



**UNIVERSITÄT
DES
SAARLANDES**



Faculty Human and Business Sciences (HW)

**Module Handbook
Master (Blended Learning)
of Evaluation (MABLE)**

Version 1.1
(07-February 2017)

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1. Objectives of the Study Program

By the end of the course, students will be expected to:

- Demonstrate advanced knowledge and understanding of evaluation theory and practice; and apply understandings of evaluation theory and methods to a range of professional settings;
- Demonstrate an appreciation of professional responsibilities and ethical principles that should characterize leaders in the evaluation field.
- Design, conduct and manage monitoring and evaluations for complex organizations.
- Plan and execute evaluation and monitoring consultancy assignments to the satisfaction of clients.
- Manage development projects, including undertaking social assessment, and advising on their cultural and social impacts.

General objective

The Blended Learning Master of Evaluation Program aims at developing and strengthening monitoring and evaluation capacities within government, private sector and civil society, with a view of enhancing the performance of state administration and of public services delivery.

Specific objectives

1. Equip students with theoretical knowledge, methodological skills, organizational and field knowledge, social and soft skills to
 - a. plan, manage and conduct evaluations according to scientific standards and requirements and
 - b. carry out consultative and advisory actions in the field of monitoring and evaluation.
2. Equip students with basic and general evaluation competences and skills as well as in-depth knowledge for a specific field of evaluation.
3. Impart key competences with regard to organizational development and quality management in order to broaden the field of activity

2. Target Groups

In general, there are three different target groups for the master program:

1. The Master (Blended-Learning) of Evaluation (MABLE) especially addresses *graduates* (at least on the *Bachelor Level*) of social science study programs but is also open to students of other subjects. The practice-oriented master is based on the scientific processing of evaluation questions on the one hand, examining, and consulting tasks in the field of monitoring and evaluation on the other hand. At the same time, the master conveys core competences, which prepare for organization-internally tasks connected to quality management and organization development and thus open broad fields of activity. The Master of Evaluation offers a huge variety of theoretical, methodological and practical instructions, giving experienced social researcher or Practitioners in the field of public policy a good overview and entry into the field of evaluation practice.
2. The course enables extra-occupational studies especially for *freelancers and self-employed evaluators*. Due to its modular course structure and the self-learning options, the MABLE is a good opportunity for experienced evaluators to enhance or deepen their knowledge in specific topics. Moreover, it might be helpful for some of these evaluation practitioners to achieve an international recognized university master degree.
3. The MABLE is not only developed for evaluators but offers also *commissioners of evaluations* new insights into the field of evaluation. Many parts of the programs are directed towards those people who have to run evaluations on behalf of donor organizations, implementation agencies or ministries, giving them manageable tools and guidelines for their tasks. Moreover, the academic degree may help to increase the professionalization of evaluation departments and to retain the position of evaluation commissioners within their employing organization.

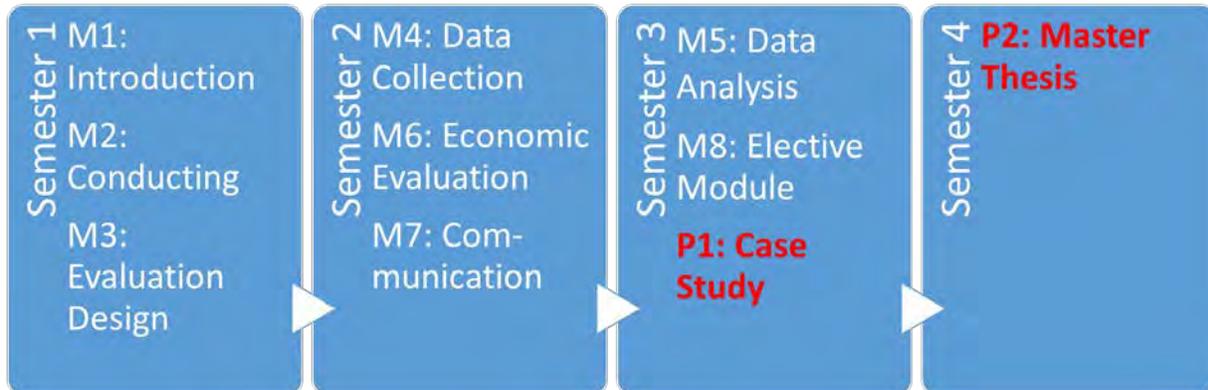
3. Overview of the Course Structure

The master program consists of four parts:

- (i) a coursework part including self-learning by reading the SCORM package and additional materials (books, papers, scripts etc.), f2f learning in presence phases and tutored and non-tutored online learning;
- (ii) a case study for improving practical knowledges and for gaining evaluation experiences;
- (iii) an examination including several different procedures for testing and grading, and, finally,
- (iv) a master thesis.

