# Evaluation of Centres and Teachers

Code: 101660
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 2500261 Education Studies | OT | 4 | 0 |

## Contact

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## 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

It is recommended to have passed other subjects related to assessment (*Design, Monitoring and Evaluation of Plans and Programs*) and educational organization (*Directing and Leading Educational Institutions*)

## Objectives and Contextualisation

It is a 4th year subject that intends to complete the training of professionals to act in two big fields in a complementary way: training in organizations and directing and leading educational institutions.

For that matter, it answers the general objectives established in the profile of Pedagogy Bachelor's Degree, which are: assessing institutions, fostering development in organizations, managing resources and staff, applying strategic plans, designing and developing training activities.

It draws from the educational basis studied in previous years, and it has as references contents related to *Education and Educational Contexts, The Organization and Groups, Design, Monitoring and Evaluation of Plans and Programs, Directing and Leading Educational Institutions, Organizational Development of Educational Institutions, Educational Innovation*.

Likewise, it is important to consider that this subject will be complemented with two other optional courses, which are: *International Quality Models* and *Educational Supervision and Inspection.*

Its general objectives are*:*

1. Thinking about concepts related to assessment of institutions and teachers.
2. Analyzing models of evaluation of institutions and teachers.
3. Identifying elements and parts that intervene in the assessment process.
4. Designing processes of differential evaluation (assessment of institutions and assessment of teachers)

## Competences

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Develop strategies for autonomous learning.
- Evaluate plans, programs, projects, activities and educational and training resources.
- Evaluate policies, institutions and educational systems.

- Evaluate teaching-learning processes and education agents.
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.

## Learning Outcomes

1. Apply the principles of organizational ethics to the delimitation and development of proposals for evaluation.
2. Apply the principles of professional ethics to the definition and development of proposals for evaluation.
3. Deliver proposed activities on time and in the right way.
4. Design plans for the evaluation of institutions and teachers.
5. Identifying areas of analysis in institutional evaluation.
6. Identifying areas of analysis in the evaluation of institutional projects and programmes.
7. Identifying areas of analysis in the evaluation of the teaching staff.
8. Organising the work in a structured way in terms of the demands.
9. Providing information on plans for assessing the institution and the teaching staff.
10. Selecting and applying models, strategies and instruments for evaluating institutional programmes and projects.
11. Selecting and applying models, strategies and instruments for evaluating the teaching staff.
12. Selecting and applying models, strategies and instruments of institutional evaluation.

## Content

1.- Evaluation of centres

- Conceptualization and general features of institutional evaluation
- Evaluating to change and improve.
- Models for evaluating educational institutions
- Strategies and tools for institutional evaluation
- Issues and alternatives in institutional evaluation

2.- Evaluation of teachers

- Conceptualization and general features of teachers' evaluation
- Models for evaluating teachers
- Strategies and tools for teachers' evaluation
- Issues and alternatives in teachers' evaluation

## Methodology

The methodological approach of this subject centers the main activity in the students' learning process. In order to achieve this principle, students must be active and autonomous during the process, with the teacher's purpose of helping them in this task. In this regard, the teacher will 1) give support to students all the time giving them information and resources that they need to achieve learning, 2) look out for the students' autonomous learning, proposing them different teaching-learning activities (individual and group activities, theoretical and practical activities) under the principle of methodological multivariety.

In this approach, this subject is structured, in its design and development, in two kinds of teaching-learning activities, which we detailed and concretized in the following table:

| Activity | Hours | Methodology | Learning Outcomes |
| --- | --- | --- | --- |
| | 30 | | 4,5,6,10,11,12 |

| On-site, big group (lectures) | | This classes help to present contents and participate actively in their development at the same time. Despite being a type of activity where the spotlight is on the teacher, it is necessary to foster students' active participation, especially sharing their achieved (or in process to achieve) learning. At that moment, for example, it is when the practical activities are presented, which are part of the subject and will be developed individually or in groups. | |
|---|---|---|---|
| Seminars (small groups-workshops) | 15 | This classes help to work in small groups to reinforce individual work and small group work (5 people approx.). At the same time, it is an adequate space to discuss and, without forgetting the whole group, customize learning through analysing documents, solving cases or varied activities. Here it is where we go deeper into contents and topics worked in big group. | 1,2,3,4,5,6,7, 8,9,10,11,12 |

## Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| On-site Seminars | 30 | 1.2 | 1, 2, 6, 5, 12, 10 |
| On-site, big group (lectures) | 15 | 0.6 | 1, 2, 6, 5, 3, 12, 10 |
| Type: Supervised | | | |
| Practical exercise developed in groups and delivery through the virtual platform. | 30 | 1.2 | 1, 2, 6, 5, 3, 12, 10 |
| Type: Autonomous | | | |
| Dossier reading- teaching units, study and preparation of evaluation tests, development of practical exercises. | 75 | 3 | 6, 5, 12, 10 |

## Assessment

For the evaluation of the subject, we consider that there are three key moments: initial evaluation, continuous eva

- The *initial evaluation* helps us to know the entry level of students regarding their knowledge about the subject and experience in group work, self-directed work, etc., with the purpose of adapting the program to their features.

- The *continuous evaluation* helps us to verify the level of learning achievements in order to respond to diversity and students' particularities, as well as making decisions about the pace of the program's development.
- The *final evaluation* helps us to verify the level of the learning achieved, taking into account the objectives and competences of the program, considering the adaptations that we have might introduced.

According to these basic principles, students must deliver two types of proof: 2 in-group practical exercises (1 in the first block and 1 in the second block) and two theoretical tests (1 in every block).

The theoretical-practical tests will take place one week after completing each of the two blocks of contents (December 20, 2019 and January 24, 2020). The recovery of the test will be done on January 31, 2020. In order to be able to recover the theoretical-practical tests, it must have taken a score not less than 3,5.

The *practical exercises* have a training purpose from their evaluation point of view, since they might be reviewed by the whole group (depending on the task submitted). This review will be developed in some seminars presenting the results of the group work to the rest of the class.

The *theoretical-practical tests*, developed in every of the content blocks considered, have an accumulative purpose and they are an individualsynthesis of the development, discussion and thinking of the group work. Because of their nature, if students fail a test, they might retake it at the end of the subject ina specific date.

Develop all practical exercises and theoretical-practical tests are compulsory to pass the course. In case some theoretical-practical tests or practical exercises are not delivered, they might be developed/handed out in a specific date once the subject is finished. Under no circumstances tests or exercises will be retaken if students don't pass any of them.

Feedback of every evaluation activity will be given in two weeks after their submission. Plagiarism is enough reason to fail the whole course.

Every individual situation that doesn't fit with this guide must be communicated to the teacher responsible, to offer if it's pertinent, complementary evaluation without forgetting the evaluation's philosophy presented in this guide.

## Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|
| 2 theoretical-practical tests (individual assessment) | 50% | 0 | 0 | 1, 2, 4, 6, 7, 5, 9, 3, 8, 12, 10, 11 |
| Attendance, participation and involvement in big grup classes (individual and group activities). | 10% | 0 | 0 | 1, 2, 7, 3, 8 |
| Presentation of group achievement | 40% | 0 | 0 | 1, 2, 4, 6, 7, 5, 9, 12, 10, 11 |

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