COURSE GUIDE
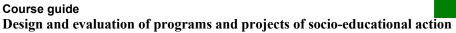## Universidad Católica de Valencia

Design and evaluation of programs and projects of socio-educational action

Year 2023-24

COURSE GUIDE TO *Design and evaluation of programs and projects of socio-educational action*

	ECTS
MODULE: Design, Management and Evaluation of educational intervention programs.	6
FIELD: Planning and design of educational intervention programs.	12
Subject: Design and evaluation of programs and projects of socio-educational action	18
Type of learning: Obligatory	**YEAR:** 3rd. **Semester:** 2nd.
Teacher: Dr. Marcelo Viera Abelleira	**Department:** Department of Inclusive Education, Socio-Community Development and Occupational Sciences
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SUBJECT ORGANIZATION

Design and evaluation of programs and projects of socio-educational action	Nº ECTS: 18
Duration and temporal location within the curriculum: The subject Design, Management and Evaluation of educational intervention programs forms part of the module Design, Management and Evaluation of educational intervention programs. Subjects of the "organization and management of associations and socio equipment". It aims to provide knowledge and tools for proper planning and evaluation which ensure the quality of any educational program. And pays special attention to individualized education projects as a basic tool for social educator.	

<table>
<tr><th colspan="5">Subjects and Courses</th></tr>
<tr><th>Subject</th><th>ECTS</th><th>Courses</th><th>ECTS</th><th>Course/ semester</th></tr>
<tr><td rowspan="2">Planning and design of educational intervention</td><td rowspan="2">12</td><td>Organization and management of associations and socio equipment</td><td>6</td><td>3/1</td></tr>
<tr><td>Elaboration of the program development and socio-educational</td><td>6</td><td>3/1</td></tr>
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programs					
Management and evaluation of socio-educational programs	6	Design and evaluation of programs and projects of socio-educational action	6	3/2	

COURSE GUIDE TO THE SUBJECT: Design and evaluation of programs and projects of socio-educational action

Prerequisites: N/A

GENERAL GOALS

a) Controlling the techniques for organizing, planning, design and evaluation of educational programs and projects.

b) Applying the different models of assessment and evaluation in social education throughout its various phases.

c) Learning the process for the design and evaluation of educational projects individualized educational intervention.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	**1**	**2**	**3**	**4**
1. Ability to analyze and synthesize.			X	
2. Ability to organize and plan.				x
3. Oral and written communication in the mother tongue(s).				**X**
5. Use of ICT in the field of study and context.		**X**		
6. Information management skills.				x
7. Ability for problem-solving and decision-taking				**X**
Interpersonal				
8. Ability for general assessment and self assessment				x
11. Interpersonal skills			**X**	

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12. Ethical commitment.			X	

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13. Independence in learning.				x
14. Adaptation to new situations			X	
15. Creativity.		x		
17. Initiative and entrepreneurial spirit Process management with quality indicators				
19. Ethical and professional commitment as well as commitment for development.			x	
20. Process management with quality indicators				X

SPECIFIC COMPETENCES				
	1	2	3	4
4. To know and diagnose the fundamental needs and interests, as a basis for the planning of socio-educational intervention.			X	
7. To plan, design, manage and evaluate socio-educational programs and projects in the different fields of activity.				X
8. Manage, coordinate and supervise entities and equipment, according to the different contexts and needs.		X		
9. To know the tools, instruments and resources necessary to incorporate them in the socio-educational intervention in the different fields of action.			X	
10. Manage structures and processes of community participation and action.			X	
12. To know the different methodologies and techniques of socio-educational research.				X
17. Elaborate and interpret technical, research and evaluation reports on socio-educational actions, processes and results.				X
18. To design, organize and manage cultural, environmental, leisure and free time projects and services.			X	
22. Design and carry out prospective and evaluative research studies on the social and institutional environment in which the S.I. is carried out.			X	

LEARNING OUTCOMES	COMPETENCES
R-1 The student knows the planning and development of a socio-educational project and its implementation in different contexts.	G1, G6, G13 E 7, E 16
R-2 The student knows and applies the methods and techniques used by social education to design and evaluate socio-educational	G2, G7, G8 E 9, E 16
R-3 The student understands and controls the process of designing indicators for evaluating programs and projects in Social Education.	G13, G15, G19 E 17, E 16
R-4 The student is able to establish continuous improvement processes and It is be able to draw up assessment.	G12 E 22, E 16

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomes for the subject**	**ECTS**
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4	0.5
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R3, R4, R5	1.2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R5, R6	0.5
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation	R1, R2, R3, R4, R5, R6	0.1

	carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.		
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5, R6	0.2
		Total	2,5

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship of Course with Learning Outcomes**	**ECTS**
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3,R4,R5,R6	1,2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3,R4,R5,R6	2,3
		Total	3,5

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Attendance, active participation, attitudes shown and completion of classroom activities	R1-R2-R3-R4-R5	20%
Practice activity 1	R1, R2	25%
Practice activity 2	R3, R4	25%
Written test: development questions and case study.	R1, R2, R3, R4	30%

Presential modality: It´s essential to attend **at least 80% of the theoretical-practical sessions**, in which all the aspects mentioned in the previous table will be scored.

* For this percentage to be applied, 80% class attendance is necessary (if not, the percentage of the work will be 40% of the grade and the exam 60%).

The written test will be assessed with a theoretical-practical exam, having to achieve a minimum grade of 5 in order to be able to take the average with the rest of the evaluation criteria in the previous table.

MENTION OF DISTINCTION:
From the obtaining of a 9 and provided that the result is a consequence of an excellent academic achievement coupled with an effort and interest in the subject.
In the event that there are more candidates than possible enrollments to be awarded, a developmental test consisting of a single open question on the content of the subject will be held.

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DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: *The evaluation applied to social education* *1.1 Concept evaluation.* *1.2 Types of assessment*	G1, G6, G13 E 7, E 16
DIDACTIC UNIT II: *Program evaluation and quality systems.* *2.1 The design and evaluation planning.* *2.2 Assessment methodology.*	G2, G7, G8 E 9, E 16
DIDACTIC UNIT III: *Individualized educational projects* *3.1 Areas of intervention and formulation of objectives.* *3.2 Temporality and evaluation*	G13, G15, G19 E 17, E 16
DIDACTIC UNIT IV: *Assessment tools* *4.1 indications desigh* *4.2 Elaboration the evaluaction reports*	G12 E 22, E 16

	TEMPORARY ORGANIZATION OF LEARNING (First-time students):	
	BLOCK OF CONTENT/ DIDACTIC UNIT	**Nº OF SESSIONS**
1	Evaluation applied to social education	9
2	Individualized educational projects	9
3	Instruments for evaluation	5

REFERENCES

BASIC

- Anguera Argilaga, M. T., Chacón Moscoso, S., i Blanco Villaseñor, Á. (Coords.). (2008). *Evaluación de programas sociales y sanitarios: un abordaje metodológico*. Madrid: Síntesis.
- Lirio Castro, J. (2004). *La metodología en educación social. Recorrido por diferentes ámbitos profesionales.* Madrid: Dykinson.
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COMPLEMENTARY

- Borum, R., Bartel, P. y Forth, A. (2003). SAVRY: Structured Assesment of Violence Risk in Youth. Traducción al catalán y castellano: Vallés y Hilterman (2006). Barcelona: Centro de Estudios Jurídicos y Formación Especializada.
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- Feliz, T. (2010). Diseño de Programas de Educación Social. Madrid: McGraw Hill.
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- Rebolloso Pacheco, E., Fernández-Ramírez, B., y Cantón, P. (2008). *Evaluación de programas de intervención social*. Madrid: Síntesis.
- Viera, M. (2017). Evaluación del riesgo de reincidencia en adolescentes en conflicto con la ley sometidos a medidas de internamiento judicial por la comisión de delitos violentos (Doctoral dissertation, Universidad Católica de Valencia San Vicente Mártir).

Addendum to the Course Guide of the Subject Design and evaluation of programs and projects of socio-educational action

(Degree in Social Education)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching

method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:
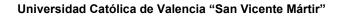
Microsoft Teams

Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams   Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

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