



**UNIVERSITÄT  
DES  
SAARLANDES**



**Faculty Human and Business Sciences (HW)**

# **Module Handbook Master (Blended Learning) of Evaluation (MABLE)**

Handbook 2.1

(May 2021)

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## 1. Objectives of the Study Program

By the end of the course, students will be expected to:

- Demonstrate advanced knowledge and understanding of evaluation theory and practice; and apply understandings of evaluation theory and methods to a range of professional settings.
- Demonstrate an appreciation of professional responsibilities and ethical principles that should characterize leaders in the field of evaluation.
- Design, conduct and manage monitoring and evaluations for complex organizations.
- Plan and execute evaluation and monitoring consultancy assignments to the satisfaction of clients.
- Manage development projects, including undertaking social assessment, and advising on their cultural and social impacts.

### General objective

The Blended Learning Master of Evaluation Program aims at developing and strengthening monitoring and evaluation capacities within government, private sector and civil society, with a view to enhancing the performance of state administration and of public services delivery.

### Specific objectives

1. Equip students with theoretical knowledge, methodological skills, organizational and field knowledge, social and soft skills to
  - a. plan, manage and conduct evaluations according to scientific standards and requirements and
  - b. carry out consultative and advisory actions in the field of monitoring and evaluation.
2. Equip students with basic and general evaluation competences and skills as well as in-depth knowledge for a specific field of evaluation.
3. Impart key competences with regard to organizational development and quality management in order to broaden the field of activity.

## 2. Target Groups

In general, there are three different target groups for the master program:

1. The Master (Blended-Learning) of Evaluation (MABLE) especially addresses *graduates* (with at least a *Bachelor degree*) of social science study programs but is also open to students of other subjects. The practice-oriented master is based on the scientific processing of evaluation questions on the one hand, examining, and consulting tasks in the field of monitoring and evaluation on the other hand. At the same time, the master conveys core competences, which prepare for organization-internally tasks connected to quality management and organization development and thus opens broad fields of activity. The Master of Evaluation offers a wide variety of theoretical, methodological and practical instructions, giving experienced social researcher or practitioners in the field of public policy a good overview and entry into the field of evaluation practice.
2. The course especially enables extra-occupational studies for *freelancers* and *self-employed* evaluators. Due to its modular course structure and the self-learning options, knowledge in specific topics. Moreover, it might be helpful for some of these evaluation practitioners to achieve an international recognized university master degree.
3. The MABLE program is not only developed for evaluators but also offers *commissioners* new insights into the field of evaluation. Many parts of the programs are directed towards people who conduct evaluations on behalf of donor organizations, implementation agencies or ministries, giving them manageable tools and guidelines for their tasks. Moreover, the academic degree may help increase the professionalization of evaluation departments and to retain the position of evaluation commissioners within their employing organization.

### 3. Overview of the Course Structure

The master program consists of four parts:

- (i) a coursework part including self-learning by reading the SCORM package and additional materials (books, papers, scripts etc.), f2f learning in presence phases and tutored and non-tutored online learning;
- (ii) a case study for improving practical knowledges and for gaining evaluation experiences;
- (iii) an examination including several different procedures for testing and grading, and, finally,
- (iv) a master thesis.

All parts are compulsory to all students. The blended learning master course will consist of 8 compulsory modules. 6 modules require an f2f session of approximately 10 hours. The online activities should cover about 20 hours per module. The whole program contains a minimum of 100 learning hours per module (4 ECTS) and the teaching activities in f2f and online tutoring should not be less than a fourth of this program. Online tutoring includes interaction with the professors and the tutors through the Open OLAT platform. For examination, 25 hours preparation time (1 ECTS) is calculated, including different forms of grading (see chapter 3.3).

## The complete study program

Includes:

