25th
EDWARD F. KELLY
EVALUATION
CONFERENCE
@ OISE/ University of Toronto

25th Edward F. Kelly Evaluation Conference

Friday November 7th, 2014

Ontario Institute for Studies in Education

Conference Program

The 25th Edward F. Kelly Evaluation Conference

Friday November 7, 2014

Hosted by the Ontario Institute for Studies in Education

About the Kelly Conference

The Edward F. Kelly Evaluation Conference is a one-day graduate-student organized evaluation event whose goal is to provide graduate and other post-secondary students with a research interest in evaluation an opportunity to present their original research and network with professionals and faculty in the field of evaluation.

25th Kelly Conference Planning Committee

Conference Chair:

Sofya Malik

Committee members:

Edgar Valencia Acuña
Keita Demming
Rhonda Dynes
Lucy El-Sherif
Marlene Hood
Mimi Kam
Neha Kapileshwarker
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OISE Kelly Conference Faculty Advisor: Professor Nina Bascia

OISE Kelly Conference Faculty Support: Professor Eunice Jang

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Conference Agenda At-a-Glance

Location	Time	Agenda
Nexus Lounge **12th floor**	8:00 am	**Registration** Breakfast sponsored by the Canadian Evaluation Society - Ontario Chapter (CES-ON)
	9:00 am	**Opening Remarks**
	9:15 am	**Keynote Address** Dr. Keiko Kuji-Shikatani, C.E. (Credentialed Evaluator), *Ontario Ministry of Education*
	10:15 am	**Break**
12th Floor	10:30 am	**Breakout Session I** **Paper Session A:** MEK Lab, Room 12-105 **Paper Session B:** Boardroom, Room 12-117 **Paper Session C:** Dean's Boardroom, Room 12-199
5th Floor (5-210)	12:00 pm	**Lunch**
12th Floor	1:00 pm	**Breakout Session II** **Paper Session A:** Dean's Boardroom, Room 12-199 **Paper Session B:** MEK Lab, Room 12-105 **Roundtable and Poster Session C:** Boardroom, Room 12-117
5th Floor (5-210)	2:30 pm	**Break**
5th Floor (5-210)	2:45 pm	**Closing Plenary Panel:** *Current Issues and Emerging Trends in Evaluation* Professor J. Bradley Cousins, *University of Ottawa* Dr. Cameron Norman, *Cense Research & Design, Centre for Social Innovation* Professor Eunice Jang, *Ontario Institute for Studies in Education*
5th Floor (5-210)	3:45 pm	**Closing Remarks**

Conference Program		
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Nexus Lounge 12th floor	8:00 am	**Registration** - Breakfast sponsored by the Canadian Evaluation Society - Ontario Chapter (CES-ON)
	9:00 am	**Opening Remarks** Sofya Malik, 25th Kelly Evaluation Conference Chair, OISE Dr. Nina Bascia, Collaborative Educational Program
	9:15 am	**Keynote Address** Dr. Keiko Kuji-Shikatani, C.E., Ontario Ministry of Education
	10:15 am	**Break**
12th Floor Rooms	10:30 am	**Breakout Session I** **Paper Session A:** MEK Lab, Room 12-105 Chair: Ayman Rizk An evaluation of the French as a Second Language program model to assess the current attrition rate of students dropping out of French language learning *Neha Kapileshwarker, Ontario Institute for Studies in Education* Exploring ELLs' Reading, Writing and Mathematics Achievement Pattern as a Function of Three Factors: Length of Residence, ESL/ELD Program Support and Home Language Use *Zhenhua Xu, Ontario Institute for Studies in Education* No Canadian Child Left behind? Accountability policy enactment and language minority students *Jeanne Sinclair, Ontario Institute for Studies in Education* How Test-Taking Anxiety Affects Test Results: Could narrative medicine be a mediating factor? *Mariana Bockarova, Ontario Institute for Studies in Education* **Paper Session B:** Boardroom, Room 12-117 Chair: Lucy El-Sherif Innovations in Teaching and Learning Evaluation: Introducing the Firm Simulation Approach *Chi Yan Lam, Cheng Zhou, Jessica Rich & Stefan Merchant* *Queen's University* When Knowledge meets Practice: Some Reflections of Experiential Learning in Programme Evaluation Class *Cheng Zhou, Jessica Rich, Stefan Merchant & Chi Yan Lam* *Queen's University* Innovations in Teaching and Learning Evaluation: Realizing the complexity of evaluation through just-in-time teaching and authentic learning *Jessica Rich, Stefan Merchant, Chi Yan Lam, & Zhou Cheng* *Queen's University* *The Evaluation Works Simulation as Preparation for Professional Practice* *Stefan Merchant, Chi Yin Lam, Cheng Zhou & Jessica Rich* *Queen's University*

Conference Program		
12th Floor Rooms	10:30 am	**Breakout Session I (cont'd)** **Paper Session C:** Dean's Boardroom, Room 12-199 Chair: Edgar Valencia Acuña The role of Social Return On Investment (SROI) in the Non-Profit sector Challenges and opportunities for an emerging method of evaluation *Ushnish Sengupta, Ontario Institute for Studies in Education* Most Significant Change technique as a Developmental and Summative approach to Program Evaluation *Keita Demming, Ontario Institute for Studies in Education* The consequential aspect of construct validity of a program, assessing program theory wisely! *France Gagnon, University of Ottawa* Evaluation Policy's Role in Organizational Evaluation Capacity Building: Toward an Agenda for Research *Hind Al Hudib, University of Ottawa*
5th Floor (5-210)	12:00 pm	**Lunch**
12th Floor Rooms	1:00 pm	**Breakout Session II** **Paper Session A:** The Dean's Boardroom, Room 12-199 Chair: Ana Maria Navas Validation of health-related quality of life measure based on the MDS by mapping and regression *Tommy Tam, Institute of Health Policy, Management and Evaluation University of Toronto* Honouring complexity: Using a program evaluation model to assess in-practice physicians *Wendy Yen, Ontario Institute for Studies in Education & Kathryn Hodwitz, College of Physician and Surgeons of Ontario* Process use as an outcome in KMb evaluation *Barbara Szijarto and Kate Svensson - Education (Teaching, Learning and Evaluation), University of Ottawa* Debunking Utilization-Focused Evaluation (U-FE): Lessons learned applying UFE theory to practice. *Jennie Phillips, Ontario Institute for Studies in Education and Munk School of Global Affairs, University of Toronto*

Conference Program		
12th Floor Rooms	1:00 pm	**Breakout Session II (cont'd)** **Paper Session B:** MEK Lab, Room 12-105 Chair: Mimi Kam My impact tool: Increasing student productivity in online discussions by providing private access to their participation data *Alexandra Makos & Heather Birch, Ontario Institute for Studies in Education* Teachers' Classroom Assessment Competencies: A Construct Validation Study *Eugene Luo, Ontario Institute for Studies in Education* Evaluating School-Based Reform In Egypt: Central Perspectives *Ayman Rizk, Ontario Institute for Studies in Education* Design An Effective Curricula for In-service Mathematics Teachers' Program *Zhaoyun Wang & Douglas McDougall, Ontario Institute for Studies in Education* **Roundtable and Poster Session C:** Boardroom, Room 12-117 Chair: Rhonda Dynes The use of digital games for assessment *Tasha Richardson, Ontario Institute for Studies in Education* A Critical Examination of Thrive *Stephanie Shuler Fages, Ontario Institute for Studies in Education* The Typological Shift of Political engagement Evident by Canadian Youth *Angelica Radjenovic, Ontario Institute for Studies in Education* Some viewpoints from 'Across the Pond' on the accessibility of online tests in higher education *Simone Laughton, University of Toronto Mississauga*
5th Floor (5-210)	2:30 pm	**Break**
5th Floor (5-210)	2:45 pm	**Closing Plenary Panel** *Current Issues and Emerging Trends in Evaluation* Moderator: Keita Demming Professor J. Bradley Cousins, *University of Ottawa* Dr. Cameron D. Norman, *CENSE Research + Design, Social Innovation* Professor Eunice Jang, *Ontario Institute for Studies in Education*
5th Floor	3:45 pm	**Closing Remarks** *Dr. Keiko Kuji-Shikatani, C.E., Ontario Ministry of Education* *Sofya Malik, 25th Kelly Evaluation Conference Chair, OISE*

