



Office of

# International Programs

WASHINGTON STATE UNIVERSITY

## MONITORING AND EVALUATION LEADERSHIP IN LEARNING

<https://www.eiseverywhere.com/ehome/263643>

### INSTRUCTOR

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WSU Online Support:

<https://online.wsu.edu/currentStudent/supportTeam/getTechSupport.aspx>  
[wsuonline.support@wsu.edu](mailto:wsuonline.support@wsu.edu)

### COURSE OVERVIEW

Donors and funding agencies are increasingly mandating the use of adaptive management approaches in their programs. This approach depends upon a robust monitoring, evaluation, and learning plan guided by leaders who can facilitate activities across cultures, stakeholder groups, and dynamic political and contextual environments. The course is founded in an ethical understanding of development that empowers, enriches, and enables individuals and communities. The course allows participants to draw from their own foundations and experiences to inform methods and data collection strategies that align to ethical evaluation practices, resulting in enhanced leadership competencies.

The eight-week course aligns with selected core competencies established by the American Evaluation Association and provides development professionals with the necessary tools to meet the sophisticated requirements for program monitoring, evaluation, and learning (MEL). The course mimics real-world project activities beginning with developing a log-frame, results framework, or theory of change and ending with testing of data instruments in KoBo Toolbox for use in off-grid data collection. This practical application provides students with a set of skills to design, organize, operationalize, and utilize a robust MEL system that supports adaptive program management and learning.

Course content is designed for working professionals and focuses on adaptive program management at the program implementation level of learning. Students can expect to spend 3 ½ to 4 hours each week working on this course and can use the course to



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complete tools they will use in their own programs. Students learn through a mix of recorded lectures, discussions with their peers, readings, assignments, and hands-on use of mobile data collection software (KoBo Toolbox) that culminates in students actually *doing* Monitoring, Evaluation, and Learning leadership work.

## **COURSE REQUIREMENTS and STRUCTURE**

The course is divided into eight topical modules with each module expected to take one week to complete. Most units include discussion threads for group discussions. Recorded media are coupled with assignments to provide students time to practice completing work themselves. The course is asynchronous, allowing students from all over the world to access content at their convenience.

## **GOALS**

To enhance professionals' ability to lead monitoring, evaluation, and learning systems and teams that support adaptive program management, resulting in improved program effectiveness.

To support a network of peers who are able to continue to engage and learn from one another after course completion.

### Objectives

Professionals will master using common tools for implementing a monitoring, evaluation, and learning system.

Professionals will be familiar with where and how to find resources for specialized tools in Monitoring, Evaluation, and Learning system design to fit a program's unique context.

Professionals are able to advocate for using adaptive management approaches in their programs or organizations.

### Evaluator Competencies

The course includes activities that enhance the following evaluator competencies identified by the American Evaluation Association.

Professional Domain	Competency
Professional Practice	Knows and applies evaluation foundations that ground and guide evaluative thinking and professional practice. Uses evidence and logic in making evaluative judgments. Contributes to the public good through evaluation practice. Advocates for the field of evaluation and its use. Fosters the use and influence of evaluation and its results.



Methodology Domain	<p>Understands the range of methodologies that ground inquiry in evaluative practice.</p> <p>Conducts reviews of the literature as appropriate.</p> <p>Identifies evaluation purposes and needs.</p> <p>Determines appropriate methods, including quantitative, qualitative, and mixed methods.</p> <p>Collects data using sound, credible, and feasible procedures.</p>
Context Domain	<p>Acts and interacts ethically within the evaluation context.</p> <p>Respects and responds to the uniqueness of the context.</p> <p>Identifies and engages diverse users/stakeholders throughout the evaluation process.</p> <p>Clarifies cultural assumptions, diverse perspectives, and political forces within the context.</p> <p>Develops and facilitates shared understanding of the program and its evaluation in context.</p> <p>Considers both specific and broader contexts of the program.</p>
Planning and Management Domain	<p>Demonstrates cultural competence in planning and managing and evaluation.</p> <p>Plans for evaluation use and influence.</p> <p>Monitors evaluation progress and quality and makes adjustments as necessary.</p> <p>Uses appropriate technology and other tools to support and manage the evaluation.</p>
Interpersonal Domain	<p>Interacts ethically in interpersonal relations at all times.</p> <p>Values and fosters constructive interpersonal relations foundational for professional practice and evaluation use.</p> <p>Listens to understand, engage, and honor diverse perspectives.</p> <p>Communicates in meaningful ways throughout the evaluation (written, verbal, visual, etc.).</p> <p>Collaborates and engages in teamwork.</p>

### **INSTRUCTOR INTERACTION**

Interactions with the instructor take place through recorded PowerPoints, posted videos, the BlackBoard discussion space, and via email. "Online Office Hours" are pre-scheduled times on the instructor's calendar for conversations over skype, the phone, or other communication platform. This provides students with better one-on-one access to the instructor.

### **LATE WORK POLICY**

Unless the instructor receives proper justification, work submitted after the eight-week course deadline will be marked as 'failed'. Proper justification includes requesting a



deadline extension prior to the due date (when possible) and should be limited to personal or family emergencies or unavoidable work duties.

## COURSE WORK SCHEDULE

Week	Unit Title	Contact Hours (instruction + assignment)
Unit 1	Introduction to Performance Monitoring	3.5
Unit 2	Looking Forward: Planning for Evaluation	3
Unit 3	Managing for Performance and Results	5
Unit 4	Choosing and Designing Indicators	5
Unit 5	Data Collection	4.5
Unit 6	Operationalizing an M&E Plan	4.5
Unit 7	Using Data in Reporting	4.5
Unit 8	Closing the Loop	4.5

## COURSE MATERIALS

Course materials and communications are all 100% online via WSU’s Learning Management System software. Students will need access to a computer and internet that has enough bandwidth to stream recorded videos and PowerPoint presentations.

