

Course Code: IDE-BAE 208 (M) 2009

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III
FINAL EXAMINATION PAPER, MAY 2009

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. CHOOSE AN OPTION THAT BEST FITS YOUR ANSWER TO THE FOLLOWING QUESTIONS/STATEMENTS

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?

- (a) You are interested in finding out to which extent the programme has fulfilled the objectives
- (b) You are interested comparing your programme performance against prior specified standards
- (c) You want to see if the programme is working according to schedule
- (d) You want to assess the programme's results whether they were planned for or not planned for

[10 marks]

QUESTION 2

Educational evaluation and research

- (a) have the same purpose, but use different methodologies
- (b) have 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 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, procedure and project

QUESTION 5

The main 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

[2 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?

[10 marks]

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

[10 marks]

QUESTION 8

Compare and contrast the CIPP and the Countenance evaluation models.

[20 marks]

QUESTION 9

- (a) Why is the Executive Summary important in reporting evaluation findings? [10 marks]

- (b) Outline in the correct order the steps to be followed in conducting evaluation.

[10 marks]

QUESTION 10

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

- (a) Informal evaluation
- (b) Semi-formal evaluation
- (c) Formal evaluation

[20 marks]