

 <p>25 THE CENTER FOR JUSTICE & PEACEBUILDING</p>	<p>PROGRAM EVALUATION THROUGH QUALITATIVE METHODS</p> <p>PAX 516/ PXD 451</p> <p>Fall 2019 Mondays, 1:45 PM – 4:45 PM Hartzler Library/LB 121 (JAMAR classroom)</p>
---	---

INSTRUCTOR’S INFORMATION:

Instructor: Matt Tibbles
Office: Roselawn 224
Office Hours: Mondays/Wednesdays 9 a.m. - 12 noon or by *appointment*
Campus Phone: 540-432-4435
Cell Phone: 540-467-1759
Email: matt.tibbles@emu.edu

COURSE DESCRIPTION:

This course is designed to help students understand and practice the implementation of program evaluation through the methodologies of qualitative research. Historic and contemporary sociological and anthropological approaches (Western and Indigenous) will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. Students will practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and will practice designing an evaluation: working with a client, determining appropriate methods, collecting data, analyzing the data, interpreting the data, and communicating the findings. This course complements, but does not take the place of other research and evaluation courses that focus entirely on either research or evaluation.

The course format is participatory, experiential and adaptive. Students will conduct an actual professional evaluation of an on-going program; consequently, students will find themselves leading and/or participating in processes with which they have no prior experience. Further, the syllabus, readings and assignments may need to be adapted to meet the changing needs of the program. The course involves a significant amount of group work; each participant is advised to consider that requirement in relation to personal obligations, distance from campus, ease of meeting with other students and individual willingness to participate in a work team.

This course will be exploring ideas and experiences that have caused harm and traumagenic responses in people’s lives and communities when developing the program evaluation with the client. With this in mind, we will be utilizing a Trauma-Informed Classroom Care Model [Cless, J. D. & Goff, B. 2017. Teaching trauma: A model for introducing traumatic materials in the classroom. *Advances in Social Work*, 18(1), 25-38.]. Elements of this model include:

- *Trauma Exposure* - Course objectives may expose students to elements of trauma and trigger traumatic stress.
- *Reactions to Trauma* - How a student responds to traumagenic information or events varies from student to student and depends on personal history. This course will utilize three phases of trauma recovery: Safety, Remembrance and Mourning, and Reconnection (integration).
- *Student Disclosure of Trauma* - Students have the opportunity to disclose personal experiences of trauma in a variety of ways. These might include: individual meeting with the instructor, during on-campus discussions, or in writing through personal reflection, email, writing/class assignments.
- *Flexibility* - Students with higher levels of reactivity to course content will be met with a higher level of flexibility.
- *Course Progression* - The instructor will inform students of the topics and progression of the course.
- *Assessment* - Assessments are used to not only measure progress toward stated objectives and student learning but also monitor student reactivity. This will be done through weekly warm-ups, reflection papers, circle processes, and projects.

This course does not satisfy any EMU Core requirements.

Pre-requisites: PAX 535 Research Methods for Social Change (graduate students); SOC 336 Methods of Social Research (undergraduate students); or permission of the instructor.

COURSE GOALS AND OBJECTIVES:

Knowledge Objectives

- Students will understand the purpose and components of a program evaluation;
- Students will understand how research methods (specifically, qualitative research) are used in program evaluation; and
- Students will understand the similarities and differences between program evaluation and other types of research-driven programming.
- Students will understand the importance of an alternative hypothesis and the implications for program evaluation.

Practice Objectives

- Students will implement a program evaluation using qualitative methods of data collection and analysis.
- Students will develop and utilize interview skills.
- Students will develop and use data analysis skills.
- Students will use presentation skills.
- Students will develop and use team building and process skills.
- Graduate students will develop an alternative hypothesis and reinterpret the data.

