Cook, T.D. and Reichardt C. (eds) *Qualitative and Quantitative Methods in Evaluation Research*. Beverly Hills: Sage, 1979 (CR) This is out of print. Articles from the book and others are available in a packet at IKON.


Packet of Readings at Johnny Print

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Getting our act together</td>
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<tr>
<td>August 31 - September 3</td>
<td>History, Models &amp; Tyler</td>
<td>Tyler in packet, Chaps 1,1,2,3 (MSS)</td>
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<tr>
<td>September 7 - September 16</td>
<td>Extending the core</td>
<td>Chaps 4,6,7 (MSS) Scriven paper in packet</td>
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<tr>
<td>September 21 - September 28</td>
<td>Additional Views</td>
<td>Chaps 9,14,16,17 (MSS)</td>
</tr>
<tr>
<td>September 30 - October 8</td>
<td>Qualitative Alternatives</td>
<td>Ethnography: John ??</td>
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<td></td>
<td>Readings to be assigned.</td>
</tr>
<tr>
<td>October 12 - November 9</td>
<td>Guest Speakers</td>
<td>Persons and topics to be announced.</td>
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<tr>
<td>November 11 - December 16</td>
<td>Student Reports</td>
<td></td>
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Depending on the size of the class, each student will have about 1/3 to 1/2 of a class period to present verbally his or her project.

**Expectations**

1. Read the assigned material and come to class prepared to discuss it.

2. Present verbally to class and in written form one of the following:

   (a) a report of an evaluation you are working on;

   (b) a report of an evaluation you think should be done, including what should be done, how it should be done, how data should be collected/analyzed, and how results should be reported

   (c) a report of an evaluation that has been done with your extended critique of how well it was done.
General Description

This course is structured to examine a subset of evaluation methods, topics and problems. It is an introductory course with minimal emphasis on quantitative methods. The content of the course is considered appropriate for students in the social sciences and education generally.

The course is designed to provide: a perspective from which evaluation studies may be viewed; and, experiences for those who will learn from or conduct evaluation.

Introduction

Evaluation can be defined as disciplined inquiry to determine the worth of things, where things may include programs, products, procedures or objects. Typically, one attempts to distinguish activities construed as evaluation from those usually associated with research. Although there are no simple ways to differentiate between the two, there are three dimensions on which they may differ.

First, evaluation need not have as its objective the generation of knowledge. Evaluation is applied; research is basic. Second, evaluation, presumably, produces information that is used to make decisions or form the basis of policy. Evaluation yields information that has immediate use; research need not. Third, evaluation is, finally, a judgment of worth. Evaluation result in value judgments; research need not and some would say should not.

There are a plethora of evaluation models, problems and examples. They come from most of the traditional disciplines of the social sciences and, of course, the field of education. There is no way that a course could cover all of these. Rather, this course will attempt to look at a subset of them. The choice of the subset, however, is not random. An attempt is made to choose those models, problems and examples which may generalize across disciplines. The intent is to engage students in questions of broad methodological significance with studies from different areas of the social sciences and education, so that knowledge and skills can be transferred into their particular discipline or area of interest and form a basis for understanding evaluation studies that have been conducted in a field with which they are most familiar.

Figure 1 suggests a way to look at evaluation studies. An evaluator chooses one or more of the existing evaluation models, applies his or her skills to a problem and conducts a study within a set of constraints. The three dimensions are general. The particular labels represent the subset of skills and problems that will be addressed in the course. The content used as a vehicle to discuss these skills and problems will be reports of evaluation studies conducted by persons from various disciplines. the intent is to pursue evaluation skills through content that is familiar to students in various social science disciplines.
Models

1. Traditional - Tyler Rationale. An emphasis on consistency between goals, experiences and outcomes.

2. Decision-oriented - CIPP. An emphasis on collecting information from a variety of sources to provide a basis for making decisions.

3. Case study - Ethnographic. An emphasis on understanding activities and values, being responsive to diverse audiences.

4. Integrative - Scriven. An emphasis on crucial issues and value judgments.

Skills

1. Designing - A emphasis on asking appropriate questions and gathering evidence that responds to those questions.

2. Implementing - An emphasis on procedures and instrumentation that are congruent with the proposed evaluation design.

3. Assessing - An emphasis on data collection and data analysis; a search for consistency between this and (1) and (2).

4. Reporting - An emphasis on writing for an appropriate audience; reporting complex results in straightforward, understandable ways.

Constraints

1. Values - An emphasis on what it means to evaluate (make judgments of worth). A look at value orientation and potential conflicts.

2. Contexts - An emphasis on how a setting of an evaluation impinges on what can be done effectively.

3. Design - An emphasis on how a design of an evaluation can affect the type and strength of conclusions that might be reached.

Some Sources


Britan, Gerald, Experimental and conceptual models of program evaluation. Evaluation and Program Planning I, 1978


Carroll, John Bissell The teaching of French as a foreign language in eight countries. New York: Wiley, 1975


Millman, Jason, A primer on decision analysis. Portland OR: Research on Evaluation Program, Northwest Regional Educational Laboratory, 1983


Tyler, R. Basic principles of curriculum and instruction. Chicago: University of Chicago Press, 1949


