

EDUCATIONAL EVALUATION

FORMATIVE AND SUMMATIVE
EVALUATION OF PROGRAMMES
AND ACHIEVEMENTS

ISSUED BY:

Kunuba Agatha Chukwufumnanya

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DEDICATION

In loving memory of my father and siblings, Pius Okeleke Kunuba, Augustine, Ngozi and Theophilus.

PREFACE

This book addresses the need for educational evaluation in the education system. It reflects the author's passion for the importance of formative and summative evaluation methods that enhance educational outcomes and ensuring that teaching strategies are tailored to students' needs. From the author's years of experience as a teacher, she has seen that formative and summative evaluations are valuable, active and student-centered methods to teaching and learning.

This book is written primarily to provide valuable insights to teachers, school administrators, curriculum planners and students for promoting more effective educational process. It delved into the history of educational evaluations, various methods of formative and summative evaluations with practical applications to improve teaching and learning, and other aspects life.

This book serves as a “Magna Carta” to educators or teachers at both secondary and tertiary institutions. It provides teachers with essential tools, strategies, and knowledge for enhancing teaching and learning in classroom as well as beyond the classroom environment.

The book is structured to guide the reader from theory to praxis. Each chapter builds upon the previous ones, creating a consistent educational sequence that is both informative and practical. The last chapter presents the application of formative and summative evaluation to non-academic aspects of human life. This means that other sectors of human life can borrow evaluation methods from the academic system to enhance life in general, hence, relating education to life.

At the end of each chapter, there are some application study questions for the enrichment of the reader.

KUNUBA, AGATHA C.

FOREWORD

In Sub-Saharan Africa and other developing countries greater emphasis is placed on evaluation from the cognitive perspectives with very little attention to the propellers of cognition and the consequential outputs of the entire process. Although evaluation for certification is still a predominant practice, the evident gap between theory and practice calls for a re-configuration of evaluation templates. This underscores the indispensability of sustainable evaluation practices that focus extensively on the affective and cognitive domains for efficient psychomotor transactions.

In recognition of the imperatives of sustainable evaluation in education for nation building, the author, Dr Kunuba, painstakingly, devotes these eight chapters specifically to theory for practice in Educational Evaluation. In this indispensable handbook in evaluation the author not only provides a background to core evaluation process but also a guide to efficient evaluation best practices thereby offering a holistic manual for sustainable in-school and out-of-school evaluation practices.

The first two chapters focused on conceptualizations and historical perspectives which were thoughtfully designed to broaden the horizon of the readers and evaluation practitioners. The in-depth and well-illustrated analysis of the taxonomies of educational objectives and their applications in evaluation provides baseline for understanding of subsequent chapters. The clear illustration of the models of evaluation further sets the stage for a better mastery of both formative and summative evaluation.

The third and fourth chapters dwelt on characteristics, purposes, techniques, learning strategies and applications of formative and summative evaluation. These chapters provide insights, answers and guides to many of the contemporary questions and debates on evaluation practices and challenges. These chapters offer both theoretical and proactive approaches with a functional template for effective transcription and translation of evaluation models for sustainable education. Effective approaches for integration were further incorporated in the preceding chapter with an emphasis on their impacts on educational achievements. In the sixth chapter, the author dwelt on processes and tools for product evaluation. The chapter focused mainly on categorization of instruments for evaluation and the various roles of the evaluator.

In an attempt to provide a practical guide for evaluators, the author dedicated the seventh chapter to Evaluation Models with clear illustrations of the Stufflebeam's CIPP Model, the Countenance Model and the Illuminative Model. The qualities and shortfalls of each of the models were x-rayed with proper guides on procedