Evaluating the Impact of Foundations of University Teaching Programs

The Foundations Evaluation Framework

The framework focuses on three contexts for evaluation:

1. **Primary Context**: the teaching and learning context where Foundations teachers and the participant engage.
2. **Secondary Context**: the teaching and learning context where the participant and their students engage.
3. **Tertiary Context**: the higher education, professional or discipline field or context where the participant is based, at levels from local to global.

**To name and frame conceptions of evaluation and impact for particular Foundations programs in particular contexts.**

**An audit tool** to situate current practice or to extend or elaborate evaluation designs and planning.

**Incorporates a Conceptual Taxonomy of Evidence.** Use the framework to select tools and evidence with reference to your intended evaluation purpose and foci.

**Principles for Designing Evaluation**

- Take an Evaluation Portfolio Approach to triangulate evidence within and longitudinally between evaluation programs:
  - Design evaluation with deliberate and specific intent;
  - Gather credible relevant and valuable evidence;
  - Embed evaluation in learning experiences; and
  - Close the loop: feedback, feed forward and feed into learning from evaluation.

**Case studies**

- Collected, selected and mapped samples of approaches, tools, instruments from practice and literature against the Foundations evaluation framework;
- Case study of a trial of the framework used in one institution.

**Foundations Framework for Evaluation**

**Student** refers to university students enrolled in courses offered or convened by the Foundations program participant.

**Participant** refers to the teacher of university students and who is enrolled in an Foundations program.

**Teachers** refers to the teachers or presenters who are offering the Foundations program.