This course will use KoBo Toolbox, a survey design software that can be used to collect data offline on computers or mobile devices. Students gain hands-on experience building survey instruments using the toolbox and testing their instruments with one another. KoBo Toolbox is freely available online for single-users.

## COURSE READING

### Required Reading Unit 2

Bamberger, Rao, & Woolcock. “Using Mixed Methods in Monitoring and Evaluation”. <https://elibrary.worldbank.org/doi/abs/10.1596/1813-9450-5245>

Student sourced readings in Unit 2 and Unit 7.

### Suggested Reading

Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use, Michael Quinn Patton (2006). Quinn develops a well-cited and experientially motivated case for developmental evaluation of programs operating in complexity, a condition frequently encountered by international development programs.

## ASSESSMENT SUMMARY

### Table of assignments

Unit	Activities	Assessment
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1	KoBo Toolbox registration and course introduction survey response.	Completion
	Introduction posts to small groups and responses.	Completion
	Evaluator Identity assignment	Completion
2	2 readings (1 provided by instructor, 1 found by the student) and summary.	Satisfactory/ Not Satisfactory
3	Develop a Log-Frame, Results Framework, or a Theory of Change for a program.	Graded on a 10 point scale
4	Either choose or design an indicator that you think best measures progress towards a result, outcome, or objective from the Log-Frame, Results Framework, or Theory of Change you developed in Unit 3. Use the PIRS template in the Blackboard assignments folder to complete your indicator design following the process described in the lecture.	Graded on a 7 point scale
	Description of how the indicator is contextually appropriate and how its design ensures protection for marginalized or special groups, if applicable.	Completion
	Design a context indicator that captures changes to a program's environment.	Completion
7	Develop questions needed to collect data for the indicator. Begin entry of questions into XLSForms or KoBo Toolbox. Surveys will be "deployed" in week 7.	Completion
	Post an example of a data visualization you found particularly compelling.	Completion
8	Complete entry of questions in XLSForms or KoBo Toolbox and deploy the weblink to your survey instrument.	Completion
	Post an example of a time when a past program you worked on could have benefitted from adaptive program management and what changes you would have made.	Completion

### Unit 1

The Evaluator Identity assignment is graded for completion, so there is no rubric. It may help to think in terms of who you are, what you've learned, and how it influences your evaluation work. An example is provided.

### Unit 3 Rubric- 10 points total

Students articulate logical reasons for their method choice of log-frame, results framework, or theory of change. (5 points)

The method students develop has correctly written statements, displays logical connections between activities and intended outcomes or objectives, explicitly list assumptions, clearly states external factors, and visuals are easy to read and understand. (5 points, one point for each criteria)

### Unit 4 Rubric- 7 points total

Indicators as described by the information in the PIRS are graded along the following criteria with one point given for each attribute met: direct, objective, useful for management, attributable, practical, adequate, and disaggregated as necessary. (7 points)

## **GRADING POLICY and EVALUATION CRITERIA**



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This is a not-for-credit course that is evaluated on a pass/fail basis. Continuing education unit credits are earned through satisfactory completion of the work, but no “traditional” grades (A-F) will be given. To earn a CEU credit for this course all assignments must be completed with a Satisfactory. Graded assignments need to earn at least 5 out of 7 and 7 out of 10 to pass. Resubmissions are allowed.

All coursework, including contributions to discussions, is reviewed. The emphasis of this class is on connecting the philosophy behind adaptive management to actual practices. Mastery of the skills and practices, and an understanding of the philosophy behind adaptive management, are expected of students and form the basis for satisfactory/not satisfactory criteria.

### **STUDENT PRIVACY**

As a Washington State University student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit the URL <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

### **ACADEMIC INTEGRITY**

Academic integrity is the cornerstone of Washington State University. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity using the URL <http://conduct.wsu.edu/academic-integrity-policies-and-resources>. Please use these resources to ensure that you do not inadvertently violate WSU's standard of conduct.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

### **REASONABLE ACCOMMODATIONS**

Reasonable accommodations are available in classes for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend you begin the process as soon as possible.

For more information, contact a Disability Specialist:



- WSU Online & Pullman:  
509-335-3417 <http://www.accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

## **CONTINUING EDUCATION UNIT (CEU) CREDITS**

### Fees for Students

CEU Enrollment Fee: \$10

- To be paid by student who will receive CEU's
  - Covers processing and CEU record retention

CEU Transcript Request Fee: \$5-\$10 depending on delivery type

- \$5= Routine service official or unofficial: 7-10 days, standard mail
- \$10= Fax/email/emergency official or unofficial: 1-2 business days fax will be sent and original mailed
  - To be paid by student when he/she wants physical copy of their CEU Transcripts

### Refund Policy

No refunds will be processed for CEU fees.

### Transcripts

The individual who earned the CEU's is the **ONLY** person who will be allowed to receive transcripts. Transcripts must be ordered online at:

<https://conferences.wsu.edu/ceus.aspx> (click the link, and then click "CEU Transcript Request"). The following information is needed from the individual:

- Full name, including maiden name or other names if credits were earned under a different name/spelling
- Last four digits of person's Social Security #
- Full mailing address including zip code
- Daytime telephone number
- Name of the last program for which the individual believes they earned CEU credit (approximate date)

### Key Points

- Students must sign up for CEU's by the first day of the course
- Students must successfully complete the course and pay the CEU Enrollment Fee to receive CEUs