

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

Code	44526
Name	Management of services and evaluation of programmes
Cycle	Master's degree
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	9 - Quality of life	Optional

Coordination

Name	Department
CHIVA SANCHIS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment
RAMOS SANTANA, GENOVEVA	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

The overall objective of this subject is to offer a coherent and well-founded training, which can serve as a conceptual and methodological scheme to adequately develop service evaluation processes and specific programs to improve the quality of life of people with functional diversity. The breadth and evolution of this concept and of the evaluation methods par excellence lead to propose, from this matter, a global training based on the methodological complementarity of evaluation, with solid theoretical references but with the ability to respond to the needs that the context itself need.

Thus, in this subject the learning of competences related to the management of services and evaluation of diversity care programs is developed, aimed at all those people who present one type or another of disability from a conception of inclusive education.



It is a subject where theory and practice are equally important, and are approached in a dynamic way, alternating conceptual elements with methodological ones. Based on these premises about the objectives, we assume that the best way to define the scope of the subject matter that corresponds to us is summarized in its basic purpose: Offer training that helps the student to manage, design, develop and even coordinate evaluations in different areas, both at the formal and non-formal educational level.

In terms of academic-professional competences, it is proposed, in general, that at the end of the subject the students will be able to understand management and evaluation processes done by other people, design and develop evaluations, implement improvement processes over evaluations already carried out and to design evaluations that meet the specific educational needs of subjects with functional diversity.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

N o t s p e c i f i e d

OUTCOMES

2215 - M.U. en Educación Especial 16-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo



- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos
- Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo
- Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos
- Conocer y analizar los programas que oferta la administración educativa
- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo
- Diseñar, aplicar y evaluar estrategias educativas inclusivas
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

LEARNING OUTCOMES

Once the generic and specific competences that we will work with the students have been established, in order to ensure the correspondence between the teaching-learning processes, the activities or tasks and the learning products, we define what we want the students to have learned by end of the subject, that is, what we expect from the students, the learning results.

R1. Carry out the design and evaluation plan of a program or the management of a diversity service, applying the fundamental components and evaluation standards of the Joint Committee.

R2. Review cases of service management and / or evaluation of diversity care programs highlighting their strengths, weaknesses, proposing appropriate improvements.

DESCRIPTION OF CONTENTS

1. SERVICES MANAGEMENT AND PROGRAM EVALUATION

Basic concepts of the course

2. PROGRAM EVALUATION



The evaluation of diversity care programs
Planning and design of evaluation of diversity care programs
Evaluation strategies of diversity care programs

3. MANAGEMENT OF SERVICES.

The management of diversity care services
Management strategies for diversity care services

4. EVALUATION QUALITY: GOAL-EVALUATION.

Evaluation review guides
Challenges and methodological dilemmas in service management and evaluation of diversity care programs

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	31,50	100
Development of individual work	24,00	0
Study and independent work	9,00	0
Readings supplementary material	4,00	0
Preparation of practical classes and problem	9,00	0
Resolution of online questionnaires	0,50	0
TOTAL	78,00	

TEACHING METHODOLOGY

In the teaching-learning process that we are going to follow in this matter, the learning of the competences by the student takes on special relevance, an approach in which the teaching modalities and methods are defined in parallel and integrally in relation to the learning process. learning these skills. For this reason, the teaching-learning methodology is based on a close link between theory and practice and on the combination of different methodological strategies throughout the module. How can they be:

- The Participatory Master Lesson: for the development of the fundamental conceptual and theoretical contents in this matter. From bidirectional participation strategies, alternating the exposition of the contents with techniques that make possible the exchange of information and discussion between the teacher and the students. The technique of effective handling of the question will always be used. Thus, the activation of cognitive processes in students is sought.



- Group or peer learning for solving tasks. (resolution of cases, practices, presentation of works). Teamwork or pair work activities.
- Autonomous Learning: for the resolution of tasks individually, such as reading articles, individualized reflection and argumentation ... in order for students to demonstrate their capacity for self-learning. It also includes personal study such as preparing exams, working in libraries, complementary reading, attending events related to content or the skills to be developed in the subject ...
- Individual face-to-face and / or non-face-to-face tutoring: personalized attention to students. It is a strategy that allows teachers to delve into the role of mediators and guides in the teaching-learning process of the students. In addition to guiding one or more students on those aspects of the subject that require more attention, help (in decision-making ...) or deepening. They will be offered in a planned way in some case / task (which will be planned and announced in class) and at the request of the students.
- Use of the virtual training platform of the University - Moodle, to facilitate the student's access to all the necessary resources for the development of the teaching-learning process of the subject (Teaching guide, activities / tasks, syllabus, questionnaires , portfolios, evaluation ...); development of videoconferences, online chats, forums, as well as, to facilitate communication between students and between students and teachers.

To point out that a crosscutting element, present throughout the subject, is going to be the use of computer resources. We do not have specific resources for evaluation, nor do we address them in a specific topic, but we start from resources that have already been used in previous courses, adapting and using them according to the needs derived from the development of the subject itself and specifically from the requirements of the tasks, such as: the Technological Platform of the University -Moodle-; Internet; Microsoft Office (Word, Excel, PowerPoint); Microsoft Open Office; Electronic resources (Databases, Catalog of Libraries of the Universitat de València Specialized magazines,...)... The use of each of them will be specifically indicated in each learning activity.