All parts are compulsory to all students. The blended learning master course will consist of 7 compulsory modules and one elective module for specialization. Every module requires an f2f session of approximately 10 hours. The online activities should cover about 20 hours per module. The whole program contains a minimum of 100 learning hours per module (4 ECTS) and the teaching activities in f2f and online tutoring should not be less than a fourth of this program. For examination, 25 hours preparation time (1 ECTS) is calculated, including different forms of grading (see chapter 3.3).

The complete study program



Including:

- Seven Core Modules
- Additional Elective Modules for Specialization (2 in preparation)
- Case Study
- Master Thesis

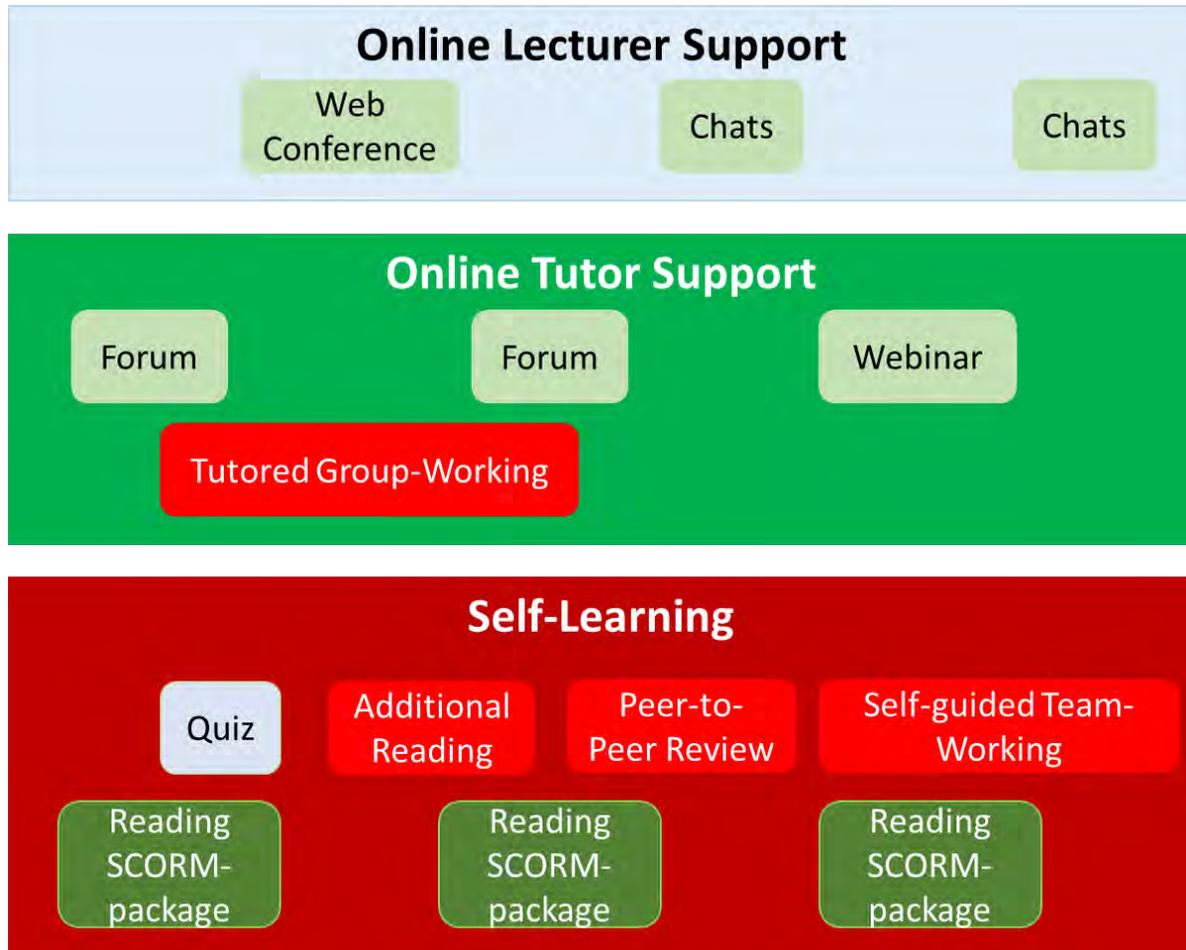
Attendance phases (f2f)

November	July
Introduction (1 day)	M5 (1 day)
M1 (1 day)	M6 (1 day)
M2 (1 day)	M7 (1 day)
M3 (1 day)	M8 (1 day)
M4 (1 day)	Testing (1 day)
Case Study	Case Study
Duration: One Week	Duration: One Week

Including:

- Introduction and Teambuilding
- F2f-Seminars (app. 1 Day per Module)
- Testing and Grading
- Case-Study Working in Groups

Structure of Online-Phase (example)



Including:

- Lectured Online Courses (e.g. Web conferences, Chats)
- Tutored Online Activities (e.g. Webinar, Forum, Group- and Team working)
- Self-assisted self-study (SCORM-packages)
- Guided self-study (e.g. Quiz, Peer-to-Peer Review, Self-guided Team working)
- Non-assisted self-study (e.g. Additional Readings)

4. Modes of Delivery

Blended learning courses use a broad variety of modes of delivery for content, knowledges and skills. In MABLE, one can distinguish six types:

Face-to-Face (f2f) seminars: The traditional form of teaching with physical presence both of the lecturer and the participants at the same time at the same place. The advantages of this form lay in the possibilities of personal exchange and non-verbal interaction. The disadvantages are linked to the need for meeting somewhere at a certain schedule, producing travelling costs and availability problems.