REQUIRED TEXTS AND OTHER RESOURCES:

Required reading materials and texts including: (note this information must also be provided to the Bookstore)

For graduate students enrolled in PAX 516:

- Patton, Michael Quinn. (2015). *Developmental Evaluation Exemplars: Principles in Practice*. New York: The Guildford Press. ISBN 978-1462522965.
- Heuer, Jr., R. J. (1999). *Psychology of intelligence analysis*. Center for the Study of Intelligence. (Available on Moodle)

For all students:

- Alkin, Marvin C. (2011). *Evaluation Essentials: From A to Z*. New York: Guilford Press. ISBN 978-1-60623-898-1.
- Church, Cheyanne, and Mark M. Rogers. (2006). *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. Search for Common Ground/United States Institute of Peace (USIP). (Available at no cost on-line in 2 parts at: <http://www.sfcg.org/Documents/manualpart1.pdf> and <http://www.sfcg.org/Documents/manualpart2.pdf>)
- Lederach, John Paul, Reina Neufeldt and Hal Culbertson. (2007). *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit*. The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services (CRS). (Copy available in Moodle; also available at no cost online at <https://www.crs.org/our-work-overseas/research-publications/reflective-peacebuilding>)
- Liangputtong, Pranee (2010). *Performing Qualitative Cross-Cultural Research*. Cambridge: Cambridge University Press. ISBN 978-0-521-72731-0.
- Wilson, S. (2008). *Research is ceremony indigenous research methods*. Halifax & Winnipeg: Fernwood Publishing. ISBN 978-1-55266-281-6
- Journal articles and other resources available on moodle

Recommended Texts (available in the EMU bookstore) including:**For graduate students:**

- Patton, Michael Quinn. (2010). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York: The Guildford Press. ISBN 978-1606238721. Approximately \$45 online; Kindle edition available. [On reserve in Hartzler Library]

For all students:

- Hesse-Biber, Sharlene Nagy and Patricia Leavy. (2011). *The Practice of Qualitative Research* (2nd Edition). Thousand Oaks, CA: Sage Publications. ISBN 978-1-4129-7457-8.
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, California: SAGE. ISBN 978-1473902497
- Smith, Linda Tuhiwai. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples, Second Edition*. London: Zed Books. ISBN 978-1-84813-950-5.

REQUIRED ASSIGNMENTS:

Students are expected to complete assignments in addition to activities performed in class. There are five types of assignments that will comprise part of the overall grade: participation; presentations; interviews, transcripts, and analytical coding; a final evaluation project; and a reflective paper. Given the dynamic nature of the class and our involvement in an actual evaluation, assignments and deadlines may need to be altered after consultation with the third parties involved.

1. CLASS PARTICIPATION & ATTENDANCE (10% or 100 pts)

This course is intended to be hands-on and group oriented. As such, student participation is crucial for the success of the project. Consequently, the success of the learning experience depends on active student participation.

Students will be expected to attend class having read and analyzed the main materials and contribute to class discussions. Participation will be judged on the quality and contribution of the comments to the overall class discussion. Class discussions should involve an exchange of informed ideas among students and not just the instructor. Students are expected to listen to the comments of others, responding with supporting and/or challenging ideas.

It is the responsibility of an absent student to designate a fellow student to obtain any class notes, announcements, or schedule changes.

Useful class contributions usually involve one of the following:

- Application of key concepts from the readings in clear and insightful ways
- Bringing in ideas and examples from one's own experience that illustrate and/or question key concepts from the readings
- Expanding on or challenging another student's analysis
- Identifying parallels (or apparent contradictions) across readings
- Other contributions are welcome and encouraged.

Graduate students will lead class session discussions on selected excerpts from *Developmental Evaluation Exemplars* and *Psychology of Intelligence Analysis*. This assignment will require significant reading from the Patton text and other sources. Expect to lead the discussion 3-4 times during the semester.