- Eight Core Modules
- Case Study
- Master Thesis

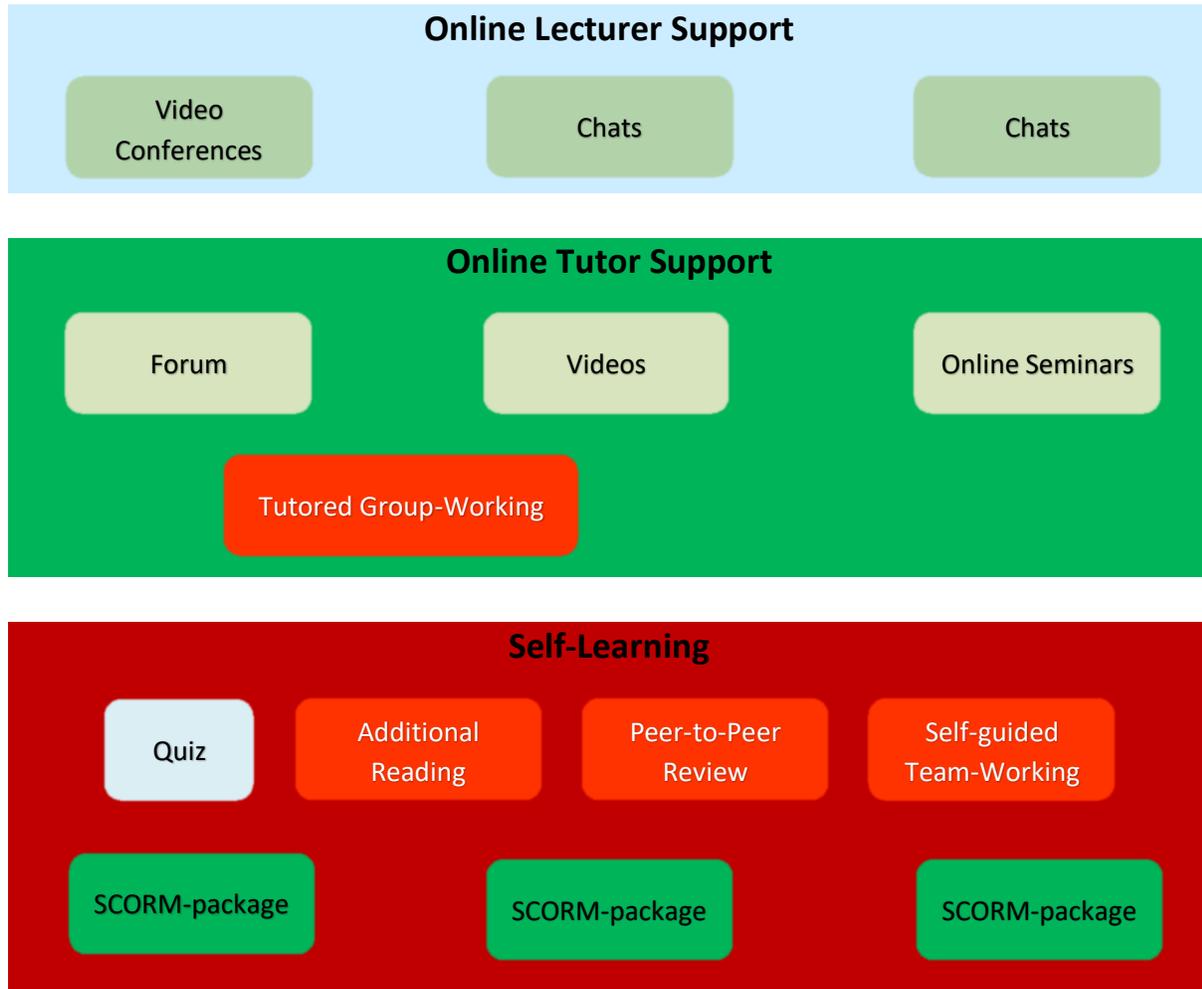
### Attendance phases (f2f)

1. Semester	3. Semester
Introduction (1 day)	M6 (1,5 day)
M1 Exam	M6 Exam
M2 (1,5 days)	M7 (2 days)
M3 (2 days)	M8 (1 day)
Inception Report	Case Study
Duration: One Week	Duration: One Week

Include:

- Welcome and Teambuilding
- F2f-Seminars
- Examinations
- Working in Groups

## Structure of Online-Phase (example)



Including:

- Self-assisted self-study (SCORM-packages)
- Tutored Online Activities (e.g. Online Seminars, Videos, Forum, Group- and Team working)
- Lected Online Courses (e.g. Video conferences, Chats)
- Guided self-study (e.g. Quiz, Peer-to-Peer Review, Self-guided Team working)
- Non-assisted self-study (e.g. Additional Readings)

## 4. Modes of Delivery

Blended learning courses use a broad variety of modes of delivery for content, knowledges and skills. In the MABLE program, one can distinguish six types:

**Face-to-Face (f2f) seminars:** The traditional form of teaching with physical presence both of the lecturer and the participants at the same time at the same place. The advantages of this form lay in the possibilities of personal exchange and non-verbal interaction. The disadvantages are linked to the need for meeting somewhere at a certain schedule, producing travelling costs and availability problems.

**Lectured Online-Courses:** Lecturers may also use online tools for lecturing, for offering seminars via the internet or for organizing web conferences. In difference to f2f-seminars, the students must be available at a given time but they do not need to come to a certain place. In addition, the lecturer is guiding the learning process and the students are able to ask him or her questions.

**Tutored Online-Activities:** In contrast to lectured courses, tutors guide some online-activities and they are supposed to help the students regarding their learning process. The tutors are not teaching but they assist in several different ways (e.g. give technical support, help to find literature, give hints for solving problems, are working as moderators or mediators etc.). The advantage of this type of learning is the opportunity to have some help at hand. However, this may also lead to 'easy solutions' like asking the tutor before thinking.

