UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2017/18
Subject (*)	Assesment instruments of programs and services		Code	652512218
Study programme	Mestrado Universitario en Dirección, Xestión e Innovación de Institucións Escolares e Socioeducativa			

Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optativa	4.5

Language	SpanishGalician
Teaching method	Face-to-face
Prerequisites	
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es
Lecturers	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es
Web	http://www.udc.es/fymide
General description	The reality partner-educational of the social educator is complex, diverse and difficult to analyze, describe and interpret, hence is necessary, that along the his academic training, purchase a series of competitions that allow him develop his back professional activity. By such circumstance, the learning and application of diverse methodologies of investigation, that schedule in this subject, will allow in one future to the social educator select the most suitable to solve the problems that will find in the his next labour field. Without forgetting that the social educator inside the his labour field will have to investigate for power attach possible solutions that improve the context in the that develop his labour activity. The diversity of conceptions epistemolóxicas applicable to the distinct social situations will be source of information stop the social researcher, allowing to determine which is the most suitable to solve the problem to the that confronts. No it intends establish a prelación or an order of importance between them varied ways of investigation, but that is the problem of investigation what will determine the election of a methodology or another, doing of her to more valid stop this type of problem. All this does not make sense if no ask us and answer to the question: that want to achieve. They are many the instruments that can use to obtain data and, by link, is necessary to have knowledge of the wide fan of possibilities. A good professional will be that that know to opt, in each circumstance, by the techniques and instruments that better adapt to the situation. Hence, it is necessary afondar in the knowledge and in the dominance of the distinct tools that have to the our disposal. Like this in this subject will go analyze the main technical and instruments that can be applied to the field socioeducativo, indicating his fundamental characteristics, the advantages and inconvenientes that present and the circumstances or moments more suitable to put in practice them.

Study programme competences	
Code	Study programme competences
A1	Ser capaz de identificar os diferentes fundamentos teóricos e metodolóxicos dun proxecto de educación democrática e crítica, facendo especial énfase nos dereitos humanos e a igualdade de xénero, desenvolvendo culturas da mediación e da paz.
A5	Deseñar, analizar, seleccionar e aplicar técnicas e instrumentos de recollida e análise da información para desenvolver procesos de avaliación de programas, servizos, estratexias e recursos de intervención socioeducativa en diversos contextos.
A8	Redactar, presentar e defender proxectos de investigación e informes, memorias, regulamentos, así como outros documentos básicos que contribúan a organizar a acción escolar e/ou socioeducativa.
A9	Capacidade para desenvolver procedementos e metodoloxías que potencien a interdependencia e unha comunicación fluída entre diferentes axentes educativos e culturais tanto a nivel interno como co social más amplo.
B1	Capacidade de análise e síntese
B3	Habilidades para localizar e analizar información de fontes diversas
B5	Capacidade de mostrar actitudes coherentes coas concepcións éticas e deontolóxicas propias da profesión
B6	Capacidade de crítica e autocrítica
B7	Capacidade para elaborar e defender un discurso ante diferentes audiencias
B8	Traballo colaborativo
B10	Traballo autónomo

B11	Capacidade de organización e planificación
B12	Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación.
B13	Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B14	Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B15	Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B16	Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.
B17	Comunicar as conclusións -e os coñecementos e razóns últimas que as sustentan- a públicos especializados e non especializados dun modo claro e sen ambigüidades
B18	Aplicar os coñecementos adquiridos e a capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo
B19	Capacidade de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos, valorando criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que debe enfrontarse.
C1	Comunicar as conclusións -e os coñecementos e razóns últimas que as sustentan- a públicos especializados e non especializados dun modo claro e sen ambigüedades
C2	Aplicar os coñecementos adquiridos e a capacidade de resolución de problemas en entornos novos ou pouco coñecidos dentro de contextos mais amplos (ou multidisciplinais) relacionados coas súas áreas de estudo.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Capacidade de integrar coñecementos e enfrontarse á complexidade de formular xuizos a partir dunha información que, sendo incompleta ou limitada, inclua reflexións sobre as responsabilidades sociais e éticas á aplicación dos seus coñecementos e xuizos, valorando criticamente o coñecemento, a tecnoloxía e a información disponible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes		
Learning outcomes	Study programme competences	
Designing, selecting and applying techniques and tools for collecting and analyzing information to develop program evaluation processes, services, strategies and resources of educational intervention in various contexts	AJ1 AJ5 AJ8 AJ9	BC1 BC3 BC6 BC7 BC8 BC10 BC11
Analyze the information collected in the process of socio-educational intervention using appropriate analytical techniques		BC12 BC13 BC14 BC15 BC16 BC17 BC19

Critically assess the knowledge, technology and information available to resolve the problems they face from different perspectives and one of them the gender perspective	BC5 BC18	CC1 CC2 CC5 CC6 CC7 CC8

