

**Course Code: IDE-BAE 208 (S) 2008**

**UNIVERSITY OF SWAZILAND**

**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III**

**SUPPLEMENTARY EXAMINATION PAPER, JULY 2008**

**TITLE OF PAPER:           EVALUATION**

**COURSE CODE:            IDE-BAE 208**

**TIME ALLOWED:          TWO (2) HOURS**

**INSTRUCTIONS:**

- 1.     ANSWER ALL QUESTIONS FROM SECTION A.**
- 2.     ANSWER ANY THREE (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**

Expand on the following dimensions of the concept of evaluation:

- i) Information
- ii) Judgement
- iii) Decision

[6 marks]

**QUESTION 2**

There are four elements of the definition of evaluation by Beeby in Wolf (1979). They are:

- i) "Systematic"
- ii) "interpretation of evidence"
- iii) "judgement of value" and
- iv) "with a view to action"

Expand on each one of the above to give them meaning in the context of evaluation. [8 marks]

**QUESTION 3**

Which of the following is not a criteria for evaluating a training programme?

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

[2 marks]

**QUESTION 4**

CIPP is an abbreviation for:

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

[2 marks]

**QUESTION 5**

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]

**SECTION B**

**QUESTION 6**

Compare and contrast the CIPP model and the Countenance Model.

[20 marks]

**QUESTION 7**

Provide a detailed outline of an evaluation formal report.

[20 marks]

**QUESTION 8**

(a) What are the disadvantages of the adversary evaluation model?

[10 marks]

(b) What are the advantages of the goal-free evaluation model?

[10 marks]

**QUESTION 9**

Discuss the importance of using evaluation as a management tool in managing an organisation or an adult education programme/project.

[20 marks]

**QUESTION 10**

(a) In reporting evaluation findings why is it important to know the audience for the evaluation report?

[10 marks]

(b) Mention five (5) points about reporting evaluation findings.

[10 marks]