

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR 3
MAIN EXAMINATION PAPER – DECEMBER 2016

TITLE OF PAPER : **EVALUATION**

COURSE CODE : **IDE-BAE312**

TIME ALLOWED : **THREE (3) 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.

QUESTION 1

Decisions: The ultimate goal of evaluation. Explain. (4 marks)

QUESTION 2

According to Morris, et al (1987) three rules should be observed in order to increase the chances that evaluation findings will be utilised. Which are these rules? (9 marks)

QUESTION 3

Explain why the purposes for evaluating formal education programmes are different from those of evaluating nonformal and adult education programmes. (12 marks)

SECTION B

Answer ANY THREE questions.

QUESTION 4

Compare and contrast the CSE-UCLA Model and the countenance model and state why they are both considered to be comprehensive models. (25 marks)

QUESTION 5

- a) Explain the following evaluation scenarios in utilizing evaluation findings. (12 marks)
- a. No utilization
 - b. Passive utilization
 - c. Active utilization
- b) How different is the responsive evaluation model from the other goal-based evaluation models? (13 marks)

QUESTION 6

- a) Why is it important to follow steps in conducting evaluation? (15 marks)
- b) Outline five general points to be considered in reporting evaluation findings. (10 marks)

QUESTION 7

Explain the differences between research and evaluation activities. Illustrate your answer by highlighting the contrast. (25 marks)