Contents	
Topic	**Sub-topic**
Theme I- Rationale for evaluating programs and services	1.1 Conceptualization.
	1.2. evaluation process and evaluation functions
	1.3. Types of Evaluation
	1.4. Design evaluation
	1.5 Evaluation models
Theme II- Evaluation of agents, areas and socio-educational projects	2.1. Evaluation of intervention agents
	2.2. Evaluation of areas of intervention
	2.3. Evaluation of intervention projects
Theme III procedures, techniques and evaluation tools.	3.1. Techniques and analysis of the reality of diagnosis (documentary analysis, technique couples the rotating field notebook ;; brainstorming)
	3.2. Techniques for implementation and follow-up phase (building a tower, observation, group discussion, interview, art squares)
	3.3. Evaluation techniques (DAFO technique; checklist; technical questionnaire
Theme IV. Writing and reporting assessment	4.1. Types of Reports
	4.2. Organization and structure of the report
	4.3. Drafting and evaluation criteria of the report

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A9 B1 B11 B12 B14 C7	11.5	0	11.5
Collaborative learning	A1 A5 B3 B6 B8 B10 B18 C5 C8	0	21	21
Supervised projects	A8 B5 B19 B17 C1	0	45	45
Workshop	B7 B13 B15 B16 C2 C6	20	11	31
Personalized attention		4	0	4

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

Methodologies	Description
Guest lecture / keynote speech	Class given by professor on the content already cited in the teaching guide. This methodology is used exclusively in the word as a way of transmitting information to the whole group.
Collaborative learning	It is formed by a set of methodologies such as the discussion dirixida, Obradoiro, analyze fontes documentaries, schemas, readings, conceptual maps, troubleshooting, etc. All these guided procedures in the classroom and/or supported by information and communication technologies. Specifically, in this methodology were configured small groups (not more than 5 people). Each student should work for the group in the resolution of the tasks proposed by the teacher so as to optimize their own learning and the other members of the group.
Supervised projects	The field must be completed with a practical work covering all the aspects worked in the classes. For this work will be carried out individually or in groups. If Is Group cannot be more than two persons.
Workshop	With this task is intended to combine other methodologies, such as for example, oral presentations, solutions to problems, guided practices, etc. But bearing in mind that with it the student operates purely practical tasks on a specific topic with support and supervision of teachers.

Personalized attention	
Methodologies	Description
Workshop Guest lecture / keynote speech Collaborative learning Supervised projects	In the attention customized the professor will resolve the doubts that have the student envelope the different subjects to work in the subject. But besides any doubt that can arise stop the solution of problems, in the readings, in the obradoiro, in the collaborating learning, the analysis of documentary sources how in the discussion directed. During these sessions, will realize a tracking of the work of the student, supervising and guiding more directly the process to follow in each of the activities realized. This attention customized will realize in the dispatch of the teaching staff (P1To18) in the time of titorías. This schedule is hanged in the board that is in the dispatch of the professor, in the page web of the department of Philosophy and Methods of Investigation in Education how of the Faculty of Sciences of the Education. The ATTENTION CUSTOMIZED WILL REALIZE HEAD-TO-HEAD GO IN The STUDENT And PROFESSOR POLE THAT The ATTENTION VITUAL NO WILL REALIZE IN THIS SUBJECT. The EMAIL OF The PROFESSOR NO OWES USE HOW: ELEMENT TO REQUEST APPOINTMENT NEITHER TO REALIZE QUERIES.

Assessment			
Methodologies	Competencies	Description	Qualification
Workshop	B7 B13 B15 B16 C2 C6	During the sessions maxistrais professor will a problem for the student I observed the process. For the evaluation of this activity will be taken into account: the development of the activity, agility in its implementation, the presentation, etc	30
Collaborative learning	A1 A5 B3 B6 B8 B10 B18 C5 C8	As it is a methodology to observe the learning of each student. The student will have to:understanding and managing the computers. In this methodology becomes a very important instrument of evaluation, as the learner to develop other methodologies here exposed, you may need to optimize their own learning and the rest of the group. As is the complement other methodologies are subject to a point on the following tasks: analysis of documentary sources,speech directed and Obradoiro. Also, it must be borne in mind that to compute the point the each one of these methodologies must meet the requirements of these methodologies described in this assessment, as are: the ability to work individually, the ability to work in team, basic general knowledge, capacity for synthesis and analysis, ability to apply the knowledge of the magisterial sessions to practice, capacity to generate new ideas (innovation and creativity), capacity criticism and self-criticism, decision making, oral and written communication and research skills.	20

| Supervised projects | A8 B5 B19 B17 C1 | The work is worth the 50% of the final grade whenever you exceed positively.

