

# PHDA06 COURSE DEVELOPMENT BLUEPRINT – DRAFT JULY 13<sup>TH</sup>, 2012

## Module/Unit #: 1 – Introduction to Monitoring and Evaluation

Week(s)	Topics	Learning Objectives	Learning Activities	Readings	Media ideas	Assignment(s)
Week 2	Health services from a determinants of health/population health perspective	<ul style="list-style-type: none"> <li>Recognize the range of programs that population and public health practitioners could be called upon to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Read class notes</li> <li>Begin to think about the program to be used for developing your evaluation plan</li> <li>Skim through the repositories of evaluation reports and evaluation interest groups</li> <li>Skim through the repositories of population and public health programs</li> <li>Post your preliminary ideas for programs to serve for developing your evaluation plan on discussion forum</li> </ul>	Class notes (Required)	<ul style="list-style-type: none"> <li>Review the list of topical interest groups of the American Evaluation Association: <a href="http://www.eval.org/aboutus/organization/tigs.asp">http://www.eval.org/aboutus/organization/tigs.asp</a></li> <li>Review the Canadian Grey Literature Database of the Canadian Evaluation Society: <a href="http://www.evaluationcanada.ca/site.cgi?s=6&amp;ss=8&amp;lang=en">http://www.evaluationcanada.ca/site.cgi?s=6&amp;ss=8&amp;lang=en</a></li> <li>Review interventions in the CAPTURE platform: <a href="http://www.thecaptureplatform.ca">www.thecaptureplatform.ca</a></li> <li>Review interventions at the Guide to Community Preventive Services: <a href="http://www.thecommunityguide.org/index.html">http://www.thecommunityguide.org/index.html</a></li> <li>Review Request for Proposals on the Canadian Evaluation Society listserv and to select a program for evaluation plan assignment: <a href="http://www.evaluationcanada.ca/site.cgi?s=4&amp;ss=6&amp;lang=en">http://www.evaluationcanada.ca/site.cgi?s=4&amp;ss=6&amp;lang=en</a></li> </ul>	<ul style="list-style-type: none"> <li>Step 1 of evaluation plan assignment:</li> <li>Select a program to use as the basis for the evaluation plan assignment (goal 8)</li> </ul>
	<ul style="list-style-type: none"> <li>Definitions of evaluation</li> <li>Types of evaluation or uses of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purposes of monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Read text Chapter 1 (guiding questions to be provided)</li> <li>Read class notes</li> <li>Reflection exercise:               <ul style="list-style-type: none"> <li>Think about a program evaluation that you know of (if you have never read an evaluation, use this course as an example), think about the purposes of the evaluation was undertaken (or list the purposes for evaluating this course)</li> <li>Alternative, review RFPs on the CES website and identify the purposes of the evaluation.</li> <li>Alternative: provide summary of</li> </ul> </li> </ul>	Chapter 1	<ul style="list-style-type: none"> <li>Request for Proposals posted on CES website: <a href="http://www.evaluationcanada.ca/site.cgi?s=4&amp;ss=6&amp;lang=en">http://www.evaluationcanada.ca/site.cgi?s=4&amp;ss=6&amp;lang=en</a></li> </ul>	

**Comment [ES1]:** This is an awful lot of material for students to go through and reflect on for one week as well as to complete by way of activities. I would recommend cutting back on the readings (I am including the media pieces as readings here – right now there are class notes, the textbook, 2-5 articles, 11 website readings – and one optional website reading) and the activities right now. The non-reading activities for this one week include: 1) posting preliminary program ideas, 2) reflection exercise (unclear if this is self-study), 3) unmarked quiz, 4) discussion, 5) evaluator exercise, 6) skills self-assessment, 7) assignment questions (unclear if this is an optional exercise).

If some of this could be moved to the next week or omitted or made optional, it would help a lot. It's also not completely clear to me right now if they are to post/submit something for many of the learning activities.

Note that it's also not clear to me from the table which readings and web resources are optional. They are listed differently in the Module Outline section on pages 7-8.