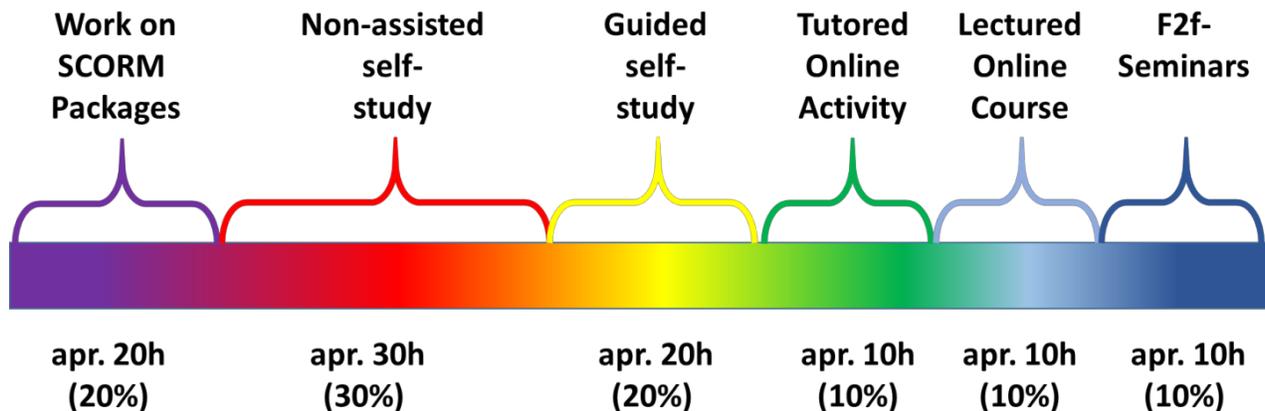
**Self-assisted self-study (SCORM-packages):** The participants get access to the SCORM-packages developed by CEval and GIZ. SCORM (=Sharable Content Object Reference Model)-packages offer the opportunity for self-guided communication between students and a host-system, supported by an automatic learning management system. The students are able to use the system at any time and they determine the learning process by themselves. This opportunity for steering the process as needed is the main advantage, while the disadvantage lays on the absence of any direct support offered by lecturers or tutors.

**Guided self-study:** The lecturers may provide learning material that the students are supposed to use in a given time period for a predefined task (e.g. for preparation or production of outputs). The students do not need to look for appropriate material and they get clear instructions on how to use them for what purposes. The material is well embedded into the overall learning process and gives a clear guidance on where to go. Hence, this means that the individual learning process depends on the quality of the selection made by the lecturer and some material may not fit the personal state of knowledge.

**Non-assisted self-study:** This is the classical form of self-learning. Students use literature or other visual or audio material for learning. They are free to choose the material they need and they can go through it, as they want. Hence, they are left alone with this material and it is up to

them to understand the content correctly and to use it for further purposes in the learning process. Moreover, if there is no advice, they have to look for the material themselves and they must decide about its didactical use for their own learning processes.

In general, each lecturer is free to decide how to run the module and to make use of the various modes of delivery. However, -there are some general rules that have already been mentioned. First, most modules contain one day for f2f being approximately 10% of the reserved time for teaching a module. Second, about double the time is supposed to be spend for guided teaching activities, by either the lecturer or the tutor. The lectured online activities should not be less than 5 hours in average of all modules. MABLE teaching may look like this:



During each of these modes of delivery, the lecturers can choose different didactical tools as instruments for transferring knowledges or skills to the participants. Most of these tools can be used online as well as in f2f-situation.

## 5. Overview of the Didactical Tools

### Face-to-Face-Seminars:

**Ex-cathedra-teaching/Plenum:** lecturer is passing knowledge to the students, merely without participation of students besides asking questions (classical lectures).

**Pair working/Peer-to-Peer Review:** the interaction is limited to two persons, merely students. Especially used for improving practical skills.

**Group working/Workshops:** is cooperative learning by developing a “group mind” or shared decisions by “brain-storming” within a given time period.

**Team working/Case Analysis:** means working together in a dynamic process over time to find a solution, -solve a problem or analyze a given phenomenon. In difference to group working this is including a clear division of labor, participants do not have to be at the same place at the same time and they do not have to cooperate in an interactive sense.

**Simulation/Role play:** is acting in a given (virtual) setting by filling a social role, just like playing theatre without a script. The actors have to adapt to the acting of the others on behalf of the framework developed by the lecturer.

### Online-Activities:

**Self-Learning:** individual self-learning can be supported online by interactive tools like SCORM-packages or videos, guiding the student through the learning material.

**Forum:** asynchronous discussions over an extended period. Either guided by the tutor or self-guided by the participants, merely on a project or a couple of different topics.

**Chats:** text-based, real-time synchronous discussions with the online tutor.

**Online Seminar:** expert-driven online seminar through an interactive course area, asynchronous with discussions lead by tutors after the expert’s input (held without presence of the expert).

**Video conference:** expert-driven video conference with the opportunity for real-time synchronous discussions with the participants. Merely used to replace f2f-seminars.

**Quiz:** various questions to be answered by the student individually in a limited time; can be used for grading.

**Videos:** expert-driven introduction to new topics as well as an explanation of complex issues.

## 6. Grading, Testing Marking

Grading, testing and marking are special in a blended learning framework. The grading system is based primarily on the performance during the blended learning process. The general approach is to include all kinds of activities during the process. The grading system honors attendance and participation as well as individual and group work, the results of exams, quizzes, homework and other products, and the assignments during online and f2f seminars.

