Contents

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.

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 and 2
2	Critically appraise different theoretical and research-based approaches to evaluation, and determine relevance for evaluation of programs in education.	1 and 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 and 2
4	Apply appropriate theoretical and research based evaluation strategies in	

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

Student Name: Student No.:

Assessment Task: 1 – Pre-assessment Annotated Bibliography

SPECIFIC CRITERIA	(-) ⟶ (+)

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.

Student Name: Student No.:

Assessment Task 2 - Evaluation plan

SPECIFIC CRITERIA	(-)			→	(+)
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.					
Depth of analysis and/or critique in response to the task • Program background description and logic model • Purpose, questions and criteria • Process evaluation • Outcome Evaluation					
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					
Structure and organisation of response • Detailed evaluation plan • Identification of the evaluation questions • Criteria/standards • Evaluation design • Sources of information • Proposed data analysis					

Presentation of response according to appropriate academic and linguistic conventions
• Clarity and appropriateness of sentence structure, vocabulary, spelling and punctuation.