Teaching Guide				
Identifying Data				2022/23
Subject (*)	Research and Evaluation of Quality in Education Programmes		Code	652G01010
Study programme	Grao en Educación Infantil			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Espiñeira Bellon, Eva Maria	E-mail	eva.espineira@udc.es	
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Web	www.educacion.udc.es/index.php?pagina=asignatura&codigo=652G01010&grupo=B			
General description	Research and evaluation in Education begins to be oriented towards a broader knowledge about the discovery of the possibilities of teaching and learning processes for researchers, becoming a tool for the permanent and autonomous formation of the teachers. Converting, in this way, the teachers into investigating agents and evaluators. The basic formative purpose of this subject is focused on knowledge of the field of research and educational evaluation from three perspectives; theoretical, methodological and instrumental. The proposal presented in this program is aimed at students having a general overview of these disciplinary fields, as well as to be exercised in specific practices of research and evaluation, which involve a control of the quality of processes and the products that will lead to improve the quality of teaching. These practices are specified in the framework of this program and will be developed in parallel to the theoretical contents. Therefore, there is a need for a research teacher whose role is fundamentally critical and reflective, who focuses his activity towards a direct knowledge of the context where he acts to direct him towards the achievement of a change.			

Study programme competences / results	
Code	Study programme competences / results
A23	Comprender que a observación sistemática é un instrumento básico para poder reflexionar sobre a práctica e a realidade, así como contribuír á innovación e á mellora en educación infantil.
A24	Dominar as técnicas de observación e rexistro.
A25	Abordar análises de campo mediante metodoloxía observacional utilizando tecnoloxías da información, documentación e audiovisuais.
A26	Saber analizar os datos obtidos, comprender criticamente a realidade e elaborar un informe de conclusións.
A29	Valorar a importancia do traballo en equipo.
A30	Participar na elaboración e seguimento de proxectos educativos de educación infantil no marco de proxectos de centro e na colaboración co territorio e con outros profesionais e axentes sociais.
B2	Resolver problemas e tomar decisións de forma efectiva.
B5	Traballar de forma colaborativa.
B10	Capacidade de análise e síntese.
B11	Capacidade de busca e manexo de información.
B12	Capacidade de organización e planificación.
B13	Capacidade para actuar de maneira sustentable na defensa do medio ambiente.
B16	Capacidade para integrarse e comunicarse con expertos noutras áreas e en contextos diferentes.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

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 / results		
Upon successful completion of this course, students will be able to: - Extract the relevant information from scientific articles through the use of the scientific method and the research process.	A29	B5 B11 B12	C1 C8
- Explain the concepts and models of excellence applicable to educational quality.	A29	B5 B10 B11 B13 B16	C1
- Demonstrate the use of relevant information collection tools to evaluate satisfaction with an educational center project.	A23 A24 A25 A29 A30	B5 B11 B12 B13	C1
- Design an improvement proposal that includes the planning, execution and evaluation process for each weakness found in an educational center project.	A26 A29 A30	B2 B5 B12 B13	C1 C6

Contents	
Topic	Sub-topic

Block I. Conceptualization of research, evaluation and quality	Topic 1. The educational research process 1.1. Conceptualization 1.2. Problem formulation 1.3. Review of literature / bibliography 1.4. Hypotheses and variables 1.5. Variables 1.6. The sample 1.7. Information collection techniques 1.8. Data analysis techniques 1.9. Conclusions 1.10. The research report Topic 2. Approach to the evaluation concept 2.1. Evolution of the concept 2.2. Definition of educational evaluation 2.3. Type of evaluation 2.4. Objectives and functions of the evaluation Topic 3. Approach to the concept of educational quality 3.1. Evolution of the concept 3.2. Approach to the concept of educational quality 3.3. Typologies 3.4. The total quality management systems 3.4.1. Process management
Block II. Information collection techniques	Topic 4. Information collection techniques 4.1. Observation techniques 4.2. Sociometric techniques 4.3. Biographical techniques 4.4. Group techniques 4.5. Attitude scales 4.6. Tests
Block III. Observational methodology	Topic 5. Observation techniques 5.1. Simple direct observation 5.2. Direct experimental observation 5.3. Documentary observation 5.4. Observation by survey
Block IV. Analysis of information and preparation of the report	Topic 6. Data analysis techniques 6.1. Classification of data 6.2. Analysis of data 6.3. Conclusions Topic 7. The research report 7.1. Aspects to take into account for its preparation 7.2. Content and formal presentation

