

# evaluating educational reforms

SCANDINAVIAN PERSPECTIVES

Edited by  
**PEDER HAUG**  
**THOMAS A. SCHWANDT**

A VOLUME IN  
EVALUATION AND SOCIETY



# Evaluating Educational Reforms Scandinavian Perspectives Evaluation And Society Series

**J Dewey**



## **Evaluating Educational Reforms Scandinavian Perspectives Evaluation And Society Series:**

**Evaluating Educational Reforms** Peder Haug, Thomas A. Schwandt, 2003-06-01 A Scandinavian perspective on evaluating educational reforms The essays include The Research Council of Norway Evaluating Reform 97 Models of Evaluation and What s Being Done in the Name of Evaluation Experiences Drawn from the Recent Evaluation of Schooling Reforms in Switzerland     Evaluating Educational Reforms Peder Haug, Thomas A. Schwandt, 2003 A Scandinavian perspective on evaluating educational reforms The essays include The Research Council of Norway Evaluating Reform 97 Models of Evaluation and What s Being Done in the Name of Evaluation Experiences Drawn from the Recent Evaluation of Schooling Reforms in Switzerland     *Evaluating Educaitonal Reforms* Pedar Haug, Thomas A. Schwandt, 2000-09-05 A Scandinavian perspective on evaluating educational reforms The essays include The Research Council of Norway Evaluating Reform 97 Models of Evaluation and What s Being Done in the Name of Evaluation Experiences Drawn from the Recent Evaluation of Schooling Reforms in Switzerland     *System Evaluation Theory* Ralph Renger, 2022-09-01 Too often evaluation findings end up on the shelf Why Many interventions have several moving parts working together to achieve something each part cannot do independently Unfortunately many of the available evaluation approaches oversimplify this reality A major reason for this is that evaluators do not have a blueprint to plan and the associated methods to execute an evaluation fit for this purpose As such they revert to using methods with which they are familiar but are not suitable for evaluating complex interventions Consequently the evaluation findings do not make sense to decisionmakers so they are ignored This book provides evaluators of all skill levels with a simple 3 step framework System Evaluation Theory that will lead to more actionable recommendations because the methods better capture the reality in which interventions operate that is as a system The book first reviews the limitations of program evaluation approaches that pointed to a need for a different way of thinking one grounded in systems After defining a system the book explains how SET is intentionally aligned to evaluate a system s two essential properties interdependence and emergence Individual chapters are dedicated to explaining how to execute each SET step Throughout the author draws on real world examples and those from his own evaluations to help bridge the theory practice divide The reader is then shown how to use SET to develop actionable recommendations     The SAGE International Handbook of Educational Evaluation Katherine Ryan, J. Bradley Cousins, 2009-07-15 Bringing together the expertise of top evaluation leaders from around the world The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field particularly as they relate to policy and decision making in an era of globalization The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches Key Features Discusses substantive issues surrounding globalization and its implication for educational policy and practice and ultimately evaluation Includes state of the art theory chapters and method chapters within scientific accountability oriented learning oriented and political

genres of evaluation approaches Provides real world case exemplar chapters to illustrate core concepts within genres  
 Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization  
 Summarizes by means of an integration chapter the issues tensions and dilemmas confronting educational evaluators in an  
 era of globalization Serving as a state of the art resource on educational evaluation this volume is designed for graduate  
 students evaluation scholars and researchers and professional evaluation practitioners with an interest in educational  
 program and policy evaluation      **Evaluation Use and Decision-Making in Society** Christina A. Christie, Anne  
 Vo, 2015-06-01 This volume addresses a fundamental and highly debated issue in the evaluation field the use of evaluation  
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 Michael Quinn Patton and Wanda D Casillas Rodney K Hopson and Ricardo L Gomez Evaluation Use and Decision Making in  
 Society A Tribute to Marvin C Alkin will be of great interest to evaluation students scholars and practitioners This volume has  
 scholarly application for those who desire a state of the art resource for the latest insights and perspectives on one of the  
 most pressing issues that the evaluation field faces today while also serving as a useful guide for both novice and experienced  
 evaluation practitioners It is appropriate for use in a variety of evaluation courses including Introduction to Evaluation and  
 Procedural Issues in Evaluation as well as topical seminars such as Evaluation Use and Decision Making      *The SAGE*  
*Handbook of Curriculum and Instruction* JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first  
 book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He  
 and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the  
 field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity  
 within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of  
 the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and  
 general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and  
 solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins  
 Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies  
 which connects past present and future leading to more productive links between practice policy and politics Intended  
 Audience This Handbook contributes to stronger ties between school practice public debate policy making and university

scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattery Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G Welner Ian Westbury Geoff Whitty Shi Jing Xu

