



UNSW Course Outline

EDST5436 Evaluation of Educational Programs - 2024

Published on the 13 May 2024

General Course Information

Course Code : EDST5436

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss the application of program evaluation in education through individual and collaborative inquiry of theory and research based approaches to program evaluation.
CLO2 : Critically appraise different theoretical and research-based approaches to evaluation, and determine relevance for evaluation of programs in education.
CLO3 : 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.
CLO4 : Apply appropriate theoretical and research based evaluation strategies in a plan to evaluate an educational program in a previous or current professional work context.
CLO5 : Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the application of program evaluation in education through individual and collaborative inquiry of theory and research based approaches to program evaluation.	<ul style="list-style-type: none">• Annotated Bibliography• Evaluation Plan
CLO2 : Critically appraise different theoretical and research-based approaches to evaluation, and determine relevance for evaluation of programs in education.	<ul style="list-style-type: none">• Annotated Bibliography• Evaluation Plan
CLO3 : 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.	<ul style="list-style-type: none">• Annotated Bibliography• Evaluation Plan
CLO4 : Apply appropriate theoretical and research based evaluation strategies in a plan to evaluate an educational program in a previous or current professional work context.	<ul style="list-style-type: none">• Evaluation Plan
CLO5 : Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.	<ul style="list-style-type: none">• Annotated Bibliography• Evaluation Plan

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale:

This course is included to 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 evaluation.

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.

Other Professional Outcomes

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	Coordinate 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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated Bibliography Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 24/06/2024 05:00 PM
Evaluation Plan Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: 12/08/2024 05:00 PM

Assessment Details

Annotated Bibliography

Assessment Overview

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 evaluation; 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. Word limit is 2,000 words.

Course Learning Outcomes

- CLO1 : Discuss the application of program evaluation in education through individual and collaborative inquiry of theory and research based approaches to program evaluation.
- CLO2 : Critically appraise different theoretical and research-based approaches to evaluation, and determine relevance for evaluation of programs in education.
- CLO3 : 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.
- CLO5 : Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.

Detailed Assessment Description

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment Length

2000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5436 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Annotated Bibliography• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• 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	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Annotations should address whether the objectives are clear and measurable• The overall merit (quality), worth (value), and significance (importance) of the evaluation• The clarity of the purpose of the evaluation, including whether the evaluation was/ is ongoing (formative) or at the program conclusion (summative)• The inputs (including data sources, sampling strategies, ethical considerations)• The outcomes• The methodology (qualitative, quantitative, mixed) and its strength (or lack thereof)• The validity of the conclusions drawn based on the inputs, outcomes, and methodology	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Reasons provided for inclusion of evaluations	
<ul style="list-style-type: none">• Structure and organisation of response• Use of APA throughout	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity and appropriateness of sentence structure, vocabulary, spelling, and punctuation	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<p>• 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 contextualise 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.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Evaluation Plan

Assessment Overview

Assessment 2: Evaluation Plan. Word limit is 4,500 words. 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 and 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.

Course Learning Outcomes

- CLO1 : Discuss the application of program evaluation in education through individual and collaborative inquiry of theory and research based approaches to program evaluation.
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- CLO3 : 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.
- CLO4 : Apply appropriate theoretical and research based evaluation strategies in a plan to evaluate an educational program in a previous or current professional work context.
- CLO5 : Critically discuss the theoretical and practical issues involved in the evaluation of programs in education.

Detailed Assessment Description

- 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.

Assessment Length

4500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5436 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Evaluation Plan• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Program background. Provide the purpose, questions and criteria, design/s, information and sources, measurements, and data collection methods	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Program background description and logic model• Purpose, questions, and criteria• Process evaluation• Outcome evaluation	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Use of appropriate models and diagrams• Description of the evaluation design/s• Supporting arguments for decisions made and methods selected	
<ul style="list-style-type: none">• Structure and organisation of response• Detailed evaluation plan• Identification of the evaluation questions• Criteria/standards• Evaluation design• Sources of information• Proposed data analysis	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity and appropriateness of sentence structure, vocabulary, spelling, and punctuation	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<p>• 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 contextualise 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.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students

are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://sed.unsw.edu.au/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Workshop	• Introduction to evaluation
	Reading	• Text Chapter 1
Week 2 : 3 June - 9 June	Lecture	• Evaluation approaches • Logic models and program theory
	Reading	• Text Chapters 2, 4, and 10 • Knowlton Chapter 1
Week 3 : 10 June - 16 June	Homework	• Asynchronous • Focusing on evaluation design
	Reading	• Text Chapter 11 and 12
Week 4 : 17 June - 23 June	Lecture	• Evaluation questions and criteria
	Reading	• Text Chapter 13
Week 5 : 24 June - 30 June	Workshop	• Planning how to conduct an evaluation
	Reading	• Text Chapter 14
Week 6 : 1 July - 7 July	Lecture	• Ethics, sampling, and cost choices
	Reading	• Text Chapter 15
Week 7 : 8 July - 14 July	Workshop	• Data sources, methods, and analysis
	Reading	• Text Chapter 16
Week 8 : 15 July - 21 July	Lecture	• Data sources, methods, and analysis - quantitative
Week 9 : 22 July - 28 July	Workshop	• Reporting an evaluation
	Reading	• Text Chapter 17
Week 10 : 29 July - 4 August	Lecture	• Preparing an evaluation report

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed 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.

Recommended Resources

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
- Owen, J. M. (1991). An Evaluation Approach to Training Using the Notion of Form: An Australian Example. *Evaluation Practice*, 12(2), 131-137.
- Pell Institute and Pathways to College Network. (2016). *Evaluation Toolkit*. Retrieved May 2016, from <http://toolkit.pellinstitute.org/>
- Stufflebeam, D. & Shinkfield, A. (2007). *Evaluation theory, models and applications*. San Francisco, CA: Wiley & Sons.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dennis Alonso		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes
	Maia Watson				Email to arrange an appointment	No	No

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without

- acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
 - Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
 - Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
 - Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externaltelsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>