

MODULE-3 EVALUATION IN ADULT EDUCATION

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3.0 LEARNING OBJECTIVES

LEARNING OBJECTIVES

After going through this module, you will be able to:

- Define the meaning and purpose of evaluation in Adult Education.
- State the principles of evaluation in Adult education.
- Explain evaluation in Adult education
- Describe the techniques of evaluation in Adult Education.
- Explain the steps of evaluation in Adult education.

Dear friends, you have studied in previous modules about different adult education programmes, now let's see how to evaluate these programmes

3.1 MEANING OF EVALUATION

Evaluation as a human activity, is not new, it is as old as recorded history and perhaps much older. The term **evaluation** comes from **Latin word "Valor" which means strength**. Educators use the term to identify the process of determining the strength or value of work. It is a way of measuring the results of educational activities. The different kinds of evaluation may be classified according to the degree of their formality and precision. This division is usually made on three levels:

- 1. Informal Evaluation:** The everyday sizing-up of one's work is informal evaluation. All adult educators do some sizing-up, even though they may not refer to it as evaluation. Informal evaluation is less precise (**Fix**) and less **reliable (Consistent)**. Some of the sources of information for informal evaluation are:
 - Observation of the work done by learners each time the groups meets.
 - Giving informal tests
 - Talking to the learners outside of schedule meetings
 - Noting changes, if any, in learners practices in their homes, in their places of work, and in the community and
 - **Conferring (talk)** with other instructors and supervisors.
- 2. Semi -Formal Evaluation:** This is the more systematic and reliable types of evaluation than the informal type. Much of the evidence in semi-formal evaluation comes from these sources:
 - Surveys to determine changes in practices
 - Objectives scales and rating sheets and
 - Judgments of experts
- 3. Formal Evaluation or Research:** Formal evaluation is a type of scientific research in which all the **pertinent (relevant)** facts are gathered and the variables controlled by means of statistical procedures. This kind of evaluation usually requires considerable time and much training in methods of research with the aid of specialist; the teacher of adults can do excellent research work and should be encouraged to do it.

Evaluation is the **comparison of actual project impacts against the agreed strategic plans**. It looks at what you set out to do, what you have accomplished, and how you have accomplished it. It can be **formative** (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be **summative** (drawing learnings from a completed project or an organisation that is no longer functioning).

Formative evaluations involve systematic collection of information to aid decision making during the planning or implementation stages of a programme. They are generally process oriented. Formative evaluation is also sometimes referred to as context evaluation, needs assessment or diagnostic research. They usually involve staff which is directly responsible for the activity and may also involve external evaluators to bring new approaches or perspectives.

Summative evaluations are usually carried out as a programme is finishing or after completion of a programme in order to "sum up" the achievements, impact and lessons learned. They are useful for planning follow-up activities or related future programmes.

Trochim & William (2002) "Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object."

Alkin (1990) "The term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can then be used to change attitudes or to improve the operation of a project or programme. The word systematic stipulates that evaluation must be planned."

Dear friends have you ever thought why there is a need and purpose of Adult education?

3.2 PURPOSE OF EVALUATION IN ADULT EDUCATION

Purpose:

The reason, for which something is done, created or for which something exists.

The major purposes of evaluation may be summarized as:

- To assess learners' background or "entry-level" knowledge, to determine "learning needs".
- To compare actual learner performance at the end of a program to the goals of the instruction.
- To determine the effectiveness of specific teaching materials, methods and activities.
- To monitor learner progress and attitudes in an on-going way.
- To help learners make decisions about their next actions.
- To assess the effectiveness of the program: objectives, concepts, materials, and activities.
- To determine the extent of learner satisfaction.

Have you ever thought what could be the Principles of Adult Education?

3.3 PRINCIPLES OF EVALUATION IN ADULT EDUCATION

Principle: A fundamental truth, that serves as the foundation for a system of belief or behavior.

- 1. It should have a definite purpose:** Evaluations should be made only to meet some definite purpose. They should not be conducted only because it is “the thing to do” the findings which come from evaluation should be used to solve the problem of evaluation.
- 2. Use of definite and attainable objectives:** The adult educator must be **determining (Influential)** his/her objectives in order that he/she may know where he/she is going with his/her class. He should state these objectives or goals in such a way that he/she can tell, by the use of instruments of evaluation, how near each member of the class has come to reaching the desired goals when the course is finishing.
- 3. Evidence as to change the people:** Evaluation is concerned with getting evidence as to the degree that changes have taken place in people. The important thing is to measure how far the people move from where they were at the beginning to where they are when the learning program is ending. What changes took place in their behavior? What practices did they improve? What skills did they acquire? What is the change in their standard of living? These are the some of the changes which are to be evaluated.
- 4. Use different instruments in evaluation:** A number of instruments which may be used in the evaluation of various types of outcomes in adult education are: tests, scales, check sheets, inventories, and surveys, score cards, questionnaires, case studies, reports and juries of experts. The adult educator can select appropriate instruments for measuring the things which he/she wishes to evaluate. His/her choice of particular instrument to be used in any given situation will be determined by the educational outcome to be evaluated.
- 5. Cooperation between evaluator and people whose progress has been evaluated:** There should be mutual understanding and cooperation between the person doing the evaluating and the people whose progress is being studied. This is necessary to secure complete and **accurate (Precise)** information.
- 6. Not necessary to evaluate all outcomes:** It is not necessary or even desirable in most cases, to evaluate all the outcomes of a particular course in adult education. It is usually better to concentrate on one or two major outcomes that need to be stressed the most.
- 7. Evaluation should be continuous:** It should be a continuous process. The same objectives may be evaluated every time a course is offered, but the teacher should be repeatedly studying the content of his/her course, the methods he/she uses, and the

results he/she gets with his/her learners. He/she should occasionally evaluate even the methods he/she uses in evaluating his/her work.

Now let's see evaluation in Adult education

3.4 EVALUATION IN ADULT EDUCATION

As educators we all know how evaluation is important in a teaching learning process. Evaluation is one of the most difficult task, we have as educators. It is imperative to know the extent to which we are attaining some of our objective. It must be undertaken to see if we are meeting the needs of the adults in our programs. The evaluation process – before an adequate job of evaluation can be done by educators, stating of goals and objectives clearly required. To check the kinds of behavioral changes among the people, evaluation is necessary. When objectives are stated in ways that can be quantified, we can build instruments which measure the degree to which we have achieved our objectives and determine whether we need to reteach in light of what we know was not learned. Unfortunately it is difficult to define ways to measure educational changes, but evaluation must be done and we must continually try to find improved methods of appraising whether the “learners” has truly learned. A evaluation process must be built into the program from the beginning.

A dynamic evaluation requires four points for procedures:

- A clear goal
- An appraisal knowledge of the present position in relation to goal
- The position at some past time (for e.g. a pre-test) and
- The learning resources available to be brought to bear upon the desired goal

Evaluation is essential for bringing about improvement in the quality and efficacy of any programme. Adult education programmes, in order to be suitable and effective, need be evaluated from time to time. Like adult education programmes, their evaluation is also characterized by flexibility, heterogeneity (Quality of being different), participation and relevance (Significance). This is again faced with some special problems, viz., absence of structured learning situations, variations in the rate of learning of the educands, lack of motivation among adult learners, non-availability of evaluation tools and expertise.

WHO SHOULD EVALUATE?

Every person, who is the part of the programme, can contribute to the evaluation process.

- **The Learners:** Since the programme is implemented on them, their views regarding the implementing of the programme can be used. They can opine about their learning through interviews or questionnaire.
- **The Instructors:** These instructors are the direct implementers of the programme. They are in the best position to judge the results achieved, and what changes need to be brought about in the programme.

- **Administrators:** Administrators play a chief role in administrating the whole programme. Therefore, they become the best judges to decide about the effectiveness of the programme. They should report about their observations to the whole team of programme planning planners and implementers.
- **Outside Experts:** It is describe to call experts to evaluate the whole programme, who will be in a better position to see things objectively. Remark of the expert adds weightage to the whole evaluation process.

Till now we all are aware of written tests, examinations, viva assignments through which marks and grade are given. In Adult education the evaluation is done in different manner using different methods. Let us find out where the difference lies.

3.5 TECHNIQUES OF EVALUATION IN ADULT EDUCATION

There are multifarious methods and techniques of evaluation like observation, interview, questionnaire, pre-post assessment etc. The methods which can be used for evaluation in Adult education are:

1. **Observation:** It is an important technique of evaluation which depends on the faculty of seeing, hearing, feeling and noting. It is the most direct method of collecting information as the observer tries to obtain data directly from the scene or skills, attitude and behavior of the person involved. Evaluators are required to observe objectively without any **bias (Unfairness)** and record their observation immediately so that there is no distortion of information due to forgetfulness. By observations, the evaluators can judge the improvement in skill, whether the learners are enjoying the programme or not.
2. **Interview:** Another method of collecting information is through interview. There are several types of interviews- individual interviews, group structured and unstructured. Social awareness and functionality components of Adult Education can be evaluated by employing interview, as technique illiterates and semi-literates. Before eliciting information from learners, rapport is established with them so that they are able to express themselves freely and fully without any fear or shyness. While asking questions care should be taken that these are clear , simple, direct, short and relevant to the subject.
3. **Questionnaire/Schedule:** Questionnaire is an **extensively (Broadly)** used device with respondents having adequate reading and writing skills. The word questionnaire refers to a "series of questions" which the respondent fills in himself. There are two types of questions **closed-ended (That provides a set of answers from which the respondent must choose. Multiple choice questions are close-ended questions)** and **open-ended (Unstructured question in which (unlike in a multiple choice question) possible answers are not suggested, and the learners answers it in his/her own words).** The closed form requires the respondent to give answer only in Yes or No or put a tick mark against one of the choices,

the open-ended questions on other hand, gives freedom to the individual answer in his/her own words. Evaluators can use either or both the types of questions while constructing a questionnaire.

4. **Conversational Approach:** Adult learners may not be able to respond to written questions through written answers. Therefore, one may adopt simple conversational approach to assess the knowledge and attitudes of learners in a natural setting without making them aware that they are being evaluated.
5. **Participatory Evaluation:** In this technique the evaluators are expected to refrain from taking unilateral decisions on the effectiveness of programme, and an individual, falling under the preview of evaluation may actively be involved in the process of evaluation. Both the evaluators and the participants may set together and take stock of the situation. Each participant may be given freedom to say how he/she feels or experiences the situation.
6. **Pre - Post Assessment:** The most widely used evaluation design is a traditional pre- post test, where participants are asked a series of questions both at the beginning of a program (pre test) and then again at the program's completion (post test). This design is believed to measure changes in participant knowledge, attitudes, or behaviors regarding the program content is (e.g., disciplining children). In general, evaluators prefer to measure twice to detect accurately any participant changes from the program participation.

Friends, we have already discussed the need and principles of evaluation in Adult education. Now let's see what steps we should follow of Evaluation in Adult education

3.6 STEPS OF EVALUATION IN ADULT EDUCATION

The procedure for evaluating Adult education may be divided, into seven steps:

1. **Check the objectives:** The first step is to examine the objectives of the activity which is to be evaluated. If these objectives are not stated in a way that the degree of their achievement may be determined, they should be restated so that they can be measured.
2. **Examine what was done to reach the objective:** This step is important when an attempt is made to evaluate methods of teaching or the course content. It may be **omitted (Absent)** if the purpose is to evaluate student achievement only. In carrying out this step, it is a good plan to take each objective list in two parallel columns, the material taught and the methods used in teaching that material. What was taught should be listed in detail and in natural sequence in left-hand column. Opposite of each of these items, list of methods used in teaching should be listed in the right hand column.
3. **Collect the evidence:** Evidence or information is essential to the evaluation of programs, methods and results in the field of adult education. Evidence should be gathered at three different stages:

- **Before the activity has begun:** This shows where the learners were at the start. This can be determined later how far they have progressed.
 - **While activity is in progress:** It is often desirable to gather evidence after an activity has begun but before it is completed to determine whether the amount and rate of progress is satisfactory/unsatisfactory, or that needs to be changed before more time is wasted.
 - **At the end of the activity:** The evidence gathered at the completion of the project should show the extent of the changes made in the students, or the degree to which the predetermined objectives were realized. The evaluator should make a list of the evidence that he/she thinks he/she will need. Each item should be examined and then accepted or rejected according to whether it is in **harmony (Synchronization)** with these criteria:
 - Does it indicate an important change in the behavior of the students?
 - Is it clearly a result of the end program?
 - Has enough time taken place for the item to have been influenced by the educational programs?
 - Does the item have a direct bearing on the thing to be evaluated?
 - Is its reliability questioned? Is it free from biases, **prejudices (Narrow-mindedness)** and selfish interests?
 - If a sampling procedure is to be used will the sample be truly representative?
4. **Sources of evidence:** People taught are the most important source of information. If the number of people from whom information is to be gathered is not large, it is best to contact all of them. If the number is very large, it is sometimes advisable to select a sample that represents the whole group.
 5. **Devices for getting evidence:** There are number of devices that can be used according to the nature of the problem. Some of the common devices are:- questionnaire, check-lists, interview schedules etc.
 6. **Analysis of the evidence:** Three kinds of evaluation can be done, informal, semi-formal and formal. Formal evaluation usually requires considerable statistical treatment of data. Informal and Semi-formal evaluation, require only simple processes such as the computations of totals, averages and means, medians, ranges, percentages and distributions. After the facts have been gathered and analyzed, it is necessary to weigh their relative importance. Discard those that do not have any bearing on the problem and those whose reliability is doubtful. In weighing the facts, avoid biases and prejudices.
 7. **Use of findings:** Findings should be used to improve the adult education program in every way that is possible. The findings could be used for:
 - program planning, method plans
 - talks and discussions at community meetings,
 - publish them in the local newspaper,
 - educational magazines, incorporate them in annual reports,
 - file copy for historical record,

- send copy to state supervisor of adult education and to people in institutions of higher learning who are interested in research in adult education.

3.7 LET'S SUM UP

- Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, what you have accomplished, and how you have accomplished it.
- The evaluation process may be used as stepping stone to programme improvement, for program evaluation.
- The principles of Evaluation in Adult education are, it should have a definite purpose, Use of definite and attainable objectives, evidence as to change the people, use different instruments in evaluation, cooperation between evaluator and people whose progress has been evaluated, not necessary to evaluate all outcomes, evaluation should be continuous.
- Evaluation is essential for bringing about improvement in the quality and efficacy of any programme.
- There are a variety of methods and techniques of evaluation like observation, interview, questionnaire, pre-post assessment etc.

3.8 REFERENCES

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ADDITIONAL LINKS

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