Practical Wisdom for an Ethical Evaluation Practice Marthe Hurteau, Thomas Archibald, 2023-01-01 This book provides a contemporary and thought provoking exploration of the concept of practical wisdom what it is and how it can be incorporated into evaluation practice It defines what practical wisdom is explores its roots where it stands today what constitutes the wise evaluator and how we can develop sound judgment in an unpredictable and chaotic time It brings together evaluation thought leaders and practitioners to examine the concept of practical wisdom The authors enlightening essays are interwoven with reflective strands comprised of commentaries examples and new ideas added by Hurteau and her colleagues that offer a recursive and intricate pattern of reflection on the topic of practical wisdom This is a rare book because it moves beyond evaluation methodology to explore how practical wisdom can help us develop new and better solutions for difficult evaluation situations It will become a standard reference for practitioners trainers and teachers of evaluation because it considers the history ethics and competencies that underpin practical wisdom and examines the ways that this untaught skill can be applied to do as House says the right thing in the special circumstances of performing the job

**Participatory Evaluation Up Close** J. Bradley Cousins, Jill Anne Chouinard, 2012-07-01 Empiricism provides the backbone of knowledge creation within social science disciplines e g psychology sociology and applied domains of study e g education administration alike Yet relative to such domains of inquiry comparatively little empirical research on evaluation has occurred and the research knowledge base been

infrequently synthesized and integrated to influence theory and practice The proposed book aims to fill this void with regard to participatory evaluation a set of collaborative approaches to evaluation that is receiving considerable attention of late including a growing body of empirical studies The authors begin in Part 1 with the delineation of a widely known and familiar conceptual framework for participatory evaluation They then use the framework in Part 2 as a guide to conducting an extensive review of the extant empirical knowledge base in participatory evaluation culminating in a thematic analysis of what we know about the approach In Part 3 the authors focus on methodological considerations of doing research on participatory evaluation through a critique of existing studies and an explication of design choices drawn from their own research program The book concludes in Part 4 with implications for moving the field forward in terms of important research questions methodological direction and evaluation practice This book will be of central interest to evaluation theorists and to those who choose to conduct research on evaluation appeal will be conceptual and methodological It will provide excellent supplementary reading for graduate students many of whom seek to develop empirical studies on evaluation as part of their graduate programs Rife with examples of participatory evaluation in practice and practical implications the book will also benefit evaluation practitioners with an interest in evaluation capacity building and participatory and collaborative approaches to practice

#### **The Role of Culture and Cultural Context in Evaluation**

Stafford Hood, Henry Frierson, Rodney Hopson, 2005-11-01 This volume seeks to address select questions drawn from the matrix of the complex issues related to culturally responsive evaluation We ask should evaluation be culturally responsive Is the field heading in the right direction in its attempt to become more culturally responsive We ask what is culturally responsive evaluation today and what might it become tomorrow This edited volume does not promise to deliver answers to all most or even many of the complex answers facing the evaluation community regarding the role of culture and cultural context in evaluative theory and practice This is not a scientific undertaking We are not ready for concerns with prediction explanation or control We are ready for serious explorations however Even if the evaluation community cannot articulate the necessary and sufficient conditions for a culturally relevant evaluation it does know several of the desiderata Our concern and the direction of this volume has been reflections of evaluation theory history and practice within the context of culture with illustrative examples

Growing the Knowledge Base in Evaluation Jill Anne Chouinard, Isabelle Bourgeois, Courtney Amo, 2019-09-01 Evaluation use was identified by Henry and Mark 2003 as being the single most studied area in the field of evaluation They refer with a sense of nostalgia to the golden age of research on use perhaps almost implying that it came and went Professor J Bradley Cousins has had a longstanding and continuing commitment to advancing theory and practice regarding use through empirical research on evaluation and through the professional development of students and practitioners within North America and internationally The important influence and impact of the contributions of Cousins and associates is the focus of this edited book This book brings together a distinguished international group of authors to reflect on the areas of

contribution of Professor Cousins and situate his work within contemporary areas of evaluation research and practice Each chapter describes how the study and practice of evaluation has weaved its way through our understanding of organizational learning participatory evaluation and evaluation capacity building The book concludes with a reflection by Professor Cousins himself on what these insights mean for the field of evaluation and what future areas of research and contribution can be planned for and anticipated