Keynote Speaker

Dr. Keiko Kuji-Shikatani, C.E., will demonstrate how she uses logic modeling as a tool to infuse evaluative thinking and guide developmental evaluation in the public sector. The approach supports the *learning as we go* approach to the Ministry's pursuit of achieving student success and well-being for every student. Keiko is an internal evaluator (Education Officer, Research Evaluation and Capacity Building Branch, Student Achievement Division, Ontario Ministry of Education), infusing evaluative thinking in collaborative teams to build Ministry and sector capacity for the use of evidence to inform decisions and implementation.

Keiko is passionate about the role of evaluation in supporting programs and organizations for the betterment of society. She shares her evaluation practice and research focusing on evaluative thinking, evaluation use and evaluation capacity building in the broader community as well.

Examples include:

- International expert for the EvalPartners p2p initiative supporting the Thai Evaluation Network (TEN 2013-2018) http://evalpartners.cmail2.com/t/ViewEmail/d/007828C5DA11EEC1
- CES Vice President of Professional Designation Programs (2009-2013) http://www.evaluationcanada.ca/site.cgi?s=50&ss=1&_lang=en
- Ontario Public Services' Performance Measurement/Program Evaluation Community of Practice (ongoing)
- Developmental Evaluation Workshop for the Yukon Public Services Commission's Program Evaluation Summit (2012);
- South African Monitoring and Evaluation Association Conference on Competencies (2010);
- Introduction to Program Evaluation for International Educators Training Program at Queens University (2009-).

Prior to joining the public sector, she has provided services as a program evaluation and learning consultant for organizations with training, skills development, behavioral and attitudinal change programs in increasingly sensitive and complex situations both in Canada, Japan and internationally. Her ability to communicate effectively with diverse group of stakeholders and carry out studies has been benefiting organizations to improve and refine their programs.

Breakout Session I

Paper Session A: MEK Lab, Room 12-105

An evaluation of the French as a Second Language program model to assess the current attrition rate of students dropping out of French language learning

Neha Kapileshwarker, Ontario Institute for Studies in Education

There is a low percentage of Canadian elementary and secondary students enrolling into, and remaining in, French as a Second Language (FSL) programs in Ontario. This is worrisome because in the current era of globalization, linguistic duality is considered by the Canadian federal government as a gateway to participation in the new knowledge and information economy. In response to the decreasing number of bilingual Francophones and Anglophones in not only Ontario, but the majority of Canada, the federal government has implemented a policy known as the Federal Action Plan, to ameliorate the situation. The objective of the Action Plan is to significantly raise the proportion of French-English bilingual speakers by 2013. In 2013, it was conceded that this goal had not been realized and so, the federal government extended the Federal Action Plan to 2018 and provided additional funding to each provincial government. However, evidence demonstrates that many school boards have not been successful at encouraging students to enroll in, and/or retain them, in FSL programs in Ontario.

In 2013, a policy holding provincial governments responsible for the transparency and accountability in the use of these funds, titled, "A Framework for FSL, K-12" was created. This policy aims to strengthen FSL programming by requiring school boards to develop and submit FSL plans that include specific measurable goals, including reporting on progress made in achieving them. Its implementation began during the 2013-2014 academic year and extends over a 10-year period to 2022-2023. My research question aims to evaluate the FSL program model currently in practice in order to determine whether the structures of the program make it possible to not only retain students, but to also decrease the attrition rate of students dropping out after grade 9 during which time remaining in a French program becomes optional for students. My research paper employs the theory of change conceptual framework to indicate measures and indicators and is based mainly on the Evaluation Research Method described in Borman et al.'s article, "Cross Case Analysis," which employs a variety of qualitative and quantitive sources of data to report findings.

Exploring ELLs' Reading, Writing and Mathematics Achievement Pattern as a Function of Three Factors: Length of Residence, ESL/ELD Program Support and Home Language Use

Zhenhua Xu, Ontario Institute for Studies in Education

Canada has the highest immigration rate per capita in the world. As the population of Canada becomes more diverse, the challenges of educating students whose primary language is not English are becoming increasingly apparent. Past research on assessing ELL's academic success has been dominated by studies focused on dichotomous comparisons of ELLs versus monolingual English-speaking peers in academic achievement; however, these approaches often fail to capture complexity of ELLs' academic needs, especially in the Canadian context because of the enormous heterogeneity of immigrants' experiences and their linguistic and cultural diversity. Motivated by the complexity underlying ELLs in Canadian schools, this study looks beyond the typical research approaches to examine ELLs' reading, writing and mathematics achievement patterns as a function of three factors: ELLs' length of residence in Canada, English language (i.e., ESL/ELD) program support and their home language use.

This study was designed to deepen our understanding of elementary level ELLs' academic development through the investigation of their performance on large-scale assessments. It was also intended to fill the gap, because few studies have examined the relationships between ELLs' academic achievements (i.e., reading, writing and mathematics), their length of residence in Canada, ESL/ELD program support and home language use. In this study, the multivariate analysis of variance (MANOVA) approach was applied to the Grade-6 large-scale provincial reading, writing and math performance data (i.e., EQAO). The analyses revealed that both students' home language and their length of residence significantly affect their reading, writing and math achievement; the ESL/ELD program support was not a significant factor to their achievements. Students residing in various home language environments show different reading and writing achievement levels. Students who speak English and another language equally or mostly English have higher achievement scores on reading and writing; however, they do not necessarily score high on math tests. Students with longer lengths of residence scored high in reading but not necessarily high in writing and math.

This study revealed that students' home language plays an important role in their academic success; however, the length of residence alone is not a sufficient condition of writing and match achievement. Language skills are the foundation for students' success in schools. Given the increasingly diverse cultural and linguistic backgrounds of ELLs in today's Canadian K-12 schools, educators need to have a profound understanding of ELLs' development trajectories in language learning. This study was designed to examine the relationship between ELLs' reading, writing and math achievements, length of residence, ESL/ELD program support and home language use. This study not only adds evidence to the literature on students' academic achievement and language learning, but more importantly, it holds important policy implications.

No Canadian Child Left behind? Accountability policy enactment and language minority students

Jeanne Sinclair, Ontario Institute for Studies in Education

Standardized assessment and accountability policies for students in Canada and the U.S. share a common intention: to address areas of high student need. However, unintended consequences arise from these policies, especially for language minority students. Under the pressure to demonstrate high levels of student achievement, some schools have implemented questionable practices. Studies on accountability in the U.S. have examined unintended consequences for language minority students. However, research is lacking that investigates the unintended consequences in Canadian schools. How does the way Canadian schools enact standardized testing policies affect students from non-dominant language and cultural backgrounds? In the U.S., school accountability is administered under national legislation known as No Child Left Behind (NCLB). NCLB requires that all student subgroups, including language minorities, achieve adequate yearly progress in reading and math. There is extensive test preparation, i.e., "teaching to the test". Students who fail, risk grade-level retention. A similar trajectory of accountability is well documented in Canada. In 1996, Ontario's Education Quality and Accountability Office (EQAO) initiated standardized assessments in Grades 3, 6, 9, and 10. Like the U.S., Ontario's language minorities have struggled with this test. Yet very few studies address school practices, language minorities, and the EQAO.

