



**UNSW**  
SYDNEY

School of Education

EDST5436

Evaluation of Educational Programs

Term 2 2021

## Contents

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

### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/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](mailto:d.alonzo@unsw.edu.au)  
 Availability: By email

## 3. COURSE DETAILS

<b>Course Name</b>	Evaluation of Educational Programs
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html#EDST5436">http://classutil.unsw.edu.au/EDST_T2.html#EDST5436</a> <a href="#">T2</a>

### SUMMARY OF 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.

### THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Resources have been updated.
- Group work to increase engagement has been added.
- Inclusion of supplementary lecture every fortnight.

## 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 education.	1, 2
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.	1, 2
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.	2
5	Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.	1, 2

## PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills	2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
2.3.2	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

#### **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 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.

## 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  <i>Supplementary online lecture (15 June, 6:00-7:30pm)</i>
Session 4 (21-28 June)	Evaluation questions and criteria - Text Ch 13
	<b>Assessment 1 Due</b>
Session 5 (28 June – 4 July)	Planning how to conduct an evaluation - Text Ch 14  <i>Supplementary online lecture (29 June, 6:00-7:30pm)</i>
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  <i>Supplementary online lecture (13 July, 6:00-7:30pm)</i>
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  <i>Supplementary online lecture (3 August, 6:00-7:30pm)</i>
	<b>Assessment 2 Due</b>

## 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](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 Cabinet. Retrieved May, 2016, from [http://www.dpc.nsw.gov.au/programs\\_and\\_services/policy\\_makers\\_toolkit/evaluation\\_toolkit](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.
- Stufflebeam, D. & Shinkfield, A. (2007). *Evaluation theory, models and applications*. San Francisco, CA: Wiley & Sons.
- Pell Institute and Pathways to College Network. (2016). *Evaluation Toolkit*. Retrieved May 2016, from <http://toolkit.pellinstitute.org/>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning	Program Learning	Australian Professional	Due Date
-----------------	--------	--------	------------------	------------------	-------------------------	----------

			<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Standards Assessed</b>	
Annotated Bibliography	2000 words	40%	1-3, 5	1-2	2.2.2., 2.3.3., 2.3.4., 3.6.2., 3.6.3., 3.6.4.	27 Jun 2021 by 5pm
Evaluation Plan	4500 words	60%	1-5	1-4	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.	15 Aug 2021 by 5pm

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### **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:

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

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

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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS

Student Name:

Student No.:

Assessment Task 1: **Annotated bibliography**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Your annotations should address whether the objectives are clear and measurable.</li> <li>The overall merit (quality), worth (value), and significance (importance) of the evaluation</li> <li>The clarity of the purpose of the evaluation, including whether the evaluation was/ is ongoing (formative) or at the program conclusion (summative)</li> <li>The inputs (including data sources, sampling strategies, ethical considerations)</li> <li>The outcomes</li> <li>The methodology (qualitative, quantitative, mixed) and its strength (or lack thereof)</li> <li>The validity of the conclusions drawn based on the inputs, outcomes, and methodology.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Reasons provided for inclusion of evaluations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Use of APA throughout.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity and appropriateness of sentence structure, vocabulary, spelling and punctuation.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

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 contextualize 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.**

FEEDBACK SHEET  
EDST5436 EVALUATION OF EDUCATIONAL PROGRAMS

Student Name:  
Assessment Task 2: **Evaluation plan**

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 1.2em;">—————&gt;</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Program background. Provide the purpose, questions and criteria, design/s, information and sources, measurements and data collection methods.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Program background description and logic model</li> <li>• Purpose, questions and criteria</li> <li>• Process evaluation</li> <li>• Outcome Evaluation</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Use of appropriate models and diagrams</li> <li>• Description of the evaluation design/s</li> <li>• Supporting arguments for decisions made and methods selected</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Detailed evaluation plan</li> <li>• Identification of the evaluation questions</li> <li>• Criteria/standards</li> <li>• Evaluation design</li> <li>• Sources of information</li> <li>• Proposed data analysis</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity and appropriateness of sentence structure, vocabulary, spelling and punctuation.</li> </ul>					
<b>GENERAL COMMENTS</b>					

**Lecturer:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**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 contextualize 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.**