EDST5436

Evaluation of Educational Programs

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will learn to evaluate educational programs, becoming informed consumers of and contributors to what works in education. The course will focus on evaluation theory and practice. It draws from the full range of literature on evaluation, but focuses on the literature and cases in educational evaluation contexts.

Course Learning Outcomes

1. Discuss the application of program evaluation in education through individual and collaborative inquiry of theory and research based approaches to program evaluation.
2. Critically appraise different theoretical and research-based approaches to evaluation, and determine relevance for evaluation of programs in education.
3. Explain theoretical and research based procedures that could be used in the execution of a program evaluation in a previous or current professional work context.
4. Apply appropriate theoretical and research based evaluation strategies in a plan to evaluate an educational program in a previous or current professional work context.
5. Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.

Australian Professional Standards for Teachers

Standard		Assessment/s
2.2.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	1,2
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	1,2
2.3.4	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	1,2
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	1,2
3.6.3	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	1,2
3.6.4	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.	1,2

5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.	2
5.4.4	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	2
5.5.2	Report clearly, accurately, and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	2
5.5.3	Work with colleagues to construct accurate, informative, and timely reports to students and parents/carers about student learning and achievement.	2
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers, and colleagues.	2

Teaching Strategies

Rationale:

This course is included to enable students to develop an understanding of evaluation that will enhance their practice as leaders of education organisations. It reflects a view that an understanding of evaluation theory offers a coherent set of conceptual, hypothetical, pragmatic and ethical principles to guide the study and practice of evaluation

Teaching Strategies:

The course will develop and stimulate student critical thinking using a blend of traditional face-to-face lectures and practical seminar activities. These will help students understand and develop their own views on the appropriate use of theories and application of educational evaluation.

Group discussion, problem-based activities and case studies are designed to allow the application of evaluation strategies to aid in the realisation of an evaluation plan for students' choice of educational program.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated Bibliography	40%	27/06/2022 05:00 PM	3, 5
2. Evaluation Plan	60%	14/08/2022 05:00 PM	3, 4, 5

Assessment 1: Annotated Bibliography

Due date: 27/06/2022 05:00 PM

Assessment 1: Annotated Bibliography
Select 5 program evaluations that you consider to be high quality and provide annotations for each of them. The evaluations need not show positive results, but you should be able to defend the evaluations as methodologically and conceptually robust. These can be drawn from peer-reviewed publications, government reports, foundation reports, or other sources. For each evaluation report, you should write:

1. Purpose of the evaluation;
2. Short description of the evaluand;
3. Summary of the methodology used; and
4. Critical evaluation (strengths, weaknesses and biases) of the evaluation approach used and the overall evaluation report. Use references to support your arguments.

Write a general introduction to inform your readers with the aim and structure of your paper before writing your annotated bibliography. Then, conclude it by outlining some key learnings that you can use to ensure that your evaluation plan (Assessment 2) is methodologically and conceptually robust.

Word limit - 2,000 words

Assessment 2: Evaluation Plan

Due date: 14/08/2022 05:00 PM

Assessment 2: Evaluation Plan
This assessment requires you to write an evaluation plan. You need to apply your knowledge of evaluation practices to complete this task. Select an educational program to evaluate. You need to write the following:

1. Brief description of the program including aims, target audience and outcomes;
2. Purpose of evaluation;
3. Audience of evaluation;
4. Evaluation questions;
5. Evaluation design/approach (you need to include a brief discussion on the appropriateness of your chosen design/approach; support with references);
6. Outcomes for measurement;
7. Data collection method/s and samples (include a brief rationale for choosing your data collection

method/s);
8. Ethical considerations;
9. Data analysis;
10. Plan for dissemination; and
11. Timeline

Word Limit - 4,500 words

Additional details

Those who have no exposure to school yet, consider the hypothetical Educational Program posted in Moodle. Build your evaluation plan from that scenario.

Detailed information on each of these assessments can be found on the EDST5436 Moodle site.

RUBRIC/FEEDBACK SHEET
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated Bibliography

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Select 5 program evaluations that you consider to be high quality and provide annotations for each of them. The evaluations need not show positive results, but you should be able to defend the evaluations as methodologically and conceptually robust. These can be drawn from peer-reviewed publications, government reports, foundation reports, or other sources					
Depth of analysis and critique in response to the task • Annotations should address whether the objectives are clear and measurable • The overall merit (quality), worth (value), and significance (importance) of the evaluation • The clarity of the purpose of the evaluation, including whether the evaluation was/ is ongoing (formative) or at the program conclusion (summative) • The inputs (including data sources, sampling strategies, ethical considerations) • The outcomes • The methodology (qualitative, quantitative, mixed) and its strength (or lack thereof) • The validity of the conclusions drawn based on the inputs, outcomes, and methodology					
Familiarity with and relevance of professional and/or research literature used to support response • Reasons provided for inclusion of evaluations					

Specific Criteria	(-)————————————>(+)				
Structure and organisation of response • Use of APA throughout					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary, spelling and punctuation					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS
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Assessment Task 2: Evaluation Plan

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Program background. Provide the purpose, questions and criteria, design/s, information and sources, measurements and data collection methods					
Depth of analysis and critique in response to the task • Program background description and logic model • Purpose, questions and criteria • Process evaluation • Outcome evaluation					
Familiarity with and relevance of professional and/or research literature used to support response • Use of appropriate models and diagrams • Description of the evaluation design/s • Supporting arguments for decisions made and methods selected					
Structure and organisation of response • Detailed evaluation plan • Identification of the evaluation questions • Criteria/standards • Evaluation design					

Specific Criteria	(-)———————————>(+)				
• Sources of information • Proposed data analysis					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary, spelling and punctuation					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O week: 23 May - 27 May		
Week 1: 30 May - 3 June	Lecture	Introduction to evaluation **Reading** • Text Chapter 1
Week 2: 6 June - 10 June	Lecture	• Evaluation approaches • Logic models and program theory **Readings** • Text Chapters 2, 4, and 10 • Knowlton Chapter 1 **Hybrid Lecture - 6 June, 5:00-6:30pm, Mat 102**
Week 3: 13 June - 17 June	Lecture	Focusing on evaluation design **Reading** • Text Chapter 11 and 12
Week 4: 20 June - 24 June	Lecture	Evaluation questions and criteria **Reading** • Text Chapter 13 **Hybrid Lecture - 20 June, 5:00-6:30pm, Mat 102**

Week 5: 27 June - 1 July	Lecture	Planning how to conduct an evaluation **Reading** • Text Chapter 14
	Assessment	Annotated Bibliography
Week 6: 4 July - 8 July	Lecture	Ethics, sampling, and cost choices **Reading** • Text Chapter 15 **Hybrid Lecture - 4 July, 5:00-6:30pm, Mat 102**
Week 7: 11 July - 15 July	Lecture	Data sources, methods, and analysis **Reading** • Text Chapter 16
Week 8: 18 July - 22 July	Lecture	Data sources, methods, and analysis - quantitative **Hybrid Lecture - 18 July, 5:00-6:30pm, Mat 102**
Week 9: 25 July - 29 July	Lecture	Reporting an evaluation **Reading** • Text Chapter 17
Week 10: 1 August - 5 August	Workshop	Preparing an evaluation report **Hybrid Lecture - 1 August, 5:00-6:30pm, Mat 102**

Resources

Prescribed Resources

Required Readings

- AEA. (2004). *Guiding Principles For Evaluators*: American Evaluation Association. available from http://www.eval.org/p/cm/ld/fid=51
- AES. (2013). Guidelines for the Ethical Conduct of Evaluations: Australasian Evaluation Society Inc. available from http://www.aes.asn.au/images/stories/files/membership/AES_Guidelines_web_v2.pdf
- Fitzpatrick, J., Sanders, J., & Worthen, B. (2012). *Program Evaluation: Alternative Approaches and Practical Guidelines.* 4th International Edition New York: Pearson
- Knowlton, L. W. (2009). Introduction to Logic Models. In L. W. Knowlton & C. C. Phillips (Eds.), *The logic model guidebook: Better strategies for great results.* Thousand Oaks, CA: Sage.

Further Readings

- *BetterEvaluation*. (n.d.). Retrieved May 2016, from http://betterevaluation.org/
- Fitzpatrick, J. (2002). Dialogue with Stewart Donaldson. *American Journal of Evaluation, 23*, 347-365.
- NSW Government. (2016). *NSW Government Evaluation Toolkit*. Department of Premier and Cabinaet. Retrieved May, 2016, from http://www.dpc.nsw.gov.au/programs_and_services/policy_makers_toolkit/evaluation_toolkit
- Owen, J. M. (1991). An Evaluation Approach to Training Using the Notion of Form: An Australian Example. *Evaluation Practice*, 12(2), 131-137.
- Pell Institute and Pathways to College Network. (2016). *Evaluation Toolkit*. Retrieved May 2016, from http://toolkit.pellinstitute.org/
- Stufflebeam, D. & Shinkfield, A. (2007). *Evaluation theory, models and applications*. San Francisco, CA: Wiley & Sons.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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