

2009-3



SIMON FRASER UNIVERSITY  
THINKING OF THE WORLD

**EDUCATION 822**  
**Evaluation of Educational Programs**  
**(Enroll # 12200)**

Fall Semester 2009	Instructor:	Dr. Dan Laitsch
Meeting Dates:	Sept. 11, Sept. 12, Sept. 25, Sept. 26, Oct. 16, Oct. 17, Oct. 30, Oct. 31, Nov. 13, Nov. 14, Nov. 27, Nov. 28	Office:
Times:	Fridays: 4:30 – 9:00 pm Saturdays: 8:30 – 4:30 pm	Office Tel: Home: Cell:
Location:	SFU Burnaby	Email: <a href="mailto:dlaitsch@sfu.ca">dlaitsch@sfu.ca</a>
Room:	BLU 11901	

---

### **COURSE DESCRIPTION**

The course considers the processes used in program evaluation; including test and other measurement devices; research methods; and the political, social and philosophical issues relating to the evaluation of educational programs.

### **COURSE REQUIREMENTS**

#### **Participation (10%):**

You are expected to complete the required readings prior to each class session. Think critically about what you read and consider the connections between the readings. Your active and thoughtful participation in class discussions will be part of your grade. Attendance is expected at every class meeting. You should contact the instructor before class if you will be unable to attend for some important reason. When possible, alternate assignments may be negotiated (for example, if you are required to miss class for an education event, credit may be awarded for a brief report from the event).

#### **On-line Community (20%):**

You are expected to maintain a public web log (blog) on the course Web site, where you may share your thoughts on relevant topics as you see fit and as frequently or infrequently as you choose. At a minimum, however, you should write on one research article related to your evaluation project each class meeting throughout the semester (5 total). The article should be discussed in your online blog and include a short summary and reflection. The blogs should be used as a place to engage in public dialogue with other class members regarding your work, and you should respond as needed to comments posted in reaction to your entries. Please be aware that these Blogs are an accessible record of your thoughts and scholarship, and as such should be carefully written and of high quality.

**Tool Design (20%):**

You will demonstrate an understanding of two of the major tools used in program evaluation, Focus Groups and Surveys through creation of these tools, which may also be applied in the group project or action research project. *a) Focus Group (10%):* you will design and run a small focus group, including content analysis of the results. Write a reflection on the process of designing the focus group activity, running the actual session and the content analysis. *b) Survey/Questionnaire (10%):* you will design a survey and/or questionnaire and pilot with several stakeholders. Write a reflection describing the process of design, sampling, and analysis of the pilot findings.

**Statistics Workbook (20%):**

You are to keep a research notebook where you record possible evaluation questions, methods, problems to solve, etc. As part of this you should also include the Salkind exercises you complete. This journal will be graded based on completion.

**Program Evaluation Design and Presentation (25%):**

Within your course groups, you will design a mini-program evaluation for a given situation identified by your group. This should be an actual evaluation of a researchable problem identified by your group. Initial findings will be presented in a written report and presented in a poster on the final day of class. Care should be given to ensure each group member is able to identify his/her contribution to the evaluation.

**Grade Application (5%):**

Each student will be asked to apply for a grade and present evidence in support of that application, based on their work in the online community, small group projects, research tools, and other relevant artifacts.

**REQUIRED TEXTS**

Rossi, P., Lipsey, M., and Freeman, H. (2004). *Evaluation, A Systematic Approach* (7th Ed.). ISBN: 0-7619-0894-3

Popham, W. J. (2003). *Test Better, Teach Better: The Instructional Role of Assessment*. Alexandria, VA: ASCD. ISBN-13: 978-0-87120-667-1

Salkind, N. J. (2009). *Statistics for People Who (Think They) Hate Statistics: Excel 2007 Edition* (Paperback). 2nd Edition. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412971027.

**OTHER RESOURCES****Journals and Readings**

Practical Assessment, Research & Evaluation (<http://pareonline.net/>)

**Research Methods**

Research Reading Toolkit (<http://www.sfu.ca/~dlaitsch/courses/research.html>)

## **GUIDING PRINCIPALS**

The Gutenberg Method of Teaching: <http://www.entropysite.com/morrison.html>

Laitsch, D. (2008). A Positive Learning Environment for Preservice Teachers. *ASCD Express*, 4. ([http://www.ascd.org/ascd\\_express/vol4/405\\_laitsch.aspx](http://www.ascd.org/ascd_express/vol4/405_laitsch.aspx)).

Armstrong, J. L. (2007). Seven Keys for Small Group Success. *Adult Learning*, 15 (1/2). p. 34-5. (see online syllabus).

## **ACADEMIC HONESTY AND STUDENT CONDUCT**

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy 10-01 “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.”

Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see SFU policy 10-01 or Avoiding plagiarism or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.