Block V. Models for quality assessment of educational centers and projects	Topic 8. Evaluation models 8.1. Organization evaluation models 8.2. Evaluation models from an epistemological and methodological point of view 8.3. Humanistic, phenomenological or subjectivist models 8.4. Holistic models Topic 9. Quality management models 9.1. Model of global quality control of the company 9.2. Model of the Deming Award for quality 9.3. Model of Malcolm Baldrige 9.4. European Model of Quality Management 9.5 Ibero-American Model of Excellence in Management Topic 10. Types of educational projects 10.1. Center Educational Project 10.2. Center Curriculum Project 10.3. Stage Curriculum Project 10.4. Cycle Curriculum Project 10.5. Cycle Didactic Programming 10.6. Schedules of activities and tasks -Programming Classroom- 10.7. Other plans / programs / projects 10.7.1. Plan attention to diversity 10.7.2. Plan of Orientation and Action Tutorial 10.7.3. Annual Teacher Training Program 10.7.4. Annual General Programming 10.7.5. Coexistence Plan 10.7.6. Linguistic project 10.7.7. Reading proyet 10.7.8. ICT Plan 10.7.9. Adaptation Period Plan Topic 11. Evaluation of Educational Projects 11.1. The evaluation of quality in educational centers. Typology. 11.2. Quality evaluation in early childhood education 11.3. Improvement plan 11.3.1. Criteria, scopes and indicators

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A23 A30 C6 C8	16.5	21	37.5
Supervised projects	A24 A25 A26 A29 A30 B2 B5 B10 B11 B12 B13 C1 C6	16.5	21	37.5
Events academic / information	B16 C6 C8	2	0	2
Document analysis	B10 B11 B12 C6 C8	2	3	5
Collaborative learning	A29 B5 B12 C1	2	21	23
Mixed objective/subjective test	A23 A24 A25 A26 A30 B2 B11 B12 C1 C6 C8	2	42	44

Personalized attention		1	0	1
(*)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	Some contents of the program need a masterful exposition on the part of the teaching staff to focus the teaching-learning process. For this reason, the expository classes focus on the oral presentation of said contents, complemented by the use of audiovisual media and the introduction of some questions addressed to the students, in order to transmit knowledge and facilitate learning.
Supervised projects	The lectures will be combined with interactive classes guided by the faculty and in which the students charge an important role. In the interactive classes, methodologies designed to promote the autonomous learning of the students will be used, under the tutelage of the teaching staff and in varied scenarios (academic and professional). They will be referred primarily to the learning of "how to do things", which is an option based on the assumption by the students of the responsibility for their own learning. This teaching system is based on two basic elements: the independent learning of the students and the monitoring of that learning by the teacher-titor. The contents developed in the supervised works will be part of the mixed test.
Events academic / information	Activities carried out by students that involve attendance and / or participation in scientific and / or informative events (conferences, seminars, symposia, courses, seminars, conferences, exhibitions, etc.) with the aim of deepening knowledge of study topics related to the subject. These activities provide students with current knowledge and experiences that incorporate the latest news regarding a specific field of study. The contents developed in these talks, conferences, ... will be part of the mixed test.
Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical).
Collaborative learning	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group.
Mixed objective/subjective test	The final exam set by the Faculty Board will be done through a mixed test. This test will integrate questions type of essay tests (open and development) and questions type of objective tests, which may combine questions of multiple response, order, short answer, discrimination, complete and / or association.

Personalized attention	
Methodologies	**Description**

Supervised projects Guest lecture / keynote speech Mixed objective/subjective test	The faculty will follow up on the work that the assistant students are doing through the practices they are doing. It is important that students do their practices from the first day and go to the tutorials assiduously in order to resolve any doubts that may be appropriate. The tutorials will be developed, therefore, in the classroom, during the classes and in the teacher's office, in the following way: * In the case of general indications to the whole group (will be made in the lectures). * To small work groups (will be made in interactive classes -practical- or in the office). * Individuals (will be made in the office and will deal with the progress of the students).

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Supervised projects	A24 A25 A26 A29 A30 B2 B5 B10 B11 B12 B13 C1 C6	The methodology of tutored works will be put into practice in the interactive classes. To carry out the case study it is necessary to form small working groups and the following should be taken into account: - Small groups will be formed (no more than 4 people). - Each group will choose a coordinating person, responsible for presenting and defending the ideas of their working group, in the case in which it is requested, which will be rotating in each practice. - These groups will be formed on the first day of class by the faculty. The faculty will follow up on the practices that are being developed by each group. It is not necessary to deliver the practices carried out but the teachers will follow up starting from what is exposed in the classroom. The faculty will indicate proposals for improvement of each practice to each group so that in the mixed test of the subject the students know how to carry out the practices without problem. They are, therefore, subject of examination.	40
Guest lecture / keynote speech	A23 A30 C6 C8	Assistance and participation in classes, seminars and tutorials.	10
Mixed objective/subjective test	A23 A24 A25 A26 A30 B2 B11 B12 C1 C6 C8	The final exam set by the Faculty Board will be done through a mixed test in which all the subject will be included (lectures + interactive classes). The correction system of said test will be the following: - For true / false questions: an incorrect answer will subtract a correct answer. - For questions of several alternatives the random correction formula will be applied: successes - errors / alternative no - 1.	50

Assessment comments

PUPIL ASSISTANT: The evaluation conditions indicated are set for the student attending the class.

