



Faculty of Education Spring/Summer 2024

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QEval (EDUC 843/ASCX 400)

An Introduction to Evaluation as Community Engaged Scholarship

(Classes will occur synchronously and asynchronously through hybrid and blended learning)

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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

Offered as part of the Education-in-Leaders Residence (ELiR) program focused on creating a high-impact, interdisciplinary initiative at Queen's University, *QEval* introduces the conceptual foundations of the practice of program evaluation and community-engaged research. This transformative, inquiry-based course engaged small groups of learners with community partners a form of applied community-engaged scholarship grounded in community priorities and issues. *QEval* takes place with support from colleagues at the University of Alberta, where a similar program has been operating for several years.

This *QEval* course includes several modalities: online modules to guide foundational learning, interactive sessions to consolidate learning (in-person or online), as well as a one-week online intensive. The one-week intensive involves mornings dedicated to furthering and applying theoretical knowledge and afternoons in small group engagement with community partners to develop evaluation capacity by co-creating an evaluation design. By the end of the week students offer a presentation to showcase their evaluation design to a community need. After feedback from peers, the community partner and instructors, these evaluation plans are refined and shared. Across the different course modalities, learning is promoted through reading, interactive activities, lectures, discussions, and case studies, which are used to explore theory, develop evaluative thinking, and craft responses applied to real community-informed cases. Assessment takes place through self-assessment of evaluation competencies, learner goal setting and reflection, participation in activities including discussion threads and peer assessment as well as group presentations and a final submission of an evaluation design.

Overall, the *QEval* experience uses inquiry-based principles to support a transformative learning. Ideas related to equity, diversity, Indigeneity, and inclusivity are embedded through the course activities to

consider how evaluation, as community-engaged scholarship, can promote social change. Learners are offered a range of resources to support the development of personal and professional goals so that course completion enables increased confidence in future leadership at the intersections of evaluation, research, and community-engagement.

Course Goals

This course *introduces* learners to the complexity of community-engaged scholarship and program evaluation as a collaborative process. Learners prepare to undertake leadership roles in evaluation thinking by taking part in co-constructing an evaluation design with peers and community members.

Learners 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.
- Considers multiple facets of scholarly community-engagement, including who, how and why.
- Recognizes and is committed to action for social justice through community-engagement.
- Creates evaluation plans for distinct 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).
- Considers what contributes to a credible evaluation across diverse contexts.
- Develops and presents an evaluation plan in response to community identified need.
- Recognizes and critically examines ethical issues with evaluation in community.
- Pays attention to the implications for personal, group and organizational learning
- Attends to the use of the evaluation processes and products within a community context.

To introduce 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 (2018). *QEval* aims to 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

QEval is offered as a blended course which includes dedicated synchronous and asynchronous experiences combining eLearning with traditional elements. For some sessions, hybrid learning is an option, where learners choose how they participate (in-person and zoom links are offered). Learning in *QEval* occurs over three course phases with activities designed to explore how quality evaluation as community-engaged scholarship is conceptualized and enacted.

1. Phase A. Foundations of Evaluation
2. Phase B. Applications of Evaluation
3. Phase C. Reflections of Learning about Evaluation

A variety of formats are used to encourage learning: online content, instructor input, visiting scholars and community partner engagement, presentations, whole class activities and independent work.

- In Phase A, we begin with a self-assessment related to evaluation competencies (CES, 2018) as a way of situating learning and establishing individual learner goals for the course. Learners engage in readings and activities that help them prepare, plan, practice, and reflect on program evaluation issues, social justice aims, and mixed/multiple methods to meet community goals.
- In Phase B, a course highlight is engaging in a one-week intensive experiential session for learners and community partners as a catalyst for transformative learning that sustainably builds evaluation capacity. The intensive dives deeper into the theory and practice of evaluation using case studies, and explores the foundations, approaches, strategies, ethical considerations, and applications of evaluation across diverse disciplines and settings (e.g., health care, community development, education, government). Learners experience collaboratively designing an evaluation plan with peer learners and a 'real world' community partner. As such, learners contribute to the development of an evaluation plan that meets the needs and has utility for the community partner. Facilitators, who are trained to support peer groups, offer guidance to ensure that learners meet milestones. Learners make a collaborative presentation of the co-constructed evaluation plan on the final intensive day. Community partner, peer and instructor feedback enables revisions prior to finalizing the evaluation plan.
- In Phase C, a concluding aspect of the course is revisiting your original self-assessment about the CES competencies, completing a post-course self-assessment, and reflecting on the goals you set as well as your learning more broadly. Final evaluation plans are submitted and shared with community partners.

