

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMM29

Evaluation Research – Theories
and Methods

Version 1.0 – March 2022

GRADUATE SCHOOL METHODS COURSES

SPRING 2022



1. WELCOME

SIMM29 EVALUATION RESEARCH – THEORIES AND METHODS

Contact info

Graduate School

e-mail: master@sam.lu.se

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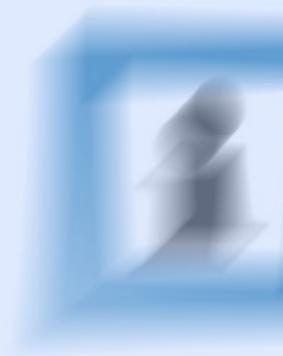
Student Union

Home page: samvetet.org

Lund University

Home page: <http://lunduniversity.lu.se>

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Welcome to the Spring term's course

Evaluation Research – Theories and Methods.

This course gives the student hands on practice in how to develop an evaluation and how and why it is important to ground evaluation on a logical foundation. It gives an overview of different available evaluation strategies and related scientific methodological approaches within the broad field of evaluation research.

The course will discuss:

- what differentiates evaluation research from other types of social scientific research?
- what are the requirements for a scientifically based evaluation?
- what are the relation between evaluation results/evaluators and the political and social context where they will be used?
- which are the key questions in evaluation research and how do they relate to the fields where the evaluations are applied and utilized?

Major emphasis is placed on the development of an evaluation plan and in understanding how different theoretical approaches and methodological strategies may influence the final evaluation results. As part of the development of an evaluation plan the student will train to build relevant evaluation questions, consider if and when a qualitative, quantitative or combination of approaches is more appropriate and create realistic research schedules to produce evaluation results that can be timely produced.

Formal learning outcomes for the course

On completion of the course, the student shall:

Knowledge and Understanding

- demonstrate knowledge of different roles an evaluation can have in relation to a policy cycle
- demonstrate an understanding of selected evaluation types and strategies
- demonstrate understanding of the importance of reliable, valid and situated evaluation structure
- demonstrate an understanding of how different evaluation types and strategies may influence evaluation results or the usage of evaluation results.

Competence and skills

- formulate relevant evaluation questions
- develop and convene constructive critique to an evaluation plan
- design and present a coherent scientifically based evaluation study using both verbal and written communication

Judgement and approach

- demonstrate insights in the possibilities and limitations of different types of evaluation strategies and designs
- demonstrate a critical understanding of the role and use of evaluation results in today's society

Assessment

Overview

You will be graded on three different hand-ins and workshop participation is compulsory in this course. They will be explained briefly below – a detailed explanation can be found in the detailed plan of the course.

1. Reflection on Evaluation Research I
2. Active participation in workshops
3. Reflection on Evaluation Research II- individual home examination
4. Evaluation Plan – made in groups of two to three.

1. Reflection on Evaluation Research I

In order to prepare yourself and get a quick overview of what evaluation research is all about, you start the course by reflecting on the role of evaluation and its relation to research and practice.

The aim of this reflection is to make you look for examples of evaluation practices and to “think evaluation” in relation to your subject area of interest. The aim is not to demonstrate that you have read all of the course literature but that you have started the reading process to introduce you to the abundance of resources – including information that can be found on the internet. This will make you “land” in the evaluation field and begin to form your own opinions of what evaluation research and evaluation practice is all about.

2. Workshops

Detailed instructions for the workshops can be found in the Teaching and Reading section of this document. In total there are seven workshops in the course. Five of these are directly supporting the ongoing development of your evaluation plan. For several of the workshops there are related written hand-ins. Make sure that you hand these in on time so that you can prepare your student oppositions to other student hand-ins, when that is relevant.

3. Individual Examination - Reflection on Evaluation Research II

The individual examination is a continuation of Reflection I, which is pass or fail only and handed in at the beginning of the course.

At the end of the course, you will have gained some experience of how evaluations can be done, when they are used and why they may differ.

The detailed topic of Reflection II will only be known to you when the examination starts but it will take its point of departure in the course literature and issues discussed during the course workshops.

The purpose of the exam is not to write a long essay but to briefly reflect and show that you know and understand the course literature. It is essential that you show your ability to critically reflect on the literature and different approaches on how to perform an evaluation, based on the course literature, by making reference to it and comments about it.

The examination is in the form of a home examination.

4. Evaluation Plan

Background

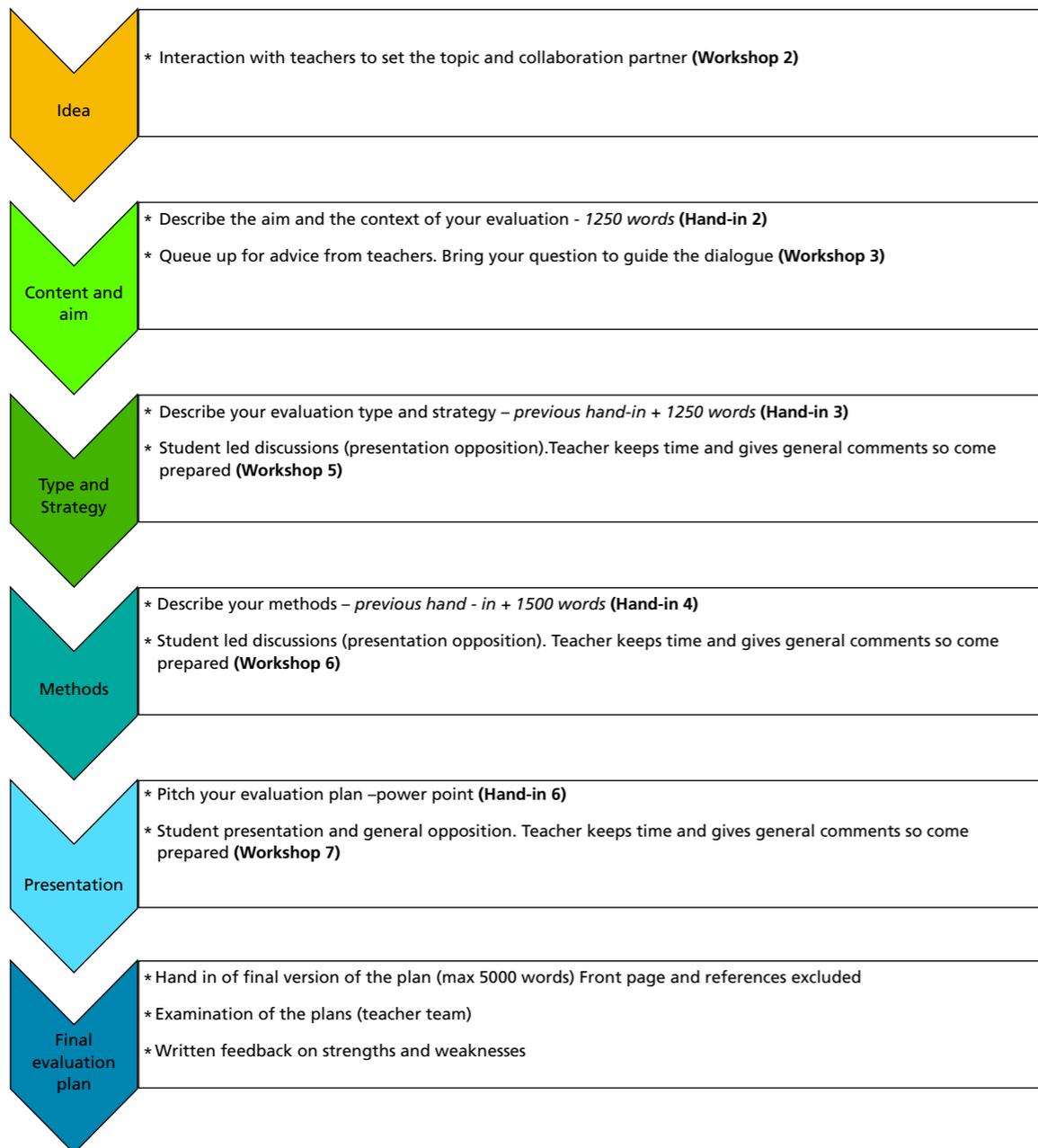
The main task in this course is to develop an evaluation plan that aims to evaluate a policy, organisation, programme or project of your own choice and interest. You will work on this plan in groups of two (or three) and it is your responsibility to find a partner and a topic for the plan.