- Attendance students are considered to be those who present a maximum of 20% of absences during the course; therefore, the faculty may request students to sign a sheet both at the entrance and at the exit.

- Up to 20% of the classes can be developed through lectures, conferences, attendance at seminars that do not have to coincide with the usual schedule of the classes, but that assistance will be necessary for students considered as face-to-face. In any case, the content of the talks will be part of the evaluation test for both assistance modalities.

- The student can justify his absences of attendance.NON-ASSISTANT PUPILS: Students who are not part of any group, do not perform the corresponding practices (tutored work) or do not attend classes regularly, will be considered non-attending students.

- The non-attending students will have to present the practices developed during the semester that will be valued with 10% of the final grade of the subject. Each of the practices must consist of:

* Practice instructions.

* Development of the practice.

* Personal assessment with respect to professional practice: practical applications of the contents of the practice developed in the world of early childhood education, what I have learned with this practice for my professional future, ...

* Personal appraisals about the tutorials carried out: in particular (indicate if any tutoring, time and place of said tutoring was used for the development of each practice, development of the tutoring process and personal decisions taken with respect to the guidance provided by the teachers) and in general (adaptation of the tutoring schedule, treatment received, general assessment).

* Assessment of the timing of the development of the practice.

* Other aspects: materials prepared by the students in order to complete the contents, bibliographic references or websites consulted, ...

It is recommended to send the works telematically and if not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. It must make a sustainable use of resources and the prevention of negative impacts on the natural environment. The importance of ethical principles related to the values ??of sustainability in personal and professional behavior must be taken into account.

- The maximum delivery deadline will be the week following the end of the classes.

- The score of this work is 1 point but it is necessary to achieve half of the score (that is, 0.5 points) to be able to pass the subject.

NOTE: The UDC regulates the enrollment of part-time students, criteria that will also be taken into account by the faculty, so it will be necessary for students with this type of dedication regime to inform the faculty and agree on the manner in which that the teaching-learning process will be developed.

Sources of information

Basic	- Bernardo Carrasco, J. e Calderero Hernández, J.F. (2000). Aprendo a investigar en educación. Madrid: Rialp - Castillo Arredondo,S. y Cabrerizo Diago, J. (2011). Evaluación de la intervención socioeducativa : Agentes, ámbitos y proyectos. Madrid: Pearson Educación - Corbetta, P. (2007 (2010 reimp).). Metodología y técnicas de investigación social. Madrid: McGraw-Hill - Fernández-Ballesteros, R. (2006). Evaluación psicológica : conceptos, métodos y estudio de casos. Madrid: Pirámide - Frábegues, S. (2016). Técnicas de investigación social y educativa. Barcelona: Universidad Abierta de Cataluña - Gil Pascual, J.A. (2010). Bases metodológicas de la investigación educativa : (análisis de datos). Madrid: UNED - Gil Pascual, J.A. (2011). Técnicas e instrumentos para la recogida de información. Madrid: UNED - Greenhalgh, T. (2015). Como leer un artículo científico. Barcelona: Elsevier - Martínez Mediano, C. (2007). Evaluación de programas educativos : investigación evaluativa, modelos de evaluación de programas.. Madrid: UNED - Mateo, J. e Martínez, F. (2008). Medición y evaluación educativa. Madrid: La Muralla - McMillan, J.H. e Schumacher, S. (2005 (2011 reimp.)). Investigación educativa una introducción conceptual. Madridd: Pearson Educación - Pérez Juste, R. (2006). Evaluación de programas educativos. Madrid: La Muralla - Rubio,M.J. y Varas, J. (2004). El Análisis de la realidad en la intervención social : métodos y técnicas de investigación. Madrid: CCS - Ruíz Olabuénaga, J.I. (2003). Técnicas de triangulación y control de calidad en la investigación educativa. Bilbao: Fundación Horreum - Wood, P. y Smith, J. (2017). Investigar en educación. Conceptos básicos y metodología para desarrollar proyectos de investigación. Madrid: Narcea ediciones
Complementary	- Buendía Eisman,L., González González, D. y Pozo Llorente, T. (2004). Temas fundamentales en la investigación educativa. Madrid: La Muralla - Fondevila Gascón, J. F. (2013). El trabajo de fin de grado en Ciencias Sociales y Jurídicas : guía metodológica. Madrid : Ediciones Internacionales Universitarias - García Sanz, M.P. e Martínez Clares, P.ords.) (2012). Guía práctica para la realización de trabajos fin de grado y trabajos fin de máster. Madrid: Universidad de Murcia

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.