Lectured Online-Courses: Lecturers may also use online tools for lecturing, for offering seminars in the internet or for organizing web conferences. In difference to f2f-seminars, the students must be available at a given time but they do not need to come to a certain place. In difference to tutored online activities, the lecturer is guiding the learning process and the students are able to ask him or her questions.

Tutored Online-Activities: In difference to lectured courses, tutors guide some online-activities and they are supposed to help the students regarding their learning process. The tutors are not teaching but they assist in several different ways (e.g. give technical support, help to find literature, give hints for solving problems, are working as moderators or mediators etc.). The advantage of such kind of learning is the opportunity to have some help at hand. However, this may also lead to 'easy solutions' like asking the tutor before thinking.

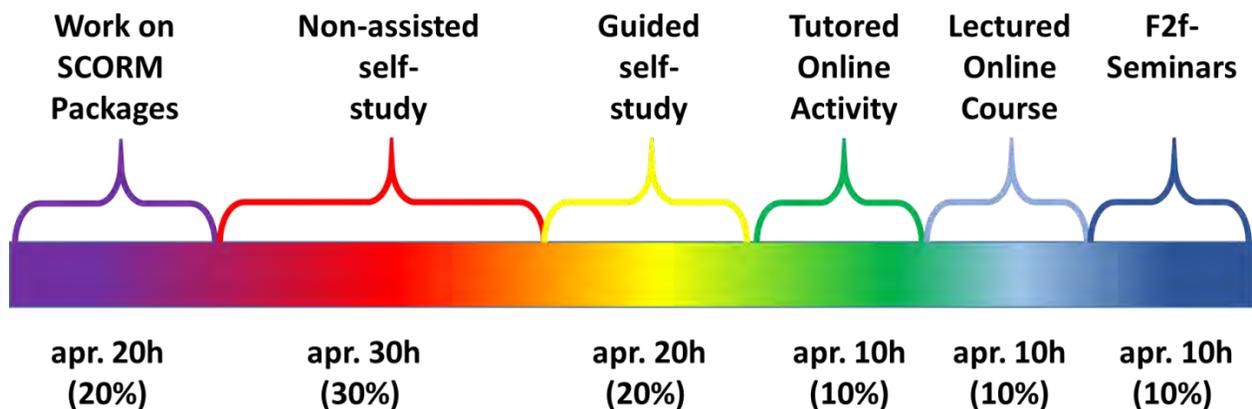
Self-assisted self-study (SCORM-packages): the participants get access to the SCORM-packages developed by CEval and GIZ. SCORM (=Sharable Content Object Reference Model)-packages offer the opportunity for self-guided communication between students and a host-system, supported by an automatic learning management system. The students are able to use the system at any time and they determine the learning process by themselves. This opportunity for steering the process as needed is the main advantage, while the disadvantage lays on the absence of any direct support offered by lecturers or tutors.

Guided self-study: The lecturers may provide learning material that the students are supposed to use in a given time period for a predefined task (e.g. for preparation or production of outputs). The students do not need to look up for appropriate material and they get clear instructions on how to use them for what purposes. The material is well embedded into the overall learning process and gives a clear guidance where to go. Hence, this means that the individual learning process is depending on the quality of the selection made by the lecturer and some material may not fit to the personal state of knowledge.

Non-assisted self-study: The classical form of self-learning. Students use literature or other visual or audio material for learning. They are free to choose the material they need and they can go through it, as they want too. Hence, they are left alone with this material and it is up to

them to understand the content correctly and use it for further purposes in the learning process. Moreover, if there is no advice, they have to look for the material themselves and they must decide about its didactical use for their own learning processes.

In general, each lecturer is free to decide how to run the module and to make use of the various modes of delivery. However, there are some general rules already mentioned. First, each module contains one day for f2f being approximately 10% of the reserved time for teaching a module. Second, about double the time is supposed to be spent for guided teaching activities, by either the lecturer or the tutor. The lectured online activities should not be less than 5 hours in average of all modules. MABLE teaching may look like this:



During each of these modes of delivery, the lecturers can choose different didactical tools as instruments for transferring knowledges or skills to the participants. Most of these tools can be used online as well as in f2f-situation.

5. Overview of the Didactical Tools

Face-to-Face-Seminars:

Ex-cathedra-teaching/Plenum: lecturer is passing knowledge to the students, merely without participation of students besides asking questions (classical lectures).

Pair working/Peer-to-Peer Review: interaction limited to two persons, merely students. Especially used for improving practical skills.

