

Academic Year: (2021 / 2022)

Review date: 08-01-2022

Department assigned to the subject: Social Analysis Department

Coordinating teacher: AGULLO TOMAS, MARIA SILVERIA

Type: Compulsory ECTS Credits : 6.0

Year : 3 Semester : 1

OBJECTIVES

KNOWLEDGE:

- and skills to plan and to develop applied research in different areas of society.
- and to mastery of the methodology of Social Sciences and its basic and advanced techniques of social research.
- and skills in the search of secondary information from different sources.

CAPACITIES:

- To evaluate the projects of public policies, social intervention and its results.
- To evaluate the costs and social benefits.
- To contribute to the design of public policies to address social problems.
- To establish, develop and implement programmes and projects of social intervention.
- Analysis and synthesis
- To link knowledge of Sociology and related sciences as Evaluation.
- Organization and planning.

SKILLS:

- In the development of organizations (consulting, design and management of organizations and institutions).
- Ethical commitment.
- Team work and interdisciplinary perspective.

DESCRIPTION OF CONTENTS: PROGRAMME

(See "Programme" in Aula Global 2)

Lesson 1. Conceptual and historical introduction to the Evaluation of Programmes and Organizations.

Lesson 2. Purposes and main Sources about Evaluation

Lesson 3. Basics of the evaluation: phases, methodology, advantages-limitations and uses.

Lesson 4. Stakeholders, areas and levels of evaluation.

Lesson 5. Epistemology and major Evaluation approaches.

Lesson 6. Types of evaluation according to different criteria.

LEARNING ACTIVITIES AND METHODOLOGY

- Lecturing that combines the explanation with active student participation. It relates primarily to the acquisition of knowledge skills and abilities. A complementary activity will be the deep study by the students
- Proposal for a reading of texts, written essay, an exhibition by the students, sharing and analysis with the lecturer. It relates to the skills and competences especially with transferable skills.
- Development of a meta-evaluation, "antreproyecto" and micro-evaluation. It involves case studies, secondary data sources to consult and develop a proposal. This activity focuses on the acquisition of competencies especially those of the mainstreaming level.
- Individual or group tutorials, virtual or not; it depends on the practice.

ASSESSMENT SYSTEM

The assessment system is set according to different educational strategies used and is based on the following criteria and activities:

- Final exam.
- Theoretical and practical activities mentioned in the previous section (individual or group level).
- Participation in classroom.

% end-of-term-examination:	25
% of continuous assessment (assignments, laboratory, practicals...):	75

BASIC BIBLIOGRAPHY

- Aguilar, M.J. y Ander Egg, E. (1992), Evaluación de programas y servicios sociales., Madrid: Siglo XXI..
- Alvira, F. (1991), Metodología de la evaluación de programas., Madrid: CIS.
- Alvira, F. (1997), La evaluación: una perspectiva práctica., Buenos Aires: Lumen..
- Ballart, X. (1992), ¿Cómo evaluar programas y servicios públicos? Aproximación sistemática y estudios de caso., Madrid: M.A.P..
- Bañón, R (2003), La evaluación de la acción y de las políticas públicas., Madrid: Díaz de Santos..
- Cook, T. & Reichardt, C. (eds) (1986), Métodos cualitativos y cuantitativos en investigación evaluativa., Madrid: Morata [1979].
- Nirenberg, O. Brawerman, J. y Ruiz, V. (2000), Evaluar para la transformación. Innovaciones en la evaluación de programas y proyectos sociales., Buenos Aires: Paidós..
- Sanders, J.R et al. (1998), Estándares para la Evaluación de Programas., Bilbao: Mensajero.
- Stufflebeam, D.L. & Shinkfield, A.J. (1987), Evaluación sistemática. Guía teórica y práctica., Madrid: Paidós y MEC.

ADDITIONAL BIBLIOGRAPHY

- Agulló, M.S. (2002), Metaevaluation of support programmes for informal carers of elderly people., University of North London (dissertation-tesina de Master en ¿Evaluation and Social Research¿)..
- Agulló, M.S. (2003), Evaluando programas desde un enfoque psicosociológico, en Encuentros en Psicología Social, volumen 1(3), pp. 159-164., Revista.
- Agulló, M.S., Zorrilla, V. Y Gómez, V. (2018) Envejecimiento y Género. Investigación y Evaluación de Programas. Coordinación, 2 artículos, editorial del monográfico, y nota de investigación, Prisma Social, 2º trimestre, Junio. ISSN: 1989-3469. <http://revistaprismasocial.es/issue/view/146>, 2018
- Bonniol, J. (1997), Les modèles de l'évaluation: texts fondateurs avec commentaries, Bruselas: de Boeck Université..
- Conan, M. (1998), L'évaluation constructive: théorie, principes et elements de méthode, La Tour d'Aigues: Ed de l'Aube.
- Fernández Ballesteros, R. (ed) (1996), Evaluación de Programas. Una guía práctica en ámbitos sociales, educativos y de salud., Madrid: Síntesis.
- Guba, E.G. & Lincoln, Y.S. (1989), Fourth generation evaluation., Newbury Park: Sage.
- Kushner, S. (2002), Personalizar la evaluación. , Madrid: Morata..
- Monnier, E. (1995), Evaluación de la acción de los poderes públicos, Madrid: Instituto de Estudios Fiscales, Ministerio de Economía y Hacienda.
- Patton, M. (1996), Utilization-Focused Evaluation, London: Sage.
- Rossi, P. H., Freeman, H.E. & Lipsey, M.W. (1979:1999), Evaluation: a systematic approach., Thousands Oaks, CA: Sage.
- Schwandt, T.A. & Halpern, E.S. (1988), Linking auditing and meta-evaluation: enhancing quality in applied research, Newbury Park, CA: Sage.
- Weiss, C. H. (1998), Evaluation: methods for Studying Programs and Policies, Upper Saddle River: Prentice Hall.