**Comment [ES2]:** Will this involve them posting ideas for you to review, or will this be something they do later? Ok, I see this "By the end of week 3, students will be asked to post the program they have selected on the discussion board. A template will be provided for structuring the posting." in the notes below...good.

I do like this as a "reminder" piece for them, where they are told they don't have to submit or post anything, but that they should be starting to think about this so they can submit their ideas later in the course.

**Comment [ES3]:** When you say "skim:", what specifically will you be asking them to look for? We'll just need to be clear, especially if you don't intend them to read these in depth (workload...).

**Comment [ES4]:** Will this just be a posting of information, or will discussion be invited/required?

Week(s)	Topics	Learning Objectives	Learning Activities	Readings	Media ideas	Assignment(s)
			evaluations and ask students to identify purposes of the evaluation.			
	<ul style="list-style-type: none"> <li>Difference between research, evaluation, monitoring, and quality improvement</li> <li>Terminology in evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between research, evaluation, monitoring and quality improvement</li> <li>Be aware of "terminology chaos" in evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Watch voice over PPT (VoPPT)</li> <li>Read the article on bike thefts and answer questions</li> <li>Review hourglass graphic</li> <li>Review comparison table</li> <li>Read article with guiding questions</li> <li>Take an unmarked quiz</li> <li>Reflect and discuss: How can you combat terminology chaos in your evaluation practice? Post your answer on the discussion board and comment on 2 other postings.</li> </ul>	<p>Hourglass</p> <p>Comparison table: <a href="#">Article</a>:</p>	<p>Hourglass: Quiz (a series of questions to determine whether the question answers a research, monitoring, Eval or QI concerns)</p> <p>Evaluation Glossaries: <a href="#">Environmental Protection Agency</a>:</p> <p><a href="#">OECD Development Co-operation Directorate Glossary of Key Terms in Evaluation and Results-Based Management</a>:</p> <p>CYFERnetSearch.org for interactive searchable glossary. <a href="http://cyfemetsearch.org/glossary">http://cyfemetsearch.org/glossary</a></p>	
	<ul style="list-style-type: none"> <li>Steps in evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Describe the steps in an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Read class notes</li> <li>Review evaluation cycle diagrams</li> <li>Complete "Everyone is an evaluator exercise" (describe steps to evaluate something in your personal life and answer a series of guided questions based on the steps in an evaluation)</li> </ul>	<p>Class notes</p> <p>Evaluation cycle diagrams PPT</p>		
	<ul style="list-style-type: none"> <li>Evaluation competencies (readings)</li> </ul>	<ul style="list-style-type: none"> <li>Assess skills for conducting an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Read eval competencies</li> <li>Complete skills self-assessment</li> <li>Review evaluation job postings on CES website (optional)</li> </ul>	<p><a href="#">The Canadian Evaluation Society: Competencies for Canadian Evaluation</a>:</p>	<p><a href="http://www.evaluationcanada.ca/site.cqi?s=5&amp;ss=11&amp;lang=EN">http://www.evaluationcanada.ca/site.cqi?s=5&amp;ss=11&amp;lang=EN</a></p> <p>Optional: Review job postings on <a href="#">CES website</a> to become familiar with how to write a job description for an evaluator.</p>	

**Comment [ES5]:** Not clear from the notes here if they are supposed to post this somewhere or if it's really just for self-reflection

**Comment [ES6]:** Where are they answering the questions and what article is this?

**Comment [ES7]:** Was this created by you? Just wanted to be clear on citation

**Comment [ES8]:** Where/how do they complete this exercise?

**Comment [ES9]:** Where/how do they complete this?

Week(s)	Topics	Learning Objectives	Learning Activities	Readings	Media ideas	Assignment(s)
	<ul style="list-style-type: none"> <li>Review assignments and introduce self to fellow learners</li> </ul>	<ul style="list-style-type: none"> <li>Ensure understanding of assignments and functionality of discussion forum</li> </ul>	<ul style="list-style-type: none"> <li>Read assignment overviews</li> <li>Post questions about assignments to instructor on discussion forum</li> </ul>	Assignment overviews		

**Comment [ES10]:** Will this be an ongoing forum where they can post questions about the assignments at any point during the course?