Credible and Actionable Evidence Stewart I. Donaldson, Christina A. Christie, Melvin M. Mark, 2014-09-10 Addressing one of the most important and contentious issues challenging applied research and evaluation practice today what constitutes credible and actionable evidence this volume offers a balanced and current context in which to analyze the long debated quantitative qualitative paradigms In the Second Edition the contributors a veritable who's who in evaluation discuss the diversity and changing nature of credible and actionable evidence offer authoritative guidance about using credible and actionable evidence explain how to use it to provide rigorous and influential evaluations and include lessons from their own applied research and evaluation to suggest ways to address the key issues and challenges Reflecting the latest developments in the field and covering both experimental and non experimental methods the new edition includes revised and updated chapters summaries of strengths and weaknesses across varied approaches and contains diverse definitions of evidence Also included are two new chapters on assessing credibility and synthesizing evidence for policy makers This is a valuable resource for students and others interested in how to best study and evaluate programs policies organizations and other initiatives designed to improve aspects of the human condition and societal well being

*Democratic Evaluation and Democracy* Donna Podems, 2017-02-01 Democratic evaluation brings a way of thinking about evaluation's role in society and in particular its role in strengthening social justice Yet the reality of applying it and what happens when it is applied particularly outside the West is unclear Set in South Africa a newly formed democracy in Southern Africa the book affords an in depth journey that immerses a reader into the realities of evaluation and its relation to democracy The book starts with the broader introductory chapters that set the scene for more detailed ones which bring thorough insights into national government local government and civil societies experience of evaluation democratic evaluation and their understanding of how it contributes to strengthening democracy or not A teaching case the book concludes by providing guiding questions that encourage reflection discussion and learning that ultimately aims to inform practice and theory

Scandinavia Elias Bredsdorff, 2004

**Evaluative Research Methods** Saville Kushner, 2016-12-01 How do research students and their supervisors respond in a world of fake news the destabilisation of public institutions and the rise of populism The very foundations of our liberal democracies seem to be under threat and this implicates social inquiry Postgraduate research remains one of the few information spaces which are still free of politicisation and committed to validation This book focuses on democracy in inquiry and on the role of inquiry in a democracy how research helps us to deliberate over what counts as of public value It is a research methods book but methods shaped by political and ethical

purposes and by the challenge of making judgements about what in the public sphere is worthy. We may be looking at a police training program, the siting of a clean energy project, a new school curriculum, maternal health program or an environmental adaptation project. In each case and in others like them, we have to negotiate perspectives and claims, forge and justify a consensus, support competing stakeholders with the best information and analyses possible. And we have to make our work defensible, undeniable in the forum of public debate and exchange, examination and accountability. This book, full of examples from contemporary research projects, is designed to help navigate our way through the complexities of social research which focuses on judgements about public action. The book was written with research students and includes examples of their work. It recognises that supervisors often struggle as much as students in meeting the challenges of inquiry that involves some element of evaluative judgement, inquiry that potentially carries consequences. Where there are no quick and ready recipes, check lists or theoretical frameworks, where we confront the particularities of the context in which the research takes place, we are all forced back onto good methodological thinking and this is the pedagogical framing of the book.

**PISA Under Examination** Miguel A. Pereyra, Hans-Georg Kotthoff, Robert Cowen, 2012-03-24. From the 23rd to 26th of November 2009 in La Palma island in the Canaries, the Comparative Education Society in Europe (CESE) organized an international symposium entitled PISA under Examination: Changing Knowledge, Changing Tests and Changing Schools. During four days, seventeen leading scholars of Europe and America presented their contributions to debate the different problematizations of the remarkable phenomenon represented by the OECD Programme for International Student Assessment or PISA. PISA is not merely an educational event. It is also a media circus which involves the public rehearsal for reasons for failure or success and even in some cases public and political and academic explanations about why failure was not really that and why success was not really that either. At the centre of all these indications, we find the growing influence of international agencies on education and schooling which is decisively contributing to a marketisation of the field of education in the context of an increasingly multilevel and fragmented arena for educational governance based on the formulation, the regulation and the transnational coordination and convergence of policies buttressed at the same time by the diffusion of persuasive discursive practice. Organized in four sections entitled: The Comparative Challenges of the OCDE PISA Programme; PISA and School Knowledge; The Assessment of PISA School Effectiveness and the Socio-cultural Dimension; PISA and the Immigrant Student Question; and Extreme Visions of PISA, Germany and Finland, the contributions of this book offer a comprehensive approach of all these challenging and significant issues written from different and distinct research and academic traditions.

The SAGE Handbook of Evaluation Ian Shaw, Jennifer C. Greene, Melvin M. Mark, 2006-07-10. This handbook thoroughly covers all aspects of evaluation yet isn't too technical to understand. It offers everything an organization needs to know to get the most out of evaluation. Nonprofit World. The Handbook succeeds in capturing and presenting evaluation's extensive knowledge base within a global context. In so doing, it provides a useful, coherent and definitive



benchmark on the field's diverse and dynamic purposes, practices, theories, approaches, issues, and challenges for the 21st century. The Handbook is an essential reference and map for any serious evaluation practitioner, scholar, and student anywhere in the world. Michael Quinn Patton, author of *Utilization Focused Evaluation*, Readers of this volume will find a set of texts that provide an evocative overview of contemporary thinking in the world of evaluation. This is not a book of simple tips. It does justice to the complex realities of evaluation practice by bringing together some of the best practitioners in the world to reflect on its current state. It is theoretically sophisticated yet eminently readable, anchored in evaluation as it is undertaken in a variety of domains. It is the kind of book that startles a little and makes you think. I highly recommend it.

