

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

**Code:** 44370  
**Name:** Assessment in mediation  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Assessment in mediation	ELECTIVES

**COORDINATION**

PERALES MONTOLIO MARIA JESUS

**SUMMARY**

At the end of the work in this subject, it is desirable that the students are trained for the critical analysis of evaluation work in the field of mediation as well as in the preparation, development and presentation of evaluation plans and reports within the mediation processes of the social and educational action.

**Previous knowledge. Relationship with subjects of the same degree:**

Together with the rest of the subjects of the Mediation specialty, it completes the master's training and facilitates the acquisition of basic, general, transversal and also specific itinerary skills.No enrollment restrictions specified with other subjects in the curriculum.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 2192 - Master's Degree in Social and Education Action

Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.

Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Desarrollar estrategias para la problematización, el análisis y la investigación de la acción social y educativa, con el objetivo de diseñar y revisar vías para la intervención.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.

Reconocer y valorar la diversidad y la diferencia y su papel en la intervención social y educativa.

Saber diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinarios de expertos como en la relación con los sujetos de intervención.

Saber participar y liderar procesos de investigación pertinentes para comprender, explicar y dinamizar la acción social y educativa.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and



research in the field.

## DESCRIPTION OF CONTENTS

- ¿ Mediation as an intervention strategy: quality criteria.
- ¿ Mediation as a program: quality criteria.
- ¿ Design and development of the evaluation plan: fundamental components.
- ¿ Evaluation as a self-review strategy for improvement.
- ¿ Quality of the evaluation: meta-evaluation. Ethical and methodological dilemmas.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	32,00
Preparation of lessons	5,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

- MD1 - Participatory Master Lesson
- MD2 - Troubleshooting
- MD3 - Collaborative and / or cooperative learning
- MD4 - Project design and development
- MD5 - Exhibitions, seminars and debates
- MD6 - Workshops
- MD7 - Study and student work to integrate the skills of the module (linked to autonomous student work)
- MD8 - Individualized and / or group attention (linked to tutorials)



## EVALUATION

- SE1 - Exam, which will consist of taking one or more oral and / or written tests
- SE2 - Portfolios, in which the different works carried out by the student will be included.
- SE3 - Exhibitions in class of work done
- SE5 - Participation in the different class activities.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

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 regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

- Jornet; J. González-Such y Perales, M.J. (Coord) (2013). Investigación evaluativa: una perspectiva basada en la complementariedad metodológica (cuantitativa-cualitativa). Lima: Crea-Universitat de Valencia.
- Perales, M.J., Ortega, S. y Jornet, J. (2011). La evaluación como condición de calidad en la educación intercultural. En L. Díe (Coord). Aprendiendo a ser iguales. Manual de educación intercultural. Valencia: Ceimigra.
- Perales, M.J.; Cascales, J. y García-Romeu, B. (2019). Evaluando con creatividad. Técnicas creativas para la evaluación de programas socioeducativos. En M.C. Bellver e I. Verde (Coords). Educación social y creatividad. Fundamentación, estrategias de intervención y experiencias en diferentes ámbitos. Valencia: Tirant lo Blanch.
- Perales Montolío, M.J., Ortega-Gaite, S. & Bakieva-Karimova, M. (2022). El valor de la evaluación en los proyectos socioeducativos. Crónica, 7, 121-133. <https://revistacronica.es/index.php/revistacronica/article/view/134>
- Serrano, G. (2008). Eficacia y mediación familiar. Boletín de Psicología, 92, 51-63