PROGRAM EVALUATION THROUGH QUALITATIVE METHODS

PAX 516

Fall 2021
Mondays, 1:45 p.m. – 4:45 p.m.
Hartzler Library/LB 121 (JAMAR classroom) or via Zoom

INSTRUCTOR'S INFORMATION:

Instructor: Matt Tibbles
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Office Hours: Mondays/Wednesdays 9 a.m. - 12 p.m. or by *appointment*
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COURSE DESCRIPTION:

This blended course is designed to help undergraduate and graduate students understand and practice the implementation of program evaluation through the methodologies of qualitative research. Historic and contemporary sociological and anthropological approaches (Western and Indigenous) will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. Students will practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and will practice designing an evaluation: working with a client, determining appropriate methods, collecting data, analyzing the data, interpreting the data, and communicating the findings. This course complements, but does not take the place of other research and evaluation courses that focus entirely on either research or evaluation.

The course format is participatory, experiential and adaptive. Students will conduct an actual professional evaluation of an on-going program; consequently, students will find themselves leading and/or participating in processes with which they have no prior experience. Further, the syllabus, readings and assignments may need to be adapted to meet the changing needs of the program. The course involves a significant amount of group work; each participant is advised to consider that requirement in relation to personal obligations, distance from campus, ease of meeting with other students and individual willingness to participate in a work team.

This course will be exploring ideas and experiences that have caused harm and traumagenic responses in people's lives and communities when developing the program evaluation with the client. With this in mind, we will be utilizing a Trauma-Informed Classroom Care Model [Cless, J. D. & Goff, B. 2017. Teaching trauma: A model for introducing traumatic materials in the classroom. *Advances in Social Work,* 18(1), 25-38.]. Elements of this model include:

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- *Trauma Exposure* - Course objectives may expose students to elements of trauma and trigger traumatic stress.
- *Reactions to Trauma* - How a student responds to traumagenic information or events varies from student to student and depends on personal history. This course will utilize three phases of trauma recovery: Safety, Remembrance and Mourning, and Reconnection (integration).
- *Student Disclosure of Trauma* - Students have the opportunity to disclose personal experiences of trauma in a variety of ways. These might include: individual meeting with the instructor, during on-campus discussions, or in writing through personal reflection, email, writing/class assignments.
- *Flexibility* - Students with higher levels of reactivity to course content will be met with a higher level of flexibility.
- *Course Progression* - The instructor will inform students of the topics and progression of the course.
- *Assessment* - Assessments are used to not only measure progress toward stated objectives and student learning but also monitor student reactivity. This will be done through weekly warm-ups, reflection papers, circle processes, and projects.

Pre-requisite: PAX 535 Research Methods for Social Change; or permission of the instructor.

COURSE GOALS AND OBJECTIVES:
Knowledge Objectives
- Students will understand the purpose and components of a program evaluation;
- Students will understand how research methods (specifically, qualitative research) are used in program evaluation; and
- Students will understand the similarities and differences between program evaluation and other types of research-driven programming.
- Students will understand the importance of an alternative hypothesis and the implications for program evaluation.

Practice Objectives
- Students will implement a program evaluation using qualitative methods of data collection and analysis.
- Students will develop and utilize interview skills.
- Students will develop and use data analysis skills.
- Students will use presentation skills.
- Students will develop and use team building and process skills.
- Graduate students will develop an alternative hypothesis and reinterpret the data.

REQUIRED TEXTS AND OTHER RESOURCES:

Required reading materials and texts including:

- Alkin, Marvin C. (2018). *Evaluation Essentials: From A to Z.* New York: Guilford Press. ISBN 978-1462532407.

- Church, Cheyanne, and Mark M. Rogers. (2006). *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs.* Search for Common Ground/United States Institute of Peace (USIP). (Available at no cost on-line in 2 parts at: http://www.sfcg.org/Documents/manualpart1.pdf and http://www.sfcg.org/Documents/manualpart2.pdf)
- Heuer, Jr., R. J. (1999). *Psychology of intelligence analysis.* Center for the Study of Intelligence. (Available on Moodle)
- Lederach, John Paul, Reina Neufeldt and Hal Culbertson. (2007). *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit.* The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services (CRS). (Copy available in Moodle; also available at no cost online at https://www.crs.org/our-work-overseas/research-publications/reflective-peacebuilding
- Liamputtong, Pranee (2010). *Performing Qualitative Cross-Cultural Research.* Cambridge: Cambridge University Press. ISBN 978-0-521-72731-0.
- Wilson, S. (2008). *Research is ceremony indigenous research methods.* Halifax & Winnipeg: Fernwood Publishing. ISBN 978-1-55266-281-6
- Journal articles and other resources available on moodle

Recommended Texts:

- Hesse-Biber, Sharlene Nagy and Patricia Leavy. (2011). *The Practice of Qualitative Research* (2nd Edition). Thousand Oaks, CA: Sage Publications. ISBN 978-1-4129-7457-8.
- Patton, Michael Quinn. (2010). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use.* New York: The Guildford Press. ISBN 978-1606238721. Approximately $45 online; Kindle edition available. [On reserve in Hartzler Library]
- Patton, Michael Quinn. (2015). *Developmental Evaluation Exemplars: Principles in Practice.* New York: The Guildford Press. ISBN 978-1462522965.
- Saldaña, J. (2016). *The coding manual for qualitative researchers.* Thousand Oaks, California: SAGE. ISBN 978-1473902497
- Smith, Linda Tuhiwai. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples, Second Edition.* London: Zed Books. ISBN 978-1-84813-950-5.

REQUIRED ASSIGNMENTS:

Students are expected to complete assignments in addition to activities performed in class. There are five types of assignments that will comprise part of the overall grade: participation; presentations; interviews, transcripts, and analytical coding; a final evaluation project; and a reflective paper. Given the dynamic nature of the class and our involvement in an actual evaluation, assignments and deadlines may need to be altered after consultation with the third parties involved.

If a student wishes to take this course for 2 credits, they will need to talk with the instructor to determine which of the assignments below are required.

1. CLASS PARTICIPATION & ATTENDANCE (10% or 100 pts)
This course is intended to be hands-on and group oriented. As such, student participation is crucial for the success of the project. Consequently, the success of the learning experience depends on active student participation.

Students will be expected to attend class having read and analyzed the main materials and contribute to class discussions. Participation will be judged on the quality and contribution of the comments to the overall class discussion. Class discussions should involve an exchange of informed ideas among students and not just the instructor. Students are expected to listen to the comments of others, responding with supporting and/or challenging ideas.

It is the responsibility of an absent student to designate a fellow student to obtain any class notes, announcements, or schedule changes.
   Useful class contributions usually involve one of the following:
   ● Application of key concepts from the readings in clear and insightful ways
   ● Bringing in ideas and examples from one's own experience that illustrate and/or question key concepts from the readings
   ● Expanding on or challenging another student's analysis
   ● Identifying parallels (or apparent contradictions) across readings
   ● Other contributions are welcome and encouraged.

Graduate students will be team leaders and will help facilitate the completion of all project assignments.

2. WEEKLY JOURNAL (10% or 100 pts.)
This course is also designed to develop your reflective practitioner skills. A weekly journal must include reflection in the following sections:
   ● Reflection on the required readings
   ● Agreement/Disagreement with the required readings
   ● Grounded Theory – Begin developing your own grounded theory that combines research and practice

3. INTERVIEWS, TRANSCRIPTS, AND CODED INTERVIEW TRANSCRIPTS (20% or 200 pts.)
As a development of skills in semi-structured interviews and focus group interviews, students will conduct an interview with an (individual) interviewee or with a focus group of individuals, identified through consultation with the instructor and the client. Interviews may be conducted in person, via phone or Zoom/Skype. The interviews will be recorded, transcribed, and coded using a coding methodology selected in consultation with the course instructor.

4. EVALUATION PORTFOLIO (30% or 300 pts.)
The course is intended to be practical and to offer an opportunity to work as a group on an actual evaluation project. Students will conduct a Developmental Evaluation of *a program from a selected client*. The final project will include document review; an evaluation plan; designing data-gathering protocols; collecting data, inception report, analyzing and interpreting data, writing a report; and giving a

final presentation. There will be a mixture of individual, paired, and group work assignments to be completed throughout the class as incremental steps to completing the overall evaluation design. All of these assignments will be included in the final evaluation portfolio. This will comprise the bulk of the course grade and will include both group and individual work. There will be high expectations that the final evaluation design and implementation be consistent with the standards of a professional, contracted evaluator/researcher.

5. ALTERNATIVE HYPOTHESIS AND DEVELOPMENTAL EVALUATION PROPOSAL (20% or 200 pts.)

Students will include in their evaluation portfolio an alternate or supplemental evaluation plan and critique by focusing on rejecting hypotheses and developing an alternative hypothesis for the program evaluation of the client using the framework and methodology of a developmental evaluation and the concepts from Hauer Jr.

7. FINAL REFLECTION PAPER (10% OR 100 pts.)

This will be an opportunity to reflect on the concepts and methods we explored during the semester as well as our roles as researcher and program evaluator.

8. IRB ETHICS TRAINING

The Institutional Review Board requires all researchers submitting proposals to complete the online [researcher training provided by](#) EMU (the website is accessed through Moodle). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.
It is likely that most class participants have completed the online researcher training. If so, participants are required to submit a verification of their certificate to the course instructor. If not, participants must complete the online researcher training (about three hours) and submit a verification of their certificate to the course instructor. It is recommended that the training be completed prior to the week three class session.

The EMU training is only valid for EMU. You can also receive training by PHRP (Protecting Human Research Participants) at this [link.](#) There is a cost for PHRP at $49.97/year. This option is not required for this course. If you plan to do human research work in your professional career, the PHRP option is recommended.

GUIDANCE NOTES AND GRADING RUBRICS:

In advance of each of the required assignments, separate handouts containing descriptions of the purposes, methodologies and formats of the assignment will be posted on Moodle. All grading rubrics will be posted on Moodle.

SCHEDULE AND TOPICS:

Class schedule and topics will be guided by the design flow on Moodle. Please consult Moodle to help you in managing the reading and assignment schedules. Due to emergence theory and practice, the schedule and topics might change. All changes will be consulted with students and if assignment deadlines need to be adjusted, student input will help determine new deadlines.

This class will meet in regular session during the week of undergraduate exams. Because undergraduate exams are scheduled to begin the day following the class's final regular session, no scheduling conflicts for that week are anticipated.

GRADING CRITERIA AND OTHER POLICIES: Last updated August 2021

Writing Guidelines:
Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. For the course papers, please follow the APA style described in CJP's *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor. Criteria for Evaluating Arts-Based Peacebuilding Projects can be found at the end of this document.

Academic Accountability & Integrity:
EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU's Academic Accountability Policy to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

Turnitin:
Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle.

Moodle:
Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are

registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after three years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication/Zoom Best Practices:
Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. Zoom will be used for synchronous online course sessions. Please review these best practices for online classes!

Graduate & Professional Studies Writing Center:
Please utilize the writing program! They offer free individual sessions with a graduate student writing coach. Please visit the website to schedule an appointment or request additional information from CJP's Academic Program Coordinator.

Institutional Review Board (IRB):
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety.

Grading Scale & Feedback:
In most courses *grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Library
The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. The library can help you acquire resources not held by EMU through the Interlibrary Loan (ILL) system. The link to ILL is on the left side of the library homepage.

Office of Academic Access:
If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance (for in-person <u>and</u> synchronous online courses):
Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Religious Holidays
EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

Student Health & COVID-19
As Eastern Mennonite University monitors the emerging variants of Covid, students who are attending classes *in-person* must adhere to the university's protocol in regard to the pandemic. Students can find more information about EMU's current and past pandemic protocols at https://emu.edu/coronavirus/. You will also receive emails from university as decisions involving student wellbeing and safety in relation to the virus are made. Please note that during the school year, EMU Health Services is open and available for in-person full-time students to seek medical advice and treatment (and part-time students who choose to fill out the health form in order to access services). To learn more about the services available, and how to schedule an appointment, go to https://emu.edu/studentlife/health/.

Classroom Culture & Related Policies
EMU's Life Together statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right

to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

Course Extensions and Outstanding Grades:
For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:
Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

Bias Response:
Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to report incidents of bias.

Title IX:
The following policy applies to any incidents that occur (on or off campus or online) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination they will keep the information as private as they can, but is required to bring it to the attention of the institution's Title IX Coordinator. You can also report incidents or complaints through the online portal. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources.

Please refer to the Graduate & Seminary Student Handbook for additional policies, information, and resources available to you.

Academic Program Policies:
For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete Graduate Catalog.

Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience *Are the goals or learning objectives of the project clear? Have they been met? Is the intended audience clearly specified? Is the project appropriate for this audience? Does the project communicate to the intended audience?*	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology *Is the overall methodology clear and appropriately used? Has the project incorporated specific methods required by the assignment? If intended as a form of intervention, has thought be given to how it will be implemented?*	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis *Is there evidence of critical thinking and analysis?*	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence *Is the level of artistic and/or technical craft adequate for the specified goals and audience? Did it involve an appropriate amount of work? Does the final product have coherence and "resonance?"*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets "artistic" standards) -project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	
Content *Is the content appropriate &*	- information conveyed is clearly adequate for goals, audience & assignment	-information conveyed is adequate but could be strengthened	-inadequate information	

adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/or creativity?	-shows depth & breadth of content -shows insight, originality &/or creativity	-some evidence of insight, originality, or creativity	-little or no evidence of insight, originality and/or creativity	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:

• Arts approaches can be used in several different stages of a project:
1. To gain or create knowledge. (For example, research "subjects" or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)

• Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.

• Patricia Leavy, *in "Method Meets Art: Arts-based Research Practice" (New York: Guilford Press) 2009, argues that "[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry." (p. 15).* She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.

• For a discussion of standards, see "Method Meets Art" (Leavy, 2009: 15ff and Chapter 8).

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