

Course: Diseño y evaluación de programas y proyectos (Design and evaluation of programs and projects)

Learning Outcomes

- a) Be able to define and manage basic concepts relating to the design and evaluation of projects and programs
- b) Identify the project cycle and know the basic steps in the design and evaluation of projects
- c) Know the specificities of objective-oriented projects
- d) Manage terminology and tools of the logical framework approach (LFA)
- e) Know and analyze tools for design and evaluation of projects
- f) Manage participatory methodologies
- g) Design intervention projects
- h) Evaluate intervention projects

Content

The course is an approach to the design and evaluation of projects, with particular emphasis on the knowledge of the overall process and the management of tools for the design, management and evaluation of projects. It is a mandatory course in the practical itinerary of the Master programme, and an elective course in the research itinerary. It is scheduled in the first semester of the Master programme and is a part of module III (scenarios and practices). Module I refers to conceptual aspects and Module II refers to methodological aspects.

The contents of the course are organised in three blocks:

- Basic concepts about design and evaluation of programs and projects
- Cycle of the project. Stages in the design and evaluation of projects
- Tools for design and evaluation of projects

Teaching

The Master is taught in Spanish in distance mode: all courses are developed through the UNED virtual platform, aLF (www.innova.uned.es)

The following training activities are developed:

- Comprehensive reading of study materials
- Use of additional resources and sources of information
- Access and participation in discussion forums



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- Collaborative work through the use of ICT
- Resolution of tasks and application of acquired knowledge: definition of concepts, case studies (individual and / or collaborative way), project design, project evaluation

The course follows this calendar and tasks:

Calendar	Readings	task 1: on-line tests	task 2: project design	task 3: project evaluation
Month 1	Basic materials, blocks I and II	On-line tests (3 tests in different dates)		
Month 2				Case study
Month 3	Basic materials, blocks I, II and III		Project draft	
Month 4	Basic materials and additional readings		Project design (final version)	
Month 5	(optional)			Self-assessment of own project and assessment of a colleague project (co-evaluation)

Participation in forum in the virtual platform is a cross task throughout the course.

Evaluation

Task 1: On-line assessment about basic content

The first activity is implementation of evaluation activities in the virtual course on basic concepts. It is self-assessment tests available on certain dates which address the basic content readings of the three thematic blocks.

The objective of the activity is to know specific vocabulary related to the design and evaluation of programs and projects and to manage basic or new concepts in relation to it (*learning outcomes a, b, c, d*).



Each student is expected to participate in the on-line assessment activities by following these steps:

- Read, check and handle basic readings.
- Respond to evaluation tests on the specified dates for each reading or topic.
- Check or comment in the forum on any questions or insights around the basic concepts.

Each test is available during 15 days, and 3 attempts are allowed. Questions include multiple choice questions (some with one correct answer and some with more than one correct answer), and open questions.

Individual commitment of 20 hours of work is estimated.

For the evaluation of the activity, which represents up to 20% of the final grade in the course, the following criteria are considered:

- 1) Assimilation of content.
- 2) Mastery of fundamental concepts and specific vocabulary.

Task 2: Design of an intervention project

This activity involves the design of a project following the guidelines outlined in the consulted basic readings. The theme is free.

The objectives of the activity are: to identify the project cycle and to know the basic steps in the design and evaluation of projects, know the specificities of objective-oriented projects, manage terminology and tools of the LFA, know and analyze tools for the design and evaluation of projects, manage participatory methodologies and design intervention projects (*learning outcomes b, c, d, e, f, g*).

Each student is expected to design, individually or in groups, a project by following these steps:

Submit an outline or draft setting out the purpose of the project and the basic structure, during the 2nd-3rd month of the course. Templates are provided.

Given the comments and rating of the professor, design a project taking into account the phases of the cycle and the inclusion of tools from block III. The final draft will be delivered 15 days before the end of the course. Templates are provided.

A commitment of 50 hours of work is estimated: 10 hours for the draft and 40 for the entire project.

For the evaluation of the activity, which represents up to 45% of the final grade in the course (15% the draft and 30% the final project), the following criteria are considered:

- 1) Use of the course contents.
- 2) Mastery of fundamental concepts and specific vocabulary.
- 3) Logical structure of the project, internal consistency.
- 4) Originality.



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- 5) Application of knowledge to the improvement of social reality.
- 6) Adjustment of the used sources and correction in quotes and references.

Task 3: Evaluation of projects

This activity consists in evaluating different projects, following the guidelines outlined in the consulted basic readings.

The objectives of the activity are: ability to define and manage basic concepts relating to the design and evaluation of projects and programs, know and analyze tools for design and evaluation of projects, manage participatory methodologies and evaluate intervention projects (*learning outcomes a, e, f, h*).

The activity consists of two parts:

- Perform at least three evaluative comments on the "case study" forum about a project proposed by the professor, during month 2.
- Evaluate one final project prepared by a peer, and the own final project (self-assessment) in month 5. An assessment template/rubric is provided.

A commitment of 30 hours of work is estimated: 15 hours for the analysis of the case and 15 for evaluating the final projects.

For the evaluation of the activity, which represents up to 35% of the final grade in the course (15% case, and 20% final projects), the following criteria are considered:

- 1) Use of the course contents.
- 2) Mastery of fundamental concepts and specific vocabulary.
- 3) Consistency of the analysis performed.
- 4) Accuracy in valuation.
- 5) Application of knowledge to the improvement of social reality.
- 6) Adjustment of the used sources and correction in quotes and references.

TALOE specific information

a) Identify what was the purpose of the assessment: diagnostic, formative, summative (**Selection Criteria 2**). If different methods/practice have different purposes, please discriminate

The purpose was mainly formative and summative. The tasks contribute to the final mark in the course (summative) and are, at the same time, designed as learning activities (formative).

b) For each assessment practice identified in 5. please describe what was the learning outcome (from 2.) that was intended to be assessed. (**Selection Criteria 1**)

Assessment practice 1: on-line tests

LO assessed: *a, b, c, d*

Assessment practice 2: project design

LOs assessed: *b, c, d, e, f, g*

Assessment practice 3: project evaluation

LOs assessed: *a, e, f, h*

c) Please identify and describe what were the criteria used to mark the results of each e-assessment practice (**Selection Criteria 3/8**)

The criteria used for assessing each task (see question 5) are known by the students, as they are clearly presented in the syllabus and in the virtual course. Each task is marked from 1 to 10 (5 required to pass the activity). The weighing of each task in the final mark is also known by the students.

d) Please identify who were the assessors: single teacher, multiple teachers, peers, self. (**Selection Criteria 4**)

Assessment practice 1: on-line tests

Teacher, self

Assessment practice 2: project design

Teacher, peers, self

Assessment practice 3: project evaluation

Teacher, peers, self

e) Please describe what type of skills and competences were intended to be assessed by each method/practice (**Selection Criteria 5**)

Assessment practice 1: on-line tests

This task is focused in assessing conceptual aspects, use of appropriate vocabulary.

Assessment practice 2: project design

This task focuses on designing and original project with the support of the course materials, the teacher comments, self-reflection and peers judgment.

Assessment practice 3: project evaluation

This task puts into practice analytical skills

f) Starting from each learning outcome identified in 2., please identify which e-assessment methods/practices were used to evaluate the real achievement (**Selection Criteria 6**)

The use of a diverse range of assessment methods contributes to the evaluation of the different learning outcomes, as stated below.





a) Be able to define and manage basic concepts relating to the design and evaluation of projects and programs

on-line test / project evaluation

b) Identify the project cycle and know the basic steps in the design and evaluation of projects

on-line test / project design

c) Know the specificities of objective-oriented projects

on-line test / project design

d) Manage terminology and tools of the logical framework approach (LFA)

on-line test / project design

e) Know and analyze tools for design and evaluation of projects

project design / project evaluation

f) Manage participatory methodologies

project design / project evaluation

g) Design intervention projects

project design

h) Evaluate intervention projects

project evaluation

g) Please describe how the learning outcomes identified in 2., the teaching practices described in 4. and the e-assessment strategies described in 5. are connected and promote the autonomy of the learner (**Selection Criteria 7**).

Students are involved in the learning and assessment activities throughout the course. Autonomy, creativity and collaboration are encouraged in the diverse tasks.



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