

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

Code	33718
Name	Methodology of educational evaluation
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	3	Second term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	80 - Assessment and diagnosis in education I	Obligatory

Coordination

Name	Department
CHIVA SANCHIS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment
PEREZ CARBONELL, MARIA DE LOS DESAM	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

The overall aim of the subject of 3 of the Degree of Education is to provide a consistent and training founded, to serve as a conceptual framework and methodology for assessment processes to adequately develop any education. Therefore, the theory and practice are equally important and addresses dynamically, alternating methodological conceptual elements

The contribution of this matter to the degree of Education is to include an evaluative perspective necessary to understand the reality in which the socio-Educator / a is going to be immersed. Since this is a line of fundamental research in the Department of Diagnostic and Research Methods in Education.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Relationship to other subjects of the same degree

Introduction to Educational Research (First Year)

Data Analysis (Second year)

Educational Measurement (Second year)

Information Gathering Methods (Second year)

Strategies for learning and participation in college

Organization: Strategies for educational action in different contexts

The subjects, processes and learning contexts

Organization and management of educational institutions

OUTCOMES

1307 - Degree in Pedagogy

- Design educational plans, programmes, projects, actions and resources in different contexts.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad para realizar investigación educativa en diferentes contextos.
- Gestión de la calidad.
- Elaborar instrumentos para la recogida y análisis de información educativa.
- Supervisar y evaluar planes, programas, proyectos y centros.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Compromiso con la identidad, desarrollo y ética profesional.



- Develop the capacity for organisation and planning.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

LEARNING OUTCOMES

- Prepare an own definition of educational evaluation based on definitions of authors of recognized prestige in the area and configure a conceptual map about it.
- Carry out a specific evaluation plan (of a program, a project, a training action, an educational resource, a teaching-learning process, teachers or students) applying the fundamental components and the evaluation standards of the Joint Committee.
- Study and review cases of evaluation of policies and educational systems, centers, programs, actions, resources, teachers, students, highlighting their strengths and weaknesses, and proposing improvements.
- Prepare a technical evaluation report.

DESCRIPTION OF CONTENTS

1. Conceptual Review

2. Components in evaluation processes

3. Guides review and methodological dilemmas in evaluation

4. Policy Evaluation and Educational Systems

5. Evaluation of Institutions and Schools

6. Evaluation of projects, programs and training activities

7. Evaluation of educational resources and training (Evaluation of materials)

**8. Evaluation of the teaching-learning (teaching methodologies of teaching and learning)****9. Teacher evaluations****10. Assessment of students****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Computer classroom practice	30,00	100
Attendance at events and external activities	10,00	0
Development of group work	15,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	5,00	0
Resolution of online questionnaires	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Teaching methodology The teaching-learning methodology is based on the development of content through a close link between theory and practice. Therefore, the teaching development of the subject plans to combine different methodological strategies throughout the course: ✓ Participatory master class. ✓ Small group and large group work activities during theoretical and practical sessions. ✓ Participation in specific and general seminars related to the contents of the subject. ✓ Larger work individually or by small groups that takes up several practical sessions. ✓ Use of the portfolio as an evidence collection instrument. ✓ Group and individual tutorials: Guidance by the teaching staff in those aspects of the subject that require more attention or deepening, to promote the role of mediator of the teacher in the teaching-learning process of the subject). ✓ Joint/transversal activities with



students from other subjects on topics that are transversal to the graduate's training

EVALUATION

The assessment of student skills is done by combining different types of information, related to the different activities that students develop in the course. For this you can use different procedures for the assessment of learning:

- Review: performing a test of the contents of the course.
- Portfolios, which include work in group, individual, field work by students and classroom activities, and so on.
- Exhibitions of work in class.
- Execution and delivery of classroom activities.
- Participation in various class activities.
- Participation in various outdoor activities.
- Reporting.
- Self-evaluation of the student.

Each of these procedures will be assigned a percentage of the final grade according to the emphasis.

Students can not study the subject in person, may be made of non-attendance for good cause. These students must contact the teacher responsible for the subject during the first month of the semester in which teaching is imparted to justify his failure to attend and learn about the evaluation mode.

REFERENCES

Basic

- Referencia b1: Chiva, I. y Ramos, G. (2021). Metodología de la Evaluación Educativa. Tirant Humanidades.
- Referencia b2: LUKAS, J. K. Y SANTIAGO, K. (2009). Evaluación Educativa. Alianza Editorial.
- Referencia b3: Stake, R. (2006) Evaluación Comprensiva y Evaluación Basada en estándares. Ed: Graó. Barcelona.
- Referencia b4: Martínez Mediano, C. (2017) Evaluación de programas. Madrid: UNED.
- Referencia b5: Ibar Albiñana, M. (2002). Manual General de Evaluación. Octaedro-EUB.



Additional

- Referencia c1: McArthur, J. (2019) La evaluación: una cuestión de justicia social. Narcea Ediciones.
- Referencia c2: Peterson, K. D. y Peterson, C. A. (2006). Effective Teacher Evaluation: A Guide For Principals. Corwin Press.
- Referencia c3: De Grauwe, A. y Naidoo, J. P. (eds.) (2004). School evaluation for quality improvement. UNESCO.
- Referencia c4: Joint Committee on Standards for Educational Evaluation (2010). The Program Evaluation Standards. Sage.
- Referencia c5: Pérez Juste, R. (2006). Evaluación de programas educativos. La Muralla.
- Referencia c6: Ramos, G. y Chiva, I. (2021). Métodos de Recogida de Información en Educación. Tirant Humanidades.