EDCN815

Evaluation of Educational Programs

S2 Evening 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer
Laurie Field
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Contact via Use Dialogue in iLearn or, if unavailable, email
X5B Rm 279
By arrangement

Credit points
4

Prerequisites
Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHEd or PGDipHEd or
PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or
GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or
MChildLit

Corequisites

Co-badged status

Unit description
This unit explores contemporary research and practice in the evaluation of educational
programs. Participants will design an evaluation study appropriate for their current workplace
context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

- Demonstrate understanding of the nature and characteristics of various approaches to
program evaluation, including alternative models and associated methodologies, that
that can contribute to improving teaching and learning
- Design and justify a rigorous evaluation project relevant to the enhancement of
teaching and learning
- Identify directions and priorities for those in leadership roles seeking to use evaluation

to improve teaching and learning

• Communicate and share knowledge and understanding about educational evaluation with a range of audiences.

• Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

General Assessment Information

Levels of achievement are assessed in terms of:

- Knowledge Development: Understanding of key ideas, knowledge components and their interrelationships.
- Application: Ability to apply theoretical ideas and frameworks to educational practice in a critically reflective way.
- Presentation: The extent to which the work has been written and presented in a manner consistent with accepted academic standards.

Assessment Tasks

Name	Weighting	Hurdle	Due
Forum 1	15%	No	Week 5
Reflective Task 1	15%	No	Week 5
Forum 2	15%	No	Week 8
Reflective Task 2 or 3	15%	No	Week 8
Evaluation plan	40%	No	Week 13

Forum 1

Due: **Week 5**
Weighting: **15%**

A Forum relating to building evaluation capacity and a culture of data use for continuous improvement

On successful completion you will be able to:
- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning
- • Communicate and share knowledge and understanding about educational evaluation

with a range of audiences.
- • Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

Reflective Task 1

Due: **Week 5**
Weighting: **15%**

Reflective Task 1 considers models and philosophical traditions in evaluation

On successful completion you will be able to:
- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning
- • Design and justify a rigorous evaluation project relevant to the enhancement of teaching and learning
- • Communicate and share knowledge and understanding about educational evaluation with a range of audiences.

Forum 2

Due: **Week 8**
Weighting: **15%**

A Forum relating to key considerations for using evaluation to improve teaching and/or learning

On successful completion you will be able to:
- • Identify directions and priorities for those in leadership roles seeking to use evaluation to improve teaching and learning
- • Communicate and share knowledge and understanding about educational evaluation with a range of audiences.
- • Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

Reflective Task 2 or 3

Due: **Week 8**
Weighting: **15%**

Students have a choice: Reflective Task 2 contrasts technical-rational and participative approaches to evaluation; Reflective Task 3 relates to uses of evaluation to challenge the status quo

On successful completion you will be able to:
- • Communicate and share knowledge and understanding about educational evaluation with a range of audiences.
- • Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

Evaluation plan

Due: **Week 13**
Weighting: **40%**

A comprehensive evaluation plan relating to improving teaching and/or learning, together with a justification drawing on key Unit concepts and readings

On successful completion you will be able to:
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- • Identify directions and priorities for those in leadership roles seeking to use evaluation to improve teaching and learning
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Delivery and Resources

This unit is offered online via iLearn only. Students work through unit content and on a range of assessment tasks iindividually, but also participate in online forums which are assessed. There are no face-to-face classes.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning
- • Design and justify a rigorous evaluation project relevant to the enhancement of teaching and learning
- • Identify directions and priorities for those in leadership roles seeking to use evaluation to improve teaching and learning
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Assessment tasks

- Forum 1
- Reflective Task 1
- Forum 2
- Reflective Task 2 or 3
- Evaluation plan

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- • Demonstrate understanding of the nature and characteristics of various approaches to

program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning

- • Design and justify a rigorous evaluation project relevant to the enhancement of teaching and learning
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PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning
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PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning
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Assessment tasks

- Forum 2
- Evaluation plan

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- • Demonstrate understanding of the nature and characteristics of various approaches to program evaluation, including alternative models and associated methodologies, that that can contribute to improving teaching and learning

- • Design and justify a rigorous evaluation project relevant to the enhancement of teaching and learning
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PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

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