

PATTAF
PAPUA NEW GUINEA –AUSTRALIA
TARGETED TRAINING FACILITY

**Milestone 6.5 Tracer and Impact Study
for Open and Distance Learning**

VCP Masters of Education

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LIST OF ACRONYMS USED

AusAID	Australian Agency for International Development
CSU	Charles Sturt University
FG	Focus Groups
ICT	Information and Communications Technology
M.Ed	Masters of Education
ODL	Open and Distance Learning
NDoE	National Department of Education
PATTAF	PNG – Australia Targeted Training Facility
PNGEI	PNG Education Institute
TE&SD	Teacher Education and Staff Development
UCL	Unigor Consultancy Ltd
UoG	University of Goroka
VCP	Virtual Colombo Plan

Tracer and Impact Study

1.0 Purpose

The development of a Tracer and Impact Study for the Virtual Colombo Plan (VCP) Masters of Education (M.Ed.) and the Nurses Conversion Degree, Phases I, II and III.

2.0 Background

PATTAF has responsibility for monitoring the delivery of two Open and Distance Education programs (ODL), the VCP M.Ed and the Nurses Conversion Degree III (NCD3)¹.

The M.Ed. is an initiative of the Australian Government and part of the program of cooperation with the Government of PNG, funded by AusAID through PATTAF. It is delivered within PNG by mixed mode through a partnership between Charles Sturt University and the University of Goroka, through UniGor Consultancy Ltd (UCL), project managed by TAFE Global.

The program commenced with 41 students in September 2003. The activity pilots the mixed mode delivery of an M.Ed. (Coursework) in PNG. Delivery comprises 8 units over a 5 semester period in PNG and allows for flexible exit points at Graduate Certificate (4 subjects) level and at Graduate Diploma (6 subjects) level. CSU and UoG staff together undertook the development of the overall program, the embedded subjects, and their subsequent teaching. This ensured that the program and subjects were developed for the PNG context. It also could be expected that UoG gained additional substantial professional interaction from this undertaking. The qualification was awarded by CSU and hence is recognised as a post graduate qualification in Australia.

A comprehensive monitoring and evaluation plan has been developed and implemented to ensure that quality is maintained and planned participant outcomes are monitored and achieved. Both qualitative and quantitative data on student progress was gathered during each Semester and provided as part of each end of Semester report by TAFE GLOBAL.

This present study complements to above monitoring and evaluation process.

3.0 Objectives of the assignment

The objective of the assignment is to develop a Tracer and Impact Study, including proposals for its implementation, for the VCP M.Ed.

¹ The remainder of this document only deals with the VCP M.Ed. Program. For further information on the Nurses Conversion Degree see the analogous Tracer and Impact Study document for that degree program.

4.0 Scope of the assignment

The aim of the Impact and Tracer Study is to assess the impact of the VCP M. Ed. Program. The study will monitor and report on the employment and career paths of students, assess the mixed mode approach utilised within the program, assess the impact of the programs on the students and examine the impact of the program on the students employing organisations. The study will specifically seek to:

- identify the extent to which the qualifications and skills obtained through the programs are being utilised by the students in their current employment;
- assess whether the qualification has enhanced the students' professional teaching;
- assess whether the qualification has enhanced the students' own ongoing professional learning;
- assess the difference the qualifications and skills have made to the employment and career paths of individuals;
- assess how the participants' qualifications and skills have assisted in the achievement of PNG's development priorities;
- evaluate the effect the participants new knowledge and skills is having on the employing organisations;
- evaluate the program from the point of view of UoG staff, College leadership and NDoE personnel;
- evaluate the effectiveness of the mixed mode approaches used within the program in an attempt to determine future delivery options for the Australian Scholarship program or activities similar to the two programs being studied.

5.0 Key areas of focus

The study will evaluate the impact of the program on participants in terms of completion, employment and career paths. It will also study the impact on the employing organisations which have sponsored/released participants for study.

The impact of the program(s) on the students will be assessed in terms of the extent to which they:

- are using the skills and knowledge acquired through their involvement with the programs;
- have maintained and/or developed these skills and knowledge either during the program or after completion;
- have remained employed with the sponsoring employer;
- have been promoted or transferred within the employing agency;
- can demonstrate any degree of career progression as a result of their studies;
- have improved their living conditions and those of their immediate families.

The impact of the program(s) on the employing organisations will be assessed by examining:

- the extent to which the students' skills and knowledge acquired through their involvement in the respective program are relevant to the needs of the employing organisation, and to the present occupation of the student;
- the extent to which new skills and knowledge have been, or are likely to be, passed on to others;
- the extent to which facilitators/tutors involved in the program have been able to pass on their skills and knowledge to co-workers, or to have other positive effects to the employing organisation;
- the extent and nature of any difficulties or disruptions for sponsoring organisations during the period of study.