All *QEval* sessions are scheduled throughout May and June where learners are expected to participate by joining in-person or Zoom (with cameras on). Those participating in *QEval* recognize that learning is most enhanced when learners play an active role: asking questions, testing out ideas, referencing readings, taking the initiative in raising issues, synthesizing, and connecting readings and collaborating in group tasks. To support the development of learner confidence in evaluation as community-engaged scholarship, *QEval* provides a range of resources to add to learners' personal and professional 'toolkits' and we anticipate learners will identify additional resources. More details about the learning approach and expectations are provided in the following sections and specific course dates are identified on the Schedule at a Glance.

Learning Approach: QEval as a Community of Practice

This course utilizes a Community of Practice approach for synchronous sessions as well as a co-learning approach working synchronously and asynchronously with other faculty, learners, and community members at *QEval* and *UEval* (at the University of Alberta). A community of practice (CoP) is a group of people (e.g. EDUC 843 learners enrolled through Queen's) 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. 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.

By joining *QEval* learners are invited to be part of a broader interdisciplinary scholarly community with a bit of history. This style of course was initially offered at the University of Alberta as *UEval* where it was part of the Evaluation Capacity Network. Queen's University was invited to join because Dr. Michelle Searle is one of the Co-Investigators on Dr. Rebecca Gokiert's Social Science and Humanities Research Council (SSHRC) Partnership Grant designed to promote evaluation capacity across Canada. *QEval* was piloted in the Faculty of Education in May-June 2021 and recognized by the Education Leader in Residence Award as an instructional model to supporting innovative teaching. You can learn more about the course history and aims by following the links below:

<https://www.queensu.ca/gazette/stories/advancing-high-impact-teaching-and-learning>

<https://www.queensu.ca/gazette/stories/announcing-first-education-leaders-residence>

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

<https://www.evaluationcapacitynetwork.com/> (Chrome recommended)

Learner well-being and academic success is an important consideration in our CoP. I hope QEval will be a course where we care for and about each other; I welcome your input and want to hear your ideas. This course is imagined as a developmental process, we are researching this model of instructional practice and constantly adjusting in response to learner input. 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). My contact details will be shared at the first class, please reach out if there is a way I can support learner experiences.

Equity, Diversity, Inclusion, and Indigenous Ways of Knowing, and Decolonization Expectations

From the Vision statement of the Human Rights and Equity Office: “An inclusive community that values, respects, and celebrates the dignity and worth of every person, and where all can be their best.” This vision is reflected in the initiatives of the Queen's Human Rights and Equity Office, which include Indigenization, Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA). The Faculty of Education courses are designed and implemented with these initiatives in clear and visible ways. Four aspects, detailed below, provide the foundation: i. Decolonization, ii. Equity, diversity, inclusion, and anti-racism, iii. Inclusive and responsive teaching (UDL), iv. Navigating difficult conversations about social identities, power, and privilege. Please visit the website of Queen's Human Rights and Equity Office to learn more about their services and resources <https://www.queensu.ca/hreo/about-us>

Decolonization	<ul style="list-style-type: none"> • Acknowledge the land in which we are situated. • Co-create value statements to explicitly share a vision for learning. • Design curriculum and content to reflect multiple worldviews. • Engage in a plurality of pedagogical practices such as flexible seating, small group discussions, individual reflections, and blended learning. • Integrate research and curriculum resources authored by Indigenous scholars.
Equity, diversity, inclusion, and anti-racism	<ul style="list-style-type: none"> • Promote I-EDIAA values and vision through a well-structured course that is clearly and frequently communicated to students, including wide-ranging course readings, in-class activities, assessment options, and technology integration. • Utilize purposeful pedagogical strategies to promote equal opportunities for students to communicate and share their thoughts. • Provide multiple ways of assessing learners and find creative options as needed. • Create a culture of inquiry with opportunities for students to engage with I-EDIAA content through experiential assignments and reflections. • Model care for differences thought seeking multiple perspectives, attentiveness to holidays, use of quotations in the classroom, and acknowledging culture. • Engage in evidence-informed pedagogy that includes, for example, multiple learning methods, sensory experiences, creative opportunities, kinesthetic movement, reading/writing, structured collaboration, and use of technology. • Offer personalized and prompt feedback that is focused on learner strengths and growth. • Prepare complementary learning opportunities that foster a sense of belonging, promote faculty and peer interactions and professional identity formation.
Inclusive and responsive teaching (UDL)	<ul style="list-style-type: none"> • Flexibility is key – we are a blended learning course to accommodate the various responsibilities and locations of those involved in the course. • Students have choice in the ways in which they complete assignments and assignments are scaffolded throughout the course for optimal learning. • Time is available to check-in on learning and progress towards assignments. Students have opportunities to receive feedback prior to submission and be involved in assessment through self-assessment and peer feedback. • Extensions and alternatives are offered/negotiated with students as needed and students have an option to resubmit assignments where they have not performed as they hoped/expected. • Content will be available on OnQ for those to access before/after class.

