In the previous chapter, we introduced language program evaluation at the meso level with a view to understand how departmental strategies and teaching initiatives that affect the integration of technology are understood by instructors and program administrators in a collegial environment. In this chapter, we discuss blended language program evaluation at the macro level. Characteristically, the macro level is made up of senior administrators and academics who often frame the integration of educational technology through the production and dissemination of documents that include institutional policies, strategy papers, and teaching initiatives. After explaining reasons for evaluation at the macro level, we describe an example argument to illustrate its use in context. We then discuss working with project stakeholders, explain working with documents and with people at this level, and conclude the chapter with a brief summary.

The purpose of a macro-level evaluation

For an evaluator of blended language programs, what is of interest at the macro level? Primarily, projects here would seek to: (a) understand the reasoning that underpins governmental and institutional stances towards the resource allocation, professional development, and links to international standards and examinations; (b) identify relevant policies and initiatives, whether governmental and institutional, that frame the use and integration of technology in education; and (c) clarify the relation of broad educational initiatives to blended language programs. An achievement of these aims would inform the relevance and strength of other factors that may influence blended language learning at the meso and micro levels. To give an example, imagine if a modern...
language department that was keen to adopt blended approaches came to understand how well their efforts aligned with national goals; with an improved view of the macro level, they could adjust their work such that it better met larger initiatives and motivated long-term efforts. The lack of an understanding of the macro level could foster a lack of purpose, for example, that may then lead to a sense of isolation or a poor use of funding.

In a sense, macro-level mechanisms help to establish boundaries and expectations of an educational system. That ‘system’, depending on the goal of the evaluation project, could encompass international agreements or be focused on actions much more local, such as the rules set by a teacher for expected classroom behaviors. Without such parameters, an educational system may lack direction and lack clarity about what is valued, what is expected, or what can be achieved (Cennamo, Ross, & Ertmer, 2010).

**Understanding the motivations for large initiatives**

In advance of examining institutional policies, a macro-level evaluation team may benefit from gaining a wide view of the global and regional forces that shape modern language programs. Recently, Kramsch (2014) has sought to draw attention to the way globalization is changing the nature and purpose of modern language teaching. According to Kramsch, globalization brings into question long-held concepts in applied linguistics, to do with order, purity, and normality in the teaching and use of language. Specifically, Kramsch highlights the changing interpretation of the *Standards for Foreign Language Learning* (2006) amongst contemporary students and educators. Culture, for example, was at one time taken to mean national culture; in an era of globalization, concepts such as ‘foreign language’ have become ‘domesticated’ as people move amongst a range cultures through the course of their lives (Lo Bianco, 2014). Given such destabilizing effects of globalization, language programs need to adjust the way they teach, for example, in order to ‘strive to make our students into multilingual individuals, sensitive to linguistic, cultural, and above all, semiotic diversity, and willing to engage with difference, that is, to grapple with differences in social, cultural, political, and religious worldviews’ (Kramsch, 2014, p. 305). For the blended language program evaluator, taking this into account raises a number of questions, for example: How do institutional policies regarding the integration of technology help to achieve goals such as promoting ‘semiotic diversity’ in teaching and learning?