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Get this from a library! Systematic evaluation : a self-instructional guide to theory and practice. [Daniel L. Stufflebeam; Anthony J Shinkfield]

The golden standard evaluation reference text Now in its second edition, Evaluation Theory, Models, and Applications is the vital text on evaluation models, perfect for classroom use as a textbook, and as a professional evaluation reference. The book begins with an overview of the evaluation field and program evaluation standards, and proceeds to cover the most widely used evaluation approaches. With new evaluation designs and the inclusion of the latest literature from the field, this Second Edition is an essential update for professionals and students who want to stay current. Understanding and choosing evaluation approaches is critical to many professions, and Evaluation Theory, Models, and Applications, Second Edition is the benchmark evaluation guide. Authors Daniel L. Stufflebeam and Chris L. S. Coryn, widely considered experts in the evaluation field, introduce and describe 23 program evaluation approaches, including, new to this edition, transformative evaluation, participatory evaluation, consumer feedback, and meta-analysis. Evaluation Theory, Models, and Applications, Second Edition facilitates the process of planning, conducting, and assessing program evaluations. The highlighted evaluation approaches include: Experimental and quasi-experimental design evaluations Daniel L. Stufflebeam's CIPP Model Michael Scriven's Consumer-Oriented Evaluation Michael Patton's Utilization-Focused Evaluation Robert Stake's Responsive/Stakeholder-Centered Evaluation Case Study Evaluation Key readings listed at the end of each chapter direct readers to the most important references for each topic. Learning objectives, review questions, student exercises, and instructor support materials complete the collection of tools. Choosing from evaluation approaches can be an overwhelming process, but Evaluation Theory, Models, and Applications, Second Edition updates the core evaluation concepts with the latest research, making this complex field accessible in just one book.

In our contemporary learning society, expectations about the contribution of education and training continue to rise. Moreover, the potential of information and communication technology (ICT) creates many challenges. These trends affect not only the aims, content and processes of learning, they also have a strong impact on educational design and development approaches in research and professional practices. Prominent researchers from the Netherlands and the USA present their latest findings on these issues in this volume. The major purpose of this book is to discuss current thinking on promising design approaches and to present innovative (computer-based) tools. The book aims to serve as a resource and reference work that will stimulate advancement in the field of education and training. It is intended to be useful in academic settings as well as for professionals in design and development practices.

This outstanding group of evaluators from academia, government, nonprofits, and foundations explores empowerment evaluation, a method for using evaluation concepts, techniques, and findings to foster improvement and self-determination. Empowerment Evaluation begins with an in-depth examination of this type of evaluation as it has been adopted in academic and foundation settings. The book then focuses on the various contexts in which empowerment evaluation is conducted, ranging from resistant environments (in which significant effort is required to move from passive-compliance orientations) to responsive environments (that already have a tradition of self-determination and community organizing). Interesting highlights concerning the role empowerment evaluation has played in the U.S. Department of Health and Human Services' substance abuse prevention programs are detailed throughout the book. The contributors also provide down-to-earth tools and technical assistance needed to conduct empowerment evaluation. This volume concludes with themes that emerge from the chapters and recommendations concerning next steps. This serves to strengthen the links between empowerment evaluation and community capacity building. empow

Understand how to implement high-quality evaluations within different cultural contexts in the world. Evaluation in Today ' s World: Respecting Diversity, Improving Quality, and Promoting Usability is a timely and comprehensive textbook that guides students, practitioners, and users of evaluations in understanding evaluation purposes, theories, methodologies, and challenges within today ' s sociocultural and political context. Veronica G. Thomas and Patricia B. Campbell include discussions of evaluation history, frameworks, models, types, planning, and methods, through a social justice, diversity, and inclusive lens. The authors focus on ethics in diverse cultural contexts, help readers understand how social problems and programs get politicized and, sometimes, framed through a racialized lens, show how to engage stakeholders in the evaluation process, and communicate results in culturally appropriate ways.

The authoritative presentation of a leading evaluation approach, this book describes the CIPP (Context, Input, Process, and Product) Model ' s origin, concepts, and procedures. Unlike many models, CIPP provides for feedback throughout a program. Richly illustrated with evaluation cases, the book covers methods for engaging stakeholders; designing, budgeting, and contracting evaluations; collecting, analyzing, and reporting information; and conducting metaevaluations. User-friendly features include 26 reproducible checklists and forms and references to relevant computer programs. Purchasers get access to a companion website where they can download and print the reproducible tools as well as supplementary materials, including the CIPP Evaluation Model Checklist. User-Friendly Features *Introduction boxes providing an overview of each chapter. *Within-chapter recaps of key concepts. *End-of-chapter review questions and exercises. *End-of-book glossary. *Appendix listing hundreds of CIPP evaluations across disciplines.

The book begins with the main strategic choices an evaluator needs to make between approaches: quantitatively, by explicating criteria, needs, standards, and performances, or qualitatively, by studying the activity, aspirations, problems, and accomplishments of the participants and critical observers. After reading the text, students will have a better appreciation of evaluation as a process that needs to be custom-fit to the situation. Throughout the book, Stake presents evaluation as a series of choices for the reader: - To remain independent or to join with program staff or stakeholders - To value personal experience as evidence or to shun it as biased - To aid development formatively or to assess the existing program summatively - To use issues, goals, gains, efficiency, or problem solving as the key conceptual structure - To invest small or large in trying out and validating data-gathering procedures - To support the standards and ethical codes of professional associations

First published in 1986, Education Accountability is a critique of writing on accountability and evaluation with respect to education and its various stakeholders. The author applies frameworks drawn from the theory of knowledge, social psychology and social policy, demonstrating how different assumptions about the nature of schooling, curriculum control and development can give rise to various forms of political control, of which education accountability is a special and important case. This sharp book will be valuable reading for all advanced students of education, whether interested in curriculum or educational administration, as well as to students of political science, social policy and evaluation studies, teacher trainers, administrators and educational researchers.

Thomas Kellaghan Educational Research Centre, St. Patrick's College, Dublin, Ireland Daniel L. Stufflebeam The Evaluation Center, Western Michigan University, MI, USA Lori A. Wingate The Evaluation Center, Western Michigan University, MI, USA Educational evaluation encompasses a wide array of activities, including student assessment, measurement, testing, program evaluation, school personnel evaluation, school accreditation, and curriculum evaluation. It occurs at all levels of education systems, from the individual student evaluations carried out by classroom teachers, to evaluations of schools and districts, to district-wide program evaluations, to national assessments, to cross-national comparisons of student achievement. As in any area of scholarship and practice, the field is constantly evolving, as a result of advances in theory, methodology, and technology; increasing globalization; emerging needs and pressures; and cross-fertilization from other disciplines. The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe. It is the purpose of this handbook to attempt to do this, to sketch the international landscape of educational evaluation - its conceptualizations, practice, methodology, and background, and the functions it serves. The book's 43 chapters, grouped in 10 sections, provide detailed accounts of major components of the educational evaluation enterprise. Together, they provide a panoramic view of an evolving field.

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