

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

Code	44542
Name	Advanced measurement in the evaluation of educational 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

Coordination

Name	Department
GONZALEZ SUCH, JOSE	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

Measurement in the context of the assessment of educational organizations (educational systems and institutions).

Typology of educational benchmarks as indicators of organizational results.



Models and approaches in the elaboration of tests: tests relating to standards and criterion-referenced tests.

Technical operations in the production of evidence. Advanced models of measurement: generalizability theory and Item response theory. Basic concepts. Design models of testing by sampling of Matrix development of standards for the interpretation of scores.

Methods
for determining cut scores: mixed models

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

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 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.



- Analizar en términos relacionales enfoques de evaluación económica, financiera, social y ambiental de proyectos, programas y servicios educativos, estableciendo un compromiso activo con la promoción de una gestión sostenible de centros.
- Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

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. Test construction

Mesasurement and evaluation
Instruments and evaluation techniques
Types of tests
Building a test
Formative and Sumative evaluation
Item constructions. Logical review
Types of item

2. Measurement models

Theory of generalizability
Item response theory
Tailored tests
Computerized Adaptive tests
Empirical review of a test: element analysis
Reliability and validity
Barematation and standarization
Scoring

**3. International diagnostic tests**

Metric model used and interpretation of results

4. Teaching evaluation

Involved aspects
Measurement procedures
Evaluation report

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. 50 %
- b) Portfolios, which include different work performed by the student. 50 %
- 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



- Referencia 1: 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
- Referencia 2: Muñiz, J. 2017. Teoría Clásica de los tests (2ª ed). Madrid: Pirámide.
- Referencia 3: Abad, F.J.; Olea, J.; Ponsoda, V. y García, C. 2011. Medición en Ciencias Sociales y de la Salud. Madrid: Editorial
- Referencia 4: Stake, R. 2006. Evaluación Comprensiva y Evaluación Basada en estándares. Ed: Graó. Barcelona.
- Referencia 5: Mateo, J. y Martínez, F. (2008). Medición y evaluación educativa. Madrid: La Muralla

Additional

- Boletines e informes sobre PISA, PIRLS y otras evaluaciones internacionales
- Brennan, R.L. 2011. Generalizability Theory and Classical Test Theory. Applied Measurement in Education, 24 (1), 1-21.
- 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.; González Such, J. y Suárez, J.M. 2010. Validación de los procesos de determinación de estándares de interpretación (EE) para pruebas de rendimiento educativo. Estudios sobre Educación, 19, 11-29.
- Muñiz, J. (1997). Introducción a la Teoría de Respuesta a los Ítems. Madrid: Pirámide. Muñiz, J. (1997). Teoría de respuesta a los ítems. Madrid: Pirámide.
- Muñiz, J.; Fidalgo, A.M. y García Cueto, E. 2005. Análisis de los ítems. Madrid: La Muralla.
- Jornet, J. M. y González Such, J. (2009). Evaluación criterial: determinación de estándares de interpretación (EE) para pruebas de rendimiento educativo. "Estudios sobre educación", 16, 103-123.

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.