

Course Code: IDE-BAE 208 (M) 2006

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III
FINAL EXAMINATION PAPER, MAY 2006

TITLE OF PAPER	:	EVALUATION
COURSE CODE	:	IDE-BAE 208
TIME ALLOWED	:	TWO (2) HOURS
INSTRUCTIONS	:	<ol style="list-style-type: none">1. ANSWER <u>ALL</u> QUESTIONS FROM SECTION "A".2. ANSWER ANY <u>THREE</u> (3) QUESTIONS IN SECTION "B".3. MARKS WILL BE DEDUCTED FOR POORLY WRITTEN ENGLISH.4. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

SECTION A: COMPULSORY

INSTRUCTIONS: Answer all questions.

QUESTION 1

Educational evaluation and educational research

- (a) have the same purpose, but use different methodologies
- (b) have the same purpose, but conducted in different settings
- (c) have different purposes, but use the same methodologies
- (d) use the same methodologies, but differ in degree of experimental control

[2]

QUESTION 2

A basic principle of goal-free evaluation is that the

- (a) evaluator should not know in advance the programme goals
- (b) evaluator should not know in advance the decisions that need to be made about the programme
- (c) evaluation design should have goals
- (d) evaluation should be organised around behavioural objectives rather than goals

[2]

QUESTION 3

CIPP is an abbreviation for

- (a) continuous improvement of the programme through planning
- (b) collaborative input into programme planning
- (c) context, input, process, and product
- (d) content, input process and product

[2]

QUESTION 4

In the CIPP model, close collaboration between evaluators and programme decision makers is

- (a) strongly encouraged throughout the evaluation process
- (b) strongly discouraged throughout the evaluation process

- (c) strongly discouraged once the goals of the evaluation research have been settled
- (d) encouraged only for the purposes of summative evaluation

[2]

QUESTION 5

The major purpose of discrepancy evaluation is to analyse

- (a) the relationship between programme procedures and programme outputs
- (b) the congruence between programme procedures and programme outputs
- (c) the congruence between programme standards and programme performance
- (d) the relationship between programme developer standards and clients standards

[2]

QUESTION 6

In evaluation research, a discrepancy between an existing condition and a desired condition is called a

- (a) standard
- (b) need
- (c) cost-benefit
- (d) input-output

[2]

QUESTION 7

Adversary evaluation is characterised by

- (a) use of various data sources
- (b) reliance on human testimony
- (c) encouragement of positive and negative judgements about the programme
- (d) all of the above are correct

[2]

QUESTION 8

Which of the following is not a principle in evaluation?

- (a) have a definite purpose
- (b) use definite and attainable objectives
- (c) describing the needed information
- (d) evaluation should be continuous

[2]

QUESTION 9

Which of the following is not a criteria for evaluating training

- (a) reaction
- (b) learning
- (c) behaviour
- (d) need assessment

[2]

QUESTION 10

The following are components of the evaluation process except for

- (a) information
- (b) judgements
- (c) definitions
- (d) decisions

[2]

SECTION B

Instructions: Answer any THREE questions from this Section.

QUESTION 11

Explain the difference between research and evaluation activities.

[20 marks]

QUESTION 12

Outline in the correct sequence the steps to be followed in conducting evaluation.

[20 marks]

QUESTION 13

Discuss the role of evaluation in adult education programmes.

[20 marks]

QUESTION 14

Compare and contrast the CIPP Model and the Countenance Model.

[20 marks]