

Evaluating Educational Investment (Lexington Books)

Davis, James Ronnie

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Evaluating Educational Investment

Peder Haug, Thomas A. Schwandt



Evaluating Educational Investment:

Evaluating Educational Investment J. Ronnie Davis, John F. Morrall, 1974 **The Strategic Tool for Evaluating Educational Returns** Axel Müller-Hofvenschiöld, 2012-12-06 Management education is a booming business More and more consultants are moving into this area forcing business schools to defend their traditional territory American schools are allying themselves with institutions in other parts of the world and setting up subsidiaries joint ventures and strategic alliances to leverage their know how On the business side the number of Corporate Universities establishments dedicated to management developmen is growing rapidly even in Europe In the battle to win talent companies want to show that they provide their top executives with the best chances of success However the picture is not all rosy These days every expense has to prove its value added and management education is no exception But as this analysis shows a more in depth evaluation than the happy sheet survey handed in at the end of a programme is difficult to compile First one needs to ask the question Who is the evaluation for e g the accounts department HR the participants or their superiors Another tricky question is Are you measuring HR indicators or programme learning goals It is not at all clear that learning goals even for customised programmes are tied to companies normal HR evaluation process often in the form of a balanced scorecard and the related incentive schemes the reason for this would require a thesis on its own Furthermore as this analysis has revealed

Evaluating Educational Technology Geneva D. Haertel, Barbara Means, 2003-09-26 Features chapters by today s leading authorities who outline research designs methodologies and types of assessments that can be used to more effectively evaluate educational technologies *Empirical Methods for Evaluating Educational Interventions* Gary D. Phye, Daniel H. Robinson, Joel Levin, 2005-04-22 New US government requirements state that federally funded grants and school programs must prove that they are based on scientifically proved improvements in teaching and learning All new grants must show they are based on scientifically sound research to be funded and budgets to schools must likewise show that they are based on scientifically sound research However the movement in education over the past several years has been toward qualitative rather than quantitative measures The new legislation comes at a time when researchers are ill trained to measure results or even to frame questions in an empirical way and when school administrators and teachers are no longer remember or were never trained to prove statistically that their programs are effective Experimental Methods for Evaluating Educational Interventions is a tutorial on what it means to frame a question in an empirical manner how one needs to test that a method works what statistics one uses to measure effectiveness and how to document these findings in a way so as to be compliant with new empirically based requirements The book is simplistic enough to be accessible to those teaching and administrative educational professionals long out of schooling but comprehensive and sophisticated enough to be of use to researchers who know experimental design and statistics but don t know how to use what they know to write acceptable grant proposals or to get governmental funding for their programs Provides an overview to interpreting empirical

data in education Reviews data analysis techniques use and interpretation Discusses research on learning instruction and curriculum Explores importance of showing progress as well as cause and effect Identifies obstacles to applying research into practice Examines policy development for states nations and countries **Economics of Education** Dominic J.

Brewer, Patrick J. McEwan, 2010-01-26 A collection of short stand alone chapters divided into five sections including overview of the field private and social returns to human capital investments production costs and financing of education teachers and teacher labor markets and education markets choice and incentives The collection provides international perspectives that describe the origins of these subjects their major issues and proponents their landmark studies and opportunities for future research The 70 contributors are each well regarded economists whose research has advanced the topic on which they write and this book fulfills an undersupplied niche for a text in the economics of education The chapters come from the acclaimed International Encyclopedia of Education 3e 2010 edited by Eva Baker Barry McGaw and Penelope Peterson The Encyclopedia contains over 1 350 articles in 24 sections that stretch from educational philosophies and technologies to measurement leadership and national systems of education This single volume textbook presents a cohesive view of this increasingly important area of economics Superb contributions from well regarded economists convey unique and useful perspectives Chapters contain an extensive bibliography and further readings to enable interested researchers to extend their knowledge into each specific topic **Methods of Evaluating Educational Technology** Walt Heinecke, Laura Blasi, 2001-09-01 This

volume gathers some of the methods being developed by evaluators from university settings and the private sector While providing models and methods these authors also raise larger questions such as How can schools meet the challenge of educating all children without being limited by the educational legacy of a one size fits all curriculum and normative testing More than documenting an apprenticeship to gadgetry evaluators are seeking to measure meaningful learning and changes in teaching investigating approaches that are not possible or that are less accessible when students are in traditional classrooms without technology In this first volume of the series Research Methods for Educational Technology RMET the contributing authors draw upon examples of their work evaluating the implementation and development of educational technology as well as the impact of policies and programs in this field Within this volume several authors have written about the implementation and evaluation of technology across cultures and national boundaries pointing to an area of research that will rapidly expand in this decade The concern for meeting the needs of policymakers is also apparent in several of these chapters but there is tension between providing them with positive results to support their efforts and reexamining the questions they are asking and how these questions are developed We know that evaluation is not the extended arm of public relations and yet it becomes clear that evaluators are often asked to demonstrate a project is successful on the threat that the funding will be cut While this decision making process fits the timetable of the fiscal year it does not acknowledge that evaluation can be formative and strengthen programs This timetable also ignores the investment of time that is needed when

implementing innovations like the Internet into teaching and learning Many of the authors included in this volume write from the context of evaluating federally funded programs and they provide valuable insight for future projects which are created and evaluated at the state level As technology initiatives are developed and funded outside of the federal arena more evaluators will be called upon From approaches developed from federally funded projects we can build upon these methods and models for evaluation within regional projects to answer questions related to budgets and accountability As we answer these immediate questions we can move forward to examine the long term impact of technology and the possibility that exercises in conformity will replace the adventure of human enlightenment for our children

