de 6-12, no contexto familiar, social e escolar.
A2	Coñecer as características destes estudantes, así como as características dos seus contextos motivacionais e sociais.
A3	Dominar os coñecementos necesarios para comprender o desenvolvemento da personalidade destes estudantes e identificar disfuncións.
A4	Identificar dificultades de aprendizaxe, informalas e colaborar no seu tratamento.
A6	Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e distintos ritmos de aprendizaxe.
A7	Analizar e comprender os procesos educativos na aula e fóra de ela relativos ao período 6-12.
A11	Coñecer os procesos de interacción e comunicación na aula.
A20	Mostrar habilidades sociais para entender ás familias e facerse entender por elas.
A21	Coñecer e saber exercer as funcións de titor e orientador en relación coa educación familiar no período 6-12.
A22	Relacionar a educación co medio, e cooperar coas familias e a comunidade.
B1	Aprender a aprender.
B6	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B9	Capacidade para expoñer as ideas elaboradas, de forma oral e na escrita.
B13	Lectura e interpretación de imaxes.
B14	Capacidade para traballar en equipo de forma cooperativa, para organizar e planificar o traballo, tomando decisións e resolvendo problemas, tanto de forma conxunta como individual.
B17	Capacidade de análise e de autoavaliación tanto do propio traballo como do traballo en grupo.
B18	Compromiso ético para o exercicio das tarefas docentes.

B21	CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo
B22	CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo
B23	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B24	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B25	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes			
Learning outcomes	**Study programme competences / results**		
To know and compare the different models of educational diagnosis, estimating the most adequate in relation to the individual learning processes and to the interaction and communication in the family, social and school context, related to the 6-12 years period.	A1 A7 A11	B18 B21 B22	C3
To understand and be able to explain the characteristics of students aged 6-12 years, the development of their personality and motivation and their possible dysfunctions and/or learning difficulties.	A2 A3 A4	B9 B21 B22 B23	C1 C4
To identify the possible learning difficulties in and out of the classroom of students aged 6-12 years old, applying tips that are transferred to the people involved and that contribute to their treatment.	A4 A6 A7	B22 B23 B24	C1
To appreciate the diversity of abilities and learning rhythms in and out of the classroom, estimating the mechanisms and strategies adopted for the resolution of situations that affect the educational process of the students.	A6 A7	B9 B13 B23	
To master and make use of the social, communicative and professional skills necessary to understand the students and families and to be understood by all of them, to perform the functions of tutor and/or counselor in relation to family education and to establish cooperation and communication links with families and the community.	A11 A20 A21 A22	B24	C1 C4
To investigate, autonomously and/or collaboratively, new ways of teaching and of maintaining an updated knowledge of one's own professional field.		B1 B14 B17	C3
To issue argued judgments about a reality, contrasting their opinions with those of other professionals in the field and contributing to the joint resolution of problems within the area of study based on ethics and responsibility in the teaching work.		B6 B9 B14 B22 B24	C1

To evaluate, critically, their own learning abilities and their need for lifelong learning.	B1 B21 B25	C5 C7

Contents	
Topic	**Sub-topic**
Topic 1. Conceptual delimitation of diagnosis in educacion	1.1. The concept of diagnosis in education.
	1.2. Models of diagnosis in education.
Topic 2. The process of diagnosis in education	2.1. Problems and elements of diagnostic.
	2.2. Levels of action and areas of diagnosis.
Topic 3. Techniques and instrumentos for collecting information in the process of diagnosis	3.1. Objective, subjective and projective techniques.
	3.2. Classroom tools for teachers.
Topic 4. The educational diagnostic report	4.1. Application tor the elaboration and interpretation of the diagnostic report.
	4.2. Ethical-social problems and professional deontology.

