Evaluation at the crossroads: Evaluation as professional development, assessment as an evaluation instrument

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What’s in this presentation?

Evaluation as professional development

Assessment as an evaluation instrument

Assessment as an evaluative tool that can be used as part of our professional development
The idea of evaluation revisited

“Evaluation is the systematic assessment of the worth or merit of some object” (Trochim, 2006a)

Who’s evaluating what for whom?
Evaluation means different things…

Who’s evaluating what for whom?

My manager is evaluating my program (and me) for whatever (I pretend) I don’t exactly know.

I am evaluating my own program for…

- Myself (pedagogical effectiveness and professional development)
- My students (pedagogical effectiveness and educational accountability)
- My stakeholders and management (educational and administrative accountability)
### What and how have we been evaluating?*

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<th>Aspects of planning and evaluation</th>
<th>Logistics and administration</th>
<th>Is the administration and logistics of the program feasible, effective and sustainable?</th>
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*The full size framework can be found at the end of this presentation.
An example...

An undergraduate unit run in a technical discipline to prepare the students for professional practice

Students are given at least six formative opportunities to deliver some sort of presentations in class throughout the semester

Two of the above are assessed mid-semester (individual) and at the end of the semester (group), however using the similar marking criteria
So what does this tell us? (Take 1)
So what does this tell us? (Take 2)
And what do we learn from it?

Varying narratives with varying evidence

Importance of evaluative thinking and process, not always the outcomes

Transforming the invisible *praxis* into visible *metis*

Breaking/dissolution of the traditional epistemic barriers
Conclusion

Evaluation as professional development, i.e. something that can be more central to our practice

Evaluative narratives with varying evidence – an important skill to develop further for the practitioners

Evaluation for research vs. professional practice???
# A Conceptual Framework for the Online Evaluation Toolkit (ver. 4.1) [2014]

Created by Leanne McCann and Noriaki Sato, as part of the Evaluation Project, Monash University Library, based on the Kirkpatrick’s model of evaluation, and adapted from the Rugby Team Impact Framework.