This study aims to shed light on school practices that may cause this marginalization. This study is framed by policy enactment theory, which was developed in recent years by U.K.-based scholars Stephen Ball, Meg Maguire, and Annette Braun. The context for the enactment of a policy is highly significant and can be considered an active force.. I will collect data through classroom observations, teacher interviews, and EQAO test scores in three diverse Ontario schools. I plan to use a nested mixed methodology within a critical framework. The qualitative approach is based in the ethnography of multilingual resources in classroom interaction. I will investigate the range of practices surrounding the EQAO, including the taught vs. prescribed curricula, methods and amount of test preparation, and use of multilingual instruction. The quantitative approach examines statistical significance of EQAO scores between language background, program type, and socioeconomic variables. Using mixed methods I can examine EQAO scores against quantitatively recoded qualitative data of instructional practices in each classroom.

How Test-Taking Anxiety Affects Test Results: Could narrative medicine be a mediating factor?

Mariana Bockarova, Ontario Institute for Studies in Education

There is increasing evidence supporting a link between writing about one's emotional experiences and alleviating physical and psychological ailments (Pennebaker & Beall, 1986; Pennebaker & Seagal, 1995; Andersson & Conley, 2013). Recently, in the academic milieu, studies have focused on relieving test anxiety via expressive writing or narrative medicine (as it is called); however, the relevant studies have only focused on standardized exams (such as the GRE, MCAT or LSAT), or high school tests (Burns & Friedman, 2012; Dalton & Glenwick, 2009). As these studies suggest, narrative medicine may attenuate feelings of worry and anxiety, decreasing cognitive test anxiety thereby leading to an increase in test scores (Ramirez & Beilock, 2011). This calls into question whether current evaluation practices are, in fact, at all valid if one's anxiety is affecting their ability to demonstrate knowledge (Cassidy & Johnson, 2002). Differing from past studies, the present investigation explored undergraduate students in a large metropolitan university writing a final exam. Three hundred and sixty-two second year undergraduate students were randomized to a control or an experimental grouping, given the Cognitive Test Anxiety Scale, along with other measures, and asked either to express their emotions via narrative medicine or sit quietly (the control) before taking a final exam. The processes of narrative medicine, the idea of testing as an effective means of evaluation, and the qualitative findings of this study as related to cognitive test anxiety exhibited by students in a high-pressure testing scenario will be discussed.

Paper Session B: Boardroom, Room 12-117

Innovations in Teaching and Learning Evaluation: Introducing the Firm Simulation Approach

Chi Yan Lam, Cheng Zhou, Jessica Rich & Stefan Merchant, Queen's University

Introducing new practitioners to professional practice can be a challenging task. To be effective in today's environment, novice evaluators must become skilled in research methods, adept at managing interpersonal and organizational dynamics, competent in melding diverse evaluation approaches, and above all, pragmatic in approach. The Program Evaluation Standards (Yarbrough, Shulha, Hopson, & Caruthers, 2011) makes explicit that conducting a high-quality evaluation involves not only attending to the accuracy of information, but also satisfying and balancing concerns of utility, propriety, feasibility, and evaluator accountability. Evaluation associations, too, are beginning to articulate the various knowledge domains and competencies expected of evaluators (e.g. AEA, 2004, 2011; CES, 2011). These recent developments amount to an increasingly clear articulation of the growing complexity associated with modern practice. Accordingly, evaluation educators (and students of evaluation) must question the extent to which current techniques are adequate in engendering a powerful introduction that exposes the complexity in an integrative way.

While the teaching and learning of evaluation has been an enduring focus of the field, the pace of development has been slow as evident in scholarly output in journals. A major focus in the teaching of evaluation involves building practical knowledge, i.e. the know-how of doing evaluation (Trevisan, 2004). LaVelle and Donaldson (2010) emphasized that "evaluators are made, not born, and an extended period of training is necessary to master the evaluation-specific skills and knowledge necessary to provide quality service to clients, as well as be socialized into the professional frameworks, standards, and ethical guidelines" (p. 10). Michael Trevisan (2004) in his synthesis of the literature on teaching evaluation concluded that practical training has typically been organized around: (a) simulation of evaluation cases (Morris, 1994; Willer, Bartlett, & Northman, 1978), (b) role-play (e.g. Alkin & Christie, 2002), (c) single course projects (e.g., Trevisan, 2002; Morris, 1992; Preskill, 1992), and (d) practicum experiences (e.g. Gredler & Johnson, 2001; Trevisan, 2002). In this proposed session on innovation in teaching and learning evaluation, we introduce and examine a novel technique for building practitioner practical and theoretical knowledge of evaluation in an integrative way. We tentatively call the technique, firm simulation. Drawing on principles of simulation-based education, Firm Simulation rethinks what is possible in a graduate-level evaluation course. The objective of the approach is to simulate the onboarding experience of a new-hire just joining an evaluation firm. The traditional semester-long format of graduate courses is transformed into an immersive experience where students are casted into the roles of interns and the instructors into project managers. Each student-intern partners with a client in the community responsible for the operation of an educational or social program. Through this partnership, student-interns work to identify an evaluation need to produce an evaluation design appropriate for client implementation. Utilization-focused evaluation and the Program Evaluation Standards provide the theoretical anchoring for practice. In organizing the course in this fashion, learning becomes authentic, theory becomes realized, and practices become experienced. In this way, it is expected that novice evaluators will be able to see and experience the complexity of evaluation theory and practice in an integrated fashion.

For the past two cycles of instruction, Professor Shulha and I have co-conducted a Masters-level introductory course in evaluation using the firm simulation approach. The set of four papers examines the pedagogical innovation in detail. To begin, I detail the pedagogical structures involved in implementing firm simulation. Specifically, I provide an overview of the challenges we perceived in training evaluators, an overview of the course structure, and the support mechanisms we put in place to support student-intern learning. Following my introduction, graduates of the course—Cheng Zhou, Jessica Rich, and Stefan Merchant—provide a student's perspective on the experience. They each examine features of the course, how they experienced it, and the meanings they made from it as novice educators. In sharing our collective experiences, we hope to stimulate the field's interest in innovative evaluation pedagogies.

When Knowledge meets Practice: Some Reflections of Experiential Learning in Programme Evaluation Class

Cheng Zhou, Jessica Rich, Stefan Merchant & Chi Yan Lam, Queen's University

A popular Chinese saying goes like "the ideal is plump, but the reality is very skinny". It reveals the existing gap between the ideal and the reality, which is a thing that we cannot eliminate but must learn to accept. As novice graduate students, we always striking the balance between the theoretical knowledge we learn in the classroom and the practical problems that we face in real life. The process is confusing and time-consuming. However, that is a significant part of graduate studies. The same is true in learning to do evaluation as a beginner. Reading, at best, can always offer a general, but ideal, notion of evaluation. Crossing the chasm into the realities of doing evaluation is challenging. A task for those responsible for teaching evaluation is to ease that transition by helping students connect theory to practice. In an effort to connect evaluation theory to practice, Kolb's Experiential Learning Model (ELM) may offer us insights into how evaluation teaching and learning may be structured to emphasize the role of practical, authentic learning experiences. In his book, Kolb argues that "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38), and his cyclical model comprises of four stages: Concrete Experience (or "DO"), Reflective Observation (or "OBSEARVE"), Abstract Conceptualization (or "THINK), and Active Experimentation (or "PLAN"). Kolb (1984) suggests that learners could start their study at any of the four stages, but they must follow the sequence afterwards, then the transformation could successfully complete.