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Introductory activities	A22 B1 C1 C3	1	0	1
Guest lecture / keynote speech	A1 A2 A3 A11 A21 C7	7.5	0	7.5
Supervised projects	A4 A6 A7 B1 B9 B14 B17 B18 B22 B23 B24 B25 C1 C3 C4	7.5	30	37.5
Simulation	A11 A21 A22 B6 B9 B21 B22	3	9	12
Case study	A4 A6 A20 B1 B6 B13 B14 B23 B24 C3 C5	5.5	16	21.5
Oral presentation	B1 B9 B13 B17 B23 B24 C1 C3	4	15	19
Directed discussion	A3 A7 B9 B13 B24	1	0	1
Mixed objective/subjective test	A3 B21 B22 B23 B24	2	10	12
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	**Description**
Introductory activities	Activity that will be developed at the beginning of the classes to know the previous competencies, interests and motivations of the students about the subject and, thus, be able to articulate the teaching to promote effective and meaningful learning.
Guest lecture / keynote speech	This methodology will be used in the explanatory sessions in a flippled classroom format. Thus, the contents that make up the theoretical framewrk of the course will be presented through presentations and audio-visual media, that will be uploaded to the Virtual Campus. These will be short videos for students to visualize them outside the classroom. This material will be uploaded to the platform one week in advance so that the students can manage their time to view them and work in class on the theoretical content addressed in them, in a practical way. In the classroom, metodologies such as guided discussion or case study will be used to introduce questions for the students, with the aim of transmitting knowledge and facilitating learning. In addition, students will be offered bibliography and additional documentation to deepen their knowledge on each topic.

Supervised projects	Students will carry out, throught the term, several works whose purpose is that students know, understand, and apply to their daily life the basic princciples that support the current pedagogial diagnosis. This ability must be materialized in a final document, which may be presented in a variety of format such as video, image, drawing, blog.... using the technological means avaliable to them, and which will be presented to the rest of their classmates.
Simulation	A representation of theoretical learning will be carried out in the form of a hypothetical case (simulation) related to the use of a diagnostic test, in which students will have to test their behavior in specific situations, the knowledge acquired so far, their ability to analyze alternatives and their consequences. It will be carried out in person, supported by ICTs and, preferably, in small groups (number of participants to be determined, second to student enrollment) so that they work together in the resolution of the tasks, in order to optimize their learning and get feedback from the joint work.
Case study	Activity in which students will be presented with a specific problematic situation that they might encounter in their future professional life. Students must be able to understand, analyze, evaluate and solve the problem, taking as a frame of reference the learning acquired in the lectures, as well as other complementary materials provided by the teacher or available in the basic bibliography of the subject. It will be carried out in groups (participants to be determined, depending on the number of students) and the group will analyze, debate and evaluate the case presented, and discuss the facts and possible solutions to reach a reasoned decision through a process of discussion.
Oral presentation	The students will present their final project in front of the teacher and the other classmates, and may be asked to present any other activity carried out as a case study, simulation... The presentations of the activities will be done as a group and the participation of all the members of the group will be required. They should be presented in the form of an oral presentation, using innovative resources and media. In addition to the quality and clarity of the presentation, the ability to adjust to time, the adequacy to the audience and place of the presentation and, above all, creativity and innovation will be valued.
Directed discussion	There will propose dynamics in which topics will be addressed that will invite students to reflect on contents related to diagnosis in the educational field. The aim is to favor the construction of a critical vision when interpreting the educational reality. Resources such as readings or videos will be used to contextualize the discussions, for which students will be required to read/critically review them beforehand (autonomous work).
Mixed objective/subjective test	Written test for the continuous evaluation of learning. This test will be subdivided into several parts/moments, which correspond to the different parts of the syllabus. Thus, the students will be able to demonstrate their degree of understanding of the contents and their progression in learning. It may include objective questions: true/false, multiple choice, order, short answer, discrimination, completion and/or association.

Personalized attention	
Methodologies	Description

Case study Mixed objective/subjective test Supervised projects	During the development of the practical activities, the groups will have 1.30 hours of personalized attention in the classroom, understood as attention, supervision and monitoring of the working groups, to resolve any doubts that may arise during the handling of sources and the resolution of practical problems. This implies that students must actively participate in the practical sessions. The students will be able to consult doubts during the tutoring schedule. The tutorials may be attended, depending on the health circumstances of the moment, either in person (office P1 A19) or virtually (TEAMS, Outlook), exclusively during the tutoring schedule that appears on the Faculty's website. --- Students with a part-time dedication recognition, as established in the "Norma que regula el régimen de dedicación al estudiante de los estudiantes de Grado en la UDC (Art. 2.3.,3b y 4.5) (29%5/212)" will develop their activity with the attendance and participation in the dynamics included in the section "Methodologies" and in "Personalized attention", applicable to the practices whenever possible. The activity will be done following the evaluation remarks on the flexibility of the attendance-participation and the requirements to pass the subject.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Mixed objective/subjective test	A3 B21 B22 B23 B24	Several tests will be carried out throughout the term in order to assess the acquisition of theoretical and practical knowledge, which may include multiple choice, ordering, short answer, discrimination, completion and/or association questions, or just any of these. Students will have the right to be evaluated in any of the two vehicular languages in which the subject is taught. The correction system will be: - V/F questions: an incorrect answer will subtract a correct answer. - Multiple-choice questions: the correction formula will be applied randomly (correct answers - errors / number of alternatives - 1). - Short answer questions: the clarity and the capacity of synthesis and adequacy of the answer to the question asked will be valued. Important note: the mixed test is introduced in the form of "continuous evaluation" that replaces the final exam; that is to say, the students will have to pass the tests throughout the course. Each of the tests will have differentiated and exclusive contents (i.e., the subject matter will be eliminated after each test). It is required that, as a whole, the student reaches a minimum of 50% of the grade for this methodology to be considered "passed". In the case of not reaching the minimum of 50% (5 points out of 10), the student will have to undergo the evaluation in the 2nd opportunity in July, appearing in the first call with a grade of 4 (fail).	50