2. WEEKLY JOURNAL (10% or 100 pts.)

This course is also designed to develop your reflective practitioner skills. A weekly journal must include reflection in the following sections:

Undergraduate Students:

- Reflection on the required readings
- Agreement/Disagreement with the required readings

Graduate Students:

- Reflection on the required readings
- Agreement/Disagreement with the required readings
- Grounded Theory – Begin developing your own grounded theory that combines research and practice

3. INTERVIEWS, TRANSCRIPT, AND CODED INTERVIEW TRANSCRIPT (20% or 200 pts.)

As a development of skills in semi-structured interviews and focus group interviews, students will conduct an interview with an (individual) interviewee or with a focus group of individuals, identified through consultation with the instructor and the client. Interviews may be conducted in person, via phone or Zoom/Skype. The interviews will be recorded, transcribed, and coded using a coding methodology selected in consultation with the course instructor.

4. EVALUATION PORTFOLIO (Undergraduate Students - 50% or 500 pts.) (Graduate Students – 30% or 300 pts.)

The course is intended to be practical and to offer an opportunity to work as a group on an actual evaluation project. Students will conduct a Developmental Evaluation of *a program from a selected client*. The final project will include document review; an evaluation plan; designing data-gathering protocols; collecting data, analyzing and interpreting data, writing a report; and giving a final presentation. There will be a mixture of individual, paired, and group work assignments to be completed

throughout the class as incremental steps to completing the overall evaluation design. All of these assignments will be included in the final evaluation portfolio. This will comprise the bulk of the course grade and will include both group and individual work. There will be high expectations that the final evaluation design and implementation be consistent with the standards of a professional, contracted evaluator/researcher.

5. ALTERNATIVE HYPOTHESIS AND DEVELOPMENTAL EVALUATION PROPOSAL (Graduate students taking three credit hours only) (20% or 200 pts.) (Bonus points will be awarded if undergraduate students wish to attempt this assignment.)

Graduate students will include in their evaluation portfolio an alternate or supplemental evaluation plan and critique by focusing on rejecting hypotheses and developing an alternative hypothesis for the program evaluation of the client using the framework and methodology of a developmental evaluation and the concepts from Hauer Jr.

7. FINAL REFLECTION PAPER (10% OR 100 pts.)

This will be an opportunity to reflect on the concepts and methods we explored during the semester as well as our roles as researcher and program evaluator.

8. IRB ETHICS TRAINING

The Institutional Review Board requires all researchers submitting proposals to complete the online [researcher training provided by NIH](#) (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.

It is likely that most class participants have completed the online researcher training. If so, participants are required to submit a verification of their certificate to the course instructor. If not, participants must complete the online researcher training (about three hours) and submit a verification of their certificate to the course instructor. It is recommended that the training be completed prior to the week three class session.

GUIDANCE NOTES AND GRADING RUBRICS:

In advance of each of the required assignments, separate handouts containing descriptions of the purposes, methodologies and formats of the assignment will be posted on Moodle. All grading rubrics will be posted on Moodle.

SCHEDULE AND TOPICS:

Class schedule and topics will be guided by the design flow on Moodle. Please consult Moodle to help you in managing the reading and assignment schedules. Due to emergence theory and practice, the schedule and topics might change. All changes will be consulted with students and if assignment deadlines need to be adjusted, student input will help determine new deadlines.

This class will meet in regular session during the week of undergraduate exams. Because undergraduate exams are scheduled to begin the day following the class's final regular session, no scheduling conflicts for that week are anticipated.

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply [EMU’s AIP](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University’s Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle.

Moodle:

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Graduate & Professional Studies Writing Center:

Please utilize the [writing program](#)! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

Institutional Review Board (IRB):

All research conducted by or on EMU faculty, staff or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

Grading Scale & Feedback:

In most courses *grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Library

The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's [Title IX Coordinator](#). You can also report incidents or complaints through the [online portal](#). You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete [graduate catalog](#).