Group working/Workshops: cooperative learning by developing a “group mind” or shared decisions by “brain-storming” within a given time period.

Team working/Case Analysis: working together in a dynamic process over time to find a solution, solve a problem or analyze a given phenomenon. In difference to group working this is including a clear division of labor, participants do not have to be at the same place at the same time and they do not have to cooperate in an interactive sense.

Simulation/Role play: acting in a given (virtual) setting by filling a social role, just like playing theatre without a script. The actors have to adapt to the acting of the others on behalf of the framework developed by the lecturer.

Online-Activities:

Self-Learning: individual self-learning can be supported online by interactive tools like SCORM-packages or videos, guiding the student through the learning material.

Forum: asynchronous discussions over an extended period. Either guided by the tutor or self-guided by the participants, merely on a project or a couple of different topics.

Chats: text-based, real-time synchronous discussions with the lecturer, focusing on one topic.

Webinar: expert-driven online-seminar, asynchronous with discussions lead by tutors after the expert’s input (held without presence of the expert).

Web conference: expert-driven online-seminar with the opportunity for real-time synchronous discussions with the participants. Merely used to replace f2f-seminars.

Quiz: various questions to be answered by the student individually in a limited time; can be used for grading.

6. Grading, Testing Marking

Grading, testing and marking are somehow special in a blended learning framework. The grading system bases primarily on the performance during the blended learning process. The general idea is to include all kind of activities during the process. The grading system honours attendance and participation as well as individual and group work, the results of exams, quizzes, homework and other products, and the assignments during online and f2f seminars.

There are several rules regarding the grading systems:

- *Balancing the grading of online learning and f2f activity.* To achieve the master, both online and f2f assignments are necessary and it is not possible to reach the degree by participating in only one of these activities.
- *Balancing practical and academic activities.* The grading system honors both the academic standards of a university master as well as the professionalization of evaluation practice.
- *Balancing active participation and different forms of assessments.* The grading system honors individual knowledge in exams as well as engagement in group- and team working.

MABLE is a non-consecutive master of advanced studies with a clear interdisciplinary focus and primarily offered for increasing the professional practice of evaluations. 60 ECTS-points are calculated for teaching the eight modules, including 8 ECTS for testing during or after the modules and 20 ECTS for practical activities during the study program (Master Thesis and Case Study). Because all students possess appropriate work experience (1.500 hours equaling one year), this work experience will be acknowledged with another 60 ECTS points.

The practical part of the study program includes an individually conducted master thesis (15 ECTS) due to its duration of 3 months (375 hours). The master thesis is an academic work that follows the usual standards at universities. In addition, the case study (5 ECTS) is practical work accompanying the lectures (e.g. a complete evaluation in a nutshell) and completed in teamwork with other participants.

The grading system for the eight modules distinguishes four parts of different forms of testing:

- Oral Presentations (both individual and in groups, f2f or online);
- Written Exam (individual, f2f or online)
- Assignments (both individual and in groups, e.g. writing an essay)

- Active participation (individual, online activities like chats, fora and platform access, attendance of f2f seminars)

Assignments, exams and presentations are equally weighted. There is no opportunity to complete MABLE without passing in all three parts. There is one key activity for testing in each module as assigned later on, but the others are also included to a certain extent as defined by the lecturer and published on the study program platform at the beginning of the semester. The time for preparing and doing the exams should not exceed 25 hours.

The grading for active participation indicates a minimum of activities that must be completed (visiting all online activities, attending all f2f seminars) to pass. The marking is counted 10% of the total grading for each module.

According to European laws, the oral testing is supposed to vary between 15 and 60 minutes, while the written exams are allowed to differ between 60 and 180 minutes. This decision is left to the lecturer and the duration should be somehow kept in the middle of this range (30-45 minutes oral, 90-120 minutes written exams). There are several opportunities for testing, serving the three main parts of the grading system (oral presentations, written exams and assignments). The main modes are:

- Synchronized written exams with automatic feedback (Multiple-Choice-Tests)
- Non-synchronized written exams with randomized questions and automatic feedback
- Written exams with individual feedbacks from lecturers or tutors
- Oral presentation during f2f or web-conferences
- Oral presentation in a video format
- Written assignments in form of handouts, papers, posters
- Oral assignments in form of video or audio data inputs to the group

The testing procedure is announced on the study program platform at the beginning of the semester.

Marking System (The system is oriented at the performance and it is not a relative system).