There are several rules regarding the grading systems:

- *Balancing the grading of online learning and f2f activity.* To achieve the master degree, both online and f2f assignments are necessary and it is not possible to obtain the degree by participating in only one of these activities.
- *Balancing practical and academic activities.* The grading system honors both the academic standards of a university master program as well as the professionalization of evaluation practice.
- *Balancing active participation and different forms of assessments.* The grading system honors individual knowledge in exams as well as engagement in group- and team working.

The MABLE program is a non-consecutive master of advanced studies with a clear interdisciplinary focus and primarily offered for increasing the professional practice of evaluations. 60 ECTS-points are calculated for teaching the eight modules, including 8 ECTS for testing during or after the modules and 20 ECTS for practical activities during the study program (Master Thesis and Case Study). Because all students possess appropriate work experience (1.500 hours equaling one year), this work experience is acknowledged with another 60 ECTS points.

The practical part of the study program includes an individually conducted master thesis (15 ECTS) due to its duration of 3 months (375 hours). The master thesis is an academic work that follows the usual standards at universities. In addition, the case study (5 ECTS) is practical work accompanying the lectures (e.g. a complete evaluation in a nutshell) and completed in teamwork with other participants.

The grading system for the eight models distinguishes four parts of different forms of testing:

- Oral Presentations (both individual and in groups, f2f or online);
- Written Exam (individual, f2f or online)
- Assignments (both individual and in groups, e.g. writing an essay)

- Active participation (individual, online communication through chats and fora and platform access, attendance of f2f seminars)

Assignments, exams and presentations are equally weighted. There is no opportunity to complete MABLE without passing all three parts. There is one key activity for testing in each module as assigned later on, but the others are also included to a certain extent as defined by the lecturer and published on the study program platform at the beginning of the semester. The time for preparing and taking the exams should not exceed 25 hours.

The grading for active participation indicates a minimum of activities that must be completed (visiting all online activities, attending all f2f seminars) to pass.

According to European laws, the oral testing is supposed to vary between 15 and 60 minutes, while the written exams are allowed to differ between 60 and 180 minutes. This decision is left to the lecturer and the duration should be kept in the middle of this range (30-45 minutes oral, 90-120 minutes written exams). There are several opportunities for testing, serving the three main parts of the grading system (oral presentations, written exams and assignments. The main modes are:

- Synchronized written exams with automatic feedback (Multiple-Choice-Tests)
- Non-synchronized written exams with randomized questions and automatic feedback
- Written exams with individual feedbacks from lecturers or tutors
- Oral presentation during f2f or web-conferences
- Oral presentation in a video format
- Written assignments in form of handouts, papers, posters
- Oral assignments in form of video or audio data inputs to the group

The testing procedure is announced on the study program platform at the beginning of the semester.

**Marking System** (The system is oriented at the performance and it is not a relative system).

<b>Grade</b>	<b>Performance</b>	<b>Proportion of Participants</b>
<b>A</b>	>90 – 100%	About 10%
<b>B</b>	>80 – 90%	About 20%
<b>C</b>	>70 – 80%	About 30%
<b>D</b>	>60 – 70%	About 20%
<b>E</b>	>50 – 60%	About 10 %
Failed	Less than 50% of the Points	About 10%

