



School of Education

EDST5436

Evaluation of Educational Programs

Term 2 2020

Contents

- 1. LOCATION 3**
- 2. STAFF CONTACT DETAILS..... 3**
- 3. COURSE DETAILS..... 3**
 - STUDENT LEARNING OUTCOMES 4
 - PROGRAM LEARNING OUTCOMES..... 4
 - AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 4
- 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 5**
- 5. TEACHING STRATEGIES 5**
- 6. COURSE CONTENT AND STRUCTURE 6**
- 7. RESOURCES 7**
- 8. ASSESSMENT..... 8**

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5436 Evaluation of Educational Programs (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Dennis Alonzo
Office Location: G41 Morven Brown
Email: d.alonzo@unsw.edu.au
Availability: By email

3. COURSE DETAILS

Course Name	Evaluation of Educational Programs
Credit Points	6 units of credit (6 uoc)
Workload	

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate an understanding of program evaluation in education through individual and collaborative inquiry of theory and research-based approaches to program evaluation.	1, 2
2	Critically appraise different theoretical and research-based approaches to evaluation and determine relevance for evaluation of programs in	

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Session 1 1 June	Introduction to evaluation - Text Ch 1
Session 2 8 June	Evaluation approaches - Text Ch 2, 4 &10

7. 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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards for Teachers Outcomes Assessed	Due Date
Annotated Bibliography	2,000 words	40%	1, 2, 3, 4	1, 2	2.2.2., 2.3.3., 2.3.4., 3.6.2., 3.6.3., 3.6.4.	Thursday 29 th June 5pm
Evaluation Plan	4,500 words	60%	1, 2, 3, 4, 5	1, 2	2.2.2., 2.3.3., 2.3.4., 3.6.2., 3.6.3., 3.6.4., 5.4.2., 5.4.3., 5.4.4., 5.5.2., 5.5.3., 2.5.4.	Monday 19 th August 5pm

Assessment Details

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.

Assessment 2: Evaluation Plan 0.000008866 0 594.96 841.92 reW*BT/F2 10.08 Tf1 0 0 1 140.21 609.29 Tm221()G -0.0

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS

Student Name:

Student No.:

Assessment Task 1: Pre-assessment Annotated Bibliography

SPECIFIC CRITERIA	(-) —————▶ (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>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.</p>					

Depth of analysis and/or critique in response to the task

Your annotations should address whether the objectives are clear and measurable.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS

Student Name:

Student No.:

Assessment Task 2: Evaluation plan