Grade	Performance	Proportion of Participants
A	>90 – 100%	About 10%
B	>80 – 90%	About 20%
C	>70 – 80%	About 30%
D	>60 – 70%	About 20%
E	>50 – 60%	About 10 %
Failed	Less than 50% of the Points	About 10%

7. Overview on the Content of the SCORM-Packages

<p>Module 1 Introduction to Evaluation</p>	<ul style="list-style-type: none"> •UNIT 1: INTRODUCTION – WHAT IS EVALUATION? •UNIT 2: THE HISTORICAL DEVELOPMENT AND ROLE OF EVALUATION IN SOCIETY •UNIT 3: EVALUATION APPROACHES •UNIT 4: CLASSIFICATIONS OF EVALUATION APPROACHES •UNIT 5: THE USE AND QUALITY OF EVALUATIONS
<p>Module 2 Conducting and Managing Evaluations</p>	<ul style="list-style-type: none"> •UNIT 1: PHASES OF EVALUATIONS •UNIT 2: THE PLANNING PHASE •UNIT 3: THE IMPLEMENTATION PHASE •UNIT 4: THE UTILISATION PHASE
<p>Module 3 Evaluation Design</p>	<ul style="list-style-type: none"> •UNIT 1: INTRODUCTION TO EVALUATION DESIGN •UNIT 2: REQUIREMENTS, CHALLENGES, AND NEEDS •UNIT 3: EVALUATION TYPES •UNIT 4: PRACTICAL EXAMPLES OF EVALUATION DESIGNS
<p>Module 4 Data Collection</p>	<ul style="list-style-type: none"> •UNIT 1: INTRODUCTION TO QUALITATIVE, QUANTITATIVE, AND MIXED METHOD APPROACHES •UNIT 2: INVESTIGATION DESIGN •UNIT 3: COLLECTING INFORMATION •UNIT 4: SAMPLING •UNIT 5: ORGANISATION AND MANAGEMENT
<p>Module 5 Data Analysis Methods</p>	<ul style="list-style-type: none"> •UNIT 1: PREPARING FOR QUANTITATIVE DATA ANALYSIS •UNIT 2: DESCRIPTIVE STATISTICS •UNIT 3: INTERFERENCE STATISTICS •UNIT 4: PREPARING FOR QUALITATIVE DATA ANALYSIS •UNIT 5: QUALITATIVE DATA ANALYSIS METHODS •UNIT 6: CHALLENGES IN USING QUALITATIVE DATA
<p>Module 6 Economic Evaluation</p>	<ul style="list-style-type: none"> •UNIT 1: BASICS OF ECONOMIC EVALUATION •UNIT 2: FOUR TYPES OF ECONOMIC EVALUATION •UNIT 3: INTRODUCTION TO ORGANISATIONS AND NETWORKS •UNIT 4: M&E IN ORGANISATIONS •UNIT 5: M&E OF ORGANISATIONS AND NETWORKS •UNIT 6: ORGANISATIONS AND NETWORKS AS PROFESSIONAL AGENCIES FOR M&E
<p>Module 7 Key Communication Qualifications in Evaluation</p>	<ul style="list-style-type: none"> •UNIT 1: THEORETICAL BASICS OF COMMUNICATION •UNIT 2: READING, WRITING AND PRESENTING •UNIT 3: FACILITATION •UNIT 4: REPORTING AS A COMMUNICATION STRATEGY •UNIT 5: NEGOTIATION •UNIT 6: MEDIATION AND CONFLICT RESOLUTION IN EVALUATION PROCESSES
<p>Module 8 Elective Module</p>	<ul style="list-style-type: none"> •4-6 UNITS ACCORDING TO THE MODULE CONTENT

8. Description of the Modules

Module 1 Introduction to Evaluation				Abbreviation M01
Semester 1	Term. Winter	Regular cycle Annual	Duration Semester	ECTS 5

Module manager	Prof. Dr. Reinhard Stockmann
Author of the SCORM package	Prof. Dr. Reinhard Stockmann
Classification	Mandatory module
Admission requirements	None
Performance monitoring/examinations	Written exam and further complementary examinations
Type of course	Blended learning module
Workload	100 h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM +44h teaching required content + 16 teaching elective content + 20h additional self-study)

Learning Objectives/Competences

At the end of module 1, the students will be able to:

- Distinguish between the different purposes of evaluation (functions of evaluation);
- Differentiate dimensions of evaluation;
- Recall what is meant by formative and summative evaluation as well as external and internal evaluation and consider the pros and cons;
- Explain the differences between monitoring and evaluation;
- Summarise the history of the development of evaluation on international and national level;
- Name the different classifications of evaluation approaches and their criteria;
- Recall different evaluation approaches and their characteristics;
- Apply evaluation approaches to their context;
- Promote the use of evaluation;
- Recall quality standards for evaluation;
- Judge the quality of quality standards and the usefulness in their contexts.

Content

- Introduction: What is Evaluation? What are evaluation objectives, purposes, and tasks? What are the assessment criteria for evaluations? How are they conducted, and by whom?
- The Historical Development and Role of Evaluation in Society. Why did evaluation become so important? How did evaluation develop in the USA, Europe, and Africa? What is its role in the present day?
- Evaluation Approaches: What are the different approaches to conducting evaluations? What are the uses of these approaches? Where are their strengths and weaknesses?
- Classifications of Evaluation Approaches: How can evaluation approaches be structured? Which criteria are used for the classifications?
- The Use and Quality of Evaluations: How should the use of evaluations be addressed? What are quality criteria for evaluations?