<p>Navigating difficult conversations about social identities, power, privilege.</p>	<ul style="list-style-type: none"> • Create space for the self within the learning environment to begin to make explicit assumptions about evaluation practice. • Hold conversations and plan hands-on activities where trust can be built so that we can share and question honestly while listening empathetically. • Address inappropriate remarks by pausing, commenting without shaming, discussing one-on-one and following up. • Make an effort to include diverse speakers, readings, and videos to represent different cultures and racial backgrounds as well as a range of assessment experiences. • Solicit explicit and anonymous feedback from students at different time points to promote learner readiness, provide impressions of course activities, promote metacognition and provide space for navigating difficult conversations – then act on feedback from students (e.g. reduce readings). • Provide information to all students about campus and community resources that support their personal and professional development as well as their well-being.
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The specific strategies were developed by Michelle Searle (PhD, Queen’s University), Katrina Carbone (PhD Candidate, Queen’s University) and François-Daniel Portelance (PhD Student, Queen’s University). The process of decolonizing expectations reflects a commitment to learning and unlearning and as such, these strategies represent a snapshot current understandings and ideas towards the integration of equity, diversity, inclusion, and Indigenous ways of knowing. We recognize learning as a continual process and invite others to join in continuing to learn and grow as we move towards an inclusive and welcoming community. More information is provided from these resources: [Decolonization in an Educational Context: Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity and Inclusion \(Fuentes et al., 2021\)](#); [Resources for Decolonizing your Teaching \(Queen’s University\)](#).

Information Communications Technology (ICT)

Information Communications Technology (ICT) is ubiquitous with learning in today’s society. The Faculty of Education recognizes the value of ICT as an aspect of equity, diversity, and inclusion, as well as an important pedagogical approach, and support for learning.

In order to maximize our learning, *QEval* is a blended and hybrid course that takes place across two dominate learning experiences: synchronous learning and asynchronous learning. Synchronous learning happens in real time; the class joins the instructional team for a specified period of time in-person or 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 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). When situations arise that prohibit you from being present or cause you to arrive late, please email me to let me know. To make learning expectations transparent, guidance in a Q & A format is provided on the next page.

What does it mean to be a “good student” in a blended and hybrid learning classroom?

- *Arrive In-Person or 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 in-person or 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). If you choose to join through Zoom, 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, pet disturbance), 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 email me.

- *Contribute to 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 or synchronously. Contributing to engagement includes 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. We encourage you to promote learning from your discipline by making others aware of interesting research and resources. Engagement in *QEval* embodies Queen's University's mission of connecting scholarly and human resources, linking research, learning, and community through a "thread of curiosity and understanding" (Strategic Research Plan, p. 2). As an interdisciplinary experience, *QEval* emphasizes learning and creating together what we cannot do individually.
- *Demonstrate a growth mindset.* There are many new concepts and perspectives that we will encounter in our *QEval* journey – from evaluation to community-engagement, methodological thinking, ethical considerations and importantly, how EDII unfolds in our inquiry-based experience. Learning requires compassion for oneself and others, patience in the process and a willingness to stay curious when confronting challenges. Technology, for example, is not everyone's strong suit, but we are learning to navigate these new experiences and challenges together. When engaging in *QEval*, 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, act and re-act with humility.

Learning is a practice of taking risks, and this is particularly relevant in relation to the content of transformative, inquiry-based experiential interdisciplinary course known as *QEval*. Students may not record any aspect of their or others' involvement. 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 *QEval* to make synchronous class time purposeful 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 email Michelle.

Technology and Learning

Technology evolves at a much faster pace than education systems. There are new and innovative tools available that can assist you in your learning and researching journey. Although relatively new educational technology, I have made efforts to integrate it into our class in meaningful ways. For example, technology can provide a bridge to our online course site in OnQ, the wide world of web resources and I use it pedagogically with Nearpod, Kahoot, JamBoards, Slack and other tools. Outside of our class, I anticipate fluency with Microsoft or other word processing tools, use of PowerPoint and Excel are also valuable. By the end of the course, you may have experience with Canva, PowToon or other image/graphic design sites useful for knowledge mobilization. We will provide resources in OnQ and offer a session to promote technology and learning as connected to community-engaged evaluation.