## 7. Overview on the Content of the SCORM-Packages

<p>Module 1 Introduction to Evaluation</p>	<ul style="list-style-type: none"> <li>•UNIT 1: INTRODUCTION- WHAT IS EVALUATION?</li> <li>•UNIT 2: THE HISTORICAL DEVELOPMENT AND ROLE OF EVALUATION IN SOCIETY</li> <li>•UNIT 3: EVALUATION APPROACHES</li> <li>•UNIT 4: CLASSIFICATIONSO F EVALUATION APPROACHES</li> <li>•UNIT 5: THE USE AND QUALITY OF EVALUATIONS</li> </ul>
<p>Module 2 Conducting and Managing Evaluations</p>	<ul style="list-style-type: none"> <li>•UNIT 1: PHASES OF EVALUATIONS</li> <li>•UNIT 2: THE PLANNING PHASE</li> <li>•UNIT 3: THE IMPLEMENTATION PHASE</li> <li>•UNIT 4: THE UTILISATION PHASE</li> </ul>
<p>Module 3 Evaluation Design</p>	<ul style="list-style-type: none"> <li>•UNIT 1: INTRODUCTION TO EVALUATION DESIGN</li> <li>•UNIT 2: REQUIREMENTS, CHALLENGES, AND NEEDS</li> <li>•UNIT 3: EVALUATION TYPES</li> <li>•UNIT 4: PRACTICAL EXAMPLES OF EVALUATION DESIGNS</li> </ul>
<p>Module 4 Data Collection</p>	<ul style="list-style-type: none"> <li>•UNIT 1: INTRODUCTION TO QUALITATIVE, QUANTITATIVE, AND MIXED METHOD APPROACHES</li> <li>•UNIT 2: INVESTIGATION DESIGN</li> <li>•UNIT 3: COLLECTING INFORMATION</li> <li>•UNIT 4: SAMPLING</li> <li>•UNIT 5: ORGANISATION AND MANAGEMENT</li> </ul>
<p>Module 5 Evaluation of Sustainability and SDGs (in development)</p>	<ul style="list-style-type: none"> <li>•UNIT 1: HISTORICAL BACKGROUND – FROM BRUNDTLAND TO THE SDGS</li> <li>•UNIT 2: MONITORING AND EVALUATION OF SUSTAINABLE DEVELOPMENT</li> <li>•UNIT 3: AGENDA 2030 AND SDG-REPORTING</li> <li>•UNIT 4: MONITORING AND EVALUATION OF SDG</li> </ul>
<p>Module 6 Economic Evaluation</p>	<ul style="list-style-type: none"> <li>•UNIT 1: BASICSO F ECONOMIC EVALUATION</li> <li>•UNIT 2: FOUR TYPES OF ECONOMIC EVALUATION</li> <li>•UNIT 3: INTRODUCTION TO ORGANISATION S AND NETWORKS</li> <li>•UNIT 4: M&amp;E IN ORGANISATIONS</li> <li>•UNIT 5: M&amp;E OF ORGANISATIONS AND NETWORKS</li> <li>•UNIT 6: ORGANISATION S AND NETWORKS AS PROFESSIONAL AGENCIES FOR M&amp;E</li> </ul>
<p>Module 7 Data Analysis</p>	<ul style="list-style-type: none"> <li>•UNIT 1: PREPARING FOR QUANTITATIVE DATA ANALYSIS</li> <li>•UNIT 2: DESCRIPTIVE STATISTICS</li> <li>•UNIT 3: INTERFERENCE STATISTICS</li> <li>•UNIT 4: PREPARING FOR QUALITATIVE DATA ANALYSIS</li> <li>•UNIT 5: QUALITATIVE DATA ANALYSIS METHODS</li> <li>•UNIT 6: CHALLENGES IN USING QUALITATIVE DATA</li> </ul>
<p>Module 8 Key Communication Qualifications</p>	<ul style="list-style-type: none"> <li>•UNIT 1: THEORETICAL BASICS OF COMMUNICATION</li> <li>•UNIT 2: READING; WIRTING AND PRESENTING</li> <li>•UNIT 3: FACILITATION</li> <li>•UNIT 4: REPORTING AS A COMMUNICATION STRATEGY</li> <li>•UNIT 5: NEGOTIATION</li> <li>•UNIT 6: MEDIATION AND CONFLICT RESOLUTION IN EVALUATION PROCESSES</li> </ul>

## 8. Description of the Modules

Module 1				Abbreviation
<b>Introduction to Evaluation</b>				<b>M01</b>
Semester	Term.	Regular cycle	Duration	ECTS
<b>1</b>	<b>Winter</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

**Module manager** Prof. Dr. Reinhard Stockmann

**Author of the SCORM package** Prof. Dr. Reinhard Stockmann

**Classification** Mandatory module

**Admission requirements** None

**Performance monitoring/examinations** Examination and term paper

**Type of course** Blended learning module

**Workload** **100 h Learning Activities + 25 h Exams (incl. Preparation)**  
(20h SCORM +44h teaching required content + 16 teaching elective content + 20h additional self-study)

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## Learning Objectives/Competences

At the end of module 1, the students will be able to:

- Distinguish between the different purposes of evaluation (functions of evaluation);
- Differentiate dimensions of evaluation;
- Recall what is meant by formative and summative evaluation as well as external and internal evaluation and consider the pros and cons;
- Explain the differences between monitoring and evaluation;
- Summarize the history of the development of evaluation on international and national level;
- Name the different classifications of evaluation approaches and their criteria;
- Recall different evaluation approaches and their characteristics;
- Apply evaluation approaches to their context;
- Promote the use of evaluation;
- Recall quality standards for evaluation;
- Judge the quality of quality standards and the usefulness in their contexts.

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## Content

- Introduction: What is Evaluation? What are evaluation objectives, purposes, and tasks? What are the assessment criteria for evaluations? How are they conducted, and by whom?
- The Historical Development and Role of Evaluation in Society. Why did evaluation become so important? How did evaluation develop in the USA, Europe, and Africa? What is its role in the present day?
- Evaluation Approaches: What are the different approaches to conducting evaluations? What are the uses of these approaches? Where are their strengths and weaknesses?
- Classifications of Evaluation Approaches: How can evaluation approaches be structured? Which criteria are used for the classifications?
- The Use and Quality of Evaluations: How should the use of evaluations be addressed? What are quality criteria for evaluations?