EVALUATION

The evaluation of the student's competences will be carried out through the Learning Portfolio. Said Portfolio will be formed from all the tasks carried out and their learning products and will be carried out through the Virtual Classroom platform.

ASSESSMENT MODALITY WEIGHTING

PORTFOLIO 90%

Activities proposed in the classroom during the development of the topics / contents (20%) Individual final work (70%)

SELF APPRAISAL



Online questionnaire 10%

Rating system

- In this matter, each of the activities in the portfolio must be exceeded with a value of 5 points out of 10 so that the weighted average of all of them is carried out and the total credits of the subject can be exceeded.
- The qualification system will be expressed by numerical qualification in accordance with the provisions of the regulations (RD 1125/2003 of September 5), which establishes the European credit system and the qualification system for official university degrees. and validity throughout the national territory.
- There is no difference in the evaluation procedure between the first and the second call.
- The evaluation sections are recoverable on second call.

REFERENCES

Basic

- Castillo, Santiago. (2003). Compromisos de la evaluación educativa. Madrid: Prentice Hall.
- González, María Teresa (coord.) (2000). Evaluación y gestión de la calidad educativa: un enfoque metodológico. Málaga: Ediciones Aljibe.
- INEEd (2016). Guía metodológica de evaluación de programas educativos. INEEd. Montevideo.
- Rodríguez Herrero, Pablo, Izuzquiza Gasset, Dolores y de la Herrán Gascón, Agustín (2013). Diseño, aplicación y evaluación de un programa de educación para la muerte dirigido a personas adultas con discapacidad intelectual. Revista Iberoamericana de educación, 63(1), 199-219.
- Ropa Carrión, Brígido (2014). Administración de la calidad en los servicios educativos. Horizonte de la Ciencia, 4(6), 67-73.
- Senlle, Andrés y Gutiérrez, Nilda. (2005). Calidad en los servicios educativos. Ediciones Díaz de Santos. ISBN 9788479786670
- Stake, Robert, E. (2006). Evaluación Comprensiva y Evaluación Basada en estándares. Ed: Graó. Barcelona.

Additional

- Pérez Juste, Ramón (coord.) (2000). La Calidad de la Educación. Madrid: Narcea.
- Pérez Juste, Ramón, López Rupérez, Francisco, Peralta, María Dolores y Municio, Pedro (2000). Hacia una educación de calidad. Gestión, instrumentos y evaluación. Madrid: Narcea.
- Pérez Juste, R. (2006). Evaluación de programas educativos. Madrid: La Muralla.



- Castillo Arredondo, Santiago y Cabrerizo Diago, Jesús (2004). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Madrid: Pearson.
- Álvarez Rojo, Víctor (coord.) (2002). Diseño y evaluación de programas. Madrid: EOS.
- Cabrera, Flor (2000). Evaluación de la formación. Madrid: Síntesis.
- EFQM y TQM Asesores (1999). Expertos en la aplicación del Modelo EFQM a la mejora de la gestión empresarial. El Modelo EFQM de Excelencia. Recuperado de <http://www.tqm.es/TQM/ModEur/ModeloEuropeo.htm>
- AENOR (2011). Normas UNE y legislación. Gestión de centros para personas en situación de dependencia. Madrid: Aenor Ediciones.
- Joint Committee on Standards for Educational Evaluation (2010). The Program Evaluation Standards. Los Angeles: Sage.

ADDENDUM COVID-19

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

English version is not available

1. Contenidos Se mantienen los contenidos inicialmente recogidos en la guía docente
2. Volumen de trabajo y planificación temporal de la docencia

El volumen de trabajo no cambia. Sesiones programadas en las mismas fechas y horas con la misma duración.

La modalidad de la docencia se adaptará en función de las necesidades sanitarias (en línea, híbrida o presencial)

3. Metodología docente

Subida de materiales al Aula virtual - Propuesta de actividades por aula virtual - Videoconferencia síncrona (Blackboard o Teams) para formación híbrida - Videoconferencia asíncrona (Blackboard) para la gestión de sesiones (grabaciones...) - Desarrollo de proyectos (trabajo individual) - Forum en Aula Virtual (dudas grupales, trabajo individual con dudas comunes,...) - Tutorías individuales mediante correo electrónico, videoconferencia o Skype con sesiones programadas y pactadas con estudiantes.

4. Evaluación

1. Adición de actividades de evaluación continua 2. Incremento del peso en la nota final de la evaluación continua 3. Pruebas de evaluación mediante trabajos académicos 4. Pruebas de evaluación mediante proyectos En esta asignatura se han realizado solo cambios en la ponderación de las actividades ya programadas inicialmente de evaluación continua y descrita en la guía docente desde el inicio en la materia. Concretamente los cambios afectan al portafolio reduciendo el peso en el trabajo final individual y aumentando el peso en las actividades realizadas durante el curso. Finalmente la evaluación de esta materia se compondrá de los siguientes elementos: PORTAFOLIOS - Actividades planteadas en las sesiones durante el desarrollo de los temas/contenidos (35%) -Trabajo final individual (55%)



AUTOEVALUACIÓN -Cuestionario online (10%)

5. Bibliografía La bibliografía recomendada se mantiene pues es accesible. Se facilitan bastantes recursos bibliográficos online en el moodle.

