

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



centre of **excellence** for **equity** in higher **education**

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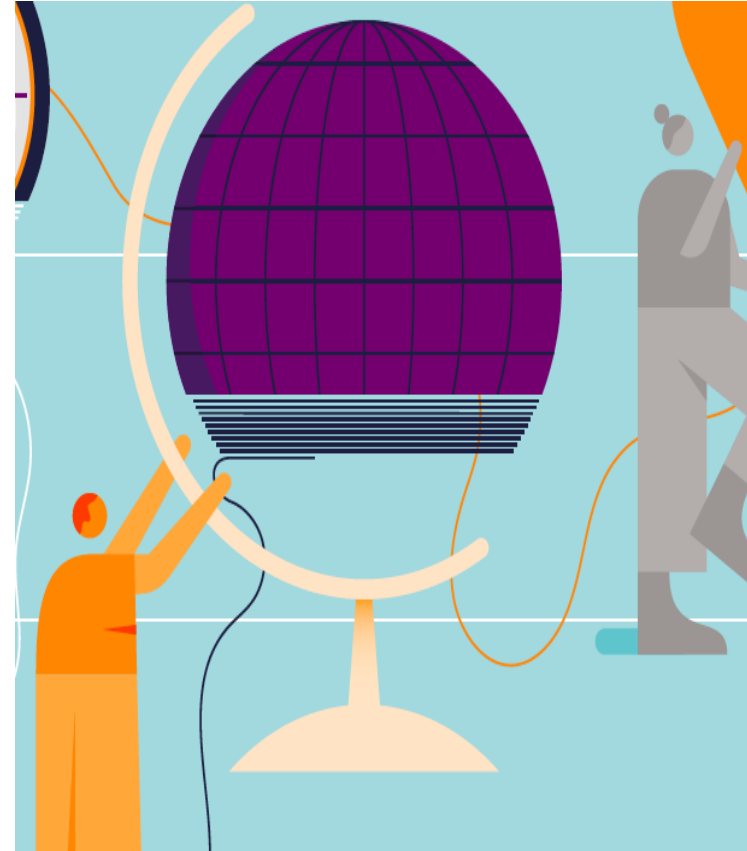
**Ethics Unveiled: Foregrounding who is
“holding the box” in the evaluation of
higher education equity programs**

Our plan for this session

- Introduce our policy and practice context
- Introduce our commitments and theoretical framework
- What did we do?
- What were the results?

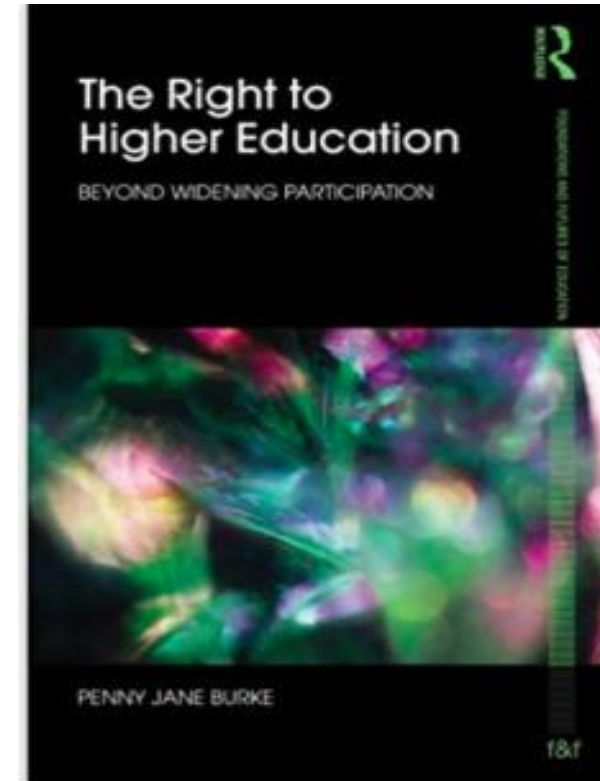
Equity and ‘Widening Participation’ in Higher Education

- WP an increasing policy desire across the globe – participation in the ‘knowledge economy’
- Commonly focused on barriers faced by students from socially disadvantaged backgrounds
- Ignores ways in which education systems can and do perpetuate privilege and social inequality



EWP methodologies fuelled by deficit *imaginaries*

- ***lack*** of aspiration ... potential ...
cultural or social capital ...
confidence ... resilience ... ability
- ***politics of knowledge***
- ***equity and social inequality***