6.0 Design parameters for the VCP M.Ed

The design of the study for the VCP M.Ed. needs to build on the Goals and Objectives, Performance Indicators and Means of Verification as shown in the following table.²

Objectives	Performance Indicators	Means of Verification
<ul style="list-style-type: none"> • To improve education and access to knowledge by using Information and Communication Technologies 	<ul style="list-style-type: none"> • Teachers Colleges, PNGEI and TE&SD improve access and use of ICTs • Participants use ICTs in their daily work 	<ul style="list-style-type: none"> • Pre course and post course survey • Pre course and post course survey • Impact on Practice evaluation
<ul style="list-style-type: none"> • To deliver a Masters of Education course using multiple modes of delivery including ICTs 	<ul style="list-style-type: none"> • Course delivered over 5 Semesters (2003–2005) • Multiple modes of delivery used 	<ul style="list-style-type: none"> • Semester Reports to PATTAF • Participant evaluations • Log-ins to <i>my-csu</i> tracked • Email logs
<ul style="list-style-type: none"> • To enable 40 participants, selected by the NDOE, to complete a Masters in Education course, or exit at Graduate Diploma or Graduate Certificate level • To customise the Masters course to suit the PNG environment • To enhance the administrative and academic expertise of UCL in delivering mixed mode 	<ul style="list-style-type: none"> • At least 85% exit with one credential • At least 60% exit with Masters of Education • Customised course and associated materials produced in hard and electronic copy for UCL 	<ul style="list-style-type: none"> • Census data from each Semester • Assessment records • Certification records • Materials included in end of project report

² This table adapted from Attachment D: Monitoring and Evaluation Framework from the Mobilisation Report for the VCP M.Ed.

Objectives	Performance Indicators	Means of Verification
<ul style="list-style-type: none"> To enable Participants to contribute to the further development of teacher education in PNG, using ICTs as part of that development. 	<ul style="list-style-type: none"> UCL staff participate in all aspects of course administration and delivery Participants introduce the use of ICTs in their workplace as part of their teacher training or administrative roles 	<ul style="list-style-type: none"> Semester reports Participant evaluations Impact on practice evaluation

As indicated in the above table, the design of the Tracer and Impact study needs to focus on those Indicators that are considered relevant to the impact of the program to both individuals and institutions involved. In addition the monitoring and evaluation data gathered by the contracted agency and reported on in Semester Reports and the Quality Assurance reports as required under the Scope of Services needs to be taken into consideration. Experts from the project will be consulted to ensure that relevant experience and information generated throughout the process of delivering the program can assist in the developmental process. Such information will be particularly useful in evaluating key program strategies related to mixed mode delivery. These will include:

- residential schools;
- distance learning strategies and materials;
- student support;
- tutoring or mentoring;
- role of learning groups;
- role and use of ICT;
- assignment submission and returns;
- and the relevance, suitability and absorption of learning in the workplace as a capacity building strategy.

7.0 Methodology

7.1 Introduction

To give the context for this study, three key points that are normally covered in tracer and impact projects are outlined below, with added commentaries pertinent to this study.

7.1.1 A group of starting questions are:

- What has happened to those who participated in the intervention?*
- What has happened to the system as a whole because of the intervention?*
- Would these changes have happened without the intervention?*

- *What happened to those individuals who did not participate in the intervention?*
- *What might have happened to the system without the intervention?*

In general in this type of project, one is normally enquiring into what are the social and monetary costs and benefits of the intervention. For this study the hard data on monetary costs do not fall within the scope of the study and hence are addressed elsewhere beyond this study. However the social cost, that is the changes to those who were part of the intervention, and the way the system as a whole responded to the intervention, are central to this study.

This study will include an analysis of documentation to elicit the condition of the population prior to the intervention. This will also allow the aims of the intervention to be clearly discerned, including the anticipated time for effects of the intervention to develop. These will give some benchmarks from which change can be gauged.

The study will also attempt to report results in such a manner that they can be used strategically by the providers for future interventions with the same or other groups.

7.1.2 What is a reasonable lag time to wait for change in behaviours from the participants' and/or the system's points of view?

Tracer projects by their nature monitor the long-term effects on those impacted by the intervention, and in the system as a whole, in terms of satisfaction, knowledge gained and other notions of progress. This means that although there may be immediate reactions to the intervention that can be useful to measure and seek to understand their importance, the longer term impacts are just as important. It becomes a matter of judgement as to how long individuals and the system should be monitored to see what changes begin immediately after the intervention, and how these grow or diminish over time.

There are also changes that may only occur after a period of time has elapsed after the intervention has concluded. These secondary changes may well have a life and impact quite different to the initial changes.

Both the initial and later changes can be important for individuals and/or the system.

7.1.3 What are the markers of change to which attention should be paid?

It also becomes a matter of creative judgement to decide what will be looked for to see the changes that have occurred, how to look for these, and how to make judgements as to whether changes that have occurred can be causally linked to the intervention.

This suggests immediately that it is best if at all possible to use multiple sources when trying to document such changes using such standard procedures as document analysis, surveys, interviews, focus groups, observations, analyses of artifacts from targeted group if and when possible. Often it is the case that because of the context of the project fewer multiple sources are used than may be desirable.