**Module/Unit #: 2 – History, theories and approaches**

Week(s)	Topics	Learning Objectives for the Week	Learning Activities	Readings	Media ideas	Assignment(s)
Week 3	<ul style="list-style-type: none"> <li>History of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how the field of evaluation has been shaped by and continues to be shaped by government policy.</li> </ul>	<p><b>Class notes</b></p> <p>Read synopsis of histories of evaluation and reflect on guiding questions.</p> <p><b>Guiding questions for readings:</b></p> <ul style="list-style-type: none"> <li>What was the impetus for the first evaluations?</li> <li>Why did the first evaluations use traditional research methods?</li> <li>If government does not mandate evaluations, do you believe they will be undertaken?</li> </ul> <p><b>Reflection exercise:</b> My personal evaluation history</p>	<p>Web-based.</p> <p>Article: <a href="http://aje.sagepub.com/content/31/1/84">http://aje.sagepub.com/content/31/1/84</a></p>	<p>History of evaluation in federal government <a href="http://www.tbs-sct.gc.ca/cee/pubs/func-fonc-eng.asp#s1">http://www.tbs-sct.gc.ca/cee/pubs/func-fonc-eng.asp#s1</a> (chapter 1 only)</p> <p>History of evaluation (evaluationwiki): <a href="http://evaluationwiki.org/index.php?title=Origins_of_the_Discipline_of_Evaluation">http://evaluationwiki.org/index.php?title=Origins_of_the_Discipline_of_Evaluation</a></p> <p>History of Evaluation – Europe: <a href="http://ec.europa.eu/regional_policy/sources/docgene/evaluation/evalsed/guide/development/history_purpose/history_en.htm">http://ec.europa.eu/regional_policy/sources/docgene/evaluation/evalsed/guide/development/history_purpose/history_en.htm</a></p>	<p><b>Evaluation Debate Assignment:</b></p> <ul style="list-style-type: none"> <li>Select two theories to profile for Evaluation Debate Assignment. Post select on discussion forum</li> </ul> <p><b>Evaluation Plan Assignment:</b></p> <ul style="list-style-type: none"> <li>Write a description of the program you have selected for this assignment (using program description template) and post online</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluation theories or approaches</li> </ul>	<ul style="list-style-type: none"> <li>Understand how theory is used in evaluation</li> <li>Differentiate approaches to evaluation</li> <li>Determine which theories will be used to guide your evaluation plan</li> </ul>	<p><b>Class notes</b></p> <ul style="list-style-type: none"> <li>Readings with guiding questions</li> <li>Review the evaluation approach alphabet</li> </ul>	<p><b>Evaluation theory tree:</b></p> <p>Case studies of different approaches applied to one program (New Directions in Evaluation articles)</p> <p><b>Roles for theory in contemporary evaluation practice:</b></p> <p>Evaluation Alphabet (from Michael Quinn Patton)</p>	<ul style="list-style-type: none"> <li>AEA coffeebreak webinars</li> <li>Claremont Evaluation Debates: <a href="http://ccdlibraries.claremont.edu/cdm/singleitem/collection/lap/id/69">http://ccdlibraries.claremont.edu/cdm/singleitem/collection/lap/id/69</a></li> </ul>	

**Comment [ES11]:** I like the use of guiding questions for the readings– thanks for including them.

**Comment [ES12]:** For posting, or just for self-reflection?

Week(s)	Topics	Learning Objectives for the Week	Learning Activities	Readings	Media ideas	Assignment(s)
				Optional: <a href="#">Guide to Economic Evaluation in Health Promotion</a>		
	<ul style="list-style-type: none"> <li>Program Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Understand the information needed to fully describe a program or initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Read text</li> <li>Review program description template</li> </ul>	Chapter 5		