

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Arts in Child and Family Education (One-year Full-time) A1M089 (Two-year Part-time) C2M021
Course Title	: Designing and Evaluating Programs for Children and Families
Course Code	: ECE6179
Department	: Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction:	English
Level	: 6

Part II

1. Synopsis:

This course provides an overview to planning, implementing, and evaluating programs for children and families in educational and other settings. Different approaches to planning and evaluation will be examined. Needs assessment, the principles of program design as well as the importance of program theory will be considered. Specifically, criteria for assessing the efficacy, effectiveness and readiness for dissemination of evidence-based programs will be introduced. This course will also discuss values, assumptions, ethics, and politics in program planning and evaluation.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Critically examine different approaches to program planning and evaluation
- CILO₂ Examine values and assumptions, ethics and politics involved in program planning and evaluation
- CILO₃ Assess the efficacy, effectiveness and readiness for dissemination of a program
- CILO₄ Apply the Logic Model to program planning for children and families in educational setting

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Principles of program planning and evaluation Standards of evidence-based programs Approaches of program planning: rational and prescriptive (Logic Model), interpretive and emergent Integrated process of program design and evaluation: planning (formative evaluation), monitoring (process evaluation), and summative/outcome evaluation	CILO _{1,2}	<ul style="list-style-type: none"> Lecture Class discussion
Participatory methods of needs assessment and consideration of different stakeholders Importance of program theory and its limitations Use of Logic Model to operationalize program theory Program effectiveness and the issue of ascribing causality Values and assumptions, ethics and politics in program planning and evaluation	CILO _{1,2,3,4}	<ul style="list-style-type: none"> Lecture Class discussion Analysis of evaluation reports

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group Work: Applying the Logic Model, design a program for children and family in the educational setting.	40%	CILO _{1,2,3,4}
b. Individual Assignment: Using concepts acquired in the course, conducted a comprehensive assessment of a program to assess its efficacy, effectiveness and readiness for dissemination	60%	CILO _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Bamberger, M., Rugh, J., & Mabry, L. (2012). RealWorld evaluation : working under budget, time, data, and political constraints. Thousand Oaks, CA : SAGE.

- Calley, N.C. (2011). *Program development in the 21st century : an evidence-based approach to design, implementation, and evaluation*. Thousand Oaks, CA: Sage.
- Chen, H-T. (2005). *Practical Program Evaluation: assessing and improving planning, implementation, and effectiveness*. Thousand Oaks: Sage Publications.
- Epstein, I., Tripodi, T. (1977). *Research techniques for program planning, monitoring, and evaluation*. New York: Columbia University Press.
- Flag et al. (2005). Standards of evidence: Criteria for efficacy, effectiveness and dissemination. *Prevention Science*, 6, 151-175.
- Frechtling, J.A.(2007). *Logic modeling methods in program evaluation*. San Francisco: Jossey-Bass.
- Kettner, P.M., Moroney, R.M., Martin, L.L. (2013). *Designing and managing programs : an effectiveness-based approach (4th ed.)*. Thousand Oaks, CA: Sage.
- Mitra, A. (2011). *Needs assessment: a systematic approach to data collection*. Urbana, IL : Sagamore Publication.
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L. Seybolt, D., MorrisseyKane, E., Davino, K. (2003). What works in prevention: Principles of effective prevention programs, *American Psychologist*, 58(67), 449-456.
- Netting, F.E., O'Connor, M.K., & Fauri, D.P. (2008). *Comparative approaches to program planning*. Hoboken: John Wiley & Sons, Inc.
- O'Connor, M.K., & Netting, F.E. (2007). Emergent program planning as competent practice: The importance of considering context, *Journal of Progressive Human Services*, 18(2), 57-75.
- Posavac, E.J. (2011). *Program evaluation : methods and case studies (8th ed.)*. Boston, MA: Prentice Hall.
- Rogers, P.J., Hacsí, T.A., Petrosino, A., Huebner, T.A. (2000). Special Issue: Program Theory in Evaluation: Challenges and Opportunities, *New Directions for Evaluation*, 87. (whole issue)
- Rossi, P.H., Freeman, H. E., & Lipsey, M. W. (2004). *Evaluation: A systematic approach (7th ed.)*. Thousand Oaks, CA: Sage.
- Stufflebeam, Daniel L. (2002) Evaluation models, *New Directions for Evaluation*, 89, 7-98.
- UNESCO (2009). *A guide for monitoring and evaluating community based projects*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0018/001862/186231e.pdf>
- Weiss, Carol H. (1997). Theory-based Evaluation: Past, Present, and Future, *New Directions for Evaluation*, 76, 41-55.

7. **Related Web Resources**

American Evaluation Association

<http://www.eval.org/>

University of Wisconsin – Extension: Program Development and Evaluation

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

8. **Related Journals**

American Journal of Evaluation (former Evaluation Practice)

Evaluation and Program Planning

Evaluation Review

New Directions for Evaluation

Prevention Science

9. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

10. **Other**

Nil