

MODELS OF CURRICULUM EVALUATION

1. What is evaluation?

- Evaluation describes how to assess the nature, impact and value of an activity through the systematic collection, analysis and interpretation of information with a view to making an informed decision
- Evaluation involves 3 activities:
 - Outlining clear purposes
 - Gathering evidences
 - Judgment
- Evaluation is part of development rather than apart from it.

2. Approaches to curriculum evaluation:

- Goal-based
 - Determining whether pre-stated goals of educational or training programs were met.
- Goal-free
 - Uncovering and documenting what outcomes were occurring in educational or training programs without regard to whether they were intended program goals focus.
- Responsive (contingency-unforeseen event)
 - Comparing what was intended for instruction to what actually was observed.
- These approaches are based on the classical curriculum evaluation models as presented by Stufflebeam and Shinkfield (1990)
 - The decision-making
 - The collecting information about educational or training programs for the purpose of decision-making.
 - The accreditation

- It is for forming professional judgments about the processes used within education or training programs.

3. Models of curriculum evaluation:

- Robert Stake's countenance model (1967)
- Scriven's goal-free models (1970s)
- Stenhouse research model
- Tyler's objectives model
- Parlett and Hamilton's illuminative model (1977)
- Stake's matrix for processing descriptive data
- Eisner's educational connoisseurship model
- Stufflebeam's CIPP model

4. Scriven's goal-free model (1970s)

- Introduced the term 'formative' and 'summative'
- Broaden perspective of evaluation
- Evaluator should not know the educational program's goals in order not to be influenced by them
- Evaluator therefore totally independent
- Evaluator free to look at processes and procedures, outcomes and unanticipated effects
- Methodology, the field is open to the hunter but he did have a 'lethal' checklist of criteria for judging any aspect of the curriculum

5. Stenhouse's research model (1970s)

- Evaluation as part of curriculum development
- Continuous cycle of formative evaluation and curriculum improvement at school level
- Relationship between curriculum developer and evaluator is central
- Curriculum developer offer solutions
- Evaluator is the practical man who temper enthusiasm with judgment

- The developer is the investigator; teacher
 - Autonomous professional self-development through self-study
 - Study of others and testing ideas

6. Tyler's objectives model

- Tyler's principle deals with evaluating the effectiveness of planning and actions
- Curriculum should be evaluated in relation to its pre-specified set of objectives
- Requires an objectives-based curriculum model
- Evaluation measures fit between student performance and objective
- Methodology will depend on the evaluator's definition of 'measurement' (standard setting)

7. Stufflebeam CIPP model

- Context
 - Planning decisions
 - What needs are to be addressed
 - Defining objectives for the program
- Input
 - Structuring decisions
 - What resources are available
 - What alternative strategies should be considered
 - What plan has the best potential
- Process
 - Implementing decisions
 - How well is the plan being implemented
 - What are the barriers
 - What revision are needed
- Product

- Recycling decisions
 - What result are obtained
 - Were need reduced
 - What should be done with the program
- Context evaluation
 - Most basic kind of evaluation
 - Objective
 - To define the context
 - Identify population
 - Assess needs
 - Diagnose problem
 - Method: system analysis, survey, document review, hearing, interview, tests, Delphi (Wiseman technique)
 - Relation to decision-making
 - Decide on setting
 - Goals and objectives
 - Planning
 - Providing basis for judging outcomes
 - Provides rationales for determining objectives
 - Uses experiential and conceptual analysis, theory, authoritative opinion to judge basic problems which must be solved
- Input evaluation
 - Objective
 - Identify and assess system capabilities
 - Alternative strategies
 - Implementation design
 - Budget
 - Method: resources analysis, feasibility analysis, literature research, exemplary program visits and pilot projects

- Decision
 - Selecting sources
 - Structuring activities
 - Basis for judging implementation
- Process evaluation
 - Objective
 - Identify/predict defects in design or implementation and record and judge procedural activities
 - Method: monitoring, describing process, interacting, observing
 - Decision:
 - For implementing and refining program design and procedures
 - Process control
 - Information to use in interpreting outcomes
 - Provides periodic feedback to those responsible for implementation
 - Maintain a record of procedures as they occur
- Product evaluation
 - Objective
 - Describe and judge the outcome
 - Relate them to objectives
 - Interpret worth
 - Method: operationally measuring criteria, collecting stakeholder judgment
 - Decision
 - To continue
 - Terminate
 - Modify
 - Refocus

- And present record of effects
- Purpose to measure and interpret attainment at end of project cycle
- Operationally measures objectives and compare to predetermined standards
- Interpret outcomes using context, input and process information.
- Steps in CIPP model
 - Focus the evaluation
 - Collect information
 - Organize information
 - Analyze information
 - Report information
 - Administration of the evaluation report
- CIPP model of curriculum development is a process of developing the curriculum.
- CIPP model of curriculum evaluation is the process to see the effectiveness of the developed and implemented curriculum.