In this paper, I draw on Kolb's Experiential Learning Model to understand the implications of experiential learning on my own learning and training process in a graduate Program Evaluation course in the M.Ed. program in Faculty of Education, Queen's University. This course simulated the environment of an evaluation company, and assigned each student with a client at the very beginning of the class. Throughout the course, students worked as the company employees ("interns") and were asked to work with their clients to design a programme evaluation project based on clients' requirement. Students were encouraged to apply the Utilization-Focused Evaluation (Patton, 2012) to identify and solve the specific evaluation problems their clients had. My paper focuses on the following aspects of my learning experience. First, I am going to discuss the difficulties I experienced as a novice evaluator. One of the biggest challenges for me will be how to identify my client's essential evaluation question. As my client is an initial program in Kingston, they have a lot of aspects need to be considered before starting the program. Thus, working with them to narrow down and decide the key questions for their evaluation will be my first priority. Second, I will discuss how experiential learning was enacted within the course in two different ways. The first was through weekly debriefing sessions when the instructor invited us to report on our progress (as a project manager might in an evaluation firm) and helped us interpret our experiences and connect them to the theories we were learning. The second way was through completing the evaluation design project. The main part of this interactive process mostly completed outside the classroom with my clients.

We discuss the evaluation design, chose feasible data collection methods, and scheduled the specific time slots for different phrases of the evaluation. Then, I share our ideas on class to get peer and professional feedbacks before presenting the final design to our clients. Finally, I discuss how my firm simulation experience influenced my future development as an evaluator and as an educational researcher. As a novice evaluator, this learning experience reminds me of four words: listening, observing, communicating and reflecting. As a novice researcher, my own experience inspires me to think about the possibility of applying this format in primary school education and how teachers could conduct that.

Innovations in Teaching and Learning Evaluation: Realizing the complexity of evaluation through just-in-time teaching and authentic learning

Jessica Rich, Stefan Merchant, Chi Yan Lam, & Zhou Cheng, Queen's University

In many ways, ignorance is bliss for a novice evaluator. This is because the complexity of evaluation can be paralyzing. The novice evaluator must: work collaboratively with complex people offering unique perspectives, manage the constraints of an evaluation project, and make sense of complicated questions and data, while being pressured by compressed time and limited resources.

The challenges associated with learning evaluation are not unlike those facing other professional fields. Novices must acquire and develop substantive expertise in a domain of practice. To ease that task, Novak (2011) and others are beginning to re-conceptualize teaching and learning differently. Just-in-time teaching is a learning strategy in which classroom-activities are enhanced by relevant preparatory course work (Novak, 2011). The goals are to "(a) encourage outside-of-class preparation by students, (b) provide prompt feedback on students' conceptual understanding of the course material, and (c) inform just-in-time modification of class activities and discussion" (Simkins & Maier, 2004, p. 445). To help facilitate the building of knowledge necessary for practice, principles of authentic learning seek to create motivating and challenging classroom activities that simulate complex tasks seen in real-life professions (Herrington & Oliver, 2000). Integrating principles of just-in-time teaching and authentic learning to evaluation learning has the potential to enrich theoretical evaluation instruction with stimulating and relevant classroom activities and discussion.

This paper discusses how features/principles of authentic learning and just-in-time teaching are enacted in an introductory course on evaluation. Specifically, I examine my experiences as a graduate student and "intern" of EvaluationWorks; a simulated evaluation company/ introductory-level course to educational and social program evaluation. As graduate students, we operated as evaluation interns – each responsible for working directly with a client in the design of an evaluation. Once a week, interns gathered together with the course instructors to share our experiences in the field, progress we had made with our client in the evaluation design, and challenges we were facing. Feedback from our practical application of theory informed classroom discussions, creating rich opportunities to reflect on key learnings that can be applied to future evaluation work. As an evaluation student and intern, having participated in EvaluationWorks enables me to approach new evaluation projects with greater confidence knowing that my experiences were realistic and meaningful.

The Evaluation Works Simulation as Preparation for Professional Practice

Stefan Merchant, Chi Yin Lam, Cheng Zhou & Jessica Rich, Queen's University

Evaluation Works ™ is an evaluation company created as a simulation to give students an authentic learning experience in a graduate level program evaluation course. The expectation of this simulation is to provide an authentic learning experience that introduces graduate student to situate program evaluation theory into the complex environment of practice. This course semester draws on principles of simulation based learning, as widely employed in the training of professionals such as pilots and health care professionals (Cant & Cooper, 2010; Peach & Hornyak, 2003). Underpinning this simulation is the assumption that such an introduction would facilitate graduate students' entry into practice. In this presentation I describe my experience with the course and how it facilitated rapid entry into the profession.

This presentation examines the issue of continuity to identify salient aspects of firm simulation that either enable or challenge the transition into professional practice. Following my participation in the course I was hired to perform a program evaluation. In the presentation I highlight differences and similarities between the simulation and a genuine program evaluation and explore how simulation exercises can serve as an effective means of preparing students for professional practice. Major themes in the presentation relate to the purpose of the program evaluation, the motivation to conduct the evaluation, the application of program evaluation frameworks and the political environment in which the evaluator is situated. For example, in the simulation, the client (who is genuine) is aware that the evaluator is learning the profession and therefore expects that the evaluation will be a learning experience for both the evaluator and the client. In a professional evaluation, the client sees the evaluator as competent and professional and expects the learning experience to be client focused and not shared.

Bringing forward learning from a formal program evaluation course into beginning practice also proved challenging. Whereas, the simulation client understands that the evaluator will bring in different evaluation frameworks and techniques, genuine clients are often very pragmatic. The program evaluation needed to be completed on time and within budget, but more importantly, results needed to be reported in a manner that is consistent with the communication and presentation methods that are typically used by the organization. Lastly, recommendations are suggested to help shape the simulation exercise in a manner that will allow the exercise to better prepare students for the real world of program evaluation.

Paper Session C: Dean's Boardroom, Room 12-199

The role of Social Return On Investment (SROI) in the Non-Profit sector Challenges and opportunities for an emerging method of evaluation

Ushnish Sengupta, Ontario Institute for Studies in Education

In the nonprofit sector, Social Return on Investment (SROI) has been adopted by a number of funding organizations as a method for measuring the benefits obtained from their philanthropic investments. A number of different models of SROI have been developed, but there is no broad sector wide consensus on SROI methodology. The long-term research needs for the Canadian nonprofit sector have indicated the need for development of SROI models. This paper reviews different SROI models and recommends a method that is applicable to the nonprofit sector in Canada.

The Canadian context for SROI is described in terms of motivation for using SROI: the nonprofit sector has an increased need for stable funding, and funders are demanding greater accountability; charitable donations have increased in Canada; social investment has been increasing but it is difficult to select investments that provide sufficient financial and social returns; nonprofits are relatively good at measuring outputs, while donors require outcome measurement. SROI, as it is currently practiced, was pioneered by the Roberts Enterprise Development Fund (REDF) in the USA. Therefore the majority of SROI models in use are based on the REDF SROI model. SROI models can be evaluated on three different dimensions (1) Vertical (completeness), (2) Horizontal (applicability) (3) Time (sensitivity).

The analysis found that the SROI model developed by the New Economics Foundation (NEF) in the UK is the most complete SROI method in accordance with the dimensions described. Opportunities for further development of SROI methods for the Canadian Nonprofit sector were identified. One conclusion of this paper is that in the case of new projects, where SROI calculations are required before the project is completed, detailed and quantified operational projections are required for SROI calculations. A second conclusion of this paper is that the selected SROI method should be expanded in application to environmental returns on investment. The selected SROI methodology of Boundaries, Stakeholders, Impact map, Indicators, Data collection, Model Creation, Calculation can be used as an umbrella method, with environmental models used in addition to social models. A third conclusion of this paper is that examples of SROI calculations for second and third order benefit and cost recipients need to be provided for SROI calculations to be more holistic and complete.

Most Significant Change Technique As A Developmental And Summative Approach To Program Evaluation

Keita Demming, Ontario Institute for Studies in Education, University of Toronto

Although initially developed for a social development program in Bangladesh (Davies, 1998; Davies & Dart, 2005), the Most Significant Change (MSC) technique is a story-based evaluation approach that can contribute to program development, program improvements and summative evaluations (Jessica Dart & Davies, 2003). In this paper, the author demonstrates an approach to using MSC as a story-based both a developmental, and summative evaluation technique (Patton, 2010; 2011). The selected evaluation case began as a one-off two-week intensive program, intended for boys ages 14-19 during their July – August break. In its third iteration, the program has been evolved into an annually program that hosts co-ed participants ages 13-16. Although this paper only refers to year three participants, many of the insights are derived from experience with previous cohorts. The program curriculum consists of two phases. In phase one of the program participants learning key concepts, skills and tools related to problem solving, while in part two of the program, participants apply and test these concepts, skills and tools using a real-world case. Two or three months after the program, individual follow up interviews are conducted. Participants are asked a series of questions to determine 1) if the program has impacted the way they approach problems. 2) How insights from their interviews can contribute towards improving or further developing the program. Participants will be asked: 1) What did you think about program? 2) Did you like about the program? If so what? What didn't you like about the program. 3) What did you find most challenging? 4) Has the program impacted you in any way? If so, how? 5) What has been the most significant change you have seen in yourself since being in the program? 6) Since bring in the program have you noticed any thing when interacting with other students who have not been through the program? 7) Has participating in the program affected your interactions outside of the classroom? 8) Is there any advice you would like to give to the teachers or facilitators? 9). Have you been inspired in any way? If yes, how so? Similar interviews from previous cohorts, suggest that although the program focuses on Systems Thinking, Integrative Thinking and Design Thinking, participants report significant changes in their own personal development. Some participants have reported that since being in the program, they manage conflict differently, and are better able to see others peoples perspective. Other participants also report being surprised at how differently they approach problem solving since being the program. Most surprising has been the reported Social Justice lens. Participants from the first two cohorts report viewing the world with a new Social Justice stance, but feel like they know where they can begin to solve these problems.

The consequential aspect of construct validity of a program, Assessing program theory wisely!

France Gagnon, University of Ottawa

The demand for rigorous or credible evaluations is at an all-time high in Canada and elsewhere in the world. However, much of the evidence being produced is based on a limited understanding of what constitute credible and *actionable* evidence. The Campbellian validity typology developed by Campbell and colleagues (Campbell, 1957; Campbell & Stanley, 1963; Cook & Campbell, 1979; Shadish, Cook, & Campbell, 2002) provides clear strengths in addressing the accuracy standard of the Joint Committee on Standards for Educational Evaluation

(Yarbrough, Shulha, Hopson, & Caruthers, 2011). However, it largely ignores issues of utility, propriety, and feasibility, issues that are required to assess the extent to which empirical and theoretical rationales support the adequacy, and appropriateness of outcome or impact evaluation inferences. In this paper, I argue that validity is not only a matter of judging the approximate truth of an inference but also of the meaning, relevance, and utility of score meanings and the value implications for use to varied program stakeholders groups. Integrating principles of measurement (derived from the work of Messick, Cronbach and Kane (Cronbach, 1982, 1988, 1989; Kane & Trochim, 2007; Kane, 2006, 2008, 2009, 2013a, 2013b; Messick, 1989, 1990, 1994, 1998) into the Campbellian typology, I explore ways in which the validity of inferences can be enhanced by paying closer attention to the consequential aspect of construct validity.

Debunking Utilization-Focused Evaluation (U-FE): Lessons learned applying UFE theory to practice.

Jennie Phillips, Ontario Institute for Studies in Education & Munk School of Global Affairs

In 2013, the Citizen Lab decided to employ Utilization-Focused Evaluation (U-FE) to facilitate the development of their Cyber Stewards Network (CSN) Project. In partnership with the International Development Research Centre (IDRC), the CSN is a global network of organizations and individuals that use evidenced-based research for policy advocacy to ensure and promote a secure and open Internet. With mentorship support for the DECI-2 group, [1] U-FE was selected for its distinction from other forms of evaluation. It is an approach for making decisions and focuses evaluation on intended use by intended users instead of on the methods or the object of evaluation [2]. It can include any kind of data (qualitative, quantitative, mixed), evaluative methodology (summative, formative and developmental), design (e.g. experimental, naturalistic) and focus (outcomes, impacts, costs, processes). Evaluation content is determined by the stakeholders [3], and the researcher becomes a facilitator of decision-making rather than an independent judge [4]. Using the 12 step U-FE process designed by Ramirez & Broadhead (2013), [5] the CSN project experienced great value from applying U-FE and realized a series of lessons learned in the process deemed valuable to others using U-FE. This talk aims to share the insight gained from this project, by sharing our lessons learned when attempting to apply U-FE theory to practice.

Breakout Session II

Paper Session A: The Dean's Boardroom, Room 12-199

Validation Of Health-Related Quality Of Life Measure Based On The MDS By Mapping And Regression

Tommy Tam[1], Walter Wodchis[1] & Gary Naglie,[2] [1]University of Toronto,[2] Baycrest Institute of Health Policy, Management and Evaluation, University of Toronto

Outcome measures are important for clinical outcome monitoring and evaluation, clinical and health services research. An example of such measure is the health-related quality of life (HRQOL), which views health as multidimensional concept that includes physical, mental and social domains. The HRQOL is an important summative outcome because it is able to show the impact of health on quality of life. As a result, identifying a standard and easy approach to implement measurement of HRQOL would be particularly useful on both the individual and community level. In geriatrics, the Minimum Date Set (MDS) is the most widely used health assessment tool because it provides comprehensive information on health status and functioning. It is currently implemented in over twenty countries and has been used for Long-Term Care (LTC) facilities in four Canadian provinces. The MDS has several associated scales that measure various aspects of health. However, a summary measure of health would provide important information about clinical outcomes in program evaluation and cost-effectiveness. An example summary measure is the Health Utilities Index (HUI), which is a health-related quality of life (HRQOL) measure that has been commonly used in clinical trials and cost-effectiveness analyses as well as a measure of population health. Previous studies have provided preliminary evidence for a MDS-based HRQOL measure of the Health Utility Index (HUI) with mapping. However, these studies did not include direct measurement of resident HRQOL with the HUI and as a result, previous preliminary mapping was not directly validated. In this research study, the previous mapping approach and regression-based approach to predict HUI scores will be compared. This research thesis will address the following research questions: 1. How do mapping and regression-based prediction of HUI scores using data elements from the MDS compare with actual resident-ratings of HRQOL based on the HUI survey instrument? 2. How do the mapping and regression approaches differ in predicting HUI scores? Which approach provides a more valid prediction of the HUI? This study will aim to validate an HRQOL measure based on the MDS and the HUI. With the MDS and HUI data collected from 635 residents in 30 LTC facilities across Ontario, mapping and regression approaches will be applied to determine whether MDS data can be used to predict HUI scores. A HUI score that can be accurately predicted from MDS data would be useful for research studies involving LTC residents with MDS assessments. It would also provide important information for policymakers to determine the effectiveness of different long-term care programs and services. It will also serve as a common measure in LTC so that health status and outcomes across provinces and countries can be compared. As a result, the single HRQOL measure will be an innovative tool for planning and measuring performance of community and institutional LTC programs and services.