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<th>Aspects of planning and evaluation practice</th>
<th>Content organisation &amp; What to teach</th>
<th>Teaching material and resources – What to use</th>
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<th>Modality – How to deliver?</th>
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<th>The program as a whole</th>
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<td>Logistics and administration</td>
<td>- Is the inclusion and sequencing of content feasible and sustainable in terms of delivery and administration for the practitioners?</td>
<td>- Is the environment and facilities feasible, effective and sustainable for the practitioners?</td>
<td>- Is the involvement of the teacher feasible, effective and sustainable?</td>
<td>- Is the modality of learning and teaching sustainable in terms of delivery and administration for the practitioners?</td>
<td>- Is the administration and logistics of the program feasible, effective and sustainable?</td>
<td>- Was the assessment available, accessible and equitable for everyone in class?</td>
<td>- Was the program accessible and equitable for students, and was it attended/accessed by students?</td>
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<td>Infrastructure</td>
<td>- Was all the content included available, accessible and equitable to students?</td>
<td>- Was the provision of the teaching material and resources available, accessible and equitable to all students?</td>
<td>- Was the environment and facilities available, accessible and equitable to all students?</td>
<td>- Was the teacher participation available, accessible and equitable to all students?</td>
<td>- Was the modality of learning and teaching made available, accessible and equitable to everyone in class?</td>
<td>- Was the program relevant to students’ needs and interests?</td>
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<td>Coverage and outreach</td>
<td>- Does the content and sequencing respond to students’ needs and interests?</td>
<td>- Does the provision and accessibility of teaching materials and resources respond to students’ needs and interests?</td>
<td>- Does the environment and facilities respond to students’ needs and interests?</td>
<td>- Does the involvement of the teachers respond to students’ needs and interests?</td>
<td>- Does the modality of learning and feedback respond to students’ needs and interests?</td>
<td>- How does each assessment task address the learning outcomes, and how do they generate feedback for students?</td>
<td>- Did the program achieve what was set out as the learning outcomes of the program?</td>
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<td>Relevance to students’ needs and interests</td>
<td>- Did students connect with the relevance and how it was organised? Did the students find the content relevant and useful in their broader learning experience?</td>
<td>- Did students like the teaching materials and resources offered, and find them useful in their learning experience?</td>
<td>- Did students like the environment and facilities used, and find them useful in their learning experience?</td>
<td>- Did students engage in the learning and teaching, and find the teachers’ experience and expertise useful in their learning experience?</td>
<td>- How did students respond to the assessment? Did they find it relevant and useful in their broader learning experience?</td>
<td>- Did the program align with the learning outcomes?</td>
<td>- Did the program contribute to students’ authentic learning experience outside the program?</td>
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<td>Students’ reactions and perceived learning</td>
<td>- Did students learn knowledge and skills included in the content, as articulated in the learning outcomes?</td>
<td>- Did the teaching materials and resources support students’ learning, taking part of the students’ learning experience?</td>
<td>- Did the environment and facilities support students’ learning, taking part of the students’ learning experience?</td>
<td>- Did students learn knowledge and skills through the modality of teaching and learning, as articulated in the learning outcomes?</td>
<td>- Did students demonstrate their acquisition of the knowledge and skills in the assessment, as articulated in the learning outcomes?</td>
<td>- How do the specific content impact on the students’ outcomes in the course, and beyond university?</td>
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<td>Transferability of the knowledge and skills taught</td>
<td>- How can students recognise the relevance of, and apply the knowledge and skills included in the content in their authentic learning experience outside class?</td>
<td>- How can students connect the relevance of, and apply the knowledge and skills offered relevant and consistent with the course outcomes and other attributes, such as Graduate Attributes?</td>
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<td>Advantages (✓) and disadvantages (✗)</td>
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| All                  | All listed below      | Qualitative  | Unobtrusive methods | Structured observation and questions/feedback | ✓ Personal and rich information unobtainable from other means  
✗ Not consistent  
✗ Not representative of all students/staff  
✗ Often participants are not anonymous  
✗ Requires the teacher to be experienced to maximise the benefit |
| Infrastructure       | Effectiveness and efficiency of infrastructure | Quantitative | Structured monitoring of statistics | Usage, access and attendance statistics | ✓ Participants can be anonymous  
✓ Relatively easy to manage and administer  
✓ Utilised effectively as supporting evidence for other data  
✗ Depends on the integrity of data collection  
✗ Prone to misinterpretation and misrepresentation without appropriate contexts |
| Perception           | Satisfaction on the program | Quantitative | Survey | Questionnaire | ✓ Participants can be anonymous  
✓ Easy to manage and administer  
✗ Generally low incentive for completion, especially with other surveys conducted separately  
✗ Results potentially influenced by the participants’ moods and other circumstantial factors  
✗ Timing of submission may also affect the results – Cf. engagement vs. perceived learning  
✗ Impact not assessable |
|                       | Confidence level and perceived learning at the end of the program | Quantitative | Survey | Questionnaire | ✓ Participants can be anonymous  
✓ Easy to manage and administer  
✗ Generally low incentive for completion, especially with other surveys conducted separately  
✗ Results potentially influenced by the participants’ moods and other circumstantial factors  
✗ Timing of submission may also affect the results – Cf. engagement vs. perceived learning  
✗ Impact not assessable |
|                       | The program’s impact on confidence and perceived learning | Quantitative | Pre- and post-surveys | Questionnaires | ✓ Participants can be anonymous  
✓ Relatively easy to manage and administer  
✗ Generally low incentive for completion, especially with other surveys conducted separately  
✗ Results potentially influenced by the participants’ moods and other circumstantial factors  
✗ Timing of submission may also affect the results – Cf. engagement vs. perceived learning  
✗ Impact not assessable |
| All of the above three aspects in regards to perception | Qualitative | Survey | Questionnaire | ✓ Participants can be anonymous  
✓ Relatively easy to manage and administer  
✗ Generally low incentive for completion, especially with other surveys conducted separately; hence not representative of all students/staff  
✗ Results potentially influenced by the participants’ moods and other circumstantial factors  
✗ Timing of submission may also affect the results – Cf. engagement vs. perceived learning  
✗ May contain some inappropriate or offensive responses |
| Learning              | Level of competence at the end of the program | Quantitative | Summative assessment task | Test/in-class task and activity | ✓ Relatively easy to manage and administer  
✓ Generally high incentive for completion as an assessment task  
✗ Assessor may need training  
✗ Requires a considered approach to devising rubrics/criteria/MCQs  
✗ Impact not assessable |
| Impact on students’ learning | Quantitative | Diagnostic task followed by summative assessment task | Tests/in-class tasks and activities | ✓ Relatively easy to manage and administer  
✓ Generally high incentive for completion as part of the program  
✓ Involves a considered approach to the designing of these tasks and feedback mechanisms  
✗ May require the teacher’s familiarity with the concept  
✗ The purpose of the diagnostics needs to be communicated well to students  
✗ Timing of administration needs to be considered  
✗ External variables need to be considered depending on the length and frequency of the program |
| Behaviour             | Level of application at the end of the program | Quantitative | Formative assessment task | Assignment task/in-class task and activity | ✓ Relatively easy to manage and administer  
✓ Generally high incentive for completion, especially as an assessment task  
✓ Involves a considered approach to the designing of these tasks and feedback mechanisms  
✗ Assessor may need training  
✗ Marking needs to be consistent using the rubrics/criteria/descriptors  
✗ External variables need to be considered |
| Impact on students’ ability to apply the learnt content | Quantitative | Pre- and post-formative assessment tasks | Assignment tasks/in-class tasks and activities | ✓ Relatively easy to manage and administer  
✓ Generally high incentive for completion, especially as an assessment task  
✓ Involves a considered approach to the designing of these tasks and feedback mechanisms  
✗ Assessor may need training  
✗ Marking needs to be consistent using the same rubrics/criteria/descriptors  
✗ External variables need to be considered |