

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

Code	44541
Name	Methodology for the evaluation of education systems and institutions
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	3 - Methodology for assessment and intervention in the education system	Obligatory

SUMMARY

- Type of organizations (systems, socio-political programs, institutions of formal and non / formal) and methodological assessment strategies, according to their peculiarities.

- Methodological components in the evaluation of Educational Systems:
Research approaches and indicators: approaches to evaluation studies and approaches based on indicators.



- Types of studies in the evaluation of educational systems: national and international projects. Evaluation agencies and institutions.

- Indicators Development Strategies. Methodological components in the development of indicators.

- Approaches and types of evaluation plans educational organizations.

- Advanced Approaches based assessment quality models.

- Components and fundamental methodological strategies in conducting institutional assessments

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Recommended:

- a) Knowledge of Educational Research Methodology (quantitative and qualitative)
- b) Statistics for the Humanities and Social Sciences
- c) Educational Measurement

OUTCOMES

2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations

- 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.
- Utilizar y analizar de forma crítica instrumentos avanzados para la medición de competencias como indicadores de resultados (simples y complejos, tasas y ratios, índices producto de información multivariada) en la evaluación de organizaciones educativas (sistemas e instituciones).
- Utilizar y analizar de forma crítica diferentes instrumentos tecnológicos para en la gestión y administración de instituciones educativas, que promuevan de forma efectiva el cambio desde la sociedad de la información a del conocimiento.

LEARNING OUTCOMES

Apply the acquired knowledge and are able to solve problems in new environments.

- Integrate knowledge and issue judgments reflect on the social and ethical responsibilities.
- Make public exhibitions in a way clear and unambiguous.
- They know to study either self-directed or autonomous.
- Design and use indicators, matrix evidence and empirical judgment standards for the design and planning of the evaluation of organizations.



- They know to use and analyze the instruments to measure competencies as indicators of results in the evaluation of educational organizations.

- Dominate the technological tools for the management and administration of educational institutions applying to the change of the information to the knowledge society.

- Undertake sustainable management approach of economic, financial, social and environmental assessment of projects, programs and educational services.

- Identify the ethical principles of a democratic system needed to manage a school.

DESCRIPTION OF CONTENTS

1. Tests and its construction

Assessments of educational systems: historical review.
Systems assessment models.
Approaches based on indicators.
Studies based approaches.
Prospective evolution of systems assessment methodology

2. Models of measurement

Models of Measurement.
Item response theory.
Generalizability Theory
Tailored tests.
Computerized Adaptive tests.
Empirical review of a test: analysis of elements.
Reliability and validity.
Standardization.
Comparability of scores



WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	7,00	100
Group work	5,00	100
Classroom practices	5,00	100
Tutorials	4,00	100
Development of group work	20,00	0
Study and independent work	15,00	0
Readings supplementary material	4,50	0
Preparation of evaluation activities	9,00	0
Preparing lectures	5,00	0
Resolution of online questionnaires	0,50	0
TOTAL	75,00	

TEACHING METHODOLOGY

Participatory
Masterclass

problem-solving

cooperative
learning

case
study



project
management

study
and student work to integrate the competencies of the course

collaborative
learning

individualized
and/or groupal attention

final
test of theoretical character

EVALUATION

The

assessment of the acquisition of competences by the student will be combining different types of information, related to the activities that students will develop in the subject. Different procedures may be used for this purpose:

- a)
review,
consisting of a written or oral test.



b)
Portfolios,
which include different work performed by the student.

c)
Exhibitions
in class of works. Interviews with students.

d)
Participation
in activities of class.

Each
of these mechanisms will have assigned a value of the final grade in
accordance with the given importance which will be reflected in the
educational guide for the subject.

REFERENCES

Basic

- Jornet, J.M.; Sánchez Delgado, P. y Perales, M.J. 2015. La evaluación del impacto y la relevancia de la educación en la sociedad. Valencia: Publicaciones de la Universidad de Valencia..
- Jornet, J.M.; García, M, y González-Such, J. (Eds.). (2014). La Evaluación de Sistemas Educativos: las informaciones que interesan a los colectivos implicados. Valencia: Publicaciones de la Universidad de Valencia.
- Abad, F.J.; Olea, J.; Ponsoda, V. y García, C. 2011. Medición en Ciencias Sociales y de la Salud. Madrid: Editorial Síntesis.



Additional

- Referència c1: Cronbach, L. 1998. Fundamentos de los test psicológicos. Aplicaciones a las organizaciones, la educación y la clínica. Madrid: Editorial Biblioteca Nueva.
- Referència c2: Wright, B.D. y Stone, M.H. 1998: Diseño de Mejores Pruebas. Utilizando la técnica de Rasch. México, DF: CENEVAL.
- Referència c3: Text referència

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. Contenidos

No ha habido modificaciones

2. Volumen de trabajo y planificación temporal

Las 3 últimas sesiones de clase -de las 7 totales- se realizan en modo no presencial, en los días y el horario habituales. Las clases concluyen la semana del 6 al 9 de abril, como estaba previsto. No ha habido otras modificaciones.

3. Metodología docente

Las 3 últimas sesiones de clase se desarrollan en modo no presencial a través de la herramienta *blackboard collaborate*, complementada con la subida de materiales al Aula Virtual, como transparencias locutadas.

Las tutorías se realizan a través del correo electrónico o de videoconferencia, en modalidad individual y/o grupal.

4. Evaluación

- Se mantiene la revisión y entrega de los trabajos académicos previstos.
- En el caso de pruebas previstas, se administran a través del aula virtual.
- No ha habido otras modificaciones.

5. Bibliografía

No ha habido modificaciones.