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The course will be taught in English

Module 2				Abbr.
<b>Conducting and Managing Evaluations</b>				<b>M02</b>
Semester	Term	Regular cycle	Duration	ECTS
<b>1</b>	<b>Winter</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

<b>Module manager</b>	Dr. Stefanie Krapp
<b>Author of the SCORM package</b>	Freya Gassmann and Dr. Vera Hennefeld
<b>Classification</b>	Mandatory module
<b>Admission requirements</b>	None
<b>Performance monitoring/examinations</b>	Online Seminar (ungraded)
<b>Type of course</b>	Blended learning module
<b>Workload</b>	<b>100h Learning Activities + 25 h Exams (incl. Preparation)</b> (20h SCORM + 54h participation in learning environment + 16h teaching elective content + 10 additional self-study)

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## Learning objectives/Competences

At the end of module 2, the students will be able to:

- Recall the entire evaluation process and all related tasks;
- Identify an intervention that can be evaluated, define the evaluation objectives and questions, and plan the evaluation;
- Draw up different written documents required in the evaluation process (in particular: approach papers and concept notes; terms of reference; proposals; inception reports; progress reports; and final reports);
- Judge and ensure the quality of these documents;
- Plan human and financial resources and create a realistic time schedule for conducting an evaluation;
- Identify relevant stakeholders and classify their roles and responsibilities;
- Manage and integrate stakeholders' expectations of evaluations, and also uncover stakeholders' hidden agendas;
- Choose the appropriate type of evaluation and select the adequate approach;
- Prepare and conduct workshops for presenting evaluation findings
- Be aware of factors that influence the quality of evaluations, which will help ensure the quality of the evaluation process.

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## Content

- Overview on the evaluation process: How is the evaluation process structured? What are the steps to be followed in order to conduct and manage evaluations successfully?
- Planning phase. What different awarding procedures exist? What official documents are related to the planning phase? What do 'call for tender' and 'terms of reference' mean? What are the formal criteria of a proposal? What meetings are crucial to the planning phase? How to draw up a time schedule and cost calculation? What is an inception report, and what is an analysis grid? How can we ensure the quality of evaluations?
- Implementation phase. How can we identify important stakeholders? How important are coordination and the flow of information? What challenges does an evaluator face regarding communication with the different stakeholders? What are essential components of the evaluation report? Which aspects should the evaluator pay attention to when writing an evaluation report?
- Utilization phase. How can we include the different stakeholders in the process of writing the report? What is the report's target group? Will the report be published? How will it be made available? How can we get a good management response?

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The course will be taught in English

Module 3 <b>Evaluation Design</b>				Abbr. <b>M03</b>
Semester. <b>1</b>	Term <b>Winter</b>	Regular cycle <b>Annual</b>	Duration <b>Semester</b>	ECTS <b>5</b>

<b>Module manager</b>	Prof. Dr. Wolfgang Meyer
<b>Author of the SCORM package</b>	Prof. Dr. Wolfgang Meyer
<b>Classification</b>	Mandatory module
<b>Admission requirements</b>	None
<b>Performance monitoring</b>	Mail-in-Exercise and term paper
<b>Type of course</b>	Blended learning module
<b>Workload</b>	<b>100h Learning Activities + 25 h Exams (incl. Preparation)</b> (20 SCORM + 50h teaching required content +10h teaching elective content + 10h additional self-study)

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## Learning Objectives/Competences

At the end of module 3, the students will be able to:

- Distinguish between evaluation design and research design;
- Explain which aspects should be included in an evaluation design;
- Identify and address the requirements, challenges, and needs involved in designing evaluations with regard to the different evaluation types;
- Understand the importance of baseline data for evaluations, and recall the specifics of designing baseline studies and ex-ante evaluations;
- Understand the importance of monitoring and recall its main tasks;
- Recall the role of ongoing evaluations and their special requirements regarding stakeholder communication;
- Explain the role of impacts and their assessment with regard to ex-post evaluations;
- Depict the uses of comparative studies and meta-evaluations, as well as their challenges;
- Draw up an adequate evaluation design and judge the quality of an evaluation design in their context

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## Content

- Introduction to Evaluation Design: What are the differences between research, investigations, surveys, and evaluation designs? What are the general tasks for designing an evaluation? Which factors influence an evaluation design? What different types of evaluations exist? What kinds of interventions can be evaluated?
- Requirements, Challenges, and Needs: What do assessment criteria, target values, causality assumptions, coverage expectations, and evaluation tasks have to do with evaluation design? What is the problem with the interpretation of results? How can you measure the non-measurable? What role does participation play in evaluations?
- Evaluation Types: Which key aspects and specifics are associated with baseline studies, ex-ante evaluations, monitoring, ongoing evaluations, ex-post evaluations, comparative studies, and meta-evaluations?
- Practical Examples of Evaluation Designs: How do evaluation experts and practitioners' design evaluations?

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The course will be taught in English

Module 4				Abbr.
<b>Data Collection Methods in the Field of Evaluation</b>				<b>M04</b>
Semester	Term	Regular cycle	Duration	ECTS
<b>2</b>	<b>Summer</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

**Module manager**

PD Dr. Wolfgang Meyer

**Authors of the SCORM package**

Dr. Christoph Müller and Prof. Dr. Dieter Filsinger

**Classification**

Mandatory module

**Admission requirements**

Basic knowledge of empirical social research

**Performance monitoring/examinations**

Mail-in-Exercises and term paper

**Type of course**

Blended learning module

**Workload****100h Learning Activities + 25 h Exams (incl. Preparation)**

(20h SCORM + 50h teaching required content+15h teaching elective content+15h additional self-study)

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### Learning Objectives/Competences

At the end of module 4, the students will be able to:

