***ACTION PLAN – Template***

*This action plan is to be read in conjunction with the Curriculum Evaluation and Research (CER) plan*

1. **Project Name:**
2. **Project Leader:**
3. **Project Partners:**

| **Name & Position** | **Roles and Responsibilities** |
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1. **Project Focus:**

To: **develop an integrated and holistic plan for research into the process and outcomes of developing and implementing the [Course Name]**. The plan will compass curriculum evaluation *and* research (CER). A distinction is made between educational evaluation and research. Educational evaluation focuses on making judgements about the usability and usefulness of a learning environment to inform quality assurance and improvement; the research component is directed towards acquiring fundamental understanding applicable beyond the immediate context[[1]](#footnote-1).

1. **Project Objectives:**

* Design for [Course Name] evaluation (data collection, analysis, interpretation methods).
* Evidence-based course (re)design and quality assurance.
* Identify opportunities for research and publication in addition to the dissemination plan.
* High quality and strategic scholarly outputs.
* Evidence-based reporting against Learning and Teaching standards, indicators and measures specified by University policy and strategic / operational plans.

1. **Project Outcomes/Deliverables:**
2. Curriculum Evaluation and Research plan – to Dec 2012
3. Ethics application
4. Baseline analysis
5. [Course Name] implementation data collected and analysed for QA and course review
6. Course Report
7. Publication – blueprint for course design and implementation

**7. Action Related to each Outcome/Deliverable:**

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| **Outcome/Deliverable:**  1. Educational evaluation and research plan | | | | |
| **Actions** | **Resources** | **Who** | **When** | **Obstacles/Difficulties** |
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| **Outcome/Deliverable:**  2. Ethics application | | | | |
| **Actions** | **Resources** | **Who** | **When** | **Obstacles/Difficulties** |
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| **Outcome/Deliverable:**  3. Baseline Analysis | | | | |
| **Actions** | **Resources** | **Who** | **When** | **Obstacles/Difficulties** |
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1. **Costings**

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| **Resources/Costings:** | | | | | |
| **Resources** | **Details** | **Who** | **When** | **Cost** | **Comments** | |
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1. **Dissemination**

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| **Dissemination activities:** | | | | |
| **Actions** | **Resources** | **Who** | **When** | **Obstacles/Difficulties** |
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1. **Assessment and Evaluation:**

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| **Outcome/Deliverable:** | **Performance Indicators** | **Monitoring Strategies** | **Responsible** |
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## References

Phillips, R., McNaught, C., et al. (2012). *Evaluating e-learning: Guiding research and practice*. New York, Routledge.

1. Adopting (Phillips, McNaught et al. 2012) definition of e-learning evaluation research, “the evaluation component involves making judgements about the usability and usefulness of an e-learning environment, while the research component involves a search for fundamental understanding” (p. 62). [↑](#footnote-ref-1)