School of Education

EDST5436

Evaluation of Educational Programs

Term 2 2021

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support,
please see website, https://education.arts.unsw.edu.au/students/cou   rses/course- outlines/

The School of Education acknowledges the Bedegal   people as the traditional custodians of the
lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5436 Evaluation of Educational Programs (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Dennis Alonzo
Office Location:	G41 Morven Brown Building
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	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5436 T2

STUDENT LEARNING OUTCOMES

Outcome

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will 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 educational evaluation.

5. 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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Session 1 (May 31 - 6 June)	Introduction to evaluation - Text Ch 1 Supplementary online lecture (1 June, 6:00-7:30pm) – Link will be emailed.
Session 2 (7-13 June)	Evaluation approaches - Text Ch 2, 4 &10 Logic models and program theory - Knowlton Ch 1
Session 3 (14-20 June)	Focusing on evaluation design - Text Ch 11-12 Supplementary online lecture (15 June, 6:00-7:30pm)
Session 4 (21-28 June)	Evaluation questions and criteria - Text Ch 13
	Assessment 1 Due
Session 5 (28 June – 4 July)	Planning how to conduction an evaluation - Text Ch 14 Supplementary online lecture (29 June, 6:00-7:30pm)
Session 6 (5 -11 July)	Ethics, sampling and cost choices - Text Ch 15
Session 7 (12-18 July)	Data sources, methods and analysis - Text Ch 16 Supplementary online lecture (13 July, 6:00-7:30pm)
Session 8 (19-25 July)	Data sources, methods and analysis - quantitative
Session 9 (26 July – 1 Aug)	Reporting an evaluation - Text Ch 17
Session 10 (2-8 August)	Workshop: Preparing an evaluation report Supplementary online lecture (3 August, 6:00-7:30pm)
	Assessment 2 Due

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

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

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:

- x   Purpose of the evaluation
- x   Short description of the evaluand
- x   Summary of the methodology used; and
- x   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
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:

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

FEEDBACK SHEET
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS

Student Name: Student No.:
Assessment Task 2: Evaluation plan

SPECIFIC CRITERIA	(-) ——————— h (+)				
Understanding of the question or issue and the key concepts involved					
x Program background. Provide the purpose, questions and criteria, design/s, information and sources, measurements and data collection methods.					
Depth of analysis and/or critique in response to the task					
x Program background description and logic model					
x Purpose, questions and criteria					
x Process evaluation					
████████████████████████████████ ature used to ████████████████████████████████					
x Use of appropriate models and diagrams					
x Description of the evaluation design/s					
x Supporting arguments for decisions made and methods selected					
Structure and organisation of response					
x Detailed evaluation plan					
x Identification of the evaluation questions					
x Criteria/standards					
x Evaluation design					
x Sources of information					
x Proposed data analysis					
Presentation of response according to appropriate academic and linguist notnespoa/ipc					