Honouring complexity: Using a program evaluation model to assess in-practice physicians

Wendy Yen, Ontario Institute for Studies in Education & Kathryn Hodwitz, College of Physician and Surgeons of Ontario

The College of Physicians and Surgeons of Ontario plays a key role at the individual and system level in contributing to the quality of medical practice. Fundamental to this role is the development of assessment programs to assess physicians in their workplace settings. The purpose of the program is to identify opportunities for practice improvement in the interest of public safety. We describe the development of a conceptual model for physician assessment which represents a shift from a singular focus on 'valid and reliable' assessment tools to a framework that places equal importance on all 'components' of an assessment program. That is, while tool development is undoubtedly a key component in quality assessments, the new model places equal emphasis on other components of the assessment process that may also affect program outcomes (e.g. assessor training, use of assessment reports by decision bodies). The movement from a measurement model to a program evaluation model represents a paradigmatic shift from a positivistic framework to one that recognizes the inherent complexities in health science research and explores how evaluation approaches that honour complexity and context might be used to show program effectiveness. There is clear value in obtaining data and quantifying program outcomes to guide decision-making and enable communication of program efficacy to a wider audience. However, the authors contend that this cannot occur without recognizing that health programs are all too often designed to deal with complex issues not easily reduced to a single quantifiable outcome. Honouring the complexity of social health phenomena would assist evaluators to satisfy the needs of front line staff, funding bodies, committees, boards and policy makers, all of whom can have divergent views when it comes to deciding how to judge what constitutes data and the merit or worth of a program. The focus of the present work advances program evaluation theory and practice by presenting a model which illustrates a shift away from the dominant quantitative paradigm towards honouring the complexity of health sciences research and evaluation and the multitude of factors that can affect how a program serves its participants. The new model represents a shift in the values of the organization towards integrating elements of a positivistic model with constructivist concepts in the context of continuous quality improvement.

Process use as an outcome in KMb evaluation

Barbara Szijarto and Kate Svensson, Education (Teaching, Learning and Evaluation), University of Ottawa

The evaluation of knowledge transfer and exchange (KTE) initiatives is recognized as a challenge, particularly when attempting to measure direct application of research findings to practice or policy (Barwick et al., 2012; Meagher & Lyall, 2013). 'KTE' is a term that is applied to projects that seek the transfer and exchange of knowledge between researchers, practitioners and/or policymakers, often for the purpose of some betterment to society. The interaction between actors from different fields implied by the word 'exchange' in 'KTE' points to the potential for process use to be an outcome of interest. Process use refers to learning by participants as a result of their involvement in the initiative. Attention to process use may be particularly important for organizations that perform a mediating role to connect the fields of research, practice and policy and who specialize in the KTE function. These organizations are sometimes called 'knowledge intermediaries', 'boundary spanners' or 'knowledge brokers' (Meyer, 2010). It is arguable that for organizations such as these, learning itself is an important outcome to consider in the evaluation of their work. More, it can be an outcome that deserves attention not merely as a by-product of an initiative but one that is central to achievement in the long term. As such it can be an intentional component of KTE program strategy and be an outcome to which the organization is accountable to stakeholders. This paper reviews the literature on process use as applied to KTE evaluation, and references a recent KTE evaluation informed by the work of Michael Patton on developmental evaluation (Patton, 2010). A learning framework was created as one of the deliverables of this evaluation, to be integrated into the initiative's ongoing strategy. This paper discusses considerations and options for including process use as an outcome of interest in KTE evaluation.

Evaluation Policy's Role in Organizational Evaluation Capacity Building: Toward an Agenda for Research

Hind Al Hudib, University of Ottawa

At a time of public budget constraints and an increasingly competitive global economy, international interest in evaluation capacity building (ECB) continues to grow among organizations, funders, and evaluators. Evaluators committed to building evaluation culture and practices in organizations have been adding to the growing base of theoretical and empirical ECB literature. Considerable progress has been made in understanding what constitutes effective ECB and in identifying its role as a continuous learning and development system. However, little is known about the impact of organizational evaluation policy on evaluation practice (Mark, Cooksy, & Trochim, 2009) and the capacity to do and use evaluation.

The aim of this paper is to explore the relationship between evaluation policy and organizational evaluation capacity and to propose an agenda for research in this area. Many governmental, para-governmental and not-for-profit organizations and agencies have policies to guide evaluation practice, whether conducted internally or commissioned externally. These policies play a critical role in setting the direction of evaluation practice across multiple, pluralistic evaluation contexts. Typical questions addressed by such policies correspond to how evaluation should be done, what resources are needed, who is responsible for which tasks, what type of expertise is required, what the expectations are for evaluation, and how evaluations should be conducted. Most of these questions align with considerations for the practice of evaluation (supply) as opposed to its use (demand). Recent work on ECB (Cousins & Bourgeois, in press) has heightened the importance of understanding not just the capacity to do evaluation but the capacity to use it. Our knowledge of the latter is comparatively limited. Thus, an important question about the relationship between evaluation policy and ECB is, do evaluation policies influence evaluation practice and evaluation use differentially? Conceivably, evaluation policy can have a strong influence on an organization's capacity to do evaluation and perhaps on their capacity to use it but this relationship remains underexplored. Understanding the relationship between evaluation policy and ECB is important because such understanding can facilitate efforts directed toward establishing, integrating, and sustaining organizational evaluative culture. Through a review and integration of published scholarship the present paper gives consideration to an agenda for research on evaluation in this area.

The paper examines how organizational ECB processes are shaped, reinforced, accelerated, (or impeded) by evaluation policies, and identifies the conditions under which such effects are likely to occur. Special attention will be given to the development of a conceptual framework to guide research, one that will integrate dimensions of organizational evaluation capacity to do and to use evaluation (e.g., Bourgeois & Cousins, 2013). This paper will better equip evaluators to situate research on organizational evaluation capacity within a broader context of evaluation policy and will provide deeper insights into the dynamics of organizational ECB than are presently available.

Paper Session B: MEK Lab, Room 12-105

My impact tool: Increasing student productivity in online discussions by providing private access to their participation data

Alexandra Makos & Heather Birch, Ontario Institute for Studies in Education

Teaching online poses unique challenges for instructors, mainly how to accurately assess student participation. Typically, data about student participation within the online environment - including the number of posts written, the number of posts read, the number of login times, the length of time online - are available for teachers to view and assess. While access to these data may inform and affect teachers' assessment of student participation, what happens when this information is provided to the students themselves? This pilot study examines a tool that was used in a 12-week graduate course of 73 students at a leading Canadian faculty of education to heighten students' self-awareness of their contributions. Student participation was valued as 40% of the students' final grade. When students logged into the course environment they could view the "My Impact" tool, a chart depicting the following types of contributions that were encouraged in the course: notes written, words written, replies written, replies received, likes given, and likes received. The values included individual student data, as well as the community average. These statistics allowed students to quickly see their contributions to the online environment in a quantifiable way, in comparison with the rest of the community. The first 6 weeks students did not have access to the My Impact tool. The next 6 weeks students had access to the My Impact tool. Data was collected on student productivity corresponding to the contributions encouraged by the My Impact tool. Cumulative and average rate of productivity for the types of contributions made were calculated for each student before and after the tool was made available in the environment. A paired t-test shows statistical significance for an increase in student productivity across all contribution types: notes written p=3.16E-4, words written p=1.71E-4, replies written p=5.36E-3, replies received p=8.24E-4, likes given p=3.09E-7, likes received p=7.76E-12.