Murray Saunders, University of Lancaster

In this comprehensive handbook, an examination of the complexities of contemporary evaluation contributes to the ongoing dialogue that arises in professional efforts to evaluate people, related programs, policies, and practices. The SAGE Handbook of Evaluation is a unique and authoritative resource consisting of 25 chapters covering a range of evaluation theories and techniques in a single accessible volume. With contributions from world leading figures in their fields, overseen by an eminent international editorial board, this handbook is an extensive and user friendly resource, organised in four coherent sections: Role and Purpose of Evaluation in Society; Evaluation as a Social Practice; The Practice of Evaluation; Domains of Evaluation Practice. The Handbook of Evaluation is written for practicing evaluators, academics, advanced postgraduate students, and evaluation clients, and offers a definitive benchmark statement on evaluation theory and practice for the first decades of the 21st century.

**Bibliographic Guide to Education 2003** G K Hall, 2004-10. The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College, Columbia University, supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library, selected on the basis of subject headings. Non-book materials, including theses, are included in this Guide, with the exception of serials. All aspects and levels of education are represented in this Guide, including such areas as American elementary and secondary education, higher and adult education, early childhood education, history and philosophy of education, applied pedagogy, international and comparative education, educational administration, education of the culturally disadvantaged and physically handicapped, nursing education, and education of minorities and women. Also well covered are the administrative reports of departments of education for various countries and for U.S. states and large cities. The Teachers College collection covers over 200 distinct educational systems. Works in all languages are included. The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library, Columbia University. G. K. Hall, Second Supplement 1973, Third Supplement 1977.

*Disrupting Program Evaluation and Mixed Methods Research for a More Just Society* Jori N. Hall, Ayesha Boyce, Rodney Hopson, 2023-01-01. While women have influenced the fields of program evaluation and mixed methods research, their contributions are rarely acknowledged. In this edited volume, we recognize the contributions Jennifer C. Greene made to evaluation and mixed methods, focusing on how

she disrupted traditional ways methods are conceptualized and implemented We aim to provide a range of perspectives on how Greene disrupted social science theory methodology and training through her commitment to the values of democracy diversity and dialogue Accordingly the volume makes explicit how Greene democratized social science inquiry and training by emphasizing inclusive culturally responsive and educative theories methods and pedagogical practices Second it clarifies how her commitment to diversity supported scholars from diverse disciplinary backgrounds and cultures within and beyond the United States and validated often ignored perspectives on phenomena or experiences And third it showcases how her commitment to dialogue opened spaces for non traditional methodological approaches that engage communicate and disseminate program evaluation and mixed methods work Taken together the first hand accounts presented in this volume offer a historical perspective and practical guidance on program evaluation and mixed methods conceptualization implementation and training Endorsements The theme of disruption in this book is a powerful look at the breadth and significance of Jennifer C Greene s distinguished contributions both theoretical and practical in evaluation for over 30 years In essence these chapters reveal the sustaining power of her scholarship and influence today and likely in years to come Her recognition that no single method can solve the complex problems faced in evaluation is revealed in the ontological epistemological and methodological work she developed on mixed methods which led to a genre of study that recast the debate about the hegemony of quantitative over qualitative methods and vice versa She has foregrounded values the quintessential character of evaluation by recognizing the multiplicity of perspectives that guide our theories roles questions designs and perceptions of quality Jennifer Greene s generativity is exemplified in her egalitarian dialogic stance inclusion of voices and context and commitment to equity The chapters reflect the impact of her work on scholars who continue to advance evaluation for a more just society Valerie J Caracelli U S Government Accountability Office It is not possible to convey in a few words my strongest endorsement for this volume that begins scratching the surface of Jennifer C Greene s many contributions to evaluation theory methods and practice I have worked with and learned from her on many occasions over the years as I grappled with refining my understanding and practice of culturally responsive evaluation I commend the editors and authors for this first substantive collection providing a more in depth understanding and appreciation of Jennifer Greene s body of work for some while providing others the opportunity to revisit the lessons we have learned from her work spirit and commitment to make a difference Stafford Hood Center for Culturally Responsive Evaluation Assessment CREA and Professor Emeritus University of Illinois at Urbana Champaign      Directory of Published Proceedings ,2004

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