Another issue that should be taken into consideration if at all possible is what if any other intervening factors, apart from the intervention, enhanced/detracted from the anticipated changes linked to the intervention? Often these factors can only be ascertained by careful questioning of key people in the system and members of the intervention group, since an evaluation person is rarely embedded into the change process from the initial development to observe any such factors directly.

7.2 Issues to be addressed

In fleshing out this study there are a number of issues that will guide the data analysis. Some of these are listed here:

- Were the perceptions of students' needs met in completing this program and were these the same as those of the College/system?
- Was there a rise in the perception of professionalism and/or collegiality at a group level and an individual level?
- Has there been opportunity and/encouragement to engage in other professional practice outside of the day-to-day Institution expectations: e.g. conference attendance, reading of journals, accessing Internet sources, etc.
- Did the co functioning of the two universities involved in providing the program enhance the study experience of the students?

8.0 Study conception

This study will be conceptualised using three headings:

- Provision and evaluation of the program,
- Impact on the students, and
- Impact on the Colleges/system.

8.1 Provision and evaluation of the program

There is a need in this study to evaluate the provision of the program itself and to examine the documentation that underpinned its delivery. Without this foundation there will be potentially a contextual knowledge gap for understanding the further analysis of how the students and the system changed during and after the intervention; that is the delivery of the program.

To this end it seems that the following specific analyses should be undertaken:

- A document analysis of NDoE material to establish the prior conditions before the intervention, the selection criteria used, and how these were applied,
- A document analysis of the program itself and how it was implemented, and
- The evaluation of the program and its implementation by the teaching staff by survey and interview.

8.1.1 Document analysis of prior profile of college staff

To establish the prior context to the intervention, an analysis of NDoE appropriate documentation should be carried out to ascertain:

- The overall qualification profile of system staff,
- The availability of such programs as this M. Ed. Program in the past and their impact,
- The extent to which present staff have taken up other available professional development programs in the immediate past, both credentialed and non credentialed, and
- The selection criteria and its application for this intervention.

8.1.2 Document analysis of the program

To understand what had been planned to be delivered, and what was actually delivered, the actual documentation of the program and the ongoing evaluation should be examined.

Cache of documents to be examined:

- The six monthly reports from inception of the program, including minutes of meetings,
- Original TOR for program,
- Curriculum outline of program, and
- Course outlines, resources, protocols and procedures (to gauge consistency across courses, coherence of program as a whole, and each course meeting one or more of the overall program aims).

A particular examination of the intended and implemented uses for ICTs embedded in these documents will be made.

8.1.3 Survey of university staff (CSU & UoG)

As well as examining the documentation related to the program, those who actually delivered it can provide another crucial source of understanding. The use of a survey is potentially the best broad sweep data collection procedure available for this study. See Appendix A.1 for the potential survey and Appendix A. 2 for the justification of items used in terms of the aims of this project.

The distribution of this survey form will be completed electronically as a *Word* file attached to an email. Follow up for non returned forms after a set period of time will be completed by telephone directly to the individuals concerned. The distribution of this survey should occur early in 2006.

8.1.4 Interview/focus group

Although the survey data collection will potentially gather reflections from all staff involved in delivering the program, it would be important to supplement this data with personal reflections from key members of the teaching staff. This can be best done by a series of individual interviews conducted preferably in person, although potentially

by telephone. Focus Group(s) could be substituted if a group(s) of these university staff happen to be in one place.

This data collection process should be undertaken after the above surveys are returned, but still in the first half of 2006.

The questions that would be used in the semi structured interview(s) (or focus group (s)) would aim to elicit discussion on the markers of quality lecturers. Hence this data would be different but supplement that from the surveys. The questions are drawn from the latest literature on tertiary teaching³ (see Appendix A.3).

8.2 Impact on students

A tracer project does implicitly have a time dimension built in. Ideally data collection should continue for up to two years after the completion of the program to ascertain what delayed impacts the program had on the students. Since there will inevitably be intervening factors that will also prove to be learning opportunities for the students, it would be appropriate to plan for 6 monthly collection of some data. However this cannot be completely carried out under the current arrangements with PATTAF because its contractual obligations expire on the 2nd April, 2007. Ideally the collection of data and analysis should continue but this will be a matter to be considered by the NDoE and the University of Goroka. The following Table suggests a timeline and type of data collection methods that seem appropriate for this intervention for students who participated in the program. The details of the three data collection methods, student survey, individual interview or focus group, are given below.

Time	Data collection technique
March '06	<ul style="list-style-type: none"> • Survey all students in person prior to the graduation ceremony, • Individual interviews/focus groups with as many students as possible from all sites (taking advantage of their attendance at the graduation),
July '06	<ul style="list-style-type: none"> • Second round survey of all students at all sites (in person for majority of students) • Second round interviews/focus groups with as many students as possible
June '07 *	<ul style="list-style-type: none"> • Third round survey of all students,
Dec '07 *	<ul style="list-style-type: none"> • Fourth round survey all students, • Focus groups with students at all sites,

* Under the direction and discretion of NDoE

8.2.1 Survey of students

The use of a survey is potentially the best broad sweep data collection procedure available in this study, particularly since the students are so wide spread

³ See for example Lovat, T. (2005). *Values education and teachers' work: A quality teaching perspective*. Keynote address to the National Values Education Forum, DEST, National Museum, Canberra.

geographically. See Appendix B.1 for the potential survey and Appendix B. 2 for justification of the items used in relation to the aims of this study.

