

Course Code: IDE-BAE 208 (M) 2007

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III
FINAL EXAMINATION PAPER, MAY 2007

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. 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

If you have the following purposes for conducting an evaluation, which evaluation model or part of a model would you use and why?

- (i) You are interested in finding out to which extent the programme fulfilled the objectives.
 - (ii) You are interested in comparing your programmes performance with a standard(s).
 - (iii) You want to see if the programme is working according to schedule.
 - (iv) You want to assess the programme's results whether they were planned for or not planned
- [10 marks]

QUESTION 2

Educational evaluation and educational research:

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

[2 marks]

QUESTION 3

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 marks]

QUESTION 4

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 marks]

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 developers standards and clients' standards

[3 marks]

QUESTION 6

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 marks]

SECTION B

Answer any THREE questions.

QUESTION 7

- (a) Why is formative evaluation important as a programme/project monitoring process?
- (b) Raise the sorts of questions that formative evaluation tries to answer.

[20 marks]

QUESTION 8

Discuss the principles for conducting evaluation.

[20 marks]

QUESTION 9

- (a) Why is the Executive Summary important in reporting evaluation findings.
- (b) Outline in the correct sequence the steps to be followed in conducting evaluation.

[20 marks]

QUESTION 10

Explain the following kinds of evaluation and show when each one is relevant in adult education activities.

- (i) Informal evaluation
- (ii) Semi-informal evaluation
- (iii) Formal evaluation

[20 marks]