This work will be the implementation of what has been done in class. Therefore, count of 3 parts that will be presented to students on the first day of classes. For the revision of the work required assistance to four tutorial session, although it can assist all those that students needed. The tutorial session will always be in the schedule established by the teacher. Under no circumstances will tutorial session for this job hours outside the established. | 50 |

Assessment comments

It-The STUDENTS THAT ASSIST LESS OF A 80% (3 no justified fouls) To The KINDSONLY IT WILL HAVE RIGHT IT An EXAMINATION OF ALL The SUBJECT. The temario stop this examination will be envelope the contents of the subject and envelope the practices that realize in kind. Hence, this examination will divide in two parts: a part will be type test (that will mark on 10) and another part that will be on practical suppositions (that will mark on 10). It Will approve the examination always that it reach in both parts an approved (approves with a 5) Wool date of the examination will be the one who mark the own mestrado no can modify .The DATE OF START OF THIS SUBJECT IS PUBLISHES IN The PAGE WEB OF The MESTRADO And IN The BOARD OF THIS. The student that no put in contact with the professor before the date of start of the kinds and do not assist the kind (was the reason that was) since it first day. The professor will consider how student that assist less of a 80% to the kinds (with the conditions exposed to the start of this apartado) The students that by any reason do not assist less of a 80% the kind and communicate it to him to the professor. They OWE to PRESENT A XUSTISTAYYOU, in the following vacuum flasks: 1-it is a justification by illness. A xustificante medical fulfilled correctly.2-it is by an employment. The xustificante is a photocopy of the work and a paper (covered correctly) where indicate that the hours of kind overlap with the of the work. If they buy any of these two vacuum flasks. The professor will overtake with the student practise them that it will realize in kind and will evaluate it how to the students that assist the kinds.BUT BUT it FULFILS ANY OF THESE CONDITIONS The PROFESSOR DOES not REALIZE ANY EXTRA WORK To The STUDENT, NEITHER OUT OF The PERIOD OF KINDS ESTABLISHED STOP THIS SUBJECT SINCE The MESTRADO. BY IT SO MUCH, IF The STUDENT FINDS IN THIS SITUATION IS CONSIDERED HOW A STUDENT THAT ASSISTS LESS OF A 80% OF KINDS. b-IT The STUDENTS THAT ASSIST 80% The CALSES WILL not HAVE FINAL EXAMINATION OF The SUBJECT.IT these students apply them all the exposed in the apartado of evaluation. It IS to say, each methodology and his description adecúase a qualification. The note stop these students in this subject will come given pole work that realize along the subject. At the end of the subject will expose in the board of the dispatch of the professor to note reached by each student us distinct apartados to evaluate. If the student wants to improve the note that exposed the professor in the board has to presented to the examination. The temario stop this examination will be envelope the contents of the subject and envelope the practices that realize in kind. Hence this examination will divide in two parts: a part will be type test (that will mark on 10) and another part that will be on practical suppositions (that will mark on 10). It Will approve the examination always that it reach in both parts an approved (approves with a 5) Wool date of the examination will be the one who mark the own mestrado no can modify .

Sources of information

Basic	Comité Conjunto de Estándares para la evaluación educativa (1998). Estándares para la evaluación de programas. Bilbao: Edic. Mensajero REBOLLOSO, E.; FERNÁNDEZ-RAMIREZ, B. y CANTÓN, P. (2008). Evaluación de programas de intervención social. Madrid: Edit. Síntesis STUFFLEBEAM, D.L. y SHINKFIELD, A.J. (2007). Evaluation Theory, Models & applications. San Francisco, CA: Jossey-Bass AEC (2000). Guía para la Gestión de la Calidad de los Servicios Públicos (Adaptación de la Norma UNE-EN-ISO 9004-2). Madrid: MAP ALVIRA MARTÍN, F. (1991). Metodología de la evaluación de programas. (Cuadernos Metodológicos, 2). Madrid: CIS
Complementary	Desler, G. (2001). Administración del personal. México. Perason.Camison et al. (2006). Gestión de la calidad: conceptos, enfoques, modelos y sistemas. Madrid. Pearson Ministerio de Administración Pública (2006). Guía de autoevaluación para la administración pública. MAP Ministerio de Administración Pública (2006). Guía de evaluación. Modelo EVAM. MAP Ministerio de Administración Pública (2006). Guía para el desarrollo de cartas de servicio. MAP Club de excelencia (2003). Guía práctica para desarrollar, implantar y revisar la Autoevaluación de mi organización. Madrid. EFQM

Recommendations
Subjects that it is recommended to have taken before
Designing educational projects for schools/652512209
Information processing in the management and evaluation of institutions/652512205
Educational Resources Assessment /652512210
Subjects that are recommended to be taken simultaneously
Management and innovation of socio-educational institutions/652512214
Designing educational projects for schools/652512209
Information processing in the management and evaluation of institutions/652512205
Educational Resources Assessment /652512210
Subjects that continue the syllabus
Other comments
Comité Ambiental da Facultade (GREEN CMPUS) recoméndase:-Recoméndase os envíos dos traballos telemáticamente e de non ser posible, no útilizar plásticos, elixir a impresión a doble cara, empregar papel reciclado e evitar imprimir borradores.-Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural.-Débese ter en conta a importancia dos principios éticos relacionados cos valores da sosenibiliade nos comportamentos persoais e profesionais.