- Develop an investigation design with the regard to the evaluation objective
- Describe the logic as well as the advantages and limitations of qualitative, quantitative, and mixed methods approaches
- Choose the adequate data collection methods to answer the evaluation question(s)
- Identify available data for the evaluation objective
- Develop questionnaires, interview questions, or general guidelines and observation guidelines tailored to the evaluation object
- Apply the adequate sampling strategy with regard to the evaluation object, the data collection method, as well as to time and budget constraints

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### Content

- Introduction to Qualitative, Quantitative, and Mixed Method Approaches: What is the role of social research in evaluation? What different approaches can be applied in evaluation? What is the logic of qualitative, quantitative, and mixed methods approaches?
- Investigation Designs: What is the role of investigation design in evaluations? What different investigation designs exist? What are the specifics of investigation designs for qualitative, quantitative, and mixed method approaches?
- Collecting –Information: What different data collection methods can be used in evaluation? What are their strengths and weaknesses, their advantages and limitations?
- Sampling: Why and when is sampling necessary in evaluation? What are strategies for sampling? What is the logic of different sampling strategies?
- Organizing and Managing Data Collection: What tasks are necessary to prepare and manage data collection in evaluation? What challenges are involved in this? What are the steps of a data collection process?

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The courses will be taught in English

Module 5				Abbr.
<b>Evaluation of Sustainability and SDGs (Sustainable Development Goals)</b>				<b>M05</b>
Semester	Term.	Regular cycle	Duration	ECTS
<b>2</b>	<b>Summer</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

**Module manager**

PD Dr. Wolfgang Meyer

**Author of the SCORM package**

PD Dr. Wolfgang Meyer (in development)

**Classification**

Mandatory module

**Admission requirements**

None

**Performance monitoring/examinations**

Online Seminar

**Type of course**

Blended learning module

**Workload****100h Learning Activities + 25 h Exams (incl. Preparation)**

(20h SCORM +50h participation in learning environment + 15h teaching elective content + 15h additional self-study)

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**Learning Objectives/Competences**

At the end of module 5, the students will be able to:

- Understand the concept of sustainable development and its challenges for evaluations
- Distinguish between monitoring and evaluation of SDGs
- Develop coherent Monitoring and Evaluation systems for SDGs
- Develop evaluation concepts and designs for the evaluation of SDGs
- Apply the concept of system-thinking to evaluation of sustainability and SDGs

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**Content**

- Historical Background – From Brundtland to the SDGs
- Monitoring and Evaluation of Sustainable Development
- Agenda 2030 and SDG-Reporting
- Monitoring and Evaluation of SDG

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The courses will be taught in English; further remarks will be complemented at the end of the development phase

Module 6				Abbr.
<b>Economic Evaluation and M&amp;E in context of organizations</b>				<b>M06</b>
Semester	Term	Regular cycle	Duration	ECTS
<b>3</b>	<b>Summer</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

**Module manager**

PD Dr. Wolfgang Meyer

**Authors of the SCORM package**

Prof. Dr. Petra Riemer-Hommel and PD Dr. Wolfgang Meyer

**Classification**

Mandatory module

**Admission requirements**

Basic knowledge in economics

**Performance monitoring/examinations**

Examination

**Type of course**

Blended learning module

**Workload**

**100h Learning Activities + 25 h Exams (incl. Preparation)**  
 (20h SCORM + 50h teaching required content +15h elective content + 15h additional self-study)

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## Learning Objectives/Competences

At the end of module 6, the students will be able to:

- List relevant organization theories;
- Describe formal structures of organizations and networks;
- Distinguish between organizations and institutions and other social systems (such as networks);
- Classify legal systems, governance structures and structures of public administration which affect evaluations;
- Explain how different organizations work;
- Explain processes of organizational change;
- Explain how evaluation is embedded in organizations and networks;
- Use evaluation as a tool for quality assurance in public administration;
- Name the field of application for economic evaluation;
- Discuss the methodological challenges and differences of main models of economic evaluation;
- Adapt the adequate model to the evaluation object;
- Design an evaluation concept with regard to quality criteria for economic evaluation.

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## Content

- Basics of the theory of organization, organizational psychology, organizational development and organizational consulting
  - The ways organizations and networks function (formal and informal structures, processes etc.)
  - Introduction to legal systems, governance structures and structures of public administration which affect evaluations
  - Introduction to New Public Management and gain knowledge
  - Difference between Auditing and Evaluation
  - Aim of economic Evaluation
  - Models of economic evaluation (Cost-analysis; Cost-effectiveness analysis; Cost-utility analysis and cost-benefit analysis; Value-for-money approach)
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The courses will be taught in English

Module 7				Abbr.
<b>Data Analysis Methods in the Field of Evaluation</b>				<b>M07</b>
Semester	Term.	Regular cycle	Duration	ECTS
<b>3</b>	<b>Winter</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

<b>Module manager</b>	Prof. Dr. Wolfgang Meyer
<b>Authors of the SCORM package</b>	Dr. Christoph Müller and Prof. Dr. Dieter Filsinger
<b>Classification</b>	Mandatory module
<b>Admission requirements</b>	Basic knowledge in statistics and data analysis as well as Excel
<b>Performance monitoring, examinations</b>	Mail-in-Exercises
<b>Type of course</b>	Blended learning module
<b>Workload</b>	<b>100h Learning Activities + 25 h Exams (incl. Preparation)</b> (20h SCORM + 50h teaching required content+15h elective content +15h self-study)