The course will be taught in English

Module 2				Abbr.
Conducting and Managing Evaluations				M02
Semester	Term	Regular cycle	Duration	ECTS
1	Winter	Annual	Semester	5

Module manager

Prof. Dr. Reinhard Stockmann

Author of the SCORM package

Freya Gassmann and Dr. Vera Hennefeld

Classification

Mandatory module

Admission requirements

None

Performance monitoring/examinations

Assignments and further complementary examinations

Type of course

Blended learning module

Workload**100h Learning Activities + 25 h Exams (incl. Preparation)**

(20h SCORM + 54h teaching required content + 16h teaching elective content + 10 additional self-study)

Learning objectives/Competences

At the end of module 2, the students will be able to:

- Recall the entire evaluation process and all related tasks;
 - Identify an intervention that can be evaluated, define the evaluation objectives and questions, and plan the evaluation;
 - Draw up different written documents required in the evaluation process (in particular: approach papers and concept notes; terms of reference; proposals; inception reports; progress reports; and final reports);
 - Judge and ensure the quality of these documents;
 - Plan human and financial resources and create a realistic time schedule for conducting an evaluation;
 - Identify relevant stakeholders and classify their roles and responsibilities;
 - Manage and integrate stakeholders' expectations of evaluations, and also uncover stakeholders' hidden agendas;
 - Choose the appropriate type of evaluation and select the adequate approach;
 - Prepare and conduct workshops for presenting evaluation findings
 - Be aware of factors that influence the quality of evaluations, which will help ensure the quality of the evaluation process.
-

Content

- Overview on the evaluation process: How is the evaluation process structured? What are the steps to be followed in order to conduct and manage evaluations successfully?
 - Planning phase. What different awarding procedures exist? What official documents are related to the planning phase? What do 'call for tender' and 'terms of reference' mean? What are the formal criteria of a proposal? What meetings are crucial to the planning phase? How to draw up a time schedule and cost calculation? What is an inception report, and what is an analysis grid? How can we ensure the quality of evaluations?
 - Implementation phase. How can we identify important stakeholders? How important are coordination and the flow of information? What challenges does an evaluator face regarding communication with the different stakeholders? What are essential components of the evaluation report? Which aspects should the evaluator pay attention to when writing an evaluation report?
 - Utilisation phase. How can we include the different stakeholders in the process of writing the report? What is the report's target group? Will the report be published? How will it be made available? How can we get a good management response?
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The course will be taught in English

Module 3 Evaluation Design				Abbr. M03
Semester. 1	Term Winter	Regular cycle Annual	Duration Semester	ECTS 5

Module manager	PD. Dr. Wolfgang Meyer
Author of the SCORM package	PD. Dr. Wolfgang Meyer
Classification	Mandatory module
Admission requirements	None
Performance monitoring	Written exams, oral presentation and further complementary examinations
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20 SCORM + 50h teaching required content +10h teaching elective content + 10h additional self-study)

Learning Objectives/Competences

At the end of module 3, the students will be able to:

- Distinguish between evaluation design and research design;
- Explain which aspects should be included in an evaluation design;
- Identify and address the requirements, challenges, and needs involved in designing evaluations with regard to the different evaluation types;
- Understand the importance of baseline data for evaluations, and recall the specifics of designing baseline studies and ex-ante evaluations;
- Understand the importance of monitoring and recall its main tasks;
- Recall the role of ongoing evaluations and their special requirements regarding stakeholder communication;
- Explain the role of impacts and their assessment with regard to ex-post evaluations;
- Depict the uses of comparative studies and meta-evaluations, as well as their challenges;
- Draw up an adequate evaluation design and judge the quality of an evaluation design in their context

Content

- Introduction to Evaluation Design: What are the differences between research, investigations, surveys, and evaluation designs? What are the general tasks for designing an evaluation? Which factors influence an evaluation design? What different types of evaluations exist? What kinds of interventions can be evaluated?
- Requirements, Challenges, and Needs: What do assessment criteria, target values, causality assumptions, coverage expectations, and evaluation tasks have to do with evaluation design? What is the problem with the interpretation of results? How can you measure the non-measurable? What role does participation play in evaluations?
- Evaluation Types: Which key aspects and specifics are associated with baseline studies, ex-ante evaluations, monitoring, ongoing evaluations, ex-post evaluations, comparative studies, and meta-evaluations?
- Practical Examples of Evaluation Designs: How do evaluation experts and practitioners design evaluations?

