

Academic Year: (2022 / 2023)

Review date: 13-02-2023

Department assigned to the subject: Social Analysis Department

Coordinating teacher: AGULLO TOMAS, MARIA SILVERIA

Type: Compulsory ECTS Credits : 6.0

Year : 3 Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

There are not requirements.

OBJECTIVES

Knowledge:

- And skills to plan and develop applied research in different areas of society.
- And domain of social science methodology and its basic and advanced techniques of social research.
- And technical skills for the production and analysis of quantitative and qualitative data.

Capacities:

- To link knowledge of sociology and related sciences.
- To adapt the goals to financial and human resources.
- 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, to develop and to implement programmes and projects of social intervention.

- Analysis and synthesis
- Management of information.
- Organization and planning.

Skills:

- Development of organizations (consulting, design and management of organizations and institutions).
- Ethical commitment.
- Team and interdisciplinary work
- Decision Making

DESCRIPTION OF CONTENTS: PROGRAMME

To link the contents of the course with the previous subject " Introduction to the evaluation of programs and organizations .

To identify and define the object or unit of evaluation.

Delimit of the object - "evaluated" - and to understand of program through different perspectives: 1. Result (Logical Framework). Critics and difficulties in define program goals. Goals-free evaluation and discussion about corrective mechanisms.

2. Process (process map and flowchart),

3. structural elements and

4. change theory (program and implementation theory).

To identify logic models: Wisconsin, Kellogg, EFQM, etc.

Approaches evaluative.

To draw information needs and questions:

- 1) stakeholders perspective (pluralism)
- 2) Theory-driven evaluation.
- 3) Final summative judge.

To extract informative questions: Operationalization: of dimensions, criteria, questions and indicators.

Definition of the evaluation matrix

LEARNING ACTIVITIES AND METHODOLOGY

- Teacher explanation of the contents with the active participation of students through dynamic and workshops. This method relates primarily to the acquisition of knowledge and abilities. The students work with a brief handbook. These tasks are estimated in 3 ECTS.

- The students develop an evaluation design. It involves studying the object, carry out a little field work, to connect with organizations (real or supposed). The design can be done in small teams. This task has a value of 2 ECTS.

- Specific workshop (planning outcomes, processes and operationalization). The workshop is conducted mainly with the assistance of the teacher in class time. This task is estimated in 1 ECTS.
- Individuals or group tutorials. The teacher gives support through individuals or groups interviews.

ASSESSMENT SYSTEM

The evaluation was based on analysis of the evaluation design, an exam and products from workshops.

- The project involves 85% of the final score.
- 10% is from exam.
- The remaining 5% corresponds to workshops.

Evaluation in the extraordinary call: the exam may have the value of 100%, or it may be complemented with an individual work establishing the following weights: exam 15% and individual work 85%. To do the weighted average you have to pass the exam with a 3.6. All this following the current regulations.

% end-of-term-examination:	10
% of continuous assessment (assignments, laboratory, practicals...):	90

BASIC BIBLIOGRAPHY

- Alkin, M. (2011), *Evaluation Essentials*. , New York: The Guilford press (How do you Understand the Program). .
- Greene, J. (2006), *Evaluation, democracy, and social change in* Shaw, I. Greene, J. and Mark, M. (2006) *Handbook of evaluation*., Sage..
- JCyL. Consejería de Educación y Cultura. *Trabajando con los procesos: guía para la gestión de procesos*. , Junta de Castilla y León. Consejería de Cultura y Turismo., 2004
- Ligeró y otros (2020), *Rayuela: un ejercicio de reflexión y comprobación para hacer una evaluación consciente*. , Madrid: Means. .
- Ligeró, J.A. *Dos métodos de evaluación: criterios y teoría del programa*., Madrid: CECOD, 2011
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- Ligeró, J.A. y otras (2010), *Análisis de los objetos evaluados en España: la evaluación y las limitaciones de las políticas sociales en SEE ¿evaluación*. , Revista de la Sociedad Española de Evaluación nº 13 http://www.magisterevaluacion.es/attachments/article/5/Sesion_2.3_Complemento_Articulo_JALigeró.pdf.
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- Monnier, E. (1992), *Evaluación de la Acción de los Poderes Públicos (capítulo 4)*., Madrid: Instituto de Estudios Fiscales.
- NORAD *El enfoque del Marco Lógico. Manual para la planificación de proyectos orientada mediante objetivos*. , Madrid: IUDC, CEDEAI, 1990
- Patton, M.Q. (2002), *Feminist, Yes, But is it Evaluation?* In D. Seigart and S. Brisolara, *Feminist Evaluation: Explorations and Experiences*. *New Directions for Evaluation* No. 96., San Francisco: Jossey-Bass. .
- W.K. Kellogg Foundation, *Logic Model Development Guide*, <http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>.
- Weiss, C. (1998). *Evaluation*., New Jersey: Prentice Hall. (Chapter: Understanding the program). .

ADDITIONAL BIBLIOGRAPHY

- Madaus, G.F., Michael S. Scriven, Daniel L. Stufflebeam (eds.) (1993), *Evaluation models: viewpoints on educational and human services evaluation*., Boston etc. : Kluwer-Nijhoff..
- Monnier, E. (1995), *Evaluación de la acción de los poderes públicos*. , Madrid : Ministerio de Economía y Hacienda, Instituto de Estudios Fiscales. .
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