The plan should be convincing and helpful in relation to its purpose. It is therefore essential to consider what and who is the target of the evaluation. If you are commissioned to conduct an actual evaluation professionally, the first step is to develop an evaluation plan and present it to the employers. It is important to try to imagine who is the employer and what the employers may want but also to keep in mind what they may not want or imagine. Carol Weiss writes about this relationship between the employer and the evaluator in her book which is part of the course literature and you can draw inspiration from this seasoned evaluator with a long experience of meeting employers!

We encourage you to contact an actual organization and propose the possibility of designing an evaluation for them. It can be an organization close by in Lund, Malmö or Copenhagen that you could visit but it could also be an organization abroad (where you come from or have contacts). This does not give extra points in the grading but does help you to get a better understanding of what evaluation can be about and how to frame it. In addition, it may give you an additional partner to your project beyond your co-students and course teachers.

To support your work there will be five workshops and four non-graded hand-ins which will help to develop your plan in a progressive manner.

Figure 1. Description of the process of how you will develop your evaluation plan for each draft of the plan you hand in, you are supposed to revise the previous section according to new knowledge acquired. Developing an evaluation project (research project) should be seen as an iterative process!



Piloting

Even though you will train aspects of the whole process of planning and conducting an evaluation, we only expect you to present a plan. However, as you will see in the course literature, the planning phase including different degrees of piloting of your data collection methods as it is essential to ensure the development of a good and solid evaluation plan.

Piloting means to test and thereafter improve your data collection methods. You can do this in different ways. If you are planning to collect data through interviews, you can test interview questions on co-students, family or friends. Also if possible, on similar interviewees that you have planned to include in your study or persons/experts who have good knowledge on the group of interviewees (you can use the internet for this).

If you are going to use different types of statistics as a part of your methodology, piloting is important to include an assessment of the extent the statistics exist and reflect its quality. Maybe it is fragmented or is of low quality where for a solid evaluation it would be better if the evaluation is supported by another data set or method than you initially thought.

Piloting improves your methodology and ensures that the method is able to collect the intended information to answer the aim of your evaluation. Piloting may also make you realise that the aim that you have set up for the evaluation is unrealistic and you may need to improve the limitations of your study.

Motivate your choices

As this is not a real situation, you are able to explore the possibilities more freely but to motivate your choices as you develop your plan. In the final version of your evaluation plan explain and motivate your chosen evaluation approach using references to the course literature (and other scientific evaluation and methodology literature if relevant). This includes motivating the chosen evaluation types and strategies, methodological design, what kind of empirical material that will be collected as well as the evaluation criteria used to assess the results. There is not only one but several possible solutions to an evaluation problem and it is all about how well you corroborate and develop the rationale of your choices. This latter part is actually the scientific or theoretical part of the job and here you are the specialists!

Length

You should not write more than 5000 words. Front page (Title, Names, Course Name) and reference list are excluded. The examining teacher will not consider more than 5000 words when examining the papers!

Limitation

The planned evaluation should not take more than 6 months work considering the number of persons in the group! This limitation is given to you to help you to become more concrete in relation to the scope of data collection. Limiting an evaluation or any research proposal to the available resources (time/people) is essentially making it viable – a key requirement both for your upcoming thesis work as well as for your professional future.

Form and Content

The paper should follow a traditional paper structure and include the following sections:

- *Introduction* **Why** – (background describing the purpose and future use of the evaluation (i.e control vs improvement)) and **Who** (role of different stakeholders; commissioner, performer participant).
- *Aim and Research Question* **What** evaluation object (programme, plan or organisation), main aim and research questions).
- *Methodology* **Which** (evaluation type and strategy) **How** (data collection, sampling, methods for analysis including evaluation criteria).
- *Referencing* Throughout the evaluation plan, **all literature sources and citations** must be referenced correctly (see Plagiarism section of this document, pages 6 and 27).

In this paper we do not expect a result but a well-structured and detailed research design which will indicate what kind of results will be produced and against which criteria you will analyse them.

Grades

The grades awarded are A, B, C, D, E or Fail (U). The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

Reflection on Evaluation research I and the active participation in the workshops is awarded with pass or fail, whereas the Reflection on Evaluation research II consists of 20% of the final course grade and the Evaluation Plan consists of 80% of the final grade. A well written Reflection I can raise your final grade if you are between two grades in the other assignments.

At the start of the course students are orally informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Please see appendix I in this guide for more information.

Your teachers

John Woodlock (course coordinator) is a PhD candidate at the Sociology of Law Department in Lund University. His research project focusses on the field of European Union (EU) civil aviation, the profession of licensed aircraft maintenance engineers and the use of expert knowledge in the aviation regulatory process. In particular his project will explore, from a socio-legal perspective, professional experiences of the complexity and interplay between legal norms and legal forms in civil aviation regulation and governance, and professional norms in relation to the notions of risk, safety and legal accountability, particularly in the face of human error.



John Woodlock
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Nicolas Serrano Cardona is a doctoral candidate at the Sociology of Law Department of Lund University. His current research interests include legal cultures, legal cartography and interlegality. With a background in Social Anthropology, Habitat and Urban Studies, his work deals with the intersections of culture, cities, and law, particularly the relations between social forces and the State amidst social, cultural, and legal change processes. He has worked in non-governmental organizations and public institutions, conducting diagnostics and evaluations of local development and cultural change projects.



Nicolas Serrano Cardona
nicolas.serrano@soclaw.lu.se

Kadri Kuusk is a lecturer at Department of Human Geography. She is an economic geographer and has an academic background in Human Geography, Economics, Economic History and Public Policy studies. In addition, she has professional experience and interest in program and policy evaluation. Her research interests are in the areas of economic geography, innovation policy, network studies and complex systems. Her current research focuses on long-term regional economic development in Sweden.



Kadri Kuusk
(course coordinator)
kadri.kuusk@keg.lu.se

Anna Lundberg is Guest Professor at the Sociology of Law Department, Professor of Welfare Law at Linköping University and Associate Professor in Human Rights. Lundberg's research has appeared in, among others, Critical Policy Studies; Human Rights in Practice; Refugee Survey Quarterly; International Journal of Law, Policy and the Family; Peace Review, Nordic Journal of Migration Research; Nordic Journal of Social Work. Anna is one of the initiators to "the Asylum Commission" (<https://liu.se/en/research/asylum-commission>). At present she is also PI of a 3-year project titled "Advanced legal practices in the welfare state. A study of displacements of the right to social assistance for undocumented persons and poor EU citizens, in three Swedish municipalities", funded by the Swedish Research Council for Health, Working life and Welfare. Research interests: Mobility and rights, limbo, legally stranded migrants, firewalls, resistance, collaborative research, activist research, migrant policing, legal ethnography.



Anna Lundberg
anna.lundberg@soclaw.lu.se

Ana-Maria Vargas Falla is the research director of the Swedish International Centre for Local Democracy. In her current position she is responsible for the evaluation system of different projects of international cooperation. She has a PhD in Sociology of Law from Lund University and the University of Milan and her thesis was awarded the prize for best thesis in Sweden in the research area of work life and work environment in 2016. Her main research focus has been the local governance and social control of informal workers in urban areas, including street vendors and rickshaw drivers. She was part of the interdisciplinary group on “nature of peace”, analyzing the impact of peace in the natural environment. Her latest research has been related to the local governance of air pollution.