The course will be taught in English

Module 4 Data Collection Methods in the Field of Evaluation				Abbr. M04
Semester 2	Term Summer	Regular cycle Annual	Duration Semester	ECTS 5

Module manager	PD Dr. Wolfgang Meyer
Authors of the SCORM package	Dr. Christoph Müller and Prof. Dr. Dieter Filsinger
Classification	Mandatory module
Admission requirements	Basic knowledge of empirical social research
Performance monitoring/examinations	Assignments and further complementary examinations
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM + 50h teaching required content+15h teaching elective content+15h additional self-study)

Learning Objectives/Competences

At the end of module 4, the students will be able to:

- Develop an investigation design with the regard to the evaluation objective
 - Describe the logic as well as the advantages and limitations of qualitative, quantitative, and mixed methods approaches
 - Choose the adequate data collection methods to answer the evaluation question(s)
 - Identify available data for the evaluation objective
 - Develop questionnaires, interview questions, or general guidelines and observation guidelines tailored to the evaluation object
 - Apply the adequate sampling strategy with regard to the evaluation object, the data collection method, as well as to time and budget constraints
-

Content

- Introduction to Qualitative, Quantitative, and Mixed Method Approaches: What is the role of social research in evaluation? What different approaches can be applied in evaluation? What is the logic of qualitative, quantitative, and mixed methods approaches?
 - Investigation Designs: What is the role of investigation design in evaluations? What different investigation designs exist? What are the specifics of investigation designs for qualitative, quantitative, and mixed method approaches?
 - Collecting Information: What different data collection methods can be used in evaluation? What are their strengths and weaknesses, their advantages and limitations?
 - Sampling: Why and when is sampling necessary in evaluation? What are strategies for sampling? What is the logic of different sampling strategies?
 - Organising and Managing Data Collection: What tasks are necessary to prepare and manage data collection in evaluation? What challenges are involved in this? What are the steps of a data collection process?
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The courses will be taught in English

Module 5				Abbr.
Data Analysis Methods in the Field of Evaluation				M05
Semester	Term.	Regular cycle	Duration	ECTS
3	Winter	Annual	Semester	5

Module manager	PD Dr. Wolfgang Meyer
Authors of the SCORM package	Dr. Christoph Müller and Prof. Dr. Dieter Filsinger
Classification	Mandatory module
Admission requirements	Basic knowledge in statistics and data analysis as well as Excel
Performance monitoring, examinations	Oral examination and assignments
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM + 50h teaching required content + 15h elective content + 15h self-study)

Learning targets/Competences

At the end of module 5, the students will be able to:

- Manage numeric and non-numeric data
- Determine specific statistical challenges for evaluation
- Apply different statistical data analysis methods with regard to the collected data and evaluation objective
- Summarize the theoretical background of interpreting data analysis approaches
- Apply categorizing interpretation approaches for analysing qualitative data
- Apply hermeneutic and linguistic interpretation approaches for analysing qualitative data
- Interpret results and link results of the qualitative and quantitative analyses

Content

- Editing both numeric and non-numeric data
- Application of statistical data analysis methods
- Analysing qualitative data
- Categorizing, hermeneutic and linguistic procedures of interpretation
- How to use software to support qualitative data analysis
- How to present and visualise results and findings of the data analysis
- How to interpret results and findings
- How to merge results of qualitative and quantitative data analysis to achieve conclusive argumentation

The course will be taught in English

Module 6				Abbr.
Economic Evaluation and M&E in context of organizations				M06
Semester	Term	Regular cycle	Duration	ECTS
2	Summer	Annual	Semester	5

Module manager	PD Dr. Wolfgang Meyer
Authors of the SCORM package	Prof. Dr. Petra Riemer-Hommel and PD Dr. Wolfgang Meyer
Classification	Mandatory module
Admission requirements	Basic knowledge in economics
Performance monitoring/examinations	Written exam and further complementary examinations
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM + 50h teaching required content +15h elective content + 15h additional self-study)

Learning Objectives/Competences

At the end of module 6, the students will be able to:

- List relevant organization theories;
 - Describe formal structures of organizations and networks;
 - Distinguish between organizations and institutions and other social systems (such as networks);
 - Classify legal systems, governance structures and structures of public administration which affect evaluations;
 - Explain how different organizations work;
 - Explain processes of organizational change;
 - Explain how evaluation is embedded in organizations and networks;
 - Use evaluation as a tool for quality assurance in public administration;
 - Name the field of application for economic evaluation;
 - Discuss the methodological challenges and differences of main models of economic evaluation;
 - Adapt the adequate model to the evaluation object;
 - Design an evaluation concept with regard to quality criteria for economic evaluation.
-

Content

- Basics of the theory of organization, organizational psychology, organizational development and organizational consulting
 - The ways organizations and networks function (formal and informal structures, processes etc.)
 - Introduction to legal systems, governance structures and structures of public administration which affect evaluations
 - Introduction to New Public Management and gain knowledge
 - Difference between Auditing and Evaluation
 - Aim of economic Evaluation
 - Models of economic evaluation (Cost-analysis; Cost-effectiveness analysis; Cost-utility analysis and cost-benefit analysis; Value-for-money approach)
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The courses will be taught in English

Module 7				Abbr.
Key Communication Qualifications in the Field of Evaluation				M07
Semester	Term	Regular cycle	Duration	ECTS
2	Summer	Annual	Semester	5