Having the use of a device is necessary to attend classes and access course materials. Please speak with me if you need help obtaining a device or have concerns about using technology in class. The next sections deal with different aspects of technology related to this course, **AI, Turnitin and Blended/Flipped learning.**

Expectations Related to the Use of AI

Some of the technological tools which advance learning and research incorporate embedded artificial intelligence (AI). You are strongly encouraged to use **transparency when integrating** AI tools into your educational endeavors. Furthermore, as the instructor, I advocate for the ethical utilization of these tools as integral components of your work.

It is important to acknowledge that while these AI-powered tools can offer valuable assistance, they should not be utilized to replace original efforts, as such actions may be considered professional misconduct. Recognizing this is crucial. You are welcome to use AI tools in this class as doing so may advance your understanding of evaluation, ethics and community-engagement. Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. Review this article for a thoughtful discussion about AI in higher education: <https://www.queensu.ca/gazette/stories/chatgpt-challenge-5-ways-change-how-students-are-graded> Also, check out Queen's University resources about use of <https://www.queensu.ca/ctl/resources/educational-technology/generative-ai-teaching-and-learning> and refer to APA guidance <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

Turnitin

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future and you may be asked about AI results.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Blended/Flipped Classroom Learning Expectations

To maximize our learning, the course will follow a **blended** (Linder, 2017) **or flipped classroom model** (e.g., Keengwe, 2014). A blended/flipped classroom entails in-class and out of class learning experiences. In-class learning will mostly occur at the Faculty of Education, Queen's University (indoors and outdoors) during weekly scheduled times (or through a Zoom link you can find in our course site through OnQ). During the in-class time, students will practice applying key concepts with instructor feedback and collaborative activities embedded throughout the lesson. The out of class learning experiences will entail asynchronous learning and independent learning. During asynchronous learning, students will prepare to participate in class activities by accessing the required readings, resources, and activities. The independent learning involves students checking their understanding and extending learning on concepts discussed during class and making notes in your Learning Journal (see assignments). This flipped classroom model provides an optimal learning environment for deep learning, higher levels of application, and maintain student learning at the center of teaching (The University of Texas at Austin, 2021).

It is expected that you will be present in *all* in-class sessions (see note below) and will complete the out of class components by the deadline (see weekly course outline). There is some flexibility in the weekly May sessions, while your presence is preferred in sessions as scheduled, we will also make recordings available post-session

for those who need to miss on occasion. There is limited flexibility in the sessions during the intensive week due to the peer collaborations and the nature of community-engaged evaluation.

Assignments Overview

Four assignments will be used to support your learning and measure the attainment of course objectives. 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 (25%)

Assignment 2: Discussion Forum Posts (10%)

Assignment 3: Group presentations and peer assessment (25%)

Assignment 4: Program evaluation design or alternative assignment (40%)

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

Assignments and Assessment

Assignment 1 (a, b, c): CES Pre and Post Competency Assessment and Reflection (20%)

Assignment 1 has three parts with each part outlined below – please note the staggered due dates. For the most part, grading is based on completion – assignments that are submitted late, are incomplete or lacking in sufficient details to understand/communicate thinking will be scored accordingly.

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. If you have already completed a pre-competency assessment, you may choose to update a previous version and submit instead of starting a new.

Due Date: Thursday May 9, 2024 (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 12 onwards. 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: Thursday, June 20, 2024 (by midnight)

Assignment 1c: Reflection of Learning Survey – 10%

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 considering your previous experiences and expertise. Please follow the link provided in OnQ to the Qualtrics form to complete and submit your final reflection.

Due Date: Thursday June 20, 2024 (by midnight)

Assignment 2: Participation Online and on Discussion Forum Posts (10%)

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
- I-EDIAA in evaluation/community-engaged scholarship
- 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 but ideas may be revisited at any time and addressed in our informal discussions.

Due Date: May 1-June 3, 2024 – all posts must be made by midnight of Phase A (the ‘course part’ prior to beginning the *QEval* intensive).