Supervised projects	A4 A6 A7 B1 B9 B14 B17 B18 B22 B23 B24 B25 C1 C3 C4	Throughout the four-month period, a set of activities will be developed (mainly to be worked in the classroom), some of which may require a presentation in the classroom or the delivery of a report. These activities, in addition, will be useful for the students to nurture their Final Project, which will be fully evaluated in its oral presentation. The students will have the right to be evaluated in any of the two vehicular languages in which the subject is taught.	20
Oral presentation	B1 B9 B13 B17 B23 B24 C1 C3	The students will carry out a final project that will be nourished with contents throughout the term with the activities carried out in the classroom and with the guidance provided by the teacher to each group in the sessions arranged for the realization of the work in the classroom, and through tutoring outside the classroom. This work may consist of the design of a blog, the making of a video or the creation of a story, among other possibilities, and with which the fundamental principles that support the pedagogical diagnosis in Primary Education are reproduced. The students will have the right to be evaluated in any of the two vehicular languages in which the subject is taught. The students will have in advance a rubric in which the aspects that will be evaluated in the work will be specified. Likewise, we will try to use complementary methodologies to the evaluation of the teacher, which allow reflection on their own practice (self-evaluation) and on the practice of peers (peer evaluation), reaching a shared evaluation involving teachers and students (co-evaluation).	30

Assessment comments

REQUIREMENTS TO PASS THE COURSE:

Attending class. Class attendance is mandatory with 80% of the sessions.To participate in class. The condition of assisting students (80% attendance) implies not only attendance, but also participation and use of class time. For this, it is highly recommended that students visualize and/or read the materials uploaded to the platform where all the materials of the course are uploaded, since they contain the fundamental contents for a correct follow-up of the sessions and to pass the subject.To carry out all the compulsory activities that count in the final evaluation of the subject; that is to say: the mixed test (tests of the blocks of contents), the tutored work and the oral presentation. To reach 50% of the grade in each of the evaluation methodologies to pass the subject, whatever the evaluation modality the student is submitted to. In the case of not reaching 50% in any of the parts, the final grade will be of 4 points. To adhere to the delivery dates indicated in the calendar presented during the presentation of the subject. Deliveries after the deadline or the absence of delivery will have a grade of 0 points and, therefore, will result in a final grade of failure. To complete the proposed activities, taking advantage of and optimizing the time spent in the classroom. To carry out original work. Failure to comply with ethical standards in the performance of academic work will result in a grade of 0 points in the same and, therefore, will result in a final grade of failure. Under no circumstances will be accepted partial or totally extracted works from other sources that were not properly cited.TYPES OF ASSESSMENT: Taking into account the possible existence of students who, due to their particular circumstances, cannot attend class, and therefore, be part of a working group and make the oral presentation of the project, there are different evaluation modalities according to the student's attendance regime:CONTINOUS ASSESSMENT: assessment modality applicable to assistant students; that is to say, to those who comply with the attendance requirement of 80%; and to students with part-time attendance recognition.Attending students: will be evaluated throughout the learning process, through the realization of practical activities (tutored work) and their oral presentation, reviewed by the teacher, as well as the formative evaluation through the tests corresponding to the mixed test. The tests will be scheduled for the dates that the teacher will indicate on the first day of class. They cannot be taken outside the class timetable or outside the established dates.s.Studetns with recognition of part-time dedication: according to the rule that regulates the regime of dedication to the study and the permanence and progression of undergraduate and graduate students at the University of A Coruña (approved by the Governing Council on 28 June 2016), in its articles 4, 5 and 6, it will be necessary for these students to request a waiver and deliver it to the teacher. The students who adhere to this modality will be evaluated under the following evaluation process::(a) They will have to deliver the works that are the object of evaluation (20%), carried out individually, in the time and form established for attending students. Since it will not be subjected to oral presentation, the Final Project will consist of the presentation of the project through an explanatory video, recorded by the student and delivered on the date established for the students as a whole. The valuation of this oral presentation will correspond entirely to the teacher (30%), elliminating the possibility of making co-valuation.(b) Students will have to take the tests corresponding to the "mixed test" evaluation methodology under the same conditions as the students attending (that is, they must meet the deadlines established by the teacher) and whose qualification will be 50% of the final grade; that is, 5 points out of 10, but it is necessary to achieve half of the score to pass (i.e., a minimum of 2.5 points).