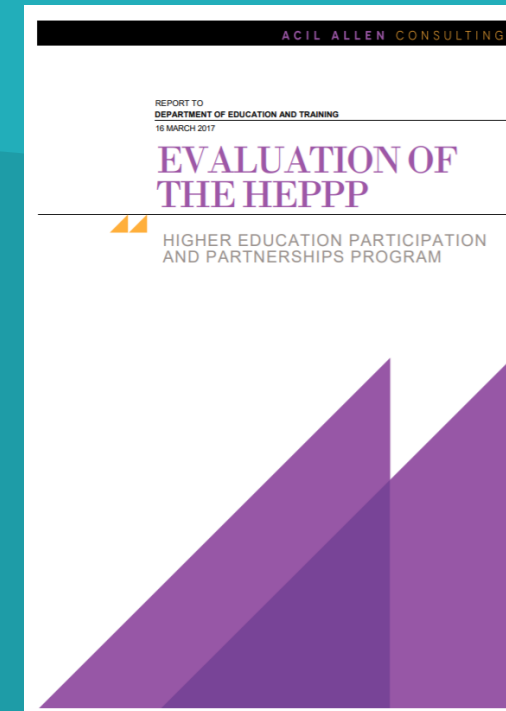
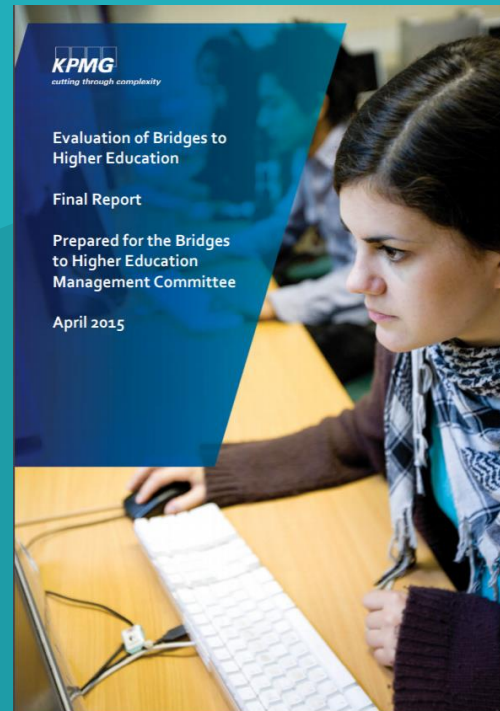
Policy context

- Importation of policy, language and discourse (e.g. WP and aspiration)
- Significant HEPPP funding in Australia since 2010
 - Higher Education *Participation* and *Partnership* Program

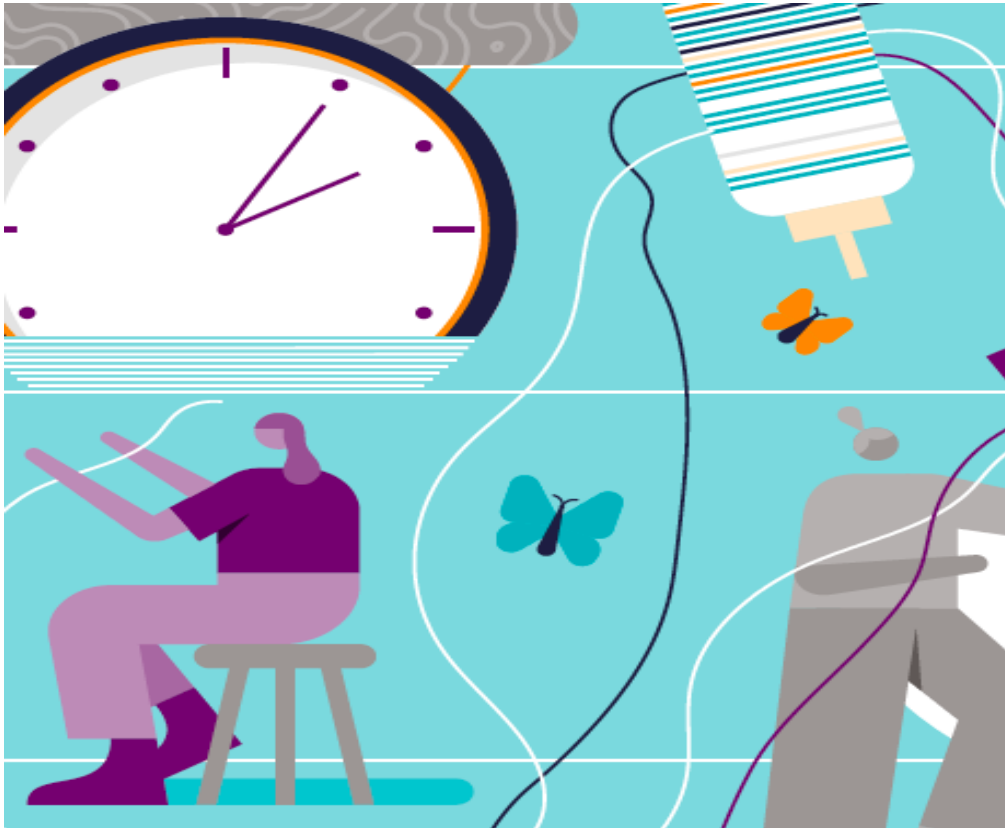


Evaluation and HEPPP

- 2015 Bridges to Higher Education (KPMG)
- 2017 National evaluation of HEPPP (Acil Allen)
- 2017 federal government call for a national framework