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**Learning targets/Competences**

At the end of module 7, the students will be able to:

- Manage numeric and non-numeric data
- Determine specific statistical challenges for evaluation
- Apply different statistical data analysis- methods with regard to the collected data and evaluation objective
- Summarize the theoretical background of interpreting data analysis approaches
- Apply categorizing interpretation approaches for analyzing qualitative data
- Apply hermeneutic and linguistic interpretation approaches for analyzing qualitative data
- Interpret results and link results of the qualitative and quantitative analyses

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**Content**

- Editing both numeric and non-numeric data
- Application of statistical data analysis methods
- Analyzing qualitative data
- Categorizing, hermeneutic and linguistic procedures of interpretation
- How to use software to support qualitative data analysis
- How to present and visualize results and findings of the data analysis
- How to interpret results and findings
- How to merge results of qualitative and quantitative data analysis to achieve conclusive argumentation

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The course will be taught in English

Module 8				Abbr.
<b>Key Communication Qualifications in the Field of Evaluation</b>				<b>M08</b>
Semester	Term	Regular cycle	Duration	ECTS
<b>3</b>	<b>Winter</b>	<b>Annual</b>	<b>Semester</b>	<b>5</b>

**Module manager** Prof. Dr. Reinhard Stockmann

**Author of the SCORM package** Dipl. Päd. Wolfgang Vogt

**Classification** Mandatory module

**Admission requirements** None

**Performance monitoring/examinations** Mail-in-Exercise and group work

**Type of course** Blended learning module

**Workload** **100h Learning Activities + 25 h Exams (incl. Preparation)**  
(20h SCORM + 50h teaching required content +15h teaching elective content + 15h self-study)

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**Learning objectives/Competences**

At the end of module 8, the students will be able to:

- Explain the Communication Model of Schulz von Thun and use it to analyse communication situations
- Ask the right questions for conducting a communication process
- Know what your presentation needs in order to reach the audience
- Work out a facilitation plan to lead working groups and meetings
- Systematically plan the communication strategy for an evaluation process
- Find an approach to cope with conflicts in a productive way

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**Content**

- Theoretical Basics of Communication: Specific aspects of communication, some key models and how they can be used to adjust and improve communication in professional settings.
- Reading, Writing, and Presenting: Learn about some specific techniques to improve presentation skills. What can be done to read more efficiently and effectively? How to present to have a greater impact on the audience.
- Facilitating: Facilitating means supporting groups in reaching their self-defined goals by using communication tools. This unit will present typical tools for facilitation.
- Reporting as a Communication Strategy: Reporting influences how evaluation findings are used throughout the evaluation process. A model for creating a reporting plan is presented here.
- Negotiating: An increasing number of stakeholders want to participate actively in the evaluation process and have an influence on decision making, so evaluators need to negotiate and find solutions that can be accepted by all participants.
- Mediation and Conflict Resolution: Conflicts are necessary and useful for the promotion of change processes. The six-step model of mediation that is presented in this unit provides a general approach to dealing with conflicts in a productive way

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The course will be taught in English

Module P <b>Evaluation Case Study</b>				Abbr. <b>P01</b>
Semester <b>2+3</b>	Term. <b>Summer/Winter</b>	Regular cycle <b>Annual</b>	Duration <b>2 Semesters</b>	ECTS <b>5</b>

<b>Module manager</b>	Koba Krause
<b>Author of the SCORM package</b>	No SCORM package
<b>Classification</b>	Mandatory
<b>Admission requirements</b>	None
<b>Performance monitoring/examinations</b>	Term paper
<b>Type of course</b>	Blended Learning Module
<b>Workload</b>	<b>125h team work and self-study (incl. exam)</b>

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**Learning Objectives/Competences**

Application of the theoretical content of the study program.

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**Content**

This is a practical application of the content of all eight modules that will be used continuously to develop a case study. The students will plan the evaluation case, develop its design, the instruments for data collection, collect the data, analyze it on behalf of the evaluation question.

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The courses will be taught in English; further remarks will be complemented at the end of the development phase.

Module MT				Abbr.
<b>Master Thesis</b>				<b>MT</b>
Semester	Term.	Regular Cycle	Duration	ECTS
<b>4</b>	<b>Summer</b>	<b>Annual</b>	<b>Semester</b>	<b>15</b>

<b>Module manager</b>	Prof. Dr. Reinhard Stockmann
<b>Author of the SCORM package</b>	No SCORM Package
<b>Classification</b>	Mandatory
<b>Admission requirements</b>	Successful participation of all mandatory modules
<b>Performance monitoring/examinations</b>	Master thesis
<b>Type of course</b>	None
<b>Workload</b>	<b>Time frame of 3 months (375h)</b>

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### Learning Objectives/Competences

Students have to prove and apply their knowledge and skills they have gained in the Master Program

## Responsible for the Study Program

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