Module manager	Prof. Dr. Reinhard Stockmann
Author of the SCORM package	Dipl. Päd. Wolfgang Vogt
Classification	Mandatory module
Admission requirements	None
Performance monitoring/examinations	Oral presentations and further complementary examinations
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM + 50h teaching required content +15h teaching elective content + 15h self-study)

Learning objectives/Competences

At the end of module 7, the students will be able to:

- Explain the Communication Model of Schulz von Thun and use it to analyse communication situations
- Ask the right questions for conducting a communication process
- Know what your presentation needs in order to reach the audience
- Work out a facilitation plan to lead working groups and meetings
- Systematically plan the communication strategy for an evaluation process
- Find an approach to cope with conflicts in a productive way

Content

- Theoretical Basics of Communication: Specific aspects of communication, some key models and how they can be used to adjust and improve communication in professional settings.
- Reading, Writing, and Presenting: Learn about some specific techniques to improve presentation skills. What can be done to read more efficiently and effectively? How to present to have a greater impact on the audience.
- Facilitating: Facilitating means supporting groups in reaching their self-defined goals by using communication tools. This unit will present typical tools for facilitation.
- Reporting as a Communication Strategy: Reporting influences how evaluation findings are used throughout the evaluation process. A model for creating a reporting plan is presented here.
- Negotiating: An increasing number of stakeholders want to participate actively in the evaluation process and have an influence on decision making, so evaluators need to negotiate and find solutions that can be accepted by all participants.
- Mediation and Conflict Resolution: Conflicts are necessary and useful for the promotion of change processes. The six-step model of mediation that is presented in this unit provides a general approach to dealing with conflicts in a productive way

The course will be taught in English

Module 8a				Abbr.
Evaluation of Sustainability and SDGs (Sustainable Development Goals)				M08a
Semester	Term.	Regular cycle	Duration	ECTS
3	Winter	Annual	Semester	5

Module manager	PD Dr. Wolfgang Meyer
Author of the SCORM package	PD Dr. Wolfgang Meyer (in development)
Classification	Compulsory elective module
Admission requirements	None
Performance monitoring/examinations	Assignments and further examinations
Type of course	Blended learning module
Workload	100h Learning Activities + 25 h Exams (incl. Preparation) (20h SCORM +50h teaching required content + 15h teaching elective content + 15h additional self-study)

Learning Objectives/Competences

At the end of module 8, the students will be able to:

- Understand the concept of sustainable development and its challenges for evaluations
- Distinguish between monitoring and evaluation of SDGs
- Develop coherent Monitoring and Evaluation systems for SDGs
- Develop evaluation concepts and designs for the evaluation of SDGs
- Apply the concept of system-thinking to evaluation of sustainability and SDGs

Content

- still under construction

The courses will be taught in English; further remarks will be complemented at the end of the development phase.

Module 8b				Abbr.
Evaluation in Development Cooperation				M08b
Semester	Term	Regular Cycle	Duration	ECTS
3	Winter	Annual	Semester	5

Module manager

Prof. Dr. Reinhard Stockmann

Author of the SCORM package

Prof. Dr. Reinhard Stockmann (in development)

Classification

Compulsory elective module

Admission requirements

None

Performance monitoring/examinations

Assignments and further examinations

Type of course

Blended learning module

Workload**100h Learning Activities + 25 h Exams (incl. Preparation)**

(20h SCORM +50h teaching required content + 15h teaching elective content + 15h self-study)

Learning objectives/Competences

- still under construction

Content

- still under construction

The course will be taught in English; further remarks will be complemented at the end of the development phase.

Module P Evaluation Case Study				Abk. P01
Semester 2+3	Term. Summer/Winter	Regular cycle Annual	Duration 2 Semesters	ECTS 5

Module manager	PD Dr. Wolfgang Meyer
Author of the SCORM package	No SCORM package
Classification	Mandatory
Admission requirements	None
Performance monitoring/examinations	Group work and oral presentation
Type of course	Application
Workload	125h team work and self-study (incl. exam)

Learning Objectives/Competences

Application of the theoretical content of the study program.

Content

This is a practical application of the content of all eight modules that will be used to develop continuously a case study. The students will plan the evaluation case, develop its design, the instruments for data collection, collect the data, analyze it on behalf of the evaluation question provided by the lecturer, and prepare a short presentation and a paper as group work.

The courses will be taught in English; further remarks will be complemented at the end of the development phase.

Module MT				Abbr.
Master Thesis				MT
Semester	Term.	Regular Cycle	Duration	ECTS-Punkte
4	Sommer	Annual	Semester	15

Module manager	Prof. Dr. Reinhard Stockmann
Author of the SCORM package	No SCORM Package
Classification	Mandatory
Admission requirements	Successful participation of all mandatory modules
Performance monitoring/examinations	Master thesis
Type of course	None
Workload	Time frame of 3 months (375h)

Learning Objectives/Competences

Students have to prove and apply their knowledge and skills they have gained in the Master Program

Content

- still under development

Responsible for the Study Program

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