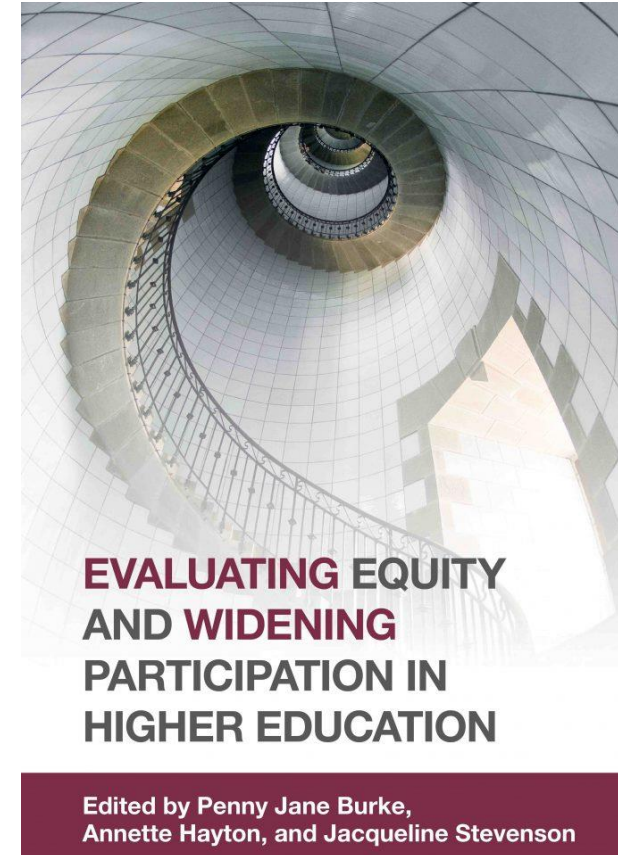
CEEHE commitments



- **Pedagogical Methodologies** create spaces of co-learning
- **Parity of Participation** – across dimensions of **redistribution, recognition, representation** (Fraser, 1997, 2003, 2010)
- Foregrounding a **politics of knowledge**

E-val-ating is about **values** and **ethics**

- conventional frameworks often **work to reinforce the values of the researcher-evaluator.**
- evaluation tools are **underpinned by the hidden values** of those conducting the research
- the evidence produced is shaped by those values.



Children's University Newcastle



Children's University Newcastle encourages children between the ages of seven and 14 to be curious learners by participating in validated activities beyond the school curriculum.

The program is designed to engage children in learning in its broadest sense and to provide the scaffolding for children to develop self-efficacy, confidence and an appreciation of learning outside of the school classroom.



NEWS • Oct 30.2017

Curious young learners celebrated

More than 500 young school students will attend a graduation ceremony at th...



Evaluation of the Children's University™ 2010

Professor John MacBeath



Third Report to the CU Trust
January 2011

[< BACK](#)

CHILDREN'S UNIVERSITY AUSTRALIA – EVALUATION

We want your thoughts on Children's University Australia! To help us improve what we do we are getting the programme evaluated by an external company (the National Centre for Vocational Education Research).

At the moment this evaluation is only for South Australians. If you are a teacher who has contact with Children's University Australia students or the parent of a student who participated in 2015 please tell us your thoughts by using the following links:

South Australian Teachers: www.surveymonkey.com/r/CUAteacher

Parents of SA students in 2015:
www.surveymonkey.com/r/CUAParent

Depending on how much you want to say, this can take from 10 to 20 minutes. This is completely confidential and has been approved by a Human Research Ethics Committee. If you have any queries you can contact the evaluation team on cua@ncver.edu.au



Children's University Evaluation report and executive summary December 2017

Independent evaluators:

Stephen Gorard, Nadia Siddiqui, Beng Huat See, Emma Smith, Patrick White



Program logic and evaluation logic

- What's the relationship?
 - Children's University program logic
 - Children's University evaluation logic
 - Equity embedded in evaluation
 - participation



“Opening up the box” ... to what end?

- “open up to end users”
- “evaluators draw on knowledge and practices of those they work with
- Pedagogical moments
- Ethics unveiled



Children's University evaluation methods

- Workshops with participants
 - Principals and teachers, students, parents and carers, community members, learning destinations
 - Student Evaluation Team
 - Methods – nothing new!



“Results”

- CU decentred
- Pedagogical Methodology revisited as “results”
- Learning as a relational experience
- Orientation/ ethical disposition to CU practices
- Politics of knowledge/knowledge hierarchy



“to the evaluator falls the task of reasoning out the ethic...”

(Rallis, 2009)