

**COURSE DATA****Data Subject**

<b>Code</b>	33490
<b>Name</b>	Evaluation of social educational programmes and institutions
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	335 - Evaluation of socio-educational programmes and institutions	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PERALES MONTOLIO, MARIA JESUS	270 - Research Methodology, Educational Diagnosis and Assessment

**SUMMARY**

The Social Education Degree aims to train students in critical analysis and intervention in social and educational problems. For it it has different subjects, from a socio-pedagogical perspective, they form the student to analyze the reality social educative that him makes a detour, to identify problematic situations and to design programs of intervention.

The socio-educational intervention process must include an evaluative perspective that critically review the entire program, from design to their results, through its implementation and development. Thereof, must be analyzed organizations and institutions where this procedure is performed. This is the contribution of the subject "Assessment of Socio-Educational Programs and Institutions," as a line of fundamental research in the Department MIDE.



The overall aim of this course is to provide a consistent and principled training, to serve as a conceptual framework and methodology for analyzing evaluative documents, to participate (and even coordinate) evaluative work, and to sustain the necessary training on evaluation. Therefore, it is a subject where theory and practice are equally important and addresses dynamically, alternating methodological with conceptual elements.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

This course is part of the fifth semester of the degree of Grade (1 semester of 3rd year).

In content, this course is directly related to the subject of Educational Research, the courses in which they have addressed intervention content, and the fourth-year elective course referring to diagnosis.

The course of Education Research Methods provides the framework of the overall research, techniques for constructing tests and other procedures for gathering information and basic statistical techniques to anal

## OUTCOMES

### 1306 - Degree in Social Education

- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Develop tools for gathering and analysing educational information.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Intervene in socio-educational and community projects and services.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.



## LEARNING OUTCOMES

- Critically analyze an evaluation report.  
Identify and know how to build the key components of an evaluation plan.  
Design the evaluation plan for a program or a social educational institution.

## DESCRIPTION OF CONTENTS

### 1. Block I

Review conceptual (the evaluation and research, theoretical and methodological foundations, its relationship with other disciplines)

Models for evaluating programs and projects

### 2. Block 2

Components of the evaluation process (functions, types, agents, indicators and criteria, data collection, the evaluation report).

Evaluation of educational and community projects

Evaluation of socio-educational intervention programs

Evaluation of socio-educational organizations and institutions. Quality Management.

### 3. Block 3

Quality assessment. Guides review evaluation. Methodological and ethical dilemmas.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Computer classroom practice	15,00	100
<b>TOTAL</b>	<b>60,00</b>	

## TEACHING METHODOLOGY

The teaching methodology is based on the development of content through a close connection between theory and practice, combining both group work and collaborative and individual work.

In the practical part, for people who are enrolled in three subjects or more than the 1st semester of 3º, the elaboration of an integrating project will be considered. From this subject will work and assess the section of evaluation of the project. This work will mean 50% of the grade (practical part). For people who do not have enrolled the other subjects of the 1st semester, a specific work plan will be designed.



## MATERIALS

- a) **Academic Guide:** specifies the objectives, content, workload distribution issues, schedule meetings, methodology, evaluation, and bibliography.
- b) **Bibliography:** required reading, given in the same Academic Guide.
- c) **Dossier of documents.**
- d) **Other:** How much relevant information can provide students their own initiative.

## EVALUATION

They employ different evaluation procedures for evaluating joint acquisition of different skills involved. Each of these procedures must be approved in order to pass the subject.

Written test	Test	50 %
Evaluation of Practice	Handedpractices	50 %

## REFERENCES

### Basic

#### - 10.1 Referencias Básicas

Referencia b1: JORNET, J.; SUAREZ, J. y PERALES, M.J. (2003). Metodología de evaluación de programas de formación ocupacional y continua. Valencia: Adeit.

Referencia b2: CASTILLO, S. y CABRERIZO, J. (2003). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Madrid: Pearson

Referencia b3: LUKAS, J.F. y SANTIAGO, K (2009). Evaluación educativa (2ª edición). Madrid: Alianza.

Referencia b4: Perales, M.J., Ortega, S. y Jornet, J. (2011). La evaluación como condición de calidad en la educación intercultural. En L. Díe (Coord). Aprendiendo a ser iguales. Manual de educación intercultural. Valencia: Ceimigra.

Referencia b5: Jiménez, B. (1999). Evaluación de programas, centros y profesores. Madrid: Síntesis.

Referencia b6: Bisquerra Alzina, R. (Coord). (2004) Metodología de la investigación educativa. Madrid : La Muralla

Referencia b7: <https://www.uv.es/gem/gemeduco/index.wiki>

Referencia b8: Bellver, Mª C. y Verde, I. (coords) (2019). Educación social y creatividad.



Fundamentación, estrategias de intervención y experiencias en diferentes ámbitos. Valencia: Tirant lo Blanch.

CASTILLO, Santiago. y CABRERIZO, Jesús. (2003). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Madrid: Pearson

> > GÓMEZ y Serra, Martí. (2000). Los servicios sociales y su evaluación.

Barcelona: Ediciones de la Universitat de Barcelona

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#### Additional

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### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

#### 1.- Contents

The essential contents are maintained, as they are necessary to master the skills related to this subject, although the length and emphasis can be adapted to the circumstances of each moment.

#### 2.- Volume of work and temporary planning of teaching

The volume of work required to pass this subject remains unchanged, trying to adapt the procedures and activities to that end.

#### 3.- Teaching methodology

The forecast is to follow the face-to-face structure and the teaching methodology agreed for the Degree in Social Education in the theoretical-practical groups, structuring the face-to-face of the students in two groups that attend classes every other week. This assistance in any case will not be compulsory.

If the technological resources allow it, measures will be articulated so that the non-face-to-face group can follow the dynamics of the face-to-face class, so that the content and methodology advance with a certain normality. There will be online materials to complete the development of the contents, which complete the type dossier. Aula Virtual and BlackBoardCollaborate will be used as reference platforms.

Furthermore, in general terms, in this subject teaching combines face-to-face with non-attendance, synchronous or asynchronous. The level of attendance will be adapted to the social and health conditions of each moment and to the specific conditions of the subject. It will be a hybrid model, so that the theoretical classes will be taught mostly in person and in the practical classes the maximum possible presence will prevail. In any case, this hybrid model must necessarily be flexible in order to adapt to the circumstances.





#### 4.- Evaluation

Continuous assessment activities will be promoted, which on the other hand can be combined with the requirement to pass specific activities, including a final global assessment. The details of the process will be specified in the classroom guide, taking into account the circumstances, keeping the weight in the grade of 50% of the exam and 50% of the practical activities.