

Course Number -	ERM 643
Course Title -	Applied Educational Evaluation
Credits -	3
Prerequisites -	ERM 642

For Whom Planned:

This course is planned for graduate level students at UNCG. It is a prerequisite for students seeking a doctoral degree in Educational Research Methodology. It is an elective course for all other graduate students.

Instructor Information:

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Course Catalog Description:

An application course that uses modern evaluation models, data collection, statistical analyses, and interpretation of findings to establish the effectiveness and utility of an educational program.

Student Learning Outcomes:

On completion of this course, the student will be able to

- 1) Determine the purpose of a program evaluation by integrating requests from all stakeholders (administrators, teachers, and relevant people in the district) through data collection techniques such as interviews and focus groups.
- 2) Deduce the appropriate data collection techniques necessary for gathering information relating to the purpose of the program evaluation.
- 3) Develop an evaluation plan based on the purpose of the program and purpose of the program evaluation.
- 4) Synthesize components from common evaluation models into a specific evaluation plan.
- 5) Implement a program evaluation by following the planned theoretical framework and trouble-shoot as circumstances dictate.

- 6) Perform a meta-evaluation to determine the advantages, disadvantages, limitations, effectiveness, ineffectiveness, and usefulness of a program evaluation.
- 7) Communicate and disseminate program evaluation results to stakeholders and involved constituents through written reports and oral presentations.

Teaching Strategy:

The course is designed to provide practical experience for students. The course will commence with a period of brief lecture concerning evaluation topics relating to the projects of interest for the semester. Working in teams of 4-5 students, the class members will be required to plan, implement, and analyze results from an actual (if possible) or hypothetical program evaluation. Each member of the team will have specific assignments. Formative evaluation as well as summative evaluation will be used to determine program effectiveness and/or worth and merit. While students work individually on their specific assignments, communication among team members and the instructor will be facilitated via web technology. Discussion threads, email, and posting of notes and references on the web will be used throughout the semester.

Evaluation Methods and Guidelines for Assignments:

There are no examinations in this course. Students will be graded on the following three components. *Class participation.* All students are expected to come to class prepared for the discussions and presentations, including having completed any readings and assignments. Participation includes contributing to team efforts in creating an evaluation plan, discussing results as they become available, conducting a component of the evaluation, and creating an evaluation report. *Class notebook.* Students must complete a notebook for the course that organizes and details the plan, implementation procedures, problems, suggestions, and notes from class. *Class presentation.* Each team will be required to conduct a presentation of the evaluation and the results to hypothetical and/or actual stakeholders. The presentation may be done using any relevant media (e.g., Powerpoint, overhead, web-based). Each component will result in a letter grade (A, B, or C) and will be weighted equally in computing a final grade.

Required Texts:

Campbell D. T., & Stanley, J. C. (1966). Experimental and quasi-experimental designs for research. Chicago: Rand McNally & Co.

Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2000). *Evaluation Models: Viewpoints on Educational and Human Services Evaluation*. Boston: Kluwer.

Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). Program Evaluation. New York. Addison Wesley Longman.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (1999). Evaluation: A Systematic Approach. Thousand Oaks: SAGE.

Suggested Reference Material:

Krueger, R. (various years). Focus Groups. SAGE. (Many editions and versions). Survey Research reference

Sanders, J. R. & Nafziger, D. N. (1976). A Basis for Determining the Adequacy of Evaluation Designs. Occasional Paper Series #6. Western Michigan Evaluation Center.

Scriven, M. (1975). Evaluation Bias and its Control. Occasional Paper Series #4. Western Michigan Evaluation Center.

Stufflebeam, D. L. (2000). The Ten Commandments, Constitutional Amendments, and Other Evaluation Checklists. Annual Meeting of the American Evaluation Association, Honolulu.

Taylor, J. P. (1974). An Administrator's Perspective of Evaluation. Occasional Paper Series #2. Western Michigan Evaluation Center.

Vogt, W. P. (1999). Dictionary of Statistics and Methodology. Thousand Oaks: SAGE.

Topical Project Outline:

Review of Program Evaluation Models and Evaluation Ethical Standards

Interviews and/or focus groups with stakeholders and administrators of project to determine the purpose of the project and purpose of the evaluation

Development of an evaluation plan and data collection tools based on the purpose of the project and purpose of the evaluation, as stipulated by the project stakeholders

Creation of a timeline and responsibilities required of the project

Review of data collection procedures depending on the technique required

Analysis of the data and synthesis of all the results in the formative and summative stages

Discussion of results and merging of interpretations to establish empirical evidence of the evaluation

Meta-evaluation of the evaluation plan

Academic Honor Code:

The UNCG Academic Integrity Policy applies in all instances. To obtain information regarding the Policy, please read the information provided at <http://saf.dept.uncg.edu/studiscp/Honor.html>

Attendance Policy:

Participation in course assignments and projects is essential to the course. Therefore, missing a class, scheduled meeting, or activity is not recommended. In the event a class needs to be missed, please arrange a time to meet with the instructor and team members to obtain all missed information.