In the first instance this survey form will be personally administered to all students prior to the graduation ceremony to be held in March 2006 at the University of Goroka. The second round of surveys will also be delivered to students in person in July 2006 with the exception of sites at Tari, Gaulim and Mt Hagen. An alternative arrangement is being planned for these three sites.

8.2.2 Interview/focus group

Although the survey data collection will potentially gather reflections from all students, it would be important to supplement this data with personal reflections from some students. This can be best done by a series of individual interviews conducted in person, where this is possible. Focus group(s) could be substituted if a group(s) of students happened to be in one place. The first opportunity for this to occur will be in Goroka prior to the graduation ceremony to be held in March. An attempt to interview as many students as possible will be made at this time. If the time available does not enable all students to be accessed, the nine students from the PNG Education Institute and from the Teacher Education and Staff Development (NDoE) will be interviewed as a group in Port Moresby. The second round of interviews/focus groups will be conducted in conjunction with the survey visits (see 8.2.1).

The questions that would be used in the semi structured interview(s) (or focus group (s)) would aim to elicit discussion on the markers of what makes quality lecturers. Hence this data would be different but supplement that from the surveys. The questions that would be developed are drawn from the latest literature on tertiary teaching [see earlier footnote 3] (see Appendix B.3).

8.3 Impact on the colleges/system

Impact of interest in this study is not just on the students who participated in the program. The wider view of how this program has impacted immediately and then its ongoing impact, if at all, on the individual Colleges and the system as a whole also needs to be addressed.

The informants to target for data that will address this concern would seem to be critical members of the Colleges and informed members of the NDoE. As well as this type of data, tracing the employment patterns of successful students and a selection of their peers who did not participate in the program, will also be of importance. The collection of this employment data is deemed to be important, since one of the crucial aims of this program was to deepen the professionalism of the College staff, not upgrade their qualifications so they can find employment elsewhere.

Hence it seems appropriate that the following analyses should be undertaken:

- Survey College principals and deputy principals,
- Interview any of the College principals, deputy principals and pertinent NDoE personal when the opportunities arise, and
- Conduct an employment trace study of the employment patterns of students and peers for the next 2 (+) years. This will not be possible under PATTAF's contract and responsibility and will rely on a commitment from the NDoE .

8.3.1 Survey of college principals & deputy principals

The use of a survey is potentially the best broad sweep data collection procedure available in this study, particularly since the target population is so wide spread geographically. See Appendix C.1 for the potential survey and Appendix C. 2 for the justification of the items used.

The distribution of this survey form will be done electronically as a *Word* file attached to an email. Follow up for non returned forms after a set period of time will be completed by telephone directly to the individuals concerned. The distribution of this survey should occur early in 2006.

8.3.2 Interviews of principals, deputies and NDoE

Opportunities should be looked for to conduct informal interviews with College Principals and Deputy Principals, as well as informed NDoE over the next 12 months. The style of questioning should be modelled on the survey in Appendix C.1 and the interview questions in B.2

8.3.3 Employment trace study

An important indicator for this study is to track whether students continue to be employed in the educational system, and in what capacity. It will also be important to ascertain if any changes are attributable to their participation in the program.

To give some baseline to judge the general movements of students through and out of the system, a select number of the students' peers should also be identified and traced in an analogous manner over the same time frame.

To engage in this component of the study will require periodic inspection of systemic data held by the NDoE at the commencement of the program and for at least two years after the completion of the program. The Table below shows one possible template for monitoring such changes over time.

Once again such a study is outside the parameters and time frame to enable PATTAF to carry this out. If this is to occur it will require some commitment from the NDoE.

Student name	Initial/date & type of any change	Institution	Position	Leadership responsibility	Reasons for change	Links to program
Adam	Initial position in 2003	aaa	bbb	ccc		
	Change date 1/2/04	eee				
	Change date 1/7/06		fff	ggg		
Brian						

If any substantive change occurs for any student, then a follow up enquiry should take place with the student as soon after the change has taken place to ascertain whether the student sees the change in any way linked to the program;

If there was a tendency for students to have stayed in the education system and been advanced in their standing, this should be taken as a very positive marker for the program.

If there was a tendency for students to have stayed in the education system and remained more or less with the same standing, but have been noted for their professional contributions within their organisation, this should be taken as a positive marker for the program.

If there was a tendency for students to have left the education system this should be taken as a negative marker.

8.4 Analysis and reporting

This section gives a brief overview of how the data from the multiple sources will be woven together after initial analyses have been conducted.

The most appropriate format to structure this analysis is that of an interpretative case study. Although some data to be collected in this project will be of a quasi-objective nature (entries on surveys), other data will be clearly subjective in nature (opinions offered in interviews, albeit backed up by verifiable events in some instances). The interpretations of the data from the multiple sources will also be in part subjective. However given that multiple sources are used, the evaluative statements that will be made can be nuanced and drawn out within the context of the teaching program that has occurred in PNG, and each authenticated by reference to overlays from the different sources, and the underlying sense that such evaluations make.

