

**Design, Monitoring and Evaluation of Plans and Programmes**

Code: 101653  
 ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	OB	2	A
2500261 Education Studies	OB	2	A

**Contact**

Name: Carme Ruíz Bueno  
 Email: Carmen.Ruiz.Bueno@uab.cat

**Use of languages**

Principal working language: catalan (cat)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: Yes  
 Some groups entirely in Spanish: No

**Prerequisites**

In order to course this subject we recommend to have previously taken the "El procés ensenyament-aprenentatge" (The teaching-learning process) subject.

**Objectives and Contextualisation**

- Analyse the concepts related to the Planning elaboration process and formative programme.
- Analyse the educational design models testing their positive and negative aspects. Identify the elements or components that intervene in the Planning process.
- Analyse the educational and formative needs with the purpose of design Planning and formative programme.
- Design, develop and evaluate planning, programmes, projects and activities to interfere with the educational and formative contexts.
- Analyse educational evaluation models that can be applied to diverse situations.
- Design distinctive evaluation processes (from the diagnostic evaluation to the impact evaluation).

**Skills**

**Social Education**

- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- Develop strategies for autonomous learning.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

**Education Studies**

- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.

- Develop strategies for autonomous learning.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Evaluate plans, programs, projects, activities and educational and training resources.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.
- Supervise education and training plans, programs, centres and professionals.
- Work in teams and with teams (in the same field or interdisciplinary).

## **Learning outcomes**

1. Analyse the impact of an assessment by verifying how needs have been met and specifying new educational demands.
2. Assess needs when founding training plans and programs.
3. Deliver proposed activities on time and in the right way.
4. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
5. Form teams that are capable of carrying out activities effectively
6. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
7. Organising the work in a structured way in terms of the demands.
8. Prepare a training assessment plan specifying all of its components (object, instruments, agents, moments).
9. Produce evaluation reports.
10. Produce monitoring reports.
11. Using ICTs in designing, developing and drawing up practical work.
12. Using virtual platforms as a communication and management tool for directed and supervised activities.

## **Content**

### **Curricular Design and Theory: theoretical and applied aspects**

-Conceptualisation and characteristics of the curricular design.

-Curricular and design components.

-Planning models and curricular design.

### **Planning elaboration and formative programme.**

-Curricular concreteness and contextualization.

-Identify the educational and formative needs.

### **Planning and formative programme follow-up and evaluation.**

-Evaluation planning and programme dimensions.

-Evaluation programme models

- Design a distinctive evaluation of planning and programmes (evaluation of needs until impact evaluation)

-Evaluation strategies, methods, techniques and tools.

## **Methodology**

The methodology of the subject begins with the learning process of the Student. In order to understand this principle, the Student will have to remain active and self-sufficient during the whole process, being the professor's mission to be helpful with this task. In this sense the professor's tasks will be:

- 1) To give support to the Student providing him at all time with all the information and the resources needed for a good learning process.
- 2) To assure the autonomous Student knowledge proposing different teaching-learning activities (individuals and collective, theoretical and practical) under the principle of methodical varieties.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Hand in 3 practical evaluation tasks	60	2.4	1, 2, 4, 8, 9, 10
Seminars	30	1.2	1, 5, 2, 4, 8, 9, 10, 3, 7, 11, 12
<b>Type: Supervised</b>			
Collective evaluation and hand in via Virtual Platform, the 3 practical tasks	60	2.4	10, 3, 7, 12
<b>Type: Autonomous</b>			
Reading the dossier: didactical units, study and preparation for the exam evaluations	150	6	1, 2, 4, 8, 9, 10, 11, 12

## Evaluation

The student will have to hand in two different tasks in order to get evaluated:

- 3 practical evaluation tasks, in group (1 from the first part, 1 from the second part and 1 for the third part)
- 3 theoretical exams (1 for each part).

The practical evaluation tasks have a formative aim from their evaluation standing point, as they will be revised by the group depending on the given task. This revision will be done during the seminars that are considered by presenting the group project's final results to the rest of the classmates. The theoretical exams, divided into each one of the content parts considered, have an adding aim and have to be an individual summary of the realization, discussion and reflection of the group project. In the case of failing an evaluation task there will be a chance to recuperate it and the end on a given date.

Practical delivery one and the Critical analysis type exam. 11/26/2018 EDUCATION STUDIES and 12/04/2018 SOCIAL EDUCATION

Practical delivery two and the Pratical evaluation tasks. 02/25/2019 EDUCATION STUDIES and 02/26/2019 SOCIAL EDUCATION

Practical delivery three and the Teoretical evaluation tasks. 05/27/2019 EDUCATION STUDIES and 06/04/2019 SOCIAL EDUCATION

The practices and recovery exam and tasks will be made and will delivered 06/17/2019 EDUCATION STUDIES and 06/18/2019 SOCIAL EDUCATION

It has to be taken under consideration that the feed-back and the handed back activities and tasks will be done in a period of fifteen days. The making and exceeding of all the evaluating tasks (practical and theoretical) is essential for passing the subject, at the same time the assistance to 80% of the on-site classes. In any doubt of plagiarism, the subject will be considered failed by all means.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1 Critical analysis type exam	20%	0	0	1, 2, 4, 8, 9, 10
1 practical evaluational tasks (Individual evaluation)	20%	0	0	1, 2, 4, 8, 9, 10
1 theoretical evaluation tasks (individual evaluation)	20%	0	0	1, 2, 4, 8, 9, 10
Group project presentation of everything learned	10%	0	0	5, 10, 7, 11
Hand in 3 practical evaluation tasks.	30%	0	0	1, 6, 5, 2, 4, 8, 9, 10, 3, 7, 11, 12

## Bibliography

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