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

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

Economic Evaluation in Education Henry M. Levin, Patrick J. McEwan, Clive Belfield, A. Brooks Bowden, Robert Shand, 2017-06-15 The past decade has seen increased attention to cost effectiveness and benefit cost analysis in education as administrators are being asked to accomplish more with the same or even fewer resources philanthropists are keen to calculate their return on investment in social programs and the general public is increasingly scrutinizing how resources are allocated to schools and colleges This text titled Cost Effectiveness

Analysis in its previous editions is the only full length book to provide readers with the step by step methods they need to plan and implement a benefit cost analysis in education The authors examine a range of issues including how to identify measure and distribute costs how to measure effectiveness utility and benefits and how to incorporate cost evaluations into the decision making process The updates to the Third Edition reflect the considerable methodological development in the evaluation literature and the greater empiricism practiced by education researchers to help readers learn to apply more advanced methods to their own analyses SAGE congratulates author Henry M Levin winner of the 2017 AERA Distinguished Contributions to Research in Education Award The Appraisal of Investments in Educational Facilities OECD,2000-02-08

This series of reports examines whether it is possible to develop reliable and effective criteria for evaluation of investments given the wide range of parameters from planning and cost effectiveness of buildings to their impact on the performance of the educational system as a whole **Evaluating Educational Development** Carol A. Hurney,Bonnie B. Mullinix,R. Todd Benson,2024-12-17

This book establishes a comprehensive and flexible evaluation process for educational developers that answers the question What can data tell us Educational developers can use data to monitor and demonstrate the impact of their work laying the foundation for evidence based decisions to improve practice This book guides readers through the process with activities templates and examples that illustrate how to evaluate educational development work Data driven outcome level evaluation is a critical tool for supporting effective educational development design as well as programming and systemic change efforts in institutions across the globe From matrices to practical planning tools and resources this text equips readers with everything they need to develop a comprehensive evaluation plan that provides direction for the collection management and use of evaluation data This guide is for any educational developer who wishes to create evaluation plans that draw out data to inform their work inspire improved practice and showcase value across the higher education landscape **Survey and Evaluation of Consumer Education Programs in the United States** Joseph N. Uhl,1970

Economic Factors in Population Growth Ansley J Coale,1976-01-01 Distributed in the United States by Halsted Press a division of John Wiley Sons New York **Reform and Change in Higher Education** James Mauch,Paula Sabloff,2018-10-10 Originally published in 1995 Reform and Change in Higher Education is composed of 9 essays originally presented at a symposium International Perspectives on the Relationship Between Governments and Universities and a UNESCO Forum of Experts on Strengthening Capacities for Research in Higher Education Papers explore how government policy affects universities and how universities influence government This collection presents case studies of educational reform and change in 10 nations focusing on the changing role of government involvement in higher education The book deals comparatively with planned change in systems of higher education initiated by central governments and with the character and dynamics of state university relationships both collectively and individually The Mid-term Evaluation of the National Development Plan and Community Support Framework for Ireland, 2000 to 2006 Economic and Social Research

Institute,2003 Provides an analysis of the Operational Programmes relating to the NDP and the CSF plans Covers issues of major investments and expenditures *Virtual Instruction* Carine M. Feyten,Joyce Nutta,1999-09-15 Throughout the world schools universities and industry have begun to use virtual instruction to expand their outreach to learners and to promote collaboration and exchange among educators As these virtual communities encompass the globe questions regarding the nature of teaching learning and communicating in a technology embedded multicultural and border free environment have arisen The essays in this book clarify predominant theoretical issues that pertain to this new form of computer mediated interactive distance learning and offer practical suggestions for implementing virtual instruction programs Addressing a variety of instructional technologies e g web based instruction videoconferencing the book examines virtual instruction from different perspectives including economics sociology communication and learning theory Invaluable to educators and students of teacher education instructional design technology and communication the book will appeal to anyone involved in or w

Evaluating Educational and Social Programs Blaine R. Worthen,Karl R. White,2012-12-06 During the past two decades evaluation has come to play an increasingly important role in the operation of educational and social programs by national state and local agencies Mandates by federal funding agencies that programs they sponsored be evaluated gave impetus to use of evaluation Realization that evaluation plays a pivotal role in assuring program quality and effectiveness has maintained the use of evaluation even where mandates have been relaxed With increased use indeed institutionalization of evaluation in many community state and national agencies evaluation has matured as a profession and new evaluation approaches have been developed to aid in program planning implementation monitoring and improvement Much has been written about various philosophical and theoretical orientations to evaluation its relationship to program management appropriate roles evaluation might play new and sometimes esoteric evaluation methods and particular evaluation techniques Useful as these writings are relatively little has been written about simple but enormously important activities which comprise much of the day to day work of the program evaluator This book is focused on some of these more practical aspects that largely determine the extent to which evaluation will prove helpful

Handbook of Education Policy Research Lora Cohen-Vogel,Peter Youngs,Janelle Scott,2025-08-15 The second edition of the Handbook of Education Policy Research the largest volume published in AERA s history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was

published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners Evaluating Social Funds Laura Rawlings,Lynne Darling Sherburne-Benz,Julie VanDomelen,2004 Annotation Introduced in Bolivia a little over a decade ago social funds have become a key community led poverty reduction tool The social fund model has proved to be a dynamic replicable approach easily adapted and scaled up in diverse countries around the world This study is the first systematic cross country impact evaluation of social funds using survey data and accepted evaluation methodologies

Educational Series University of New Mexico,1917

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