To structure this section the three key issues outlined earlier are again used.

8.4.1 Provision and evaluation of the program

It has been noted that in a study such as this some attention needs to be paid to what the intervention actually was and how this has been implemented. It is not unusual to find in such an examination that the initial proposals have been modified over time as the actual context for implementation unfolds and changes in response to unanticipated and extraneous impacting events.

To this end, the procedures normally used to complete a document analysis will be evoked to study the NDoE material, the written program itself, and documents related to its implementation. In addition data will be also obtained from both UoG and CSU staff by way of surveys and interviews. It will be best to display the results from the survey graphically, noting changes from what might be expected. The interpretation of these results will be best done by comparison to the meanings given to the original categories on the survey of 'strongly agree' through to 'strongly disagree'. This scale can be robustly interpreted given that a column has been given for respondents to clearly indicate if they believe an item is 'not applicable' to them. Hence the centre point of the scale will be interpreted as 'undecided', between agree or disagreeing.

On the survey returns there will also be some written responses. These will be added to the transcripts of interviews with the universities' staff to give a databank of written comments. This databank will be analysed with specific themes in mind that relate to

the quality of delivery of the program, rather than using grounded theory principles or some such.

The above analyses should show whether the intended program as outlined in the specifications was indeed implemented, and whether the teaching staff believed it to be worthwhile.

8.4.2 Impact on the students

The second aspect of a tracer and impact project is to assess what has happened to those who have participated in the intervention: in this case the students who undertook the M. Ed. Program.

The survey data collected over time will again be displayed graphically, as suggested in section 8.4.1, although trends over time will also be analysed. Similarly the written comments and transcripts from the interviews / focus groups will be analysed. The techniques used in document analyses will be used to report on portfolio data.

These analyses will be able to show not only whether students enjoyed the program, but what and how they learnt, and whether this learning impacted not only their own work in their institution, but over time impacted on their peers as well.

8.4.3 Impact on the colleges/system

The third part of this study is dealing with the system.

It is proposed to target key personnel in the system, principals and deputies (and NDoE personal when opportunities arise), to articulate their initial and then changing impressions of the impact of this program in their Colleges. This will again be undertaken with data collected over time via interviews and surveys, using analyses as above.

It is suggested that the analysis of the employment trace study should essentially be by tabulation of changes that occur for the group of students over a 2+ year period, articulating any recurring patterns of reasons where these are identified. The emphasis will be on system change and reasons for these, rather than on changes that individuals have experienced. However as has already been pointed out, this falls outside the responsibilities of PATTAF, and will need to be conducted by another agency (possibly NDoE).

It is also noted that some items from the surveys used in section 8.4.2 with students will also speak to system issues. Where appropriate these analyses will be reported in this section.

8.4.4 Reporting

After writing up the above analyses, the eight points that have been used to define the 'Scope of the assignment' (see section 4.0) will be discussed in detail and in doing so an evaluation of the M. Ed. Distance program delivered by staff from both UoG and CSU will be completed.

It is suggested that the data collection for each of sections 8.4.1, 8.4.2 and 8.4.3 be completed by July 2006 and the analyses and first report be delivered by December 2006.

It has also been argued at various places in this proposal that for an impact and tracer study there is an inbuilt notion that data collection over an extended period of time should also be undertaken if the detailed long-term impacts of the intervention are to

be understood. To this end it is suggested that data for sections 8.3.2 and 8.3.3 be collected in six month time periods at least until the end of 2007, with further reports due within six months of the collection being undertaken.

LIST OF APPENDICES

The following are the appendices which are attached to this report.

Appendix A.1

Survey for teaching staff

Appendix A.2

Justification for the survey for teaching staff

Appendix A.3

Program lecturers' interviews/focus group questions

Appendix B.1

Survey for students

Appendix B.2

Justification for the survey for students

Appendix B.3

Students' interviews/focus group questions

Appendix C.1

Survey for teachers' college administrators

Appendix C.2

Justification for the survey for teachers' college administrators

Appendix D

Work plan including resources

Name:

Code no.:

Date:

Appendix A.1 Survey for Teaching Staff

This survey has been sent to you because according to our records you helped teach the M. Ed. during the years 2003 to 2005 that was conducted by CSU and UoG in Papua New Guinea.

This survey is to follow up what you believed were important outcomes from this program.

Each item is displayed as in the following Table.

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
1. I have extended my existing professional education knowledge.							

Your main response to each item will be given by placing a tick or cross in one of the columns that represent a 5 point scale that runs from 'strongly agree' to 'strongly disagree' (Columns 2 to 6). Choose the column that best describes your response.

There are two extra columns for each item.

Column 7 is headed 'not applicable'. If this best describes your response to an item, please tick here. We anticipate this column will not be used often.

The last column gives space for you to give a reason why you responded to this item in the way you did. You may like to give a short summary in this column for some items that a particularly important for you. *We do not anticipate you will use this column for all items.*

There is also room at the end of each sub section for you to add further comments; particularly on any matters not included in the program you thought might be useful to include next time it is taught.

We have asked for your name at the top of this page. Be assured that this will not be published. Your code no. will always be used for reporting.

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
1. Administering mixed mode/ distance education programs has been enhanced at UoG.							
2. Academic expertise in delivering mixed mode education programs has been enhanced at UoG.							
3. Staff from UoG/CSU participated in all aspects of course development and delivery.							
4. As a member of the teaching staff, my relationships with students was rewarding.							
5. As a member of the teaching staff, I found the teaching demanding.							
6. As a member of the teaching staff I found it easy to communicate with students.							
7. I found the collaborative teaching experience was good for me as a professional.							
8. I found it easy to communicate with colleagues from the other university.							

Add any other comments here:

Appendix A.2 Justification for the Survey for Teaching Staff

Item	Justification
1, 2 and 3	To determine whether the administrative and academic expertise of UCL/UoG to deliver mixed mode programs has been enhanced
1 and 2	To assess the extent to which facilitators/tutors involved in the program have been able to pass on their skills and knowledge to co-workers, or have other positive effects to the employing organisation.
3	Performance indicator from Monitoring and Evaluation Framework
3	The extent to which tutors involved in the program have been able to pass on their skills and knowledge
4, 5, 6, 7 and 8	To evaluate the effect the participants new knowledge and skills is having on the employing organisations
7 and 8	Did the co-functioning of UoG/CSU involved in providing the program enhance the professional experience of the staff?

Appendix A.3 Program Lecturers' Interviews / F G⁴ Questions

Promotion of intellectual depth:

What in the program enhanced the students' ability to analyse, synthesise and evaluate ideas?

Development of crucial intellectual skills:

What in the program enhanced the students' intellectual skill base for interpretation, communication and negotiation of ideas? (The context here is on ideas not people.)

Engagement with ideas:

Did the students by and large seem to be engaged with ideas?

Did the students engage with their fellow learners and the lecturers in seeking new ideas?

Reflection as a form of learning:

Were there any indicators that students engaged in self-reflection?

Were there indications that students both individually and in groups used reflection as a tool to explore a range of new ideas?

Supporting students' learning:

Did the program provide a positive modelling experience for the students?

Did you feel the students were supported in their endeavours to learn?

Did the students feel secure and affirmed in the learning environment of the program?

Were the students at times challenged intellectually in a good way during the program?

Growth as a professional:

In what ways, either by pointing to the content or the process of implementation, were the students enhanced as education professionals?

What experiences impacted most on your perceptions of yourself as an educationist?

Outside intervention factors:

What factors, if any, occurred prior to or during the program (but was not part of the program) that impacted significantly, either positively or negatively, on the content, implementation and / or students?

⁴ Focus Groups

Name:
 Code no.:
 Date:

Appendix B.1 Survey for students

This survey has been sent to you because according to our records you completed an M. Ed. in 2005 conducted by CSU and UoG. This survey is to follow up what you believed were important outcomes from this program.

The survey has two parts. Items in Part 1 deal with the impact of the program on your professional life. These are allocated to four sub sections: Knowledge, Skills, Personal development, and Professional development. Items in Part 2 deal with the way the program was run, the allocation of time to the different modes of delivery, etc.

Each item is displayed as in the following Table. You will note the item stem is in bold in the second row of the first column (the rest of this row is blanked out for obvious reasons).

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
1. I have extended my existing professional education knowledge							

Your main response to each item will be given by placing a cross in one of the columns that represent a 5 point scale that runs from ‘strongly agree’ to ‘strongly disagree’ (Columns 2 to 6). Choose the column that best describes your response. There are two extra columns for each item.

Column 7 is headed ‘not applicable’. If this best describes your response to an item, please tick here. We anticipate this column will not be used often. The last column gives space for you to give a reason why you responded to this item in the way you did. You may like to give a short summary in this column for some items that a particularly important for you. *We do not anticipate you will use this column for all items.*

There is also room at the end of each sub section for you to add further comments; particularly on any matters not included in the program you thought might be useful to include next time.

This is the first time you will receive this survey. We will be attempting to contact you at 6 monthly intervals for the next two years. Over time our perceptions of what has been beneficial in programs such as the M. Ed. can change. It is important to track these changes.

We have asked for your name at the top of this page. This will also help in keeping track of your responses over the years. Be assured that this will not be published. Your code no. will always be used for reporting.

Part 1

a) Knowledge (Knowledge means general awareness or possession of specific information)

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
1. I have extended my existing professional education knowledge							
2. I have increased my knowledge of educational research and theory.							
3. I am able to relate what I have learned to the current educational reforms occurring within PNG.							

List any issues and / or topics related to knowledge you anticipated would be in the program, but was not.

Further comments on my improved knowledge as related to the program of study:

b) Skills (Skills means the ability to do something well because of practice or special training)

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
4. I am confident of my ability to critique educational research.							
5. I have been able to develop new skills in using Information and Communications Technologies (ICT's).							
6. I am able to utilise new ICT skills in my teaching.							
7. I am better able to utilise new ICT skills in my administrative work.							
8. I am better able to manage curriculum change.							

List any issues and / or topics related to skills you anticipated would be in the program, but was not.

Further comments on my improved skills as related to the program of study:

c) Personal Development (self development or personal growth)

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
9. I am better equipped to take on a mentoring role within my work place.							
10. I can now focus on my achievements and learning to date as well as my future learning needs.							
11. I have accepted more responsibility and accountability for my own continued personal and professional development.							
12. I have continued to read professional educational literature.							
13. I have searched the internet as much as I can for ideas and resources for my teaching.							

List any issues and / or topics related to personal development you anticipated would be in the program, but was not:

Further comments on my improved personal development as related to the program of study:

d) Professional Development of others (Looking to encourage and provide opportunity for colleagues to grow professionally)

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
14. I am better equipped to take on a leadership role within my work place.							
15. I have been able to introduce and promote the use of ICT's with my teaching colleagues.							
16. I have been able to introduce and promote the use of ICT skills with administrators.							
17. I have participated in staff development activities and/or other strategies leading to the improvement of educational outcomes within my workplace.							
18. I have remained in contact with colleagues from other Colleges and institutions for professional purposes.							

List any issues and / or topics related to professional development you anticipated would be in the program, but was not:

Further comments on my improved output concerning professional development as related to the program of study:

Part 2: Program delivery

This part of the survey looks at the way this program was delivered using mixed mode delivery techniques and residential workshops

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
1. The study materials met all my learning needs.							
2. The proportion of time allocated to self study was about right.							
3. The proportion of time allocated to residential workshops was about right.							
4. The proportion of time allocated to tutorials was about right.							
5. The level of difficulty of the study materials was what I was expecting.							
6. The deadlines for assignments were manageable.							
7. Preparation time for the exams was adequate.							
8. Feedback I received for my assignments was valuable.							
9. I received feedback on my assignments promptly.							

Part 2: Program delivery continued

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
10. The support I received from my mentors met my learning needs.							
11. The residential workshops were an important component of my studies.							
12. The residential workshops were about the right length of time.							
13. The residential workshops were well organised.							
14. Travel arrangements to attend workshops were satisfactory.							
15. Accommodation arrangements at workshops were satisfactory.							
16. Reference library materials provided were adequate to meet my study requirements.							

Part 2: Program delivery continued

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
17. I was able to access a computer to complete assignments.							
18. I was able to access email services to assist me with communicating with my lecturers.							
19. I was able to access support for developing study skills.							
20. I was able to access support for writing assignments.							
21. I was able to cope with this form of mixed mode study.							

Further comments on the way this program was delivered using mixed mode delivery techniques and residential workshops:

Appendix B.2 Justification for the Survey for Students

Part 1

Item	Justification
1, 4, 8, 9, 10,14, 15 and 16	To identify the extent to which the qualifications and skills obtained through the program are being utilised by the students in their current employment.
1, 2, 8, 10, 11, 12 and 18	To assess whether the qualification has enhanced the students' own ongoing professional learning.
3, 14 and 17	To assess how the participants' qualifications and skills have assisted in the achievement of PNG's development priorities.
3, 14 and 17	To evaluate the effectiveness of participants' new knowledge and skills is having on the employing organisations.
3, 4, 8 and 12	To assess the extent to which participants are using the skills and knowledge acquired through their involvement with the program.
5, 6, 7,13, 15 and 16	Objectives and Performance Indicators from Monitoring and Evaluation Framework dealing with ICT.
9 and 17	To assess the extent to which new skills and knowledge have been, or are likely to be, passed on to others.
14	To assess the difference the qualifications and skills have made to the employment and career paths of individuals.
17 and 18	To determine whether participants have maintained and/or developed skills and knowledge acquired during the program or after completion.

Part 2

Item	Justification
1 – 21	To evaluate the effectiveness of the mixed mode approaches used within the program in an attempt to determine future delivery options for the Australian Scholarship program or activities similar to the program being studied.

Appendix B.3 Students' Interviews / FG Questions

Promotion of intellectual depth:

What in the program enhanced your ability to analyse, synthesise and evaluate ideas?

Development of crucial intellectual skills:

What in the program enhanced your intellectual skill base for interpretation, communication and negotiation of ideas? (The context here is on ideas not people.)

Engagement with ideas:

Did you during the program engage with ideas?

Did you engage with your fellow students and the lecturers in seeking new ideas?

Reflection as a form of learning:

Did your capacity for self-reflection grow during the program?

Did you yourself either individually or in groups use reflection as a tool to explore a range of new ideas?

Supporting students' learning:

Did the program provide a positive modelling experience for you as a professional?

Did you feel you were supported in your endeavours to learn?

Did you feel secure and affirmed in the learning environment of the program?

Were you at times challenged intellectually in a good way during the program?

Growth as a professional:

Can you give any examples, from the program content or in its implementation, of ways in which you were enhanced as an education professional?

What other experiences impacted most on your perceptions of yourself as an educationist?

