



Faculty of Education Summer 2022

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See: <http://www.queensu.ca/encyclopedia/t/traditional-territories>

EDUC 888

An Introduction to Evaluation as Community Engaged Scholarship (Classes will occur synchronously and asynchronously)

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Course Description

This course provides a foundation for enacting program evaluation as a strategy for community-engaged scholarship with application across diverse disciplines (e.g. education, health, community development, policing, community-university partnerships) and forms of engagement. The course is framed as a hybrid learning experience entitled, *QEval*, where students will develop a theoretical and conceptual foundation for undertaking community-engaged evaluation in response to community issues and priorities.

Course Overview

This course is offered as part of the Education-in-Leaders Residence (ELiR) program focused on creating a high-impact, interdisciplinary initiative at Queen's University. This course will develop students' interdisciplinary skills as evaluators, who are interested in creating a positive impact by undertaking community-engaged scholarship for the purposes of learning and building capacity.

The course offers an introduction to the conceptual foundations of the practice of program evaluation and community-engaged research. The overall purpose of the course is for students to develop a theoretical and conceptual foundation for understanding evaluation as a form of community engaged scholarship in response to community priorities and issues.

This course, EDUC 888 includes several parts, online modules to guide foundational learning, opportunities for facilitated learning with instructors and guests to consolidate learning, a one-week online intensive where students and community partners to develop evaluation capacity by co-creating and evaluation design. Learning is promoted through reading, interactive activities, lectures, discussions and case studies, which are used to explore theory, develop evaluative thinking and responses based on real community-informed cases.

The one-week intensive is known as, *QEval* an online experiential learning opportunity which invites local organizations to systematically examine their programs and practices, ask questions and seek

empirical answers alongside students (Cousins et al., 2004; Labin et al., 2012). *QEval* takes place in broad consultation with faculty from the Assessment and Evaluation Group and Queen's University more broadly, with additional support from colleagues at the University of Alberta, where a similar program has been operating for several years. The one-week intensive involves a range of community partners who work with a small group of learners every afternoon. By the end of the week students prepare a presentation to showcase an evaluation design co-created to respond to a community need. After feedback from peers, the community partner and instructors, these plans are refined and submitted following the one-week intensive.

The EDUC 888 course and QEval experience is framed as evaluation which contributes to community-engaged scholarship. The course will cover aspects of the theory and practice of evaluation, and explore the foundations, approaches, steps, strategies, ethical considerations, and application of evaluation across diverse disciplines and settings (e.g. education, government, community development and health).

This course will *introduce* you to the complexity of community-engaged scholarship and program evaluation as a collaborative process. This course is intended to allow you to prepare to undertake a leadership role in evaluation thinking by taking part in an evaluation at QEval with community members and other students. You will develop ideas and initiate thinking as a program evaluator, who:

- Understands and can communicate the value of evaluation.
- Articulates the basic principles of evaluation in a community context.
- Creates evaluation plans for different evaluation purposes in a community context.
- Identifies evaluation theoretical and methodological framework(s) with strengths and limitations which are best suited to address the needs of program decision maker(s).
- Adopts an attitude that is responsive to the emerging needs of program decision maker(s).
- Consider what contributes to a credible evaluation.
- Develops and presents an evaluation framework/proposal within a community context.
- Recognizes and critically examines ethical issues when planning an evaluation in a community context.
- Pays attention to the implications for personal and organizational learning and use of the evaluation process and products as well as KMB in a community context.

To introduce you to the scope and complexity of evaluation, the course is guided by a competency-based approach to support the development of evaluation competencies as described by The Canadian Evaluation Society (2010), together we will develop competencies across five practice domains:

- **Reflective Practice** competencies focus on the fundamental norms and values underlying evaluation practice and awareness of one's evaluation expertise and needs for growth.
- **Technical Practice** competencies focus on the specialized aspects of evaluation, such as design, data collection, analysis, interpretation and reporting.
- **Situational Practice** competencies focus on the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied.
- **Management Practice** competencies focus on the process of managing a project/evaluation, such as budgeting, coordinating resources and supervising.
- **Interpersonal Practice** competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.

Course Format

All course activities are designed to help you explore how quality evaluation is conceptualized and enacted. Learning will occur using a variety of synchronous and asynchronous formats: instructor input, visiting scholars and program personnel, individual presentations, whole class activities and independent work.

As part of the course, we will engage in UEval, an experiential course for students and community stakeholders to sustainably build evaluation capacity. The UEval experience nested within our course will cover the theory and practice of evaluation, and explore the foundations, approaches, steps, strategies, ethical considerations, and applications of evaluation across diverse disciplines and settings (e.g. health care, community development, education, government).

During our course, you will engage in readings that help you prepare plan, practice, and self-reflect on program evaluation issues and methods. The course readings will help you to reflect, analyse, and think about topics between each class. You are expected to participate in class sessions by logging into OnQ and/or Zoom with cameras on for class, asking questions, testing out your ideas, referencing readings, taking the initiative in raising issues, synthesizing and connecting readings and collaborating in group tasks. We will welcome new resources provided from each other during discussion topics and uploaded on the course website.

You will have the experience of collaborative planning an evaluation with a ‘real world’ client. As such, you will contribute to the development of an evaluation plan that meets the needs and has some utility for your client. Your job will be to document the process and create the plan to help you understand more about program evaluation practice and to reflect upon what you have learned.

Remote Learning Expectations

Remote learning consists of two key learning experiences: synchronous learning and asynchronous learning. Synchronous learning happens in real time; the entire class joins the instructional team for a specified period of time on a Zoom video conference call (Pol Lim, 2017). Asynchronous learning occurs according to the students’ schedule. The instructional team will provide materials for reading, videos for viewing, assignments for completing, and assessments for evaluation; students have the ability to access and satisfy these requirements within a flexible time frame. It is expected that you will be present in *all* synchronous class components and will complete the asynchronous components by the deadline (see course schedule).

What does it mean to be a “good student” in a remote learning classroom?

- *Enable Video Camera:* Human beings are inherently social, designed for face-to-face communication (Sacco & Ismail, 2014). We laugh together, smile at one another, and offer sensory information that allows us to establish professional, trusting relationships. Research shows that visually connecting with colleagues through a video camera is one of the most effective ways to incorporate collaboration (Hutley, Evans, & McBrearty, 2010) and improves accessibility (e.g. for students with an audio impairment who benefit from the ability to read lips) (MacArthur, 2020). Since this face-to-face element is significantly reduced during remote learning, it is expected that your video camera will be turned on during synchronous class times. I understand situations may require the camera to be turned off for a moment (e.g. child interruption, bathroom break), but the default should be set to “on” to allow for engaging, rich

dialogue among classmates. If you require an accommodation for this expectation, please post your request for an accommodation to the assessment tab of our OnQ classroom.

- *Contribute to Online Engagement:* We are a community of learners and as such, each person in our community has a responsibility to come prepared to actively participate in our class. Participation can take many forms, including completing required readings, participating asynchronously in the online discussion forum, asking questions to provoke deep learning, and sharing your thoughts, observations and opinions in a considerate manner. Each contribution provides an opportunity for us to work together in creating a lively and stimulating class that is respectful of each person's views and contributions.
- *Demonstrate a growth mindset.* Technology is not everyone's strong suit, but we are learning to navigate these new experiences and challenges together. Remember to be flexible, take risks, and learn from your mistakes. When you provide comments online, ensure that these comments are thoughtful – try to imagine yourself in conversation with another person.

Learning is a practice of taking risks, and this is particularly relevant in relation to the content of courses like EDUC 888. Students may not record any aspect of their or others' involvement in EDUC 888. If you have reason to believe you have been recorded by a colleague without your consent, inform the instructor immediately. That said, it remains unclear whether the transcript of chat messages – including private ones between individuals in a Zoom room – is visible to the host or the institution, even if a meeting is not being recorded. Please govern yourself accordingly. Ample provisions have been made in the design of EDUC 888 to reduce synchronous class time and to produce opportunities for the co-creation of meaningful learning experiences outside of synchronous classes. If you would like to discuss accessibility or access in relation to your circumstances, please post to the assessment tab in OnQ.

Course Strands, Materials and Meetings

This course will be offered as a blended course which includes some dedicated synchronous and asynchronous learning occurring over three course phases.

Phase A. Foundations of Evaluation
Phase B. Application of Evaluation
Phase C. Reflections of Learning about Evaluation

These phases are complementary and will utilize a Community of Practice approach for our course synchronous sessions as well as a co-learning approach working synchronously and asynchronously with other faculty, learners and community members at UEval. A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. UEval was developed at the University of Alberta as part of the Evaluation Capacity Network and is being piloted at Queen's as part of a SSHRC PG. You can learn more about these approaches and partnerships below:

[http://www.communityofpractice.ca/background/what-is-a-community-of-practice/#:~:text=A%20community%20of%20practice%20\(CoP,both%20individual%20and%20group%20goals.](http://www.communityofpractice.ca/background/what-is-a-community-of-practice/#:~:text=A%20community%20of%20practice%20(CoP,both%20individual%20and%20group%20goals.)

<https://www.yumpu.com/en/document/view/63129963/ueval-a-new-model-of-evaluative-learning>

<https://www.evaluationcapacitynetwork.com/>

Most of the required materials are provided in our OnQ site. You will need Zoom and a Queen's Login to access the readings, videos and other course resources. Due to our partnership with the University of Alberta, you may need to use a Gmail account to work with your teammates.

Please note that I am available for individual consultations outside of class by phone (prior arrangement is requested) and electronically using email and online forums such as Zoom or Facetime (please allow a minimum of 24 hours for a response/set up an appointment).

Assignments Overview

Four assignments will be used to support your learning and measure the attainment of course outcomes. Each assignment is broken into tasks that refer to an activity used for formative purposes. It is my intention that knowledge and understandings gained through completion of the tasks will inform the completion of the assignments that are used for summative purposes to contribute to the course grade.

Assignment 1: CES Pre/Post Competency Assessments and Final Reflection (30%)

Assignment 2: Discussion Forum Posts (15%)

Assignment 3: Group presentations and peer assessment (30%)

Assignment 4: Program evaluation design or alternative assignment (25%)

Each assignment is discussed in more detail in the Assignments and Assessment section of this syllabus. Each assignment requires an online submission, which must be submitted electronically to our course site by midnight of the due date.

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Assignments and Assessment

Assignment 1 (a, b, c): CES Pre and Post Competency Assessment and Reflection (30%)

Assignment 1 has three parts with each part outlined below – please note the staggered due dates.

Assignment 1a: CES Pre-Competency Assessment – 5%

Students are required to complete a Canadian Evaluation Society (CES) Competencies assessment form. The pre-competency assessment and instructions are in our OnQ. Grading is based on completion. If you have already completed a pre-competency assessment, you may choose to update a previous version and submit instead of starting anew.

Due Date: Monday May 9 (by midnight)

Assignment 1b: CES Post-Competency Assessment – 5%

Students are expected to complete a Canadian Evaluation Society (CES) Competencies assessment form upon completion of the course. The post-competency assessment will be available on OnQ from June 7 onwards. Grading is based on completion. If you have already completed a post-competency assessment, you may choose to update a previous version and submit instead of starting anew.

Due Date: Monday June 6 (by midnight)

Assignment 1c: Final Reflection – 20%

This assignment gives you an opportunity to reflect on the learnings you have gained from the course, in-class discussions and group work, case study group work, and assignments in light of your previous experiences and expertise. Length is 1000-1500 words, single spaced, no APA or title page necessary.

There are 3 key components to this assignment to reflect on:

- Group process:** Reflect on the group work throughout the week in-class and/or during your case work on developing an evaluation plan for a community stakeholder. (e.g., How did this impact your learning? What challenges did you experience? What new insights or strategies did you gain?)
- CES competencies:** Reflect on two CES competencies of your choice. Compare your ratings from the pre/post competency form and reflect on what aspects of the course supported the advancement of knowledge and understanding in these competencies. How might these competencies align with your core values/principles as an evaluator or someone working with evaluation? What would you consider to be your evaluation principles?
- Future learning goals:** Based on your reflections of learning in this course, establish 2-3 future learning goals related to evaluation. Provide a description of your desired learning, an approach and timeline to undertake this learning (e.g., book, conference, professional development session).

Due Date: Monday June 13 (by midnight)

Assignment 2: Discussion Forum Posts (15%)

Students are expected to make discussion board posts in parts 1-5 of the course. These posts will be made in OnQ. For each post, you are asked to create an original comment/question, respond to at least one other person in our course with comments, questions and resources (where feasible), and return to your original post to review and respond to comments made by others (as applicable).

Posts may include questions that pertain to:

- evaluation areas you would like to learn more about
- reflections related to the course content
- content that was unclear to you from the course
- links to additional resources that support course content

Students are also expected to respond to at least one other person and their original posts as the course progresses. Responses may include:

- answers or comments to posted questions
- personal experiences that relate to/explain posted questions
- links to additional resources that support course content.

In total, by the time you have completed the parts of this course, you will have completed 5 post cycles (5 initial posts; 5 comments to peers; 5 or more response posts). Grading of discussion posts is based on completion. Michelle will moderate the discussion board.

Questions and responses should be completed during the time period the course part is taking place.

Due Date: May 2-June 6 – all posts must be made by midnight on the closing day of the ‘course part’

Assignment 3: Group presentations and peer assessment (30%)

Assignment 3 has two parts with each part outlined below – please note the staggered due dates.

Assignment 3a: Group Presentation – 20%

Working in groups is undeniably challenging. Since working in dialogue and collaboration with others is consistent with the nature of evaluation in a community context, the group case study project is, therefore, a key feature of this course. As a group, it is your responsibility to determine how you will organize the work and share responsibility. While students will be marked either individually or in groups for their final evaluation plan assignment, the group is required to present their initial draft plans and ideas in front of the class at the end of the UEval week. Each group member will receive the same grade for the group presentation, regardless of participation.

This presentation should include all key components of the evaluation plan:

- Background and context (of the organization and initiative/program);
- Stakeholders (e.g., map, list);
- Evaluation purpose, approach, and questions;
- Logic model (elements of the logic model, you do not need to present the entire logic model);
- Methods for data collection;
- Ethical considerations; and
- Plans and tools for knowledge mobilization and use of findings

Groups are encouraged to include a visual component in their presentation (e.g., ppt, infographic, etc.). Each group will have 25-30 minutes to present, which includes time allotted for Q & A.

Due Date: Friday June 3 (in-class)

Assignment 3b: Peer Assessment – 10%

Participation in group processes is an important aspect of evaluation in a community context. While each group will receive the same group presentation mark, each member will have the

opportunity to fill out a peer assessment form to assess each group members' participation throughout the week. This form will be available in OnQ on June 7. Students will give each group member a grade, with rationale, based on participation.

Your group participation grade will be based on aggregated scoring of assessments given by your peers. Please be honest and respectful in your self- & peer-assessments.

Due Date: Friday June 3 (by midnight)

Assignment 4: Program evaluation design or Position paper (25%)

The expectation upon completion of this course is that students are able to apply the process of evaluation within a community context. To demonstrate your ability to engage in this process, and all of its intricacies, students are required to build an evaluation plan for their assigned case study community partner. These plans will demonstrate an examination of evaluation contexts (organization, political, community, and social), understandings of program theory and impacted stakeholders.

Your plan will include visual representations, specification of evaluation guiding theory/approach and purpose that attends to the client needs, plans for data collection & analysis procedures aligned with key and enabling evaluation questions, proposed reporting strategies to promote use, and key client reading references including a rationale for choice and (where possible) links to the resources. Students are expected to use their group presentation, group notes, and discussion ideas as starting points for this assignment (you can submit individually or as a group). Areas to include are:

- Background (implications and need)
- Program description
- Stakeholder identification
- Program logic model
- Evaluation goal statement
- A description of your proposed methodology, including the indicators to be used
- Your analysis plan
- KMb plans and tools, and how use of the findings will be facilitated
- Ethical consideration
- Bibliography (at least 5 journal citations – background and methods sections should always be grounded in the literature)

Students who do not wish to develop/submit the evaluation plan they completed during UEval are encouraged to meet with Michelle to propose a position paper or other alternative assignment.

Due Date: Tuesday June 21 (by midnight)

Grading

Final grades are reported using letter grades and will be determined after combining your assignment scores in accordance with Queen's University policy. Your marks will be transposed into a letter grade

Grading In Graduate Courses			Percent Grade (Prior to 2011)
Descriptors	Letter Grade	Point Value	
Excellent	A+	4.3	90-100
	A	4.0	85-89.9
	A-	3.7	80-84.0
Good	B+	3.3	77-79.9
	B	3.0	73-76.9
Satisfactory	B-	2.7	70-72.9
Failure	C+	2.3	67-69.9
	C	2.0	63-66.9
	C-	1.7	60-62.9
	D+	1.3	55-59.9
	D	1.0	50-55.9
	F	0	<50

Recording of Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Cell Phones and Technology

Technology may be used in class (e.g. to refer to keyword assignments; to view an online resource). When not required for course use, cell phones and technology are to be turned off, closed or remain face down during class.

Equality, Equity, and Respect

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds. We are encouraged to use gender-neutral or gender-inclusive language when appropriate and to become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

Plagiarism, Cheating, and Intellectual Property

Queen's University is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Student Accessibility Services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services and their instructors.

Suggested Resources (we'll add to the list on OnQ throughout the course)

American Evaluation Association. *The Guiding Principals*.

<http://www.eval.org/GPTraining/GPTrainingOverview.asp>

American Evaluation Association. *AEA 365 TIP-A-DAY*.

<http://www.eval.org/>

Yarbrough, D. B., Shulha, L. M., Hopson R. K., Caruthers, F. A. (2011). *The Program Evaluation Standards, 3rd Edition*. Los Angeles, CA: Sage.

<http://www.jcsee.org/program-evaluation-standards>

The Canadian Evaluation Society (CES) has implemented a credentialing process that will make it possible for persons interested in acquiring a professional evaluator designation to combine education, training and experience to become a Credentialed Evaluator. Information about becoming a Credentialed Evaluator.

<http://www.evaluationcanada.ca/site.cgi?s=5&ss=7& lang=EN>.

Kellogg Foundation Logic Model Development Guide

<http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>

Knowlton W., Phillips, CC. *The Logic Model Guidebook: Better Strategies for Great Results*. (2nd Edition). Thousand Oaks, CA, Sage Publications, 2013.

Patton, M. *Utilization-Focused Evaluation*. Thousand Oaks, CA; Sage, 2008 (or earlier editions).

Learning Qualitative Data Analysis on the Web: <http://onlineqda.hud.ac.uk/Introduction/index.php>

Save the date for:

QEval Reunion and Update

Connect with your peers & community partners!

Friday September 9 2022, from 2:00-300pm

**Registration invite will be sent to all registered learners
and community partners, participation through
Zoom or in AEG lab (A236) at Faculty of Education**

SUMMER 2021, Draft Schedule at a Glance

Topic	Content	Format & Date(s)	Assignment Expectations
A. Foundations of Evaluation			
Part 1: Course introduction	<ul style="list-style-type: none"> • Introduction to one another – establishing our community of practice (CoP) • Community building • A look at the transdisciplinary of evaluation • Expectations for EDUC 888 • An introduction to CES Conference 	Synchronous CoP1 Monday May 2 11:00-12:30pm	1a. CES Pre-competency assessment 2a. Discussion Forum Post
Part 2: Introduction to Evaluation	<ul style="list-style-type: none"> • Evaluation goals • Types of evaluation • General concepts • Applications of evaluation 	Asynchronous May 2-9	2b. Discussion Forum Post
Part 3: Developing an Evaluation Plan	<ul style="list-style-type: none"> • Theory of change • Logic models • Roles of evaluators • Ethics of evaluation • Insights from CES Conference 	Asynchronous May 9-16 Synchronous CoP2 Friday May 13 2:00-3:30 Making the Most of Experiential Learning AEG Lab/OnQ Zoom link	2c. Discussion Forum Post
Part 4: Collecting Data for Evaluation	<ul style="list-style-type: none"> • Methodological approaches including quantitative, qualitative and mixed methods • Data collection, analysis and ethics 	Asynchronous May 16-23 Synchronous CoP3 TBD: May 9-20 (2 Parts - I & II) 1. 2:00-3:00pm Attend CRE Lecture II. 3:00-4:00pm AEG Lab/OnQ Zoom link	2d. Discussion Forum Post
Part 5: Using Evaluative Data to Mobilize Knowledge	<ul style="list-style-type: none"> • Types of evaluation use • Evaluation implementation and reporting • Knowledge dissemination 	Asynchronous May 23-30 Synchronous CoP4 Wednesday May 25 2:00-3:30 Meet your community case facilitator & group members AEG Lab/OnQ Zoom link	2e. Discussion Forum Post

B. Applications of Evaluation			
Part 6: UEval Co-learning experience	<ul style="list-style-type: none"> Engaging stakeholders Evaluating with vulnerable populations 	Monday May 30 11:00-6:00pm The day includes approx. Synchronous (5 hr.)	4. Developing Context Draft
Part 7: UEval Co-learning experience	<ul style="list-style-type: none"> Considering evaluation purposes, approaches and types working in applied practice Ethical considerations in evaluation practice 	Tuesday May 31 11:00-6:00pm The day breaks into approx. Asynchronous (2 hr.) Synchronous (4 hr.)	4. Developing Purpose Draft
Part 8: UEval Co-learning experience	<ul style="list-style-type: none"> Applying evaluation methods Developing data collection processes Attending to evaluation standards: feasibility, utility and propriety 	Wednesday June 1 11:00-6:00pm The day breaks into approx. Asynchronous (2 hr.) Synchronous (4 hr.)	4. Developing Methods Draft
Part 9: UEval Co-learning experience	<ul style="list-style-type: none"> Knowledge in action – mobilizing evaluation processes and findings Use and mis-use of evaluative data 	Thursday June 2 11:00-6:00pm The day breaks into approx. Asynchronous (2 hr.) Synchronous (4 hr.)	4. Developing KMb Plan Draft
Part 10: UEval Co-learning experience	<ul style="list-style-type: none"> Presentations with community partners Peer feedback UEval evaluations 	Friday June 3 11:00-6:00pm The day breaks into approx. Synchronous (5 hr.)	3a. Group presentations of draft evaluation thinking (Assignment 5) 3b. Self and peer assessments related to group work and contributions to evaluation
C. Reflections of Learning about Evaluation			
Part 11: Learning from Reflection	<ul style="list-style-type: none"> CES Competency of Reflective Practice Reflective practices of evaluators EDUC evaluation 	Synchronous CoP4 Friday June 17 11:00-12:30pm	1b. CES Post Competency Self-Assessment 1c. Final Reflection
Part 12: Evidence of Learning	<ul style="list-style-type: none"> Submitting assignments for grading Setting an agenda for future learning 	Asynchronous Tuesday June 21 (by midnight)	4. Final Evaluation Plan or Position Paper (may be completed in a group)

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