

**COURSE DATA****DATA SUBJECT**

Code: 33718
Name: Methodology of educational evaluation
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Assessment and diagnosis in education I	COMPULSORY

COORDINATION

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SUMMARY

The overall aim of the subject of 3 of the Degree of Education is to provide a consistent and training founded, to serve as a conceptual framework and methodology for assessment processes to adequately develop any education. Therefore, the theory and practice are equally important and addresses dynamically, alternating methodological conceptual elements

The contribution of this matter to the degree of Education is to include an evaluative perspective necessary to understand the reality in which the socio-Educator / a is going to be immersed. Since this is a line of fundamental research in the Department of Diagnostic and Research Methods in Education.



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PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Relationship to other subjects of the same degree

Introduction to Educational Research (First Year)

Data Analysis (Second year)

Educational Measurement (Second year)

Information Gathering Methods (Second year)

Strategies for learning and participation in college

Organization: Strategies for educational action in different contexts

The subjects, processes and learning contexts

Organization and management of educational institutions

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Be able to evaluate educational and training resources.

Be able to evaluate the teaching-learning processes and the educational agents.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para realizar investigación educativa en diferentes contextos.

Compromiso con la identidad, desarrollo y ética profesional.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop the capacity for organisation and planning.

Elaborar instrumentos para la recogida y análisis de información educativa.

Gestión de la calidad.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and



results.

Supervisar y evaluar planes, programas, proyectos y centros.

DESCRIPTION OF CONTENTS

1. Conceptual Review

2. Components in evaluation processes

3. Guides review and methodological dilemmas in evaluation

4. Policy Evaluation and Educational Systems

5. Evaluation of Institutions and Schools

6. Evaluation of projects, programs and training activities

7. Evaluation of educational resources and training (Evaluation of materials)

8. Evaluation of the teaching-learning (teaching methodologies of teaching and learning)

9. Teacher evaluations



10. Assessment of students

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Computer classroom practice	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	25,00
Independent study and work	15,00
Preparation of lessons	20,00
Preparation for assessment activities	15,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

Teaching methodology

The teaching-learning methodology is based on the development of content through a close link between theory and practice.

- ¿ Participatory master class.
- ¿ Small group and large group work activities during theoretical and practical sessions.
- ¿ Participation in specific and general seminars related to the contents of the subject.
- ¿ Larger work individually or by small groups that takes up several practical sessions.
- ¿ Use of the portfolio as an evidence collection instrument.
- ¿ Group and individual tutorials: Guidance by the teaching staff in those aspects of the subject that require it.
- ¿ Joint/transversal activities with students from other subjects on topics that are transversal to the graduation.

EVALUATION

The assessment of student skills is done by combining different types of information, related to the different activities that students develop in the course. For this you can use different procedures for the assessment of learning:



- ¿ Review: performing a test of the contents of the course.
- ¿ Portfolios, which include work in group, individual, field work by students and classroom activities, and so on.
- ¿ Exhibitions of work in class.
- ¿ Execution and delivery of classroom activities.
- ¿ Participation in various class activities.
- ¿ Participation in various outdoor activities.
- ¿ Reporting.
- ¿ Self-evaluation of the student.

Each of these procedures will be assigned a percentage of the final grade according to the emphasis.

Students can not study the subject in person, may be made of non-attendance for good cause. These students must contact the teacher responsible for the subject during the first month of the semester in which teaching is imparted to justify his failure to attend and learn about the evaluation mode.

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current

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REFERENCES



Referència b1:	Chiva, I. y Ramos, G. (2021). <i>Metodología de la Evaluación Educativa</i> . Tirant Humanidades
Referència b2:	Lukas, J. K. y Santiago, K. (2009). <i>Evaluación Educativa</i> . Alianza Editorial
Referència b3:	Stake, R. (2006). <i>Evaluación Comprensiva y Evaluación Basada en estándares</i> . Graó
Referència b4:	Martínez Mediano, C. (2017) <i>Evaluación de programas</i> . UNED
Referència b5:	Ibar Albiñana, M. (2002). <i>Manual General de Evaluación</i> . Octaedro-EUB.
Referència b6:	Casanova, María Antonia (2024) <i>Manual de evaluación educativa</i> . La Muralla

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Referència c1:	McArthur, J. (2019) <i>La evaluación: una cuestión de justicia social</i> . Narcea Ediciones
Referència c2:	Peterson, K. D. y Peterson, C. A. (2006). <i>Effective Teacher Evaluation: A Guide For Schools</i> . Jossey-Bass Press.
Referència c3:	De Grauwe, A. y Naidoo, J. P. (eds.) (2004). <i>School evaluation for quality improvement</i> . Sage.
Referència c4:	Joint Committee on Standards for Educational Evaluation (2010). <i>The Program Evaluation Standards</i> . Sage.
Referència c5:	Pérez Juste, R. (2006). <i>Evaluación de programas educativos</i> . La Muralla.
Referència c6:	Ramos, G. y Chiva, I. (2021). <i>Métodos de Recogida de Información en Ciencias de la Educación y Humanidades</i> . Alianza
Referència c7:	Morales, Mariana y Fernández, Juan (2022) <i>La evaluación formativa: estrategias para regular el aprendizaje</i> . SM
Referència c7:	Sanmarti, Neus. (2007) <i>10 ideas clave. Evaluar para aprender</i> . Graó

