



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162014 **Name:** Design and evaluation of socio-educational action programmes and plans

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

Module: Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Design and evaluation of socio-educational programs and action plans **Type:**

Elective

Field of knowledge: Social and legal sciences

Department: General Didactics, Theory of Education and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	-	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 23/24



Educational intervention on problems of social maladjustment	6,00	Educational intervention in problems of social maladjustment	6,00	This elective is not offered in the academic year 23/24
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Recommended knowledge

None

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the phases of planning and development of a socio-educational project and its implementation in diverse contexts
- R2 The student knows and applies the methods and techniques used by social education to design and evaluate socio-educational programs
- R3 The student understands and masters the process of designing indicators for the evaluation of programs and projects in Social Education
- R4 The student is capable of establishing continuous improvement processes and is able to prepare evaluation reports



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				X
SPECIFIC		Weighting			
		1	2	3	4
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the learner.				X
EPT11	Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.				X
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			X	
EPT16	Development of emotional control skills in the different circumstances of professional performance.				X
EPT17	Ability to encourage pupils with specific needs to participate in the construction of rules of coexistence.			X	
EPT19	Knowing how to face and cooperatively resolve problematic situations and interpersonal conflicts of various kinds.			X	



EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.

x



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	30,00%	Written tests: Objective tests with short and extended responses.
R2	20,00%	Projects. Development and/or design works.

Observations

· The test will consist of a case study and the elaboration of the intervention process and the corresponding report.

· In order to obtain a pass, each of the assessment criteria must be passed.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R2, R3	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.



R1, R4	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

Observations

- The test will consist of a case study and the elaboration of the intervention process and the corresponding report.
- In order to obtain a pass, each of the assessment criteria must be passed.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M3	Project-based Learning
M5	Seminar Work
M7	Cooperative/Collaborative Work



M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M15	Project-based Learning
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R2	5,00	0,20
Theoretical Class M1	R1, R2, R3, R4	27,00	1,08
Practical Class M3, M7	R1, R2	11,00	0,44
Seminar M5	R3, R4	6,50	0,26
Tutoring M10	R1, R2, R3, R4	8,00	0,32
Evaluation M2, M3	R1, R2, R3, R4	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7	R3, R4	36,00	1,44
Individual work M10	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4	25,00	1,00
Practical class (e-learning mode) M12, M13	R1, R2	10,00	0,40
Seminar (e-learning mode) M13	R2, R3	5,00	0,20
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4	15,00	0,60
Evaluation (e-learning mode) M12, M15	R1, R2, R3, R4	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M19	R2, R3	60,00	2,40
Group Work (e-learning mode) M15, M20	R2, R4	5,00	0,20
Discussion Forums (e-learning mode) M12, M13	R1, R2, R3, R4	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19	R1, R3	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Social evaluation applied to the educational context	1.1. Elements for the elaboration of action plans and their evaluative components.1.2. Evaluation as an intervention process. Principles and aims of socio-educational assessment.1.3. Phases of evaluation.1.4. Evaluation processes in socio-educational programmes and action plans.1.5. Other support instruments in evaluation and intervention: Action-research.
2. Individualised educational projects	2.1. Areas of intervention and Formulation of objectives, timing and evaluation.2.2. Risk variables.
3. Instruments for evaluation	3.1. Designing indicators 3.2. Preparation of evaluation reports

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Social evaluation applied to the educational context	9,00	18,00
2. Individualised educational projects	9,00	18,00
3. Instruments for evaluation	12,00	24,00



References

- Barbosa, E. F. y Moura, D. G. (2018). *Proyectos educativos y sociales. Planificación, gestión, seguimiento y evaluación*. Madrid: Narcea.
- Feliz; T. (2010). *Diseño de programas de educación Social*. Madrid McGraw Hill.
- Herrero García, G. y Ramírez Navarro, J.M. (2006). *Manual práctico para elaborar proyectos sociales*. Madrid: Siglo XXI.
- Martín, A. M. y Rubio, M. J. (coord.). (2020). *Experiencias y aprendizajes en la evaluación de la intervención socioeducativa*. Madrid: Universidad Nacional de Educación a distancia.
- Parcerisa, A. (coord.); Forés, A. Giné, N. et col. (2021). *Planificación de proyectos socioeducativos participativos*. Barcelona. Editorial Graó.
- Pérez Campero, M. (1991). *Cómo detectar las necesidades de intervención socioeducativa*. Madrid: Narcea.
- Pérez Serrano, G. (1990). *Investigación- Acción. Aplicaciones al campo social y educativo (2ª ed.)* Madrid: Dykinson.
- Pérez Serrano, G. (2005). *Elaboración de proyectos sociales: Casos prácticos*. Madrid: Narcea.
- Navarro-Pérez, J-J., Viera, M., Calero, J. y Tomás, JM. (2020). Factors in Assessing Recidivism Risk in Young Offenders. *Sustainability*. 2020; 12(3):1111. <https://doi.org/10.3390/su12031111>
- Pérez Serrano, G. (2005). *Elaboración de proyectos sociales. Casos prácticos*. Madrid: Narcea.
- Reboloso 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

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 activities to be developed in the classroom as indicated in this field of the guide of the subject, 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.

Comments to the Assessment System: