

Educational Psychology
EDP 380D 6-Program Evaluation Models and Techniques
Unique #10190 Spring 2018 – TuTh 12:30-2:00, SZB 524

Instructor: Dr. Sarah M. Collins
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Office hours: Thursday 2:00-3:00, SZB 538N

Textbook: Readings will be made available on Canvas. Announcements, course handouts, some lecture notes and grades will also be posted on the course Canvas site. **Please check Canvas periodically for updates.**

Course Description: This course is designed to teach the theoretical foundations of program evaluation, to provide examples of real life evaluations, and to have students propose and examine their own hypothetical evaluations in areas of interest to them.

In order to integrate real life examples in the course, I'm planning 2-3 presentations over the course of the semester with evaluators in various fields. The dates and names for the presenters are not yet finalized, but I will let you know as they become available. It is possible that readings may be moved around to accommodate for visiting presenters.

Grading and Assignments: Your grade in this class will be based on your work on a proposed evaluation, with the following components:

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| Proposal for evaluation due (20%) | - February 20 |
| Program decomposition due (20%) | - March 20 |
| Final presentation (20%) | - Dates vary |
| Final paper due (40%) | - April 26 |

Please see below for information on the readings required in advance of each class day. There is the chance that some of these articles may swapped with others, but I will alert you via Canvas of any changes in advance.

| Class | Date | Lessons | Readings for this class day |
|--------------|-------------------------|--|---|
| 2 | 1/18 | Intro to course | |
| 3 | 1/23 | What is Evaluation? | Royse, D. Thyer, B., & Padgett, D. Introduction. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth. |
| 4 & 5 & 6 | 1/25 & 1/30 & 2/1 | Theoretical Orientations to Evaluation | Scriven, M. The Foundation and Future of Evaluation. In The Future of Evaluation in Society. Charlotte, NC: Information Age Publishing Patton, M. The Future of Evaluation in Society: Top Ten Trends. In The Future of Evaluation in Society. Charlotte, NC: Information Age Publishing |

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| 7 & 8 | 2/6 & 2/8 | Strategies and Models | <p>Stake, R. Program evaluation, particularly responsive evaluation. In D. Stufflebeam, G. Madaus, & T. Kellaghan, Evaluation Models: Viewpoints on Educational and Human Service Evaluation. Boston: Kluwer-Nijhoff.</p> <p>Steinmetz, A. The discrepancy evaluation model. In D. Stufflebeam, G. Madaus, & T. Kellaghan, Evaluation Models: Viewpoints on Educational and Human Service Evaluation. Boston: Kluwer-Nijhoff.</p> <p>Royse, D, et al. Formative and process evaluation. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth. Fourth Meeting</p> |
| 9 & 10 | 2/13 & 2/15 | Strategies and Models, cont. | <p>Stufflebeam, D. The CIPP model for program evaluation. In D. Stufflebeam, G. Madaus, & T. Kellaghan, Evaluation Models: View- points on Educational and Human Service Evaluation. Boston: Kluwer-Nijhoff.</p> <p>Borich, G. Decision-oriented evaluation. International Encyclopedia of Education: Research and Studies. Oxford, England: Pergamon Press.</p> <p>Gredler, M. Intuitionist/pluralist perspectives. In Program Evaluation Upper Saddle River, NJ: Prentice Hall/Merrill.</p> |
| 11 & 12 | 2/20 & 2/22 | Behavioral Objectives | <p>Popham, W. Objectives and instruction. AERA Monograph Series on Curriculum Evaluation, No. 3. Chicago: Rand McNally</p> <p>Eisner, E. Instructional and expressive educational objectives: Their formulation and use in curriculum. AERA Monograph Series on Curriculum Evaluation, No. 3. Chicago</p> |

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| 13 & 14 | 2/27 & 3/1 | Needs Assessment Techniques | <p>Borich, G. Five Stages for Self-Evaluating Organizations. In Golembiewski, J. Handbook of Organizational Consultation, New York: Marcel Dekker</p> <p>Borich, G. A needs assessment model for conducting follow-up studies of teacher education and training. Journal of Teacher Education. East Lansing Michigan: Michigan State University.</p> <p>Royse, D, et al. Needs assessment. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth</p> |
| 15 & 16 | 3/6 & 3/8 | Program Modeling and Decomposition | <p>Borich, G. and Jemelka, R. A Modeling Approach to Program Evaluation. In G. Borich and R. Jemelka., Programs and systems: An evaluation perspective. New York: Academic Press.</p> <p>Rogers, P. Program theory: Not whether programs work but how they work. In D. Stufflebeam, G. Madaus, & T. Kellaghan, Evaluation Models: Viewpoints on Educational and Human Service Evaluation. Boston: Kluwer-Nijhoff.</p> <p>The following are examples of program modeling:</p> <ul style="list-style-type: none"> • Hao, Y. and McGee, P. Demystifying the structures of online teaching with a decomposition model: Exploration of online teaching effectiveness. In Proceedings of the World Conference on Educational Multimedia, Hypermedia & Telecommunications. Honolulu, Hawaii, • Budgen C. Modeling a Method for Program Development. Journal of Nursing. • Borich, G. The architecture of teacher education programs. European Journal of Teacher Education. Zurich: Switzerland |
| No Class March 13th & 15th – Spring Break | | | |
| 17 & 18 | 3/20 & 3/22 | Practicing Program Modeling and Decomposition | Continuation of material, discussion/review of individual projects |

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| 19 & 20 | 3/27 & 3/29 | Quantitative Methodologies for Program Evaluation | <p>Borich, G. Trait-Treatment Interactions in the Classroom: Research on the Effects of Instructional Treatments on Different Types of Learners. Schwerzerische Zeitschriř Kaufmannisches Bildungswesen, Bern: Switzerland</p> <p>Royse, D. et al. Group research designs. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth</p> |
| 21 & 22 | 4/3 & 4/5 | Qualitative Methodologies for Program Evaluation | <p>Royse, D. et al. Qualitative and mixed methods in evaluation. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth.</p> <p>Streckler, A., McLeroy, K. Goodman, R., et al. Toward Integrating Qualitative and Quantitative Methods: An Introduction. Thousand Oaks, CA: Health Education Quarterly.</p> |
| 23 & 24 | 4/10 & 4/12 | Outcome Evaluation | <p>Borich, G. Reconceptualizing Educational Assessment: New Dimensions of Psychometrics. In H. G. Klinzing, Neue Lernverfahren. Tuebingen, West Germany: Verlag.</p> <p>Tombari, M. and Borich, G. Authentic Assessment in the Classroom. Upper Saddle River, NJ: Prentice Hall/Merrill</p> |
| 25 & 26 | 4/17 & 4/19 | Instrumentation | <p>Borich, G. and Tombari, M. Assessing for Learning: Performance Assessment. In G. Borich and M. Tombari, Educational Psychology: A Contemporary Approach, 2nd edition. Chapter 23. New York: Longman (Available at: www.edb.utexas.edu/borich/edpsyschtext.html)</p> <p>Royse, D., et al. Measurement tools and strategies. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth.</p> |
| 27 & 28 | 4/24 & 4/26 | Final presentations | |
| 29 | 5/1 | Final presentations, cont. | |
| 30 | 5/3 | Final presentations, cont., Last class | |