The use of this tool is a first step toward understanding the effects of revealing student productivity on student behaviour. Students' emotional responses were also considered by mining the online discussion board and from private messages sent to the instructor and teaching assistants for reactions to the tool in order to begin to understand how it affected students' motivation, feelings, and experience of the course as a whole. Student access to the tool was positively received and as one student wrote "is really useful to me because I can see how much work I am doing compared to the class" - student #72, private message to TA#1. Considering that access to the tool increased productivity in the online discussions, it may also provide insight into how teacher assessment and student self-assessment can function cooperatively to provide more in-depth, accurately discerned assessments of student learning. An investigation of the benefits and drawbacks of the tool as a self-assessment measure provides an impetus for further research on the use of this tool in online graduate courses to support assessment practices.

Teachers' Classroom Assessment Competencies: A Construct Validation Study

Eugene Luo, Ontario Institute for Studies in Education

Despite their documented efficacy on student learning, a lack of consensus about the construct(s) of formative assessment (FA) and assessment for learning (AfL) has profound theoretical and policy implications. This study reports the validation of the FA Confidence Questionnaire (Stiggins, Arter, J. Chappuis, & S. Chappuis, 2007), adapted for a midterm program evaluation of Singapore elementary school teachers' confidence in their classroom FA and/or AfL practices after varying years of implementing a national initiative to use "more holistic assessment to support learning" (Ministry of Education, Singapore, 2009; p. 34). Exploratory factor analyses (EFA) and confirmatory factor analyses (CFA) were conducted (N= 996) to ascertain the underlying factor structure and test the theorized relationship(s) between the questionnaire items and factors respectively. Results from the EFA yielded five factors (eigenvalues >1.0) that accounted for 62.88% of the variance in the responses, which is in agreement with the FA model proposed by its authors. However, results from the CFA suggested a generally poor item-factor fit. Further differential item functioning (DIF) analyses suggested that teachers responded differentially to certain items, depending on the number of years they had implemented the national initiative. A brief review of definitions, frameworks, and policy references of FA and/or AfL will be presented, followed by elaboration on the Singapore midterm program evaluation and findings from the study. Limitations and suggested future directions are discussed.

Evaluating School-Based Reform In Egypt: Central Perspectives

Ayman Rizk, Ontario Institute for Studies in Education

The purpose of the current study was to evaluate the School-based Reform (SBR) program of the Egyptian pre-university education strategic plan 2007/2008-2011/2012 from the perspectives of middle management officials at the headquarters of the Ministry of Education (MOE) while focusing on the importance of that movement, identifying what decision-making authorities the Egyptian schools currently have and what others they should be given for improving their performance, identifying strengths and weaknesses of SBR, and reaching suggested strategies that aim at maximizing the positive impact of SBR. The current study gained a special importance as it focused on the implementation of SBR in Egyptian pre-university education which is a relatively new initiative. SBR is a very important movement and can represent an effective solution for a number of challenges facing the Egyptian education system.

This study aimed at: 1. Evaluating the implementation of SBR in the Egyptian pre-university education. 2. Identifying strengths and weaknesses of the implementation of SBR in Egypt. 3. Reaching a number of suggested strategies to enhance the implementation of SBR in Egypt. 4. Suggesting recommendations to policy-makers and school principals to maximize the impact of the SBR experience. The study adopted a critical qualitative analysis approach for exploring and reviewing the Egyptian experience in implementing SBR, identifying its strengths and weaknesses and realizing some strategies that can contribute to enhancing the SBR's implementation in the future. It built mainly on data gathered using semi-structured interviews with five officials at the central level. The SBR represents a new window for reforming the Egyptian education system and an opportunity for schools to increase their resources through enhancing community participation and encouraging stakeholders to be more involved in education and its issues. Schools, through working and cooperating closely with their local partners, can increase and enhance their human, academic and material resources. The implementation of SBR varies widely among Egyptian schools as they witness extreme disparities in terms of their leadership, teachers, Boards of Trustees (BOTs), partnerships with stakeholders in their local environments.

Design An Effective Curricula for In-service Mathematics Teachers' Program

Zhaoyun Wang & Douglas McDougall, Ontario Institute for Studies in Education

The content of instruction plays an important role for learners to learn knowledge (Porter, 2002). The curricula of a workshop instruction will have an impact on the knowledge development of teachers. This study is to evaluate the effects of the curricula of grade eighth mathematics teacher inquiry project. Cross-national studies have showed that, in the top mathematics performing countries, teachers collaboratively work in schools (Ma, 1999; Stigler & Hiebert, 1999). It has been clearly recognized that most teachers work in isolated classrooms without access to regular development (Su, et. al, 2005; McDougall, et. al. 2011). This happens because many elementary and secondary schools do not have the resources to release teachers to collaborate or to attend professional development workshops. Hence, design workshops should consider both participants' time and opportunities to upgrade the professional knowledge.

The theoretical framework of the curriculum design was based on collective cognitive responsibility (Scardamalia, 2002) in which all members collaborate for group success, and situated approach for professional development which " knowing and learning are situated in physical and social contexts, social in nature, and distributed across persons and tool" (Putnam & Borko, 2000, p. 12). The Ten Dimensions of Mathematics Education (McDougall, 2004) was employed as the conceptual framework for the program content design, which includes development mathematics knowledge, general pedagogy and pedagogical content knowledge. We focused on five dimensions in the first year program. They are student tasks, constructing knowledge, manipulative and technology, assessment, and teacher comfort and attitude towards mathematics. The research questions were: (1) What are the changes in the participants perspectives on collaboration? (2) What is their view of the content delivered in the workshops? What improvements do they report in their pedagogical content knowledge and use of technology? The participants were 29 eighth grade mathematics teachers from eight different schools from a large urban school district in Ontario. A Likert-like scale survey with 20 questions was administered at the beginning of the year to explore the attitudes and beliefs about mathematics of the teachers. We conducted face to face interviews with each teacher and administered the same attitudes and beliefs survey at the end of the year.

The statistical paired T-test analysis and qualitative results were employed to analyze data. Paired T-test was used to analyze quantitative data and categories and subcategories for qualitative data. The results indicate that the curricula did motivate teachers' collaboration in teaching and learning, update their mathematics knowledge and teaching methods, and increase their use of teaching software and online resources. The curricula that entailed for practical teaching and learning are effective and efficient approach for teachers' professional development in Ontario educational context. This study provides evidence that inservice teachers' programs should be research-based and job-embedded. It can help educational researchers and policy makers to modify the way of inservice teachers' programs.

Roundtable and Poster Session C: Boardroom, Room 12-117

The use of digital games for assessment

Tasha Richardson, Ontario Institute for Studies in Education

This roundtable topical discussion will focus on the possibilities and challenges of using digital games to evaluate students. This is extremely topical considering the increased presence of (and pressure to use) technology and digital games to support student learning. Gee and Shaffer (2013) make the argument that rather than focusing on student learning, however, games should be designed for testing instead. In James Paul Gee's (2013) book, Good Video Games + Good Learning, Gee collects a series of papers that explore the use of video games to support and evaluate students' 21st century. These papers collectively make the argument that digital games employ game based learning theories that empower and engage learners as they develop those learners' identities and their 21st century skills in ways that currently do not happen within the classroom.

