

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF EDUCATION (ADULT EDUCATION)
YEAR 3
FINAL EXAMINATION PAPER, MAY 2011

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 QUESTIONS FROM 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 comparing your programme performance against prior specified standards.
- b) You want to assess the overall programme results whether 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 the same purpose, but ^{are} 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 to be made about the programme.
- c) Evaluation design should have goals
- d) Evaluation should be organized around behavioural objectives rather than goals. [2 marks]

QUESTION 4

CIPP is an abbreviation (acronym) 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. [2 marks]

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 characterized 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 ALL 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 CSE-UCLA model. [20 marks]

QUESTION 9

- a) Why is the Executive Summary in reporting evaluation findings important? [10 marks]
- b) Outline the principles to be followed in conducting evaluation of programmes/projects. [10 marks]

QUESTION 10

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

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

[20 marks]