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 – 25%

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 – a facilitator will be available to guide you. 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 *QEval* 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/context (of the organization and initiative/program);
- Stakeholders (e.g., map, list);
- Evaluation purpose, approach, and questions;
- I-EDIAA considerations;
- Logic model or theory of change (elements only - you do not need to present the entire LM/TOC);
- Methods for data collection and evidence of methods thinking (e.g. sample instrument);
- Ethical considerations; and
- Plans and tools for suggested 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 7, 2024 (in-class)

Assignment 3b: Peer Assessment – 5%

Participation in group processes is an important aspect of evaluation in a community context. You will be asked to evaluate yourself as a group member and comment on another evaluation groups' presentation (as assigned) to provide constructive feedback about their plan and presentation. It is important to take notes during your assigned evaluation group's presentation in order to offer peer support to guide revisions and final aspects of the plan development. Please be reflective, honest, and respectful in your peer-assessments.

Due Date: Friday June 7, 2024 (conducted in class and must be received by midnight)

Assignment 4: Program Evaluation Design or Position Paper (40%)

The expectation upon completion of this course is that students can apply the process of evaluation within a community context. To demonstrate your ability to engage in this process, and all 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
- Commitment to EDII in evaluation practice and evaluation design
- Program logic model or theory of change
- Evaluation goal statement
- A description of your proposed methodology, including the indicators to be used
- Evidence of methods thinking (e.g., an outline of an instrument, sample instrument questions, protocol for data collection)
- Analysis plan (outline and cite how you would evaluate the data collected)
- KMB plans and tools, and how use of the findings will be facilitated
- Ethical considerations
- Bibliography (at least 5 journal citations – at min. background and methods sections should always be grounded in the literature)

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

Due Date: Monday June 24, 2024 (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.

MAY-JUNE 2024, 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) • Expectations for QEval • A look at the transdisciplinary of evaluation 	Synchronous CoP1 Thursday May 2; A240/OnQ Zoom Meet & Greet 1:00-2:00 PM EST	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 • Technology to support evaluation & evaluation learning 	Asynchronous May 1-9 Synchronous CoP2 Thursday May 9; A240/OnQ Zoom Overview of Technology in QEval & Eval Q + A 1:00 – 2:00 PM EST	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 	Asynchronous May 9-16 Synchronous CoP3 Thursday May 16; A240/OnQ Zoom Intro to Community Engagement and Experiential Learning 1:00-2:00 PM EST	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 CoP4 Thursday May 23; A240/OnQ Zoom Andrea Johnston: Public Lecture 1:00-2:00pm EST (Registration req. see link in OnQ)	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-June 2 Synchronous CoP5 Thursday May 30; OnQ Zoom (ONLY) Meet and Greet (Case & Team) 1:00 – 2:00 PM EST	2e. Discussion Forum Post

B. Applications of Evaluation			
Part 6: QEval/UEval Co-learning experience	<ul style="list-style-type: none"> Engaging stakeholders Evaluating with vulnerable populations 	<p>Monday June 3 10:30AM-6:00M</p> <p>The day includes approx. Synchronous (6-7 hr.) (+ follow-up tasks as needed)</p>	4. Developing Context Draft
Part 7: QEval/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 	<p>Tuesday June 4 10:30AM-6:30PM</p> <p>The day breaks into approx. Asynchronous (2 hr.) Synchronous (4-5 hr.) (+ follow-up tasks as needed)</p>	4. Developing Purpose Draft
Part 8: QEval/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 	<p>Wednesday June 5 10:30AM-6:PM</p> <p>The day breaks into approx. Asynchronous (2 hr.) Synchronous (4-5 hr.) (+ follow-up tasks as needed)</p>	4. Developing Methods Draft
Part 9: QEval/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 	<p>Thursday June 6 10:30AM-6:00PM</p> <p>The day breaks into approx. Asynchronous (2 hr.) Synchronous (4-5 hr.) (+ follow-up tasks as needed)</p>	4. Developing KMb Plan Draft
Part 10: QEval/UEval Co-learning experience	<ul style="list-style-type: none"> Presentations with community partners Peer feedback QEval evaluations 	<p>Friday June 7 10:30AM-6:00PM</p> <p>The day breaks into approx. Asynchronous (2 hr.) Synchronous (4-5 hr.)</p>	<p>3a. Group presentations of draft evaluation thinking (Assignment 5)</p> <p>3b. Peer assessments related to group work and contributions to evaluation</p>
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 	<p>Synchronous CoP4 Thursday June 20</p> <p>Course Debrief and Questions about Assignment 1b & c and/or Assignment 4 1:00 – 2:00 PM EST</p>	<p>1b. CES Post Competency Self-Assessment</p> <p>1c. Reflection of Learning Survey</p>
Part 12: Evidence of Learning	<ul style="list-style-type: none"> Submitting assignments for grading Setting an agenda for future learning 	<p>Asynchronous Monday June 24 (by midnight)</p>	4. Final Evaluation Plan or Position Paper (may be completed in a group)

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