



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Program Design and Evaluation

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDV	3401	87353	1, 2009	WEB	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070109

### STAFFING

Examiner: Catherine Arden  
Moderator: Mark Tyler

### REQUISITES

Co-requisite: EDC1400

### OTHER REQUISITES

Students must have successfully completed the entire previous year's professional experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

Dynamic and significant reforms in education and training along with increasing demands for relevance, responsiveness, quality and accountability require educators and trainers to be able to design, develop and evaluate the effectiveness and impact of education and training programs in a range of post-compulsory settings. This course aims to build the capacity of educators and trainers to respond to these contemporary and emerging demands.

### SYNOPSIS

In this course learners will examine theories, models and frameworks of program design and evaluation and their application in a range of post-compulsory education and training contexts. Learners will use this foundation to inform the development and justification of an education/training program designed to respond to an identified training/learning need in their own instructional context as well as a comprehensive plan for the evaluation of their program. This course requires learners enrolled in the Bachelor of Education (Technical and Vocational Education) to successfully

complete 15 days of supervised professional experience. Students in the Bachelor of Vocational Education and Training are required to complete a minimum of 25 hours of supervised instruction.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate knowledge and understanding of a range of theories, models and frameworks used for the design and evaluation of education/training programs as well as their application in a range of post-compulsory contexts (Foundations of Program Design and Evaluation Proposal)
2. drawing on relevant theory and contextual factors, develop and justify an education/training program that responds to an identified training/learning need in their own context (Foundations of Program Design and Evaluation Proposal)
3. drawing on relevant theory and contextual factors, develop and justify a plan for the evaluation of their program (Foundations of Program Design and Evaluation Proposal)
4. critically reflect on and evaluate their own teaching episodes informed by a range of data sources (Summative Report, Journal, Video)
5. demonstrate competency in planning, implementing and evaluating teaching/instructional episodes (Evaluation Proposal and Summative Report, Journal, Video)
6. demonstrate knowledge, understanding and application of appropriate personal, professional and academic literacies (Teaching Placement Agreement, Foundations of Program Design, Evaluation Proposal and Summative Report, Journal, Video)
7. demonstrate knowledge, understanding and application of appropriate ICT uses in education and training. (Foundations of Program Design, Evaluation Proposal and Summative Report, Journal, Video)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Foundations of Program Design, Evaluation Proposal and Summative Report, Journal, Video)

## TOPICS

	Description	Weighting (%)
1.	Planning for Reflective Practice	20.00
2.	Foundations and Models of Program Design and Evaluation	30.00
3.	Needs and Context Analysis: Implications for Program Design and Evaluation	30.00
4.	Considerations in Program Design and Evaluation	20.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Tovey, MD & Lawlor, DR 2007, *Training in Australia: design, delivery, evaluation, management*, 3rd edn, Pearson Education Australia, French's Forest.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here ... <http://www.usq.edu.au/library/faculties/education/default.htm>

Fitzpatrick, J, Sanders, J & Worthen, B 2004, *Program evaluation: alternative approaches and practical guidelines*, 3rd edn, Pearson, Allyn & Bacon, Boston.

Schon, DA 1987, *Educating the reflective practitioner*, Jossey Bass, San Francisco.

Stufflebeam, DL (ed.) 2000, *Evaluation models: viewpoints on education and human services evaluation*, 2nd edn, Kluwer, Boston.

(Available in electronic format from USQ Library)

The Evaluation Center, Western Michigan University '' (Available: <http://www.wmich.edu/evalctr/>) [Accessed 20 08 2008]

Tovey, MD & Lawlor, DR 2007, *Training in Australia: design, delivery, evaluation, management*, 3rd edn, Pearson Education Australia, French's Forest.

Whitton, D, Sinclair, C, Barker, K, Nanlohy, P & Nosworthy, M 2004, *Learning for teaching, teaching for learning*, Social Science Press, Southbank.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	50.00
Directed Study	90.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TEACHING PLACEMENT AGREEMENT	1.00	1.00	27 Mar 2009 (see note 1)
FOUNDATIONS OF PROG DESIGN	40.00	40.00	10 Apr 2009
EVALUATION PROPOSAL	60.00	60.00	12 Jun 2009
SUMMATIVE REPORT, VIDEO&REFLECT	1.00	1.00	12 Jun 2009 (see note 2)

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using

this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm) A mark of one (1) indicates you have passed the Teaching Placement Agreement component. A mark of zero (0) indicates you have not passed the Teaching Placement Agreement component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional Experience Timetable.

2. A mark of one (1) indicates you have passed either/or of the Summative Report/Video/Reflections component. A mark of zero (0) indicates you have not passed the Summative Report/Video/Reflections component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional Experience Timetable.

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course and satisfactorily complete the sector-based practical components.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>

## **OTHER REQUIREMENTS**

- 1 Students enrolled in this course require access to an instructional environment in which they can participate in the development, delivery and evaluation of a teaching unit/training

- program (or part thereof), including completion of 15 days of supervised professional experience.
- 2 Students will require access to e-mail and have Internet access to USQConnect for this course.
  - 3 **IMPORTANT NOTE\*:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements. \*Students whose placements do not require them to come into contact with students under 18 years of age are not required to have a blue card. TAFE Teachers are exempt from the Blue Card requirement by virtue of their employment conditions (compulsory police checks carried out prior to appointment).
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