Specifically, in Gee and Shaffer's (2013) article, *Looking Where the Light is Bad*, they argue that current assessments, such as standardized tests that have arisen due to the No Child Left Behind Act, are impeding US educators' abilities to move towards developing and assessing 21st century skills (identified as "innovation, critical thinking, and systems thinking" (p. 70)). This is happening, in part, because the assessments are directing learning, rather than assessing the learning that is taking place (Gee & Shaffer, 2013). In the roundtable discussion, we will explore the fundamental properties of assessment ("what is assessed, how the assessment takes place, and the purpose of assessment in the first place" (p. 71)) that Gee and Shaffer (2013) indicate need to change in order to empower educators to development students' skills. While the foundation of this discussion will be on Gee's book, I will support this discussion with other research I have read that focuses on the use of digital games in the classroom as tools for assessment.

A Critical Examination of Thrive

Stephanie Shuler Fages, Ontario Institute for Studies in Education

This is a pilot project which looks at people's interpretation of the word thrive. Using Survey Monkey, I wanted to determine whether society values "thriving". I want to have clarity on people's understanding of the language surrounding thrive and the understanding of what it means to thrive, both from a personal perspective and in an educational setting. Education should foster supportive environments where every student can flourish while learning. Since everyone is unique, each will possess an individual set of abilities and interests. Standardized curricular expectations limit diverse strengths and instead support fitting in. My concern is that we are encouraging sameness and not supporting individuality, possibly leading to low self-esteem and lack of connection-academically, behaviorally, emotionally and socially. Included in the survey were questions that explored people's age, gender, mother- tongue and countries of habitation – in order to assess whether these variables influence one's understanding of thrive.

The majority of those surveyed were educators and/or parents. Qualitative research questions were asked via a hermeneutical lens for the respondent to give an example of: What a student/child looks like when they are thriving or not thriving in their school; What a child looks like when they are thriving or not thriving in society, in general. Subjects were also asked to list any synonyms for the word thrive and any interpretations of that word from their mother tongue. It became apparent from the findings that life experience influences ones definition of "thriving". As our years of living increase, we naturally come into contact with more and more people, who each represent a multitude of diverse characteristics that inevitably exposes and expands our values repertoire of perspectives. From my study, three distinct areas emerged when 'thrive' was considered: curricular domains, profound health and welfare domains and economic domains. The goal of this survey is to identify similarities and themes that may emerge from examination of this concept "to thrive". If findings point towards a similar image of one who is thriving then we have a number of questions to address: What are the goals of education; Is thriving valued in school and if so, what is its rank among other educational goals? My post structural lens would have me then ask whether we can assume that all students want to thrive, both in school and in society? Finally, does education facilitate student thriving and if not, do we want to change that?

The Typological Shift of Political engagement Evident by Canadian Youth

Angelica Radjenovic, Ontario Institute for Studies in Education

The rise of citizenship education within Canadian secondary schools demonstrates a positive correlation between participation in democratic civic life and schools. The shift of political participation and engagement currently makes for a narrow definition of politics in the context of adolescents' lives. Contemporary conceptualization of political engagement lends itself to alternative participationist activities that could take the form of community-based organizations, engaging in political meetings, volunteerism and activism. Arguably, youth are marginalized from mainstream political discourse in which a new form and wave of political engagement emerged.

This paper seeks to answer how has the type of youth political engagement in Canada changed from tradition to non-tradition notions of engagement? Subsidiary questions include: one, of the youth being analyzed, what types of political engagement activities are most frequently practiced? Lastly, what is significant about differentiating between the types of political engagement activities? The results include the important shifts of typological political engagement such as participationist activities that could take the form of community-based organizations, engaging in political meetings, volunteerism and activism. Lastly, citizenship education has altered youth's perception of civic duty from that of electoral participation to more volunteer approaches on global awareness and volunteerism.

Some viewpoints from 'Across the Pond' on the accessibility of online tests in higher education

Simone Laughton, University of Toronto Mississauga

Increasingly online tests are being used to assess student learning achievements in a variety of learning environments (Mabry, 2005 cited in Williams, Howell & Hricko, 2006, p. 3), such as MOOCs, institutional learning management systems (LMSs), assessment systems, and others. These different IT systems continue to be developed to be more adaptive and responsive to those who use them. The literature suggests that the higher education experience for students with disabilities could be significantly improved to address higher dropout rates and lower rates of participation (Lombardi & Murray, 2011; Mamiseishvili & Koch, 2011). As a growing area of concern in the higher education field, the accessibility of online tests is a particularly complex and challenging topic that needs to be addressed.

To explore this topic further, a preliminary study involved a total of twelve U.K. higher education expert practitioners, including Accessibility Specialists and Advocates; Instructors; and Software, Specification, and Standards Developers. The participants provided a rich tapestry of experience and insight regarding current barriers and challenges that are being faced; best practices and strategies that have been gleaned from experience; and, improvements needed to better support the creation and delivery of accessible online tests. The evidence from the study was gathered using a survey and a semi-structured interview and it suggests that, although significant improvements have been made regarding the accessibility of tests in higher education online learning environments, there is still much work to be done on many fronts.

Five major themes that were identified included: 1. Requirement for balance between academic integrity and accessibility; 2. Need for inclusive design to better support the creation and delivery of accessible online tests; 3. Issues related to the mainstreaming of accessible online tests and testing processes; 4. Resources required to support the design and delivery of accessible online tests; and, 5. Technology issues and approaches. The participants shared their findings from their own research, anecdotal evidence, experiences, and reflections regarding their work related to different types of online tests and accessibility.

Closing Plenary: Panel Discussion, Room 5-210
Current Issues and Emerging Trends in Evaluation

J. Bradley Cousins is Professor of Evaluation at the Faculty of Education, University of Ottawa. Dr. Cousins' main interests in program evaluation include participatory and collaborative approaches, use, and capacity building. He received his Ph.D. in educational measurement and evaluation from the University of Toronto in 1988. Throughout his career he has received several awards for his work in evaluation including the 'Contribution to Evaluation in Canada' award (CES, 1999) and the Karl Boudreau award for leadership in evaluation (CES-NCC, 2007) and the Paul F. Lazarsfeld award for theory in evaluation (AEA, 2008). Recently he won the uOttawa Faculty of Education award for Thesis Supervision (2014). He has published many articles and books on evaluation and was Editor of the *Canadian Journal of Program Evaluation* from 2002 to 2010.

Eunice Eunhee Jang is Associate Professor at the Department of Applied Psychology and Human Development in Ontario Institute for Studies in Education, University of Toronto. Dr. Jang's current research program is in the areas of educational assessment in general with an emphasis on language assessment of and for second language learners in particular. Currently, her research projects, funded by two SSHRC Partnership Grants and a SSHRC Standard Grant, focus on developing a HDF (holistic diagnostic feedback) framework for young children with low reading proficiency; a culturally sensitive play-based assessment framework for supporting and tracking Aboriginal children's language development; and an ecological assessment framework for technology-rich learning environments. Her book, *Focus on assessment*, published by Oxford University Press in 2014, discusses theory and practice in assessing young language learners from teachers' perspectives.

Cameron Norman spends much of his time thinking about the big picture and working with service and social innovation organizations to devise strategies to enhance the way we live, work and play through research and design. Dr. Norman's work combines systems thinking, design and behavioural science with the tools of critical education, communications and evaluation. It is his hope that through this work he can inspire people to think in systems, harness their creativity, and design social innovations for public wellbeing. He is the Principal of CENSE Research + Design, a social innovation consultancy studio focused on strengthening clients' skills in designing innovations and understanding their impact on the world. Dr. Norman is also a faculty member with the Dalla Lana School of Public Health at the University of Toronto. Dr. Norman blogs about his thoughts and ideas at www.censemaking.com

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