EDCN815

Evaluation of Educational Programs

S2 Evening 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer
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Contact via Use Dialogue in iLearn or, if unavailable, email
29 Wally's Walk Rm 279
By arrangement

Credit points
4

Prerequisites
Admission to MEd or GradCertEdS or MEdLead or MHEd 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

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are not required.

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ, and will only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not

been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the applicable task criteria you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Notes:

1. Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

2. The outcome of a re-mark may be a higher, lower or unchanged grade. Grades are criterion referenced and effort is NOT a criterion.

University policy on grading

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students' work in this unit will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes

F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so, as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your ability to progress.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Forum	25%	No	Week 6
Reflective Task	25%	No	Week 9
Evaluation plan	50%	No	Week 13

Forum

Due: **Week 6**
Weighting: **25%**

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

Due: **Week 9**
Weighting: **25%**

A Reflective Task relating to one of the following areas: (1) models and philosophical traditions in evaluation (2) technical-rational and participative approaches to evaluation (3) uses of evaluation to challenge the status quo

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.

Evaluation plan

Due: **Week 13**
Weighting: **50%**

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

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
- 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, and there are no face-to-face classes. Learning draws on a range of readings and structured activities, culminating in preparation of a comprehensive evaluation plan.

Unit Schedule

The schedule of working through each Module is shown below.

Module	Weeks	Provides opportunities for participants to:
1 Introduction	1	• develop the skills and knowledge necessary to study online
2 Evaluation models	2-5	• understand the range of evaluation models available to those seeking to improve teaching and learning, and locate these in terms of the primary philosophical traditions of educational research
3 Building evaluation capacity & a culture of data use for continuous improvement	2-5	• understand the concepts of 'evaluative capacity' and 'culture of data use' and identify practical strategies to enhance these within schools
4 Technical-rational & Interpretive / participative approaches to evaluation	6-8	• reflect on the nature, value and limitations of **participative** approaches to evaluation.
5 Critical approaches to evaluation	6-8	• reflect on the nature, value and limitations of **critical** approaches to evaluation and implications for evaluators.
6 Planning an evaluation	9-13	• plan and justify a rigorous evaluation project relating to the enhancement of teaching and learning

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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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- Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

Assessment tasks

- Forum
- Reflective Task
- 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
- 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.
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Assessment tasks

- Forum
- Reflective Task
- Evaluation plan

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
- 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.
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data use in a variety of contexts

Assessment tasks

- Forum
- Reflective Task
- Evaluation plan

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
- Design and justify a rigorous evaluation project relevant to the enhancement of teaching and learning
- Work effectively to plan and undertake evaluation and to create a climate of evaluative data use in a variety of contexts

Assessment task

- 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

- 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
- Reflective Task
- Evaluation plan

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

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

Assessment tasks

- Forum
- Evaluation plan