Outside intervention factors:

What factors, if any, occurred prior to or during the program (but was not part of the program) that impacted significantly, positively or negatively, on the content, implementation and/or in other ways on your learning?

Name:
 Code no.:
 Date:

Appendix C.1 Survey for Teachers' College Administrators

This survey has been sent to you because according to our records members of your staff completed the M. Ed. in 2005 conducted by CSU and UoG.

This survey is to follow up what you believed were important outcomes from this program.

Each item is displayed as in the following Table.

You will note the item stem is in bold in the second row of the first column (the rest of this row is blanked out for obvious reasons).

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of my studies:							
1. I have extended my existing professional education knowledge.							

Your main response to each item will be given by placing a tick or cross in one of the columns that represent a 5 point scale that runs from 'strongly agree' to 'strongly disagree' (Columns 2 to 6). Choose the column that best describes your response.

There are two extra columns for each item.

Column 7 is headed 'not applicable'. If this best describes your response to an item, please tick here. We anticipate this column will not be used often.

The last column gives space for you to give a reason why you responded to this item in the way you did. You may like to give a short summary in this column for some items that a particularly important for you. *We do not anticipate you will use this column for all items.*

There is also room at the end of each sub section for you to add further comments; particularly on any matters not included in the program you thought might be useful to include next time.

We have asked for you name at the top of this page. Be assured that this will not be published. Your code no. will always be used for reporting.

a) Organisational benefits

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
As a result of the staff members' studies:							
1. the College / institution now has improved the use of Information and Communication Technologies (ICTs).							
2. the College / institution has a better understanding of mixed mode programs and how they operate.							
3. they have been able to find added ideas and resources on the internet for College purposes.							
4. they have been able to demonstrate new skills and knowledge in line with College development priorities.							
5. the expectations of the College for this program have been met.							

Further comments on organisational benefits as related to the program of study:

b) Impact of graduates in College

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
Members of staff who completed the program have:							
6. an increased capacity to introduce and promote the use of ICT's with all colleagues.							
7. participated more in staff development activities that lead to the improvement of educational outcomes within our workplace.							
8. an increased ability to recognise and respond to the need for innovation within the education sector.							
9. an increased ability to share new knowledge and ideas developed through their studies.							
10. demonstrated an increased ability to take on leadership and/or mentoring roles within our work place.							
11. accepted more responsibility and accountability for their own continuing personal and professional development.							

b) Impact of graduates in College continued

Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	Reason for response to item
Members of staff who completed the program have:							
12. have been willing to participate in conferences if opportunities were available.							

Further comments on impact of graduates in College as related to the program of study:

Appendix C.2 **Justification for the Survey for Teachers' College Administrators**

Item	Justification
1, 2, 3, 5 and 6	Objectives and Performance Indicators from Monitoring and Evaluation Framework.
2	To evaluate the effectiveness of the mixed mode approaches used within the program in an attempt to determine future delivery options for the Australian Scholarship program or activities similar to the program being studied.
1-12	To evaluate the program from the point of view of College leadership.
1-12	To evaluate the effectiveness of participants' new knowledge and skills is having on the employing organisations.
1-12	To assess the extent to which students' skills and knowledge acquired through the program are relevant to the needs of the employing organisation.
6-12	To assess the extent to which skills and knowledge has been passed on to co-workers, or to have other positive effects to the employing organisation.
1 and 6	The impact of ICT.

Appendix D Work Plan including Resources and Costing

Activity ⁵	Location	Timeframe (Days Required)
1. Determine all contact details (email, telephone, postal address) for students, teaching staff, mentors, institutional administrators	Australia and PNG where necessary	February 2006 2 days
2. Document analysis of prior profile of College staff (activity 8.1.1)	Port Moresby	February 2006 (2 days)
3. Document analysis of the program (activity 8.1.2)	Australia	December 2005 (3 days)
4. Survey of University staff - CSU &UoG (activity 8.1.3)	Australia and PNG	February 2006 (3 days)
5. Interview/focus groups –staff (activity 8.1.4)	Australia and PNG	March 2006 (4 days)
6. Round one survey of students prior to Graduation Ceremony in Goroka (activity 8.2.1)	PNG	March 2006
7. Round two survey of students at Port Moresby and 4 other sites: Madang, Lae, Wewak and Kokopo (activity 8.2.1)	PNG	July 2006 (8 days including travel)
8. Round one interview/focus groups -sample group of students prior to graduation (activity 8.2.2)	PNG	March 2006
9. Round two interview/focus groups of students at Port Moresby and 4 other sites (activity 8.2.2)	PNG	July 2006
10. Survey of college principals and deputy principals (activity 8.3.1) and Interviews with college principals, deputies and officers from NDoE (activity 8.3.2) The above two activities to be conducted in person where personnel are available, otherwise by telephone and email	PNG	March 2006 (2 days) July 2006 (2 days)
11. Analysis and Reporting (activity 8.4)	Australia and PNG	Dates to be determined (12 days)

⁵ Numbering in Activity Column refers to activity numbers used in Tracer and Impact Study Proposal document.