FINAL ASSESSMENT: assessment modality applicable to non-attending students (those who do not meet the minimum attendance requirement of 80%), as well as those who do not participate in any of the online tests (mixed test). For these students, it is established that:(a) It will be recommended that they perform all the activities that will be developed in the classroom with face-to-face students, but in an autonomous way and counting on the supervision of the teacher during tutorial hours. These activities will not be delivered to the teacher, but will be evaluated through a test that will take place at the end of the four-month period (1st official call) and in which these activities correspond to 50% of the final grade; that is, 5 points out of 10, but it is necessary to achieve half of the score to pass (i.e., minimum 2.5 points) (b) The theoretical contents will be available to non-attending students through the videos and the Teaching Manual, in the Virtual Campus. These contents will be included in the "mixed test" (1st official exam), together with the one specified in section a. This part of the exam will have a weight of 50% of the final grade; that is, 5 points out of 10, but it is necessary to achieve half of the score to pass (that is, a minimum of 2.5 points).   The date of the test in which the items specified in sections a and b will be included is fixed by the Xunta de Facultade (1st official call exam).The methodologies approved in the 1st Call (May - June) will only be saved for the 2nd Call (June - July) of the current year.

The works will be delivered fundamentally in digital format, and in the cases that the delivery is in paper this will have to be recycled, avoiding the use of plastics. In addition, the use of a non-sexist and non-discriminatory language will be required.

Sources of information

Basic	- Alonso Tapia, J. (2012). Evaluación psicopedagógica y orientación educativa. Síntesis.
	- Anaya Nieto, D. (2003). Diagnóstico en educación. Diseño y uso de instrumentos. Sanz y Torres.
	- Ayala Flores, C.L. (2001). Evaluación e informes psicopedagógicos: de la teoría a la práctica. CEPE.
	- Cardona Moltó, M.C., Chiner Sanz, E., & Lattur Devesa, A. (2010). Diagnóstico psicopedagógico. ECU.
	- Faragher, S. (2014). Understanding assessment in primary education.. SAGE.
	- Ibáñez López, P., & Mudarra Sánchez, M.J. (2014). Atención temprana. Diagnóstico e intervención psicopedagógica. UNED.
	- Iglesias Cortizas, M.J. (2005). Diagnóstico escolar. Teorías, ámbitos y técnicas. Pearson. Prentice Hill.
	- Losada-Puente, L. (2021). Handbook of pedagogical diagnosis. EUNOIA.
	- Padilla, M.T. (2002). Técnicas e instrumentos para el diagnóstico y la evaluación educativa. CCS.
	- Pascual Gómez, I. (2016). Diagnóstico pedagógico. conceptos básicos y aplicaciones en el aula de educación infantil. Editorial UOC.
	- Peer, L., & Reid, G. (2021). Special educational needs (3rd ed.). Delayna Spencer.
	- Ramrathan, I., Grange, L.L., & Higgs, P. (2017). Education studies for initial teacher development. . Juta & Company.
	- Rousseau, N., & Espinosa, G. (2018). Le bien-être à l'école: enjeux et stratégies gagnantes.. Presses de l'Université du Québec.
Complementary	- Anaya Nieto, D. (1992). Introducción al diagnóstico en orientación. Sanz y Torres.
	- Iglesias Cortizas, M.J. (2012). Aportaciones del diagnóstico pedagógico a la orientación educativa (pp. 89-112). Biblioteca Nueva.
	- Marí Molla, R. (2006). Diagnóstico pedagógico: Un modelo para la intervención psicopedagógica (2ª ed.). Ariel Educación.
	- Shilova, E.A., Zakrepina, A.V., & Strebeleva, A. (2019). Study of the pedagogical context of the diagnostic competence of special education teachers/rehabilitators. . Integration of Education, 23(3), 458-474.

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments