

Research Perspectives in Training, Assessment and Educational Equality

Code: 43210
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

Contact

Name: Pilar Pineda Herrero
Email: Pilar.Pineda@uab.cat

Use of Languages

Principal working language: catalan (cat)

Teachers

Xavier Úcar Martínez
Ingrid Agud Morell

Prerequisites

No previous conditions

Objectives and Contextualisation

This module is compulsory in the specialty of Inequalities, research and educational activities, and is optional in the other specialties.

This module develops the competencies to do research and to evaluate education from the viewpoint of equity. The main programs of training for work as a strategy to promote educational equity are addressed. It analyzes theoretical and methodological resources, evaluation of training programs, educational intervention and their contribution to research on educational inequalities. Special emphasis on design and validation tools for assessing training programs within the framework of a research project is done.

Descriptors: training for work. Training and gender. educational equity and employment. Evaluation of training for work. Evaluation of educational intervention programs. participatory evaluation

Competences

- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the basic research principles in the field of education and inequality.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning Outcomes

1. Analyse theoretical reference frameworks to establish which ones orientate research and the evaluation of education from a position of educational quality.
2. Build and validate instruments to evaluate training programmes in the framework of a research project.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Continue the learning process, to a large extent autonomously.
5. Decide on the information and the subjects involved in the research, training and training programme evaluation.
6. Design strategies for collecting information related to the area of research indicated.
7. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
8. Evaluate from a research perspective the models of training for using digital technology and its contribution to equality.
9. Evaluate programmes from the perspective of research, training and socio-educational intervention as a tool to improve equality.
10. Identify problems in practice related to the areas of research, training and assessment from the viewpoint of educational equality.
11. Identify problems specific to training and assessment from the viewpoint of educational equality and evaluate the methodological approaches that allow for their solution.
12. Identify theoretical references and evaluate their appropriateness for interpreting problems specific to training and assessment from the viewpoint of educational equality.
13. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
14. Judge the importance and theoretical and social pertinence in the area of training and assessment from the viewpoint of educational equality.
15. Recognise research in work training programmes as a strategy for promoting educational equality.
16. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
17. Understand the main aspects in specific contexts of research in the area of the training and assessment from the viewpoint of educational equality and analyse them as objects of research.
18. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
19. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
20. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
21. Work in teams and with teams in the same or interdisciplinary fields.

Content

Part 1: Education, work and educational equity

- Types of training and work: training throughout life, FP, vocational training and continuing education

- Prospects for analyzing equity in education: age, gender, socio-cultural level, occupation / employment status.

- Studies on training, work and equity

Part 2: Evaluation of training programs and educational intervention as a tool to improve equity.

- Evaluation of educational programs:

- Evaluation of training programs for work

- Evaluation of the socio-educational intervention

Methodology

The training activity will be developed from the following dynamics:

Master classes / lectures by the teacher

Reading of articles and documentary collections

Analysis and collective discussion of articles and documentary sources

Classroom practices: problem solving / cases / exercises.

Presentation / oral presentation of works.

tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	38	1.52	
Type: Supervised			
Supervised	75	3	
Type: Autonomous			
Autonomous	37	1.48	

Assessment

The evaluation of the module will be carried out through the activities indicated.

The final grade will be the weighted average of the planned activities. In order to apply this criterion it will be necessary to obtain at least a 4 in all the activities, those carried out during the development of the module and in the memory / final work of the module.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.

The procedure for reviewing the tests will be done individually.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	0,3	0	0	13, 19

Individual work	3	0	0	1, 9, 2, 17, 5, 6, 10, 11, 12, 14, 15, 20, 8
Practices and readings	2,7	0	0	16, 3, 7, 18, 4, 21

Bibliography

- CASTILLO, S.; CABRERIZO, J. (2003) *Evaluación de programas de intervención socioeducativa*. Madrid: Pearson. Prentice Hall.
- CEDEFOP (2011). *Learning while working*. Luxembourg: Publications Office of the European Union.
- CHIABURU, D.S., & MARINOVA, S.V. (2005). What predicts skill transfer? An exploratory study of goal orientation, training self-efficacy, and organizational supports. *International Journal of Training and Development* 9(2), 110-123.
- DAIGNEAU, P.-M.; JACOB, S. (2009). Toward Accurate Measurement of Participation: Rethinking the Conceptualization and Operationalization of Participatory Evaluation. En: *American Journal of Evaluation*, 30 (3), pp. 330-348.
- MARSICK, P. (2012) *Gestión del conocimiento y desarrollo organizativo: formación y formación corporativa*. Madrid: Wolters Kluwer
- MACMILLAN, J.H. y SCHUMACHER, S. (2005). *Investigación educativa*. Madrid : Pearson
- PINEDA, P. (2010). Evaluation of training in organizations: a proposal for an integrated model. *Journal of European Industrial Training*, 34, pp. 673-693
- PINEDA, P., BELVIS. E., MORENO, V., DURAN, M. & ÚCAR, X. (2011). Evaluation of training effectiveness in the Spanish health sector. *Journal of Workplace Learning*, 23, pp. 125-188
- REBOLLOSO, E. y otros (2008) *Evaluación de programas de intervención social*. Madrid. Síntesis
- ROSSI, P.H. y FREEMAN, N.E. (1989). *Evaluación. Un enfoque sistemático para programas sociales*. México: Trillas.
- SANDERS, J.R. (1998). *Estándares para la evaluación de programas*. Bilbao: Mensajero.
- SARRAMONA, J. (1994): "Evaluación de programas de formación", en CASTILLEJO, J.L. y otros: *Teoría de la educación*. Madrid: Taurus, p.p. 269-283.
- SHAW, I. (2003) *La evaluación cualitativa. Introducción a los métodos cualitativos*. Barcelona: Paidós.
- STAKE, R.F. (2006). *Evaluación comprensiva y evaluación basada en estándares*. Barcelona: Graó.
- ÚCAR, X.; PONCE, E. (2001) (Coord.) *Carmel Amunt. Análisis i propostes de futur per un barri*. Carmel Amunt/Generalitat de Catalunya/Ajuntament de Barcelona/UAB. Barcelona.