

BXL653 Quality and Evaluation in Different Contexts

Level: 6

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY SEMESTER

Synopsis:

Understandings of quality can be more implicit than explicit in, for example, assessment design, reporting and evaluation processes, or physical layout or navigation of learning and working spaces. The preferred methods of assessment, and the use or not, of a bell curve, for example, sends messages to teachers and students alike. In workplaces similar implicit understandings of quality and standards of performance are promulgated through who and what is rewarded and recognised, who has access to valued knowledge, tools and so on. Measurement of quality is undertaken through data and evaluation processes, often perceived as being beyond the influence of many in an organisation or system. In this course, we deconstruct quality and evaluation processes, clarify their intended and unintended purposes and effects, and examine our roles and possibilities in these processes. As such, learners will move iteratively between theory and practice as they identify, label, categorise and critique quality and evaluation processes in their own or a selected organisation. They will be introduced to international experts who use innovative approaches to evaluation, and discuss the day to day challenges, surprises and gains with practitioners in the field. Quality and evaluation work involve leadership as influence; when change is required it involves developing a convincing case for change or improving that which is working well. It is this case in relation to an organisation they are familiar with, that they will present to their peers who will provide formative feedback as part of their assessment.

Topics:

- The relation between quality and evaluation
- Examining instances of quality systems to identify their components, their purposes and their
- Whose voices are heard?
- Types and use of data in quality and evaluation systems and processes
- Quality of outputs vs quality of outcomes
- The bigger picture: What are the end outcomes?
- Hearing from the experts
- Deep diving into examples of evaluation
- Deep diving into examples of quality processes and requirements
- What can change?
- How to improve on quality in different contexts
- Reflecting on the learning journey

Learning Outcome:

- Critique the quality and evaluation literature
- Formulate a case for an approach to quality and evaluation
- Appraise a selected instance of quality and evaluation
- Evaluate data or used in an evaluation of quality
- Analyse institutional enactments of 'quality' learning, assessment and teaching
- Defend a case for improving quality and evaluation

Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	PARTICIPATION 1	20
Overall Examinable Components	ECA	50
Total		100