Writing Standards –Graduate Level (revised Spring 2016)

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> shows clarity of purpose offers depth of content applies insight and represents original thinking follows guidelines for content 	<ul style="list-style-type: none"> shows some clarity of purpose offers some depth of content applies some insight and some original thinking mostly follows guidelines for content 	<ul style="list-style-type: none"> shows minimal clarity of purpose offers minimal depth of content or incorrect content applies minimal insight and original thinking does not follow guidelines for content 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> shows coherence, and logically developed paragraphs uses very effective transitions between ideas and sections constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows some coherence and some logically developed paragraphs uses some effective transitions between ideas & sections shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> shows minimal coherence and logically developed paragraphs uses minimal transitions between ideas and sections shows minimal construction of appropriate introduction and conclusion 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> is concise, eloquent and rhetorically effective effectively uses correct, varied and concise sentence structure is engaging to read writes appropriately for audience and purpose 	<ul style="list-style-type: none"> is somewhat concise, eloquent, and rhetorically effective generally uses correct, varied, and concise sentence structure is somewhat engaging to read generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> shows minimal conciseness, eloquence, and rhetorical effectiveness uses incorrect, monotonous or simplistic sentence structure is not engaging to read lacks appropriate writing for audience and purpose uses inappropriate jargon and clichés 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> uses academic and reliable sources chooses sources from many types of resources chooses timely resources for the topic integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> uses mostly academic and reliable sources chooses sources from a moderate variety of types of resources chooses resources with mostly appropriate dates integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> lacks academic and reliable sources chooses sources from a few types of resources chooses a few resources with inappropriate dates integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> correctly cites sources for all quotations cites paraphrases correctly and credibly includes reference page makes virtually no errors in documentation style makes virtually no errors in formatting incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> correctly cites sources for most quotations usually cites paraphrases correctly and credibly includes reference page with some errors makes some errors in documentation style makes some errors in formatting incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> provides minimal sources for quotations sometimes cites paraphrases correctly and credibly, includes reference page with many errors makes many errors in documentation style makes many errors in formatting lacks incorporation of feedback given in previous written assignments 	
Conventions <i>(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)</i>	<ul style="list-style-type: none"> makes virtually no errors in SEE conventions makes accurate word choices 	<ul style="list-style-type: none"> makes some errors SEE conventions almost always makes accurate word choices 	<ul style="list-style-type: none"> makes many errors in SEE conventions makes many inaccurate word choices 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience <i>Are the goals or learning objectives of the project clear? Have they been met?</i> <i>Is the intended audience clearly specified?</i> <i>Is the project appropriate for this audience?</i> <i>Does the project communicate to the intended audience?</i>	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology <i>Is the overall methodology clear and appropriately used?</i> <i>Has the project incorporated specific methods required by the assignment?</i> <i>If intended as a form of intervention, has thought be given to how it will be implemented?</i>	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis <i>Is there evidence of critical thinking and analysis?</i>	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence <i>Is the level of artistic and/or technical craft adequate for the specified goals and audience?</i>	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets “artistic” standards) -project is coherent & likely to resonate	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	

<p><i>Did it involve an appropriate amount of work?</i> <i>Does the final product have coherence and “resonance?”</i></p>	<p>with the intended audience -product shows an appropriate amount of effort for this assignment</p>			
<p>Content <i>Is the content appropriate & adequate, given the goals, audience & assignment?</i> <i>Is there evidence of insight, originality &/or creativity?</i></p>	<p>- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity</p>	<p>-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity</p>	<p>-inadequate information -little or no evidence of insight, originality and/or creativity</p>	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:

- Arts approaches can be used in several different stages of a project:
 1. To gain or create knowledge. (For example, research “subjects” or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
 2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
 3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
 4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
 5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)
- Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.
- Patricia Leavy, in *“Method Meets Art: Arts-based Research Practice”* (New York: Guilford Press) 2009, argues that “[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry.” (p. 15). She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.
- For a discussion of standards, see “Method Meets Art” (Leavy, 2009: 15ff and Chapter 8).