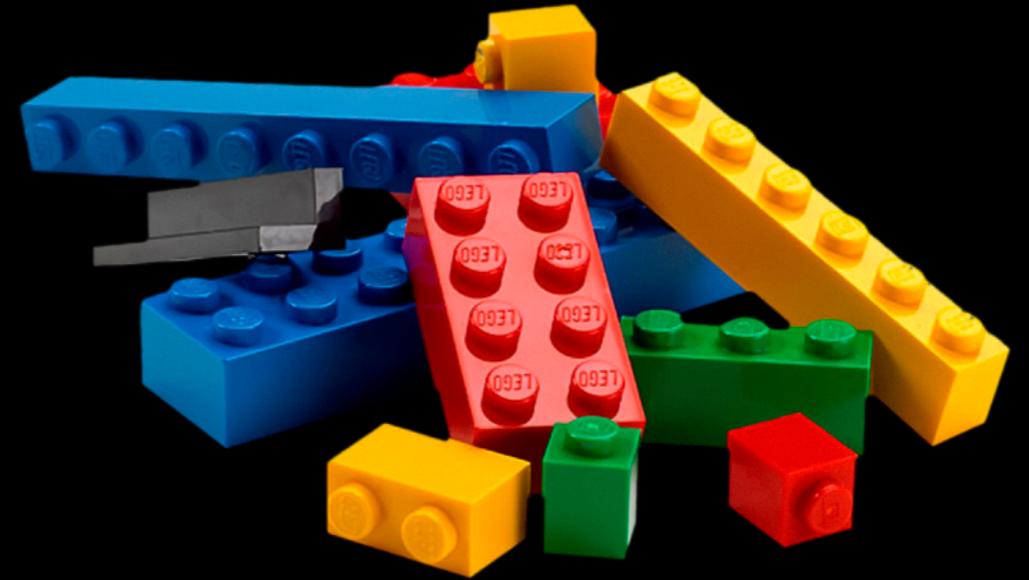
Ana-Maria Vargas Falla

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COURSE RESOURCES

In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

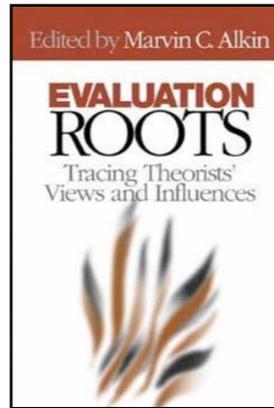
If download links fail, books and articles will be locatable via LUBSearch



Alkin, Marvin. (2004) *Evaluation Roots. Tracing Theorists' Views and Influence* SAGE.

From the blurb: The book examines current evaluation theories and traces their evolution within the framework of theories, building upon theories and how evaluation theories are related to each other. Initially, all evaluation was derived from social science research methodology and accountability concerns. The way in which these evaluation roots grew to form a tree helps to provide a better understanding of evaluation theory. Thus, the book uses an evaluation theory tree as its central metaphor. Editor Marvin C. Alkin posits that evaluation theories can be classified by the extent to which they focus on methods, uses, or valuing; these three approaches form the major limbs of the tree.

Available online through LU libraries.



424 Pages

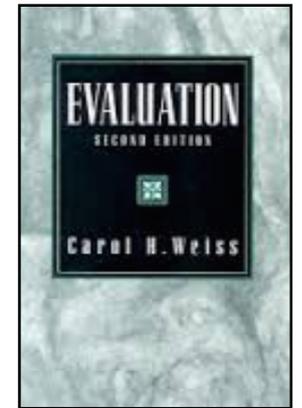
ISBN 9781412984157

[Publisher info link](#)

[Download link](#)

Weiss, Carol H. (1998) *Evaluation: Methods for Studying Programs and Policies*. 2., [rev.] ed, Prentice Hall.

From the blurb: The book provides an overview of the theoretical, historical and methodological aspects of how to perform evaluations and apply research methods in evaluating social programs, illustrating its points with reference to a variety of fields, including education, social services, and criminal justice. It offers practical advice on understanding the reasons for the study, identifying key questions to be answered, and planning and implementing the overall design of the study, including measurement, qualitative methods of inquiry, data collection, analysis, reporting, and dissemination. The book stresses that understanding the underlying theory of the program is essential to developing the most appropriate evaluation, and emphasizes the need to take ethical considerations into account all along the course of the study. It covers meta-analysis, cost-benefit analysis and includes a non-technical discussion of the logic of data analysis. Includes references to further sources on measurement, existing longitudinal data sets, statistics, and qualitative analysis.



372 Pages

ISBN 9780133097252

Pawson, Ray. (2006). *Evidence Based Policy*. London: Sage (available online)

From the blurb: In this important new book, Ray Pawson examines the recent spread of evidence-based policy making across the Western world. Few major public initiatives are mounted these days in the absence of a sustained attempt to evaluate them. Programmes are tried, tried and tried again and researched, researched and researched again. And yet it is often difficult to know which interventions, and which inquiries, will withstand the test of time. The evident solution, going by the name of evidence-based policy, is to take the longer view. Rather than relying on one-off studies, it is wiser to look to the 'weight of evidence'. Accordingly, it is now widely agreed the most useful data to support policy decisions will be culled from systematic reviews of all the existing research in particular policy domains.



208 Pages

ISBN 9781412910606

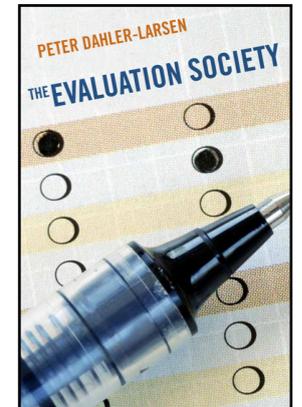
[Publisher info link](#)

Dahler-Larsen, Peter. (2012) *The Evaluation Society*, Stanford: Stanford University Press.

From the blurb: Evaluation—whether called quality assurance, audit, accreditation, or others—is an important social activity. Any organization that "lives in public" must now evaluate its activities, be evaluated by others, or evaluate others. What are the origins of this wave of evaluation? And, what worthwhile results emerge from it?

The book argues that if we want to understand many of the norms, values, and expectations that we, sometimes unknowingly, bring to evaluation, we should explore how evaluation is shaped by social and organizational principles. With this understanding, we can more conscientiously participate in evaluation processes; better position ourselves to understand many of the mysteries, tensions, and paradoxes in evaluation and use evaluation in a more informed way.

Available online through LU libraries.



280 Pages

ISBN 9780133097252

[Download link](#)

Clark, Alan and Dawson, Ruth. (1999) *Evaluation Research: An Introduction to Principles, Methods, and Practice*, SAGE.

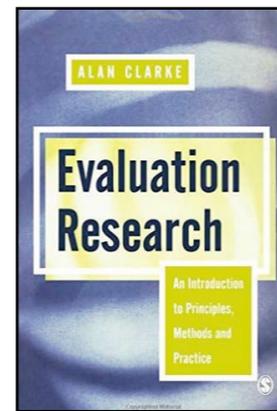
From the blurb: This book provides a comprehensive introduction to evaluation research, showing how research methods can be applied in a variety of evaluation contexts.

The author:

- illustrates the contribution that both quantitative and qualitative methods can make to evaluation;
- stresses the important part played by theory in the evaluation enterprise;
- introduces some of the conceptual, methodological and practical problems encountered when undertaking this type of applied research, especially in the areas of criminal justice, health care and education.

In this course you will read chapter 1-3 and chapter 7 (103 pages)

Online access through LU libraries: SAGE research methods online



224 Pages

ISBN 9780761950950

[Publisher info link](#)

Course Resources – Articles & Book Chapters

If download links fail, articles will be locatable via [LUBSearch](#)

1. Baccarini, David. 1999. The logical framework method for defining project success. *Project Management Journal* 30.4 (1999): 25-32.
8 pages
[Download here](#)
The logical framework is one of the approaches that we will explore during the course. This article focuses on how to define and measure project success.
2. Christie, Christina A. – Alkin, Marvin C., 2008. Evaluation theory tree re-examined. *Studies in Educational Evaluation*, 34: 131-135.
5 pages
[Download here](#)
In this article, authors examine various evaluation prescriptive theories comparatively, following the metaphor of a tree development. This exercise helps them develop a framework that shows how – at the root – evaluation approaches have their theoretical and methodological origins related, as well as highlight features that distinguish theoretical perspectives.
3. Cousins, J. Bradley, and Elizabeth Whitmore. Framing participatory evaluation. *New Directions for Evaluation* 1998.80 (1998): 5-23.
19 pages
[Download here](#)
In this article, two streams of participatory evaluation are discussed: practical participatory evaluation and transformative participatory evaluation. The authors compare them in relation to control, level, and range of participation.
4. Foss Hansen, Hanne, 2005. Choosing Evaluation Models. A Discussion on Evaluation Design. *Evaluation*, Vol 11(4): 447–462
16 pages
[Download here](#)
A variety of different evaluation models are presented in the evaluation literature. These mostly fall into the following categories: results models, process models, system models, economic models, actor models, and programme theory models. This raises the question: ‘how can evaluation sponsors and evaluators decide how to design an evaluation with so many models to choose from?’ In this article, several – mutually incompatible – recommendations are discussed.
5. Kara, Helen & Arvidson, Malin, 2014. To what extent can evaluation frameworks help NGOs to address health inequalities caused by social exclusion? *Perspective in Public Health*, July 2015 vol 135 no 4
191-196
6 pages
[Download here](#)
6. O’Brien, Terri – Payne, Sheila – Nolan, Mike – Ingleton, Christine, 2010. Unpacking the Politics of Evaluation: A Dramaturgical Analysis, *Evaluation*, Vol. 16: 431-444.
14 pages
[Download here](#)
This article shows how evaluation that is politically sensitive and culturally aware is carried through a specific case study. Theory of knowledge as well as dramaturgy theory are also brought forth, highlighting the conundrums, complexities and richness of assessing support services to terminally ill people. Alongside a series of findings, the authors conclude the necessity to distinguish evaluation research from forms of research that are insufficiently resourced and poorly implemented.
7. Olsen, O., & Lindøe P. 2004 “Trailing research based evaluation: phases and roles”. *Evaluation & Program Planning*, Vol. 27; 4; 371-381
11 pages
Download from Canvas
The shortcomings of standardized and expert evaluations and the shortcomings of action research have reoriented many professional change agents to a new style of intervention, monitoring and evaluations. In this process, a concept of trailing research evaluations has been developed in order to utilise the strengths of both traditional and action research approaches in evaluations. That implies a double role for the evaluator and a need for a double mind when the evaluator at first contributes to the process of change and then is supposed to ‘prove’ the changes.
8. Shaw, I. (1999). Encountering Qualitative Evaluation. In *Qualitative Evaluation*. SAGE
9. Timmermans and Epstein, 2010. A World of Standards, but not a Standard World: Toward a Sociology of Standards and Standardization. *The Annual Review of Sociology*, Vol. 36: 69-89
21 pages
[Download here](#)
The shortcomings of standardized and expert evaluations and the shortcomings of action research have reoriented many professional change agents to a new style of intervention, monitoring and evaluations. In this process, a concept of trailing research evaluations has been developed in order to utilise the strengths of both traditional and action research approaches in evaluations. That implies a double role for the evaluator and a need for a double mind when the evaluator at first contributes to the process of change and then is supposed to ‘prove’ the changes.
10. Vedung, Evert, 2010. Four Waves of Evaluation Diffusion. *Evaluation*, 16: 263-277.
15 pages
[Download here](#)
This article investigates the dissemination of evaluation as it appears from a Swedish and to a lesser extent an Atlantic vantage point since 1960. Four waves have deposited sediments, which form present-day evaluative activities.

Course Resources – Useful websites

Logical Framework Approach

Web link: www.sswm.info/planning-and-programming/decision-making/planning-community/logical-framework-approach

Course Resources – Other

Book chapter

O'Sullivan, Rita G. *Practicing Evaluation: A Collaborative Approach*. Chapter: (4) Designing Collaborative Evaluations, 54-74. Sage, 2004. (ISBN 978-0761925460)
21 pages | Download link: <http://methods.sagepub.com/book/practicing-evaluation>

This text delves into the participatory evaluation approach and particularly the collaborative evaluation variant. The first chapter on “Practicing Evaluation” introduces the variants of the participant evaluation approach. The chapter (4) on “Designing Collaborative Evaluations” provides a description on the more practical aspects on collaborative evaluations.

Course Resources – Links

Writing research questions

masscommtheory.com/2011/05/05/writing-good-qualitative-research-questions/

Databases

Sage Research Methods Online srmo.sagepub.com

Sage Encyclopedia of Qualitative research methods knowledge.sagepub.com/view/socialscience/SAGE.xml

Research methods knowledge base (on Evaluation) www.socialresearchmethods.net/kb/evaluation.php

Evaluation toolbox evaluationtoolbox.net.au/

COURSE OVERVIEW

A detailed description of the course content, including work tasks.



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Lecture 1 John Woodlock & Kadri Kuusk Introduction
	Lecture 2 Ana-Maria Vargas Falla Evaluation Types & Strategies
	Workshop 1 Kadri Kuusk & John Woodlock Evaluation Strategies Workshop 2 John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona Evaluation Plan Idea
	Lecture 3 John Woodlock Contextualising Evaluation
Week 2	Deadline: Hand-ins 1 & 2
	Lecture 4 Kadri Kuusk Quantitative Approaches / Randomized Experiments Workshop 3 John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona Evaluation Plan, Context and Aim
	Lecture 5 Nicolas Serrano Cardona Qualitative approaches in evaluation
	Workshop 4 John Woodlock Evaluating Graduate School - Evaluation Strategies in Practice
Week 3	Lecture 6 Anna Lundberg A Presentation of the Multi-sectoral Initiative of the Asylum Commission Lecture 7 Kadri Kuusk How to plan an evaluation? Evaluation in Action - cases from the field
	Deadline: Hand in 3: Type and Strategy
	Workshop 5 John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona Evaluation Plan - Type & Strategy
Week 4	Deadline: Hand in 4: Methods
	Workshop 6 John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona Evaluation Plan - Methods
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
27/5, 11.30–12.00	Deadline: Hand in 5: Home Exam
31/5, 13-16	Workshop 7 John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona Evaluation Plan - Presentation
3/6, 17.30-18.00	Deadline: Hand in 6: Final Evaluation plan
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Lecture 1: Introduction to Evaluation

(lecture) | *Teacher:* John Woodlock & Kadri Kuusk

This lecture will first explain and motivate the course content and setup, expected learning outcomes and grading structure. Thereafter a structure for how an evaluation can be thought of will be proposed and show how the different tasks and lectures in the course are linked to this structure. After this lecture, students will have a clear understanding of what is expected of them during the course and should be able to estimate the workload and plan their efforts accordingly.

Lecture 2: Evaluation Types and Strategies

(lecture) | *Teachers:* Ana-Maria Vargas Falla

This lecture is divided into two parts. Part 1 will introduce students to the historical development of the theory and practice of evaluation, the difference between evaluation and social scientific research, suggest a definition of evaluation and outline why and when evaluations are done in relation to the policy cycle distinguishing between two major types of evaluations (formative and summative).

Part 2 will present evaluation strategies, summarized into three main categories:

1. randomized experiments
2. qualitative approaches
3. participatory approaches.

The lecture will highlight that choices on which strategy to use are connected to a number of factors, such as the research tradition you come from, which sector is evaluated and on the approach and aims of the evaluation. After this lecture, students will have a better understanding of the discussions around the practice of evaluation as well as about the similarities and differences between the three main evaluation strategies.

Primary reading

Weiss, Chapter 1 “Setting the Scene” & Chapter 2 “Purpose of Evaluation”.

Clark & Dawson, Chapter 1 “Understanding Evaluation” & Chapter 2 “Quantity and Quality: Paradigmatic Choices in Evaluation Methodology”

Article: Vedung

Secondary reading

Alkin Marvin, Part IV Use, Chapter: The Transformational Power of Evaluation: Passion, Purpose and Practice.

Workshop 1: Evaluation Strategies

(workshop) | *Teacher:* Kadri Kuusk & John Woodlock

Aim

The aim of this workshop is to get acquainted with three main evaluation strategies and increase your understanding of their similarities and differences.

Structure

The workshop runs in two parts. For the first hour and a half (13.00-14.30), you will discuss the assigned literature in three groups. Group division will be made by the teachers before this workshop. The same groups will be used again in workshop 4. Each group will have time to prepare the questions (below). The last 30 minutes will be used to make a short oral presentation per group five minutes per group plus discussions.

Questions

What are the main differences and similarities among these strategies?

What strategies can or cannot be combined? Why?

What are the different aims of each of these three strategies?

How (methods) do we conduct an evaluation using each of these three strategies?

Evaluation Strategies	Group
Randomized Experiments	1
Qualitative Approaches	2
Participatory Approaches	3

During this seminar you will work in three (3) groups. The reading material is divided by groups, you should read mainly the literature assigned to your group. If you have time can read the other literature.

Literature for Group 1: Randomized Experiments

Weiss, Chapter 9: "Randomized experiment"

Literature for Group 2: Qualitative Approaches

Weiss, Chapter 11

Literature for Group 3: Participatory Approaches

Article: Cousins & Whitmore. "Framing participatory evaluation."

Secondary reading

O'Sullivan R. Chapter 4: Designing Collaborative Evaluations in O'Sullivan, Rita G. Practicing evaluation: A collaborative approach. Sage, 2004.

Alkin Marvin (2004) Part II Methods, Chapter: Causal Generalization: How Cambell and Cronbach Influenced My theoretical Thinking on This Topic, Including in Sajdish, Cook and Cambell Chapter: A Trialist's Notes on Evaluation Theory and Roots, Part IV Use, Chapter: Tikkun Olam: The Roots of Participatory Evaluation.

What happens if you fail to attend this event?

What to hand in: A 900 word text reflecting on the four questions above (including reference list).

How to hand in: In designated folder on Canvas. If you have several rests, hand them in together one document.

When to hand in: Last day of the course no later than 18.00.

Workshop 2: Evaluation Plan Idea

(workshop) | *Teacher:* John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona

Aim

To make an early start on finding a partner(s) and develop your idea for the evaluation plan.

Structure

This workshop is the first of five workshops linked to the development of the evaluation plan. In this workshop you will have scheduled time to

- identify your group partner(s)
- develop your evaluation plan idea
- exchange your ideas briefly with the teacher

If you need to queue for your time with the teacher use the time to develop the idea and draft the text for hand-in 2.

What happens if you fail to attend this event?

If you do not attend this event you will fail to get an initial input on your evaluation plan idea, you will need to wait for the next workshop related to the evaluation plan. No feedback will be given by mail. If you miss more than two workshops related to the evaluation plan (five in total) you will need to make a written opposition to the ppts presented by your workshop group (900 words) and hand it in 4th of June in the assignment called rests.

Lecture 3: Contextualising Evaluation

(lecture) | *Teacher:* John Woodlock

This lecture aims to examine the historical development of evaluation research, understood within its social and ideological context. Starting from the acknowledgment of the great variety of approaches and innumerable ramification strategies that assist evaluation research today, we trace the nature of evaluation upstream, back to its initial roots and then return to the present day. This biographical exercise of evaluation will reveal how the present diversity can still be traced back to basic epistemological principles that run through the veins of evaluation's scientific ancestry. It also opens the ground for discussing the social life of evaluation, that is, the social conditions and political implications that derive from doing - or not doing – different forms of evaluation. After this lecture, students will have a better grasp of the changing role of evaluation practice in our societies.

Primary reading

Alkin, Marvin (2004) - Introduction

Dahler-Larsen, Introduction, Chapter 1 and Chapter 2.

Article: O'Brien et al.

Secondary reading

Article: Dahler-Larsen, Chapter 3- 7 plus End Matter.

Christie, Christina & Alkin, Marvin C. (2008)

Please note that there are two hand-ins on this day!

Hand-in 1: Reflection on Evaluation Research I

In order to prepare yourself and get a quick overview of what evaluation research is all about, you start the course by reflecting on the role of evaluation and its relation to research.

Aim

The aim of this reflection is to make you look for examples of evaluation practices and to “think evaluation” in relation to your subject area of interest. The aim is not to demonstrate that you have read all of the course literature but to get you started and introduce you to the abundance of resources – including information that can be found on the internet. This will make you “land” in the evaluation field and begin to form your own opinions of what evaluation research and evaluation practice is all about.

Content

Your paper may cover:

1. The role of evaluation and evaluation research in today's society; who does it and why?
2. What is the relationship between evaluation research and other types of social scientific research areas (differences/similarities)?
3. In your subject area or area of interest, in what way does evaluation play a role?
4. In what area or activity would you like to do an evaluation and why?

N.B. This assignment is graded pass or fail so therefore it is obligatory to hand it in.

Form

Word document or similar, refer to course literature, other literature or internet sources when relevant.

Length

Do not write more than 1000 words including references.

Upload

In designated folder on Canvas. **No later than 12.00!**

Peer review

Literature suggestions

- Course literature: good to start reading through the course books and scholarly articles. The lectures will assist you in interpreting these as you progress.
- Sage Research Methods Online: you can find access to this through the LU library (if you have not used this source before it is a good opportunity to start).
- The internet: there is an enormous amount of information on evaluation strategies and practice on the www so use this opportunity to explore this source!

Hand-in 2: Evaluation Plan, Context and Aim

Aim

When developing an evaluation plan, it is essential to understand the context of the programme, policy or organization you are evaluating, in order to establish a solid aim and limitation of the scope of your evaluation. It is therefore crucial to spend some time to get a deep understanding of the organisation or plan/programme that you are going to evaluate.

If you have access or can get access to stakeholders (programme managers, beneficiaries, etc.), try to establish communication with them through meetings or telephone calls. It is clear from previous years that students who engage with a real case, even in an imagined way, are much more likely to understand and learn the real challenges of preparing an evaluation.

Content

The text should include; tentative title, students full names, an account for; Why the evaluation (background, purpose and use of evaluation (i.e control versus improvement)); Who (role of different stakeholders; commissioner, performer participant); What (evaluation object (programme, plan or organisation) as well as main aim and research questions). This is important for you at this stage to get your evaluation plan started.

Form

Word document or similar.

Length

Do not write more than 1250 words including references.

Upload

In designated folder on Canvas. **No later than 12.00!**

Lecture 4: Quantitative Approaches / Randomized Experiments

(lecture) | *Teacher:* Kadri Kuusk

The first part of the lecture covers the use of randomized experiments in evaluation. It begins with a review of the historical context of randomized experiments. Next, we will cover the key issues in designing and implementing experiments – we will discuss issues like selection bias, how to randomize, internal validity etc. We will then turn to how to interpret the results of the experiment and the criticism about their use in policy. During the lecture we also discuss and analyse some examples of randomized experiment based evaluations.

The second part of the lecture will provide an introduction into how to prepare a Logical Framework with sound internal logic and how to use it in evaluation. We will focus more on how to measure program impact with indicators. The limitations and misuse of Logical Frameworks are also touched upon. We will end this part by discussing and analysing some Logical Framework examples in groups.

After this lecture, students will have a better understanding about how to design and use their own experiments and logical frameworks, and about the discussions around their use in evaluation.

Primary reading

Weiss (1998). Chapter 9 “Randomized Experiments” and Chapter 6 “Developing Measures”

Logical Framework Approach. Link: www.sswm.info/planning-and-programming/decision-making/planning-community/logical-framework-approach

Secondary reading

Baccarini, David. (1999).

Workshop 3: Evaluation Plan, Context and Aim

(workshop) | *Teacher:* John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona

Aim

This workshop aims to help you develop the aim of your evaluation plan and ensure it is well linked to the context of the evaluated plan/policy/organisation.

Workshop structure

During this workshop you will queue up for one of the present teachers. Bring a set of questions you want to ask concerning the context and aim of your evaluation plan to discuss with the teachers.

What happens if you fail to attend this event?

If you do not attend this event you will fail to get input on your evaluation plan, you will need to wait for the next workshop related to the evaluation plan. No feedback will be given by mail. For every missed workshop related to the evaluation plan (five in total) you will need to make a written opposition to the ppts presented by your workshop group (900 words) and hand it in 4th of June in the assignment called rests.

Workshop 4: Evaluating Graduate School - Evaluation Strategies in Practice (workshop) | Teacher: John Woodlock & Kadri Kuusk

Aim

This workshop aims to train you in how to use - in practice - different strategies in the process of planning an evaluation. It is a 'learning by doing' seminar, with some preparation from your side.

Background

For details on background please see page 27 in this document

Group division

Group division for this workshop will be the same as for Workshop 1.

Evaluation Strategies	Group
Quantitative Methods / Randomized Experiments	1
Qualitative Approaches	2
Participatory Approaches	3

Preparation

Each group will specialise on one pre-decided evaluation strategy and develop a plan accordingly. It is important to come prepared. Before the workshop:

- The reading was listed in relation to the Workshop: Evaluation Strategies - literature discussion. Revise the reading related to your group's strategy.
- Identify and read more scientific texts related to your strategy, if necessary.
- Read the background document (page 27).
- Write down the main steps in designing an evaluation according to the assigned strategy. Hand in a copy of your preparation to the workshop teacher at the start of the workshop, approximately one to two pages.

Workshop structure

During the first three hours (from 10-12, 13-14) you will develop the outline of your evaluation plan and prepare a presentation in the form of a power point.

The last two hours (14-16) will be dedicated to presentations; each group presents its proposal. The presentation should last no more than 15 minutes and then the floor is opened for a general discussion (approximately 10 minutes per group).

The evaluation proposal should follow the logic of the evaluation strategies your group has been assigned. It should also give a concise reply to the Graduate School's theme of evaluation using the 'classic' evaluation

guidelines (described below). This can include identifying gaps and/or needs that you, as an evaluator identify, and that you wish to communicate.

- why (background, purpose, use of evaluation (i.e control vs improvement))
- who (role of different stakeholders; commissioner, performer participant)
- what (evaluation object (programme, plan or organisation), main aim, research questions)
- which (short description of evaluation strategy)
- how (data collection, sampling, analysis methods including evaluation criteria)
- where to (main finding, dissemination, utilisation of results)

What happens if you fail to attend this event?

What to hand in: A 1500 words text outlining an evaluation plan based on the evaluation strategy assigned to the group you were allocated to (including reference list). The last page should be a personal reflection on the strengths and weaknesses of your plan.

How to hand in: In designated folder on Canvas. If you have several rests, hand them in together one document.

When to hand in: Last day of the course no later than 18.00.

Lecture 5: Qualitative approaches in evaluation

(lecture) | *Teacher:* Nicolas Serrano Cardona

This lecture covers the use of qualitative methods in evaluations. The first part of the lecture begins by providing a brief historical context of qualitative approaches in evaluation. Next, we will cover essential aspects of planning for and conducting qualitative based evaluation: methods of data collection, sampling strategies, interpreting and analyzing qualitative data, generalizability, and ethics.

In the second part of the lecture, we will critically reflect upon the use of qualitative methods in evaluation. We will consider the strengths and weaknesses of qualitative evaluation and discuss the benefits of adopting qualitative approaches in combination with quantitative methods.

Primary reading

Clark, A. (1999). Chapter 3. Methods of Data Collection

Shaw, I. (1999). Encountering Qualitative Evaluation. In *Qualitative Evaluation*. SAGE

Secondary readings:

Weiss, C. (1998). Chapter 11. Qualitative Methods

Lecture 6: A Presentation of the Multi-sectoral Initiative of the Asylum Commission

(lecture) | *Teacher:* Anna Lundberg

The point of departure for this presentation are opportunities and challenges experienced in the work of the Swedish Asylum Commission – Commission for review of legislation, law enforcement and legal security for people who applied for asylum in Sweden during the period 2015–17.

The Asylum Commission was initiated by Anna Lundberg and Sanna Vestin and formed together with researchers and activists with extensive knowledge of migration, including asylum seekers' self-organised work to improve the living conditions in Sweden (e.g. people who have experience as asylum seekers, social workers, teachers, and members of NGO's and other networks in the civil society). The commission aims to initiate critical enquiries based on asylum seekers' own lived experiences and perspectives. The backdrop of the Commission is the changes in Sweden's treatment of asylum seekers in recent years and recurring testimonies in various reports depicting an increasingly difficult situation among children, adolescents, and adult asylum seekers. These testimonies concern unpredictable and humiliating decisions, homelessness, mental illness, families who cannot live together and violent deportations to countries affected by armed conflict. There is currently an urgent need for critical enquiries to gain an understanding, both of what has happened substantially with the asylum procedure and the content of regulations, as well as of the effects on individuals and welfare institutions in Sweden.

Research and other activities in the Asylum Commission are inspired by participatory action research, is carried out in collaboration between asylum seekers, researchers, professionals (e.g. social workers, teachers), the voluntary sector and civil society actors (e.g. "gode män", Vi står inte ut, Ensamkommandes förbund). Thus, one important ambition is to rely upon the expert knowledge of all participants in the commission and working within a collective of shared understandings, collective analysis and consultation on potential strategies of resistance.

With examples of the undertakings in the Asylum Commission, Anna Lundberg will discuss how cooperation between research and community work may be enabled and take form, and the implications of such an approach. Further, Lundberg will problematise conventional research approaches that maintain binary relationships between researchers and people subjected to research and relate these to the Commission's methodological standpoints and activities. Finally, she aims to problematise elements of risk in participatory action research including various dilemmas and challenges that the participants encounter in our work with the Commission.

Lecture 7: How to plan an evaluation? Evaluation in action – cases from the field

(lecture) | *Teacher:* Kadri Kuusk

The aim of this lecture is to put the evaluation plan in the context of a policy cycle. The focus is on reflecting upon the coherence of the evaluation plan. We will discuss how to make choices about collecting, analysing and synthesising information, and communicating evaluation findings. We will also touch briefly upon the practical side of evaluation planning like writing an evaluation plan, budgeting, putting together a team, planning for quality etc. Good practice standards in evaluation and the role of the evaluator will be reviewed. The lecturers will use cases of real-life evaluation projects and share their own experiences to discuss these topics. After the lecture the students will have a deeper understanding of the role and structure of planning and evaluation as well as concrete examples of why planning is important and what good planning does to the quality of the evaluation. They have also gained insights on the real-world conditions of conducting evaluations.

Primary reading

Clark & Dawson: We will mainly use chapters 2, 3 and 7 in this book. Chapter 2 *Quantity and Quality: Paradigmatic Choices in Evaluation Methodology* provides a good summary of the main differences between experimental and quasi-experimental design and qualitative approaches. Chapter 3 *Methods of Data Collection* provides details on how to use different social science methods when conducting evaluations. Chapter 7 discusses the utilization of evaluation, such as the use of evaluation findings, factors affecting utilization and how to maximize utilization.

Weiss, Carol H. (1998) *Evaluation: Methods for Studying Programs and Policies*. Chapter: Planning the Evaluation pp. 73-112 & Chapter 7 Collecting Data

Secondary reading

Alkin Marvin (2004) Part II Methods

Hand-in 3: Evaluation Plan: Type and Strategy

Aim

This hand in helps you to choose and integrate an evaluation type and strategy in your plan.

Content

The text should include; tentative title, students full names, an account for; Why the evaluation (background, purpose and use of evaluation (i.e control versus improvement); Who (role of different stakeholders; commissioner, performer participant); What (evaluation object (program, plan or organisation), main aim, research questions); Which (evaluation strategy).

Work on improving the aim as well as motivate your choice of evaluation strategy using course literature or other available literature.

Form

Word document or similar.

Length

Do not write more than 1250 words more than previous evaluation plan hand-in including references.

Upload

In designated folder on Canvas. **No later than 12.00!**

Workshop 5: How to plan an evaluation & Evaluation Plan - Type and Strategy

(workshop) | *Teacher:* John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona

Workshop aim:

Aim: This workshop aims to help you choose and integrate an evaluation strategy for your evaluation plan that is logically linked to your defined aim.

Preparation:

- Prepare a short oral presentation of the state of your plan (5 minutes, no slides required).
- Develop questions related to your own work.
- Read the papers in your group.
- Prepare comments, constructive suggestions for improvements and questions. Bring them to the seminar.

Workshop structure:

Presentation five minutes per group.

15 minutes discussion and comments led by the other groups, the presenting group may ask for help to answer their developed questions.

What happens if you fail to attend this event?

If you are not able to attend this event you are obliged to inform your partner that you are not able to attend and he or she will forward the constructive criticism you have prepared jointly. If neither of you are able to participate, do not hand in the Type and Strategy hand-in! No feedback is given by mail.

For every missed workshop related to the evaluation plan (five in total) you will need to make a written opposition to the ppts presented by your workshop group (900 words)

Hand-in 4: Methods

Content

The text should include; tentative title, students full names, an account for;

- How you will perform your evaluation.
- Which empirical material you will collect and why? (strengths and weaknesses using relevant methodological literature).
- How you will sample (select what you collect) your empirical material and why? (strengths and weaknesses using relevant methodological literature).
- How you will collect selected empirical material, methods of data collection timing and why? (strengths and weaknesses using relevant methodological literature).
- How you will analyse the result including the development of evaluation criteria?

Form

Word document or similar.

Length

Do not write more than 1500 words more than previous evaluation plan hand-in including references.

Upload

In designated folder on Canvas. **No later than 12.00!**

Workshop 6: Evaluation Plan: Methods

(workshop) | *Teacher:* John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona

Workshop aim:

This workshop is meant to help you develop your discernment of which methods to choose for your plan.

Preparation:

1. Short oral presentation of current status of your plan (5 minutes, no slides required).
2. Develop questions related to your own work.
3. Read the papers of the other groups in your group.
4. Prepare an opposition with comments, constructive suggestions for improvements and questions. Bring them to the seminar.

Workshop structure:

1. Presentation five minutes per group.
2. 15 minutes discussion and comments led by the other groups, presenting group may ask for help to answer their developed questions.

What happens if you fail to attend this event?

If you are not able to attend this event you are obliged to inform your partner that you are not able to attend and he or she will forward the constructive criticism you have prepared jointly. If neither of you are able to participate, do not hand in your Methods hand-in! No feedback is given by mail.

For every missed workshop related to the evaluation plan (five in total) you will need to make a written opposition to the ppts presented by your workshop group (900 words) and hand it in on the last day of the course in the assignment called rests.

Hand-in 5: Reflection on Evaluation Research II

For general instructions see under the headline assessment earlier in this text. The examination questions will be made available at the start of the examination. You will be expected to write 1200 words.

Upload

In designated folder on Canvas. **No later than 12.00!**

Workshop 7: Evaluation Plan: Presentation

(workshop) | *Teacher:* John Woodlock, Kadri Kuusk & Nicolas Serrano Cardona

Workshop aim:

The aim of this workshop is to develop a Powerpoint presenting your evaluation plan, to convey the main aspects of your plan: context of the evaluation, theoretical approach and methods and how your plan will fulfil the aim of the whole evaluation.

The presentation is to be created as if it is meant to be presented to a board of your potential employees. Remember that the quality of a presentation, both visually and verbally, often has a great impact on how your audience receives your message and therefore plays a key role in the success of future professional endeavours. Don't hesitate to experiment as you strive for high quality!

Form:

Oral presentation of ten minutes using a power point and ten minutes will be allocated for discussion based on questions from the other groups and the teacher.

Content:

Introduction, Aim and Research Question, Methodology Discussion/Conclusion (related to how the plan is able to fulfil the stated aim of the evaluation).

Length:

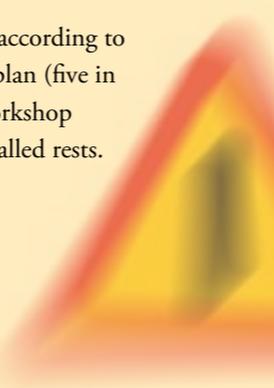
No more than 6 slides (ten minutes per presentation). The emphasis should be given to Methodology and Discussion (two slides each).

What happens if you fail to attend this event?

What to hand in: A maximum 6 slides ppt containing a presentation of your plan according to the content described above. For every missed workshop related to the evaluation plan (five in total) you will need to make a written opposition to the ppts presented by your workshop group (900 words) and hand it in on the last day of the course in the assignment called rests.

How to hand in: On Canvas. If you have several rests, hand them in together one document.

These should be handed in no later than the last day of the course all in the same document!



Hand-in 6: Final version of Evaluation Plan

For general instructions see under the headline 'Assessment' earlier in this text.

Upload

In designated folder on Canvas. **No later than 18.00!**

Hand-in 7: Rests

This hand in is relevant if you have been absent from seminars. Instructions for what to do you can find in the boxes "What happens if you fail to attend this event?" These boxes you can find after each workshop description.

Upload

In designated folder on Canvas. **No later than 18.00 last day of the course.**

Course Project – Evaluating Graduate School

Background

Graduate School was founded in 2007 as a result of the faculty's alignment with the Bologna process, and after extensive deliberations with the involvement of all the faculty's departments. The aim was to enable alignment with other European educational structures and facilitate mobility. The Faculty's decision to offer English-speaking programmes would also allow a possibility to offer education to a much wider group of students and so become more internationally competitive in regards to attracting researchers, teachers and students. The initial years were strenuous and staff (both academic and administrative) as well as students faced numerous challenges that required new ways of thinking and the setting up of specific structures to support international students – and more generally students in international programmes. Organisationally, Graduate School operates at the level of the Faculty and is thus not its own department. The strategic document that Graduate School follows is therefore the Faculty's strategic document, where internationalisation is one of the key focus areas. In this document the following objectives are established:

1. to reinforce international perspectives in education
2. to increase and deepen collaboration with strategic partners and leading universities
3. to increase the number of outgoing students who spend at least half a semester of their study programme abroad
4. to strive for balance in our exchange student agreements
5. to ensure a high level of knowledge of English among lecturers and other staff
6. to promote mobility among teachers and other staff

The first point is directly related to Graduate School, while the other objectives are connected but not the direct responsibility of Graduate School. International perspectives in education have been addressed through international perspectives in:

- course and programme content and methods
- student recruitment, admissions and retention
- supporting structures such as integrated activities, workshops, events and information material.

We also strongly encourage our students to go on exchange or enrol in the internship course, which often take place abroad.

Why an evaluation?

The main purpose of the evaluation is to assess the degree to which we have incorporated international perspectives in our programmes' education and to understand the main drivers and obstacles for further development work. What are the key indicators? What have been the main benefits of internationalisation for the different stakeholders? Which areas have been developed satisfactorily? Which areas need further improvement?

Use of the evaluation

The results of this evaluation will be shared with the Graduate School board for discussion and possible follow-up.

Stakeholders

Graduate School staff headed by the Director of Studies has commissioned this evaluation. The main stakeholders are current students and teachers as well as prospective students, alumni, partner universities, internship organisations, potential employees in both Sweden and abroad. Supporting staff and other entities at the university working with internationalisation such as External Relations and the Faculty International Office can also be viewed as a stakeholder.



APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

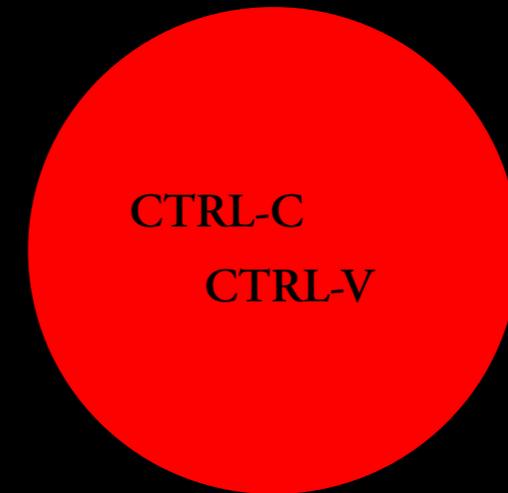
Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:
libguides.lub.lu.se/mastersprogrammes/academicwriting



Tech system note

Original is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

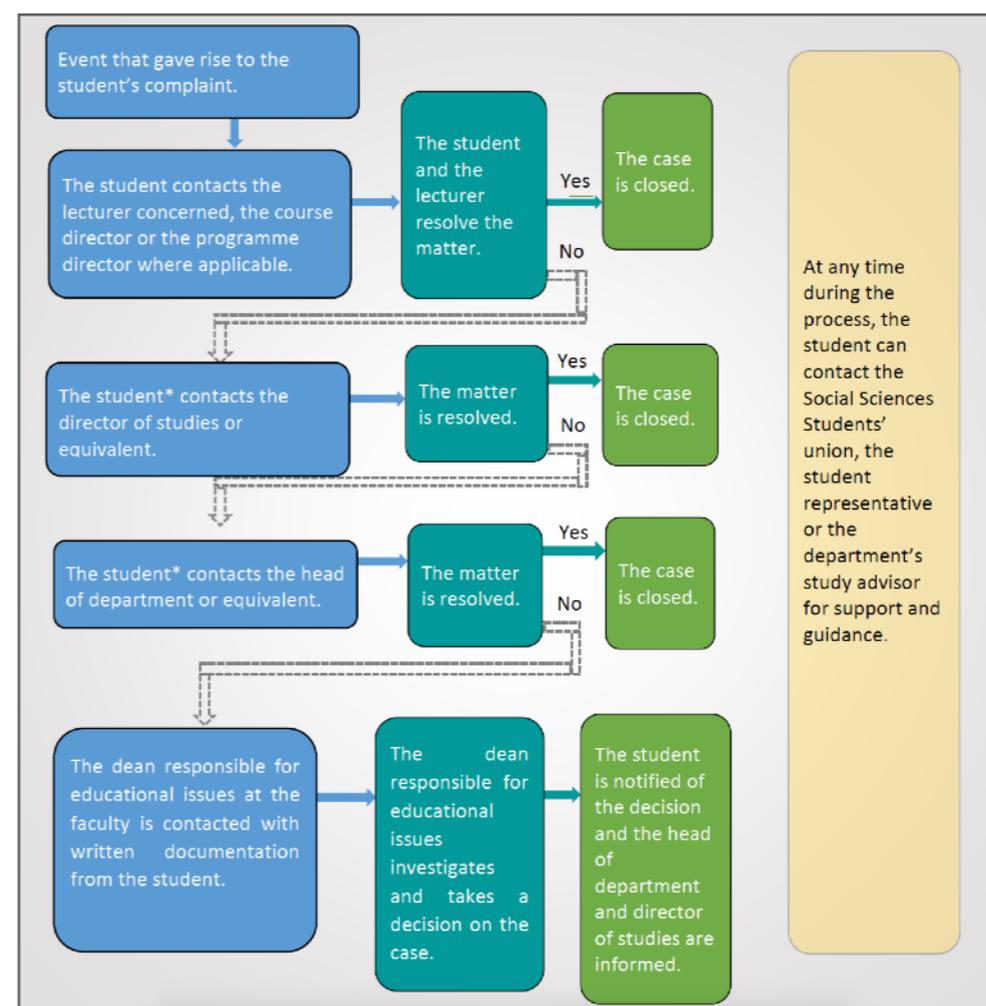
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer

of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

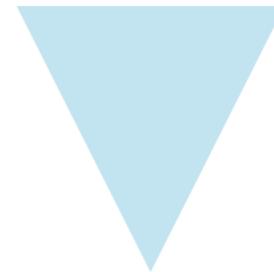
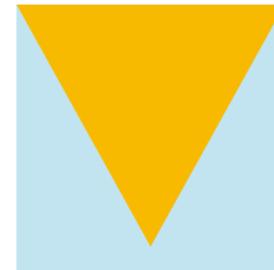
www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf



APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who

became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

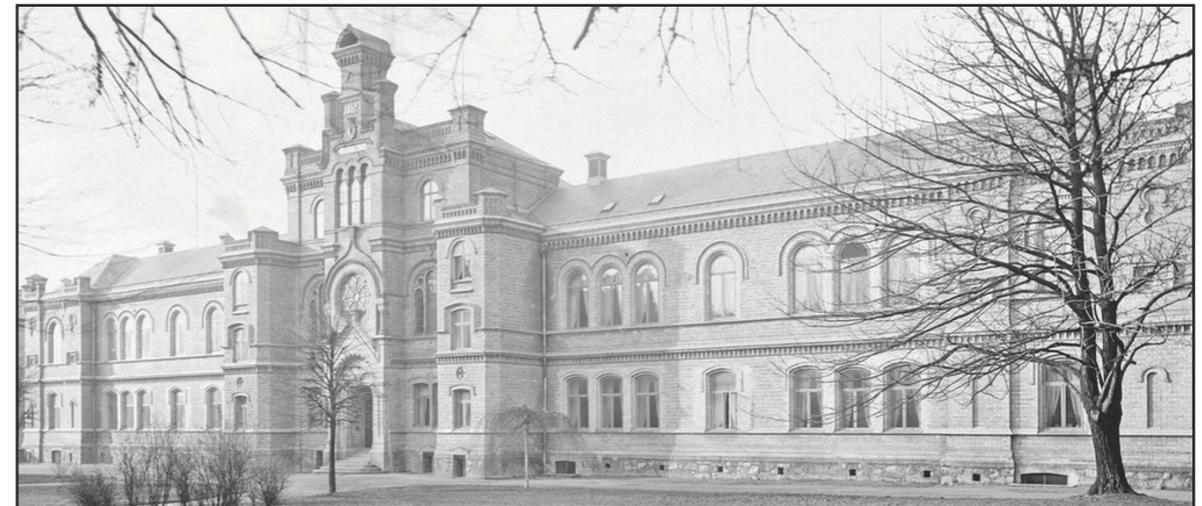
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

