

UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR 3

SUPPLEMENTARY FINAL EXAMINATION PAPER, JULY 2014

TITLE OF PAPER : EVALUATION

COURSE CODE : IDE-BAE 312

TIME ALLOWED : TWO (2) HOURS

- INSTRUCTIONS**
1. **ANSWER ALL QUESTIONS FROM SECTION A.**
 2. **ANSWER ANY THREE QUESTIONS FROM SECTION B.**
 3. **ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED.

SECTION A: COMPULSORY

INSTRUCTION: ANSWER ALL QUESTIONS

QUESTION 1

Give four (4) reasons why information is an essential ingredient in evaluation.
[4 marks]

QUESTION 2

According to Morris, et al. (1987) three rules should be observed in order to increase the chances that evaluation findings will be utilised. Which are these rules? [9 marks]

QUESTION 3

Outline four (4) principles to be followed in conducting evaluation. [12 marks]

SECTION B: ANSWER ANY THREE QUESTIONS

QUESTION 4

Compare and contrast the CIPP model and the countenance model and state why the two are considered to be comprehensive models. [25 marks]

QUESTION 5

Draw a detailed outline of a formal evaluation report. [25 marks]

QUESTION 6

a) Explain the following evaluation scenarios in utilising evaluation findings.

- i) No utilisation
 - ii) Passive utilisation
 - iii) Active utilisation
- [12 marks]

- b) How different is the responsive evaluation model from the other evaluation models? [13 marks]

QUESTION 7

- a) List five uses of evaluation in adult education. [15 marks]
b) List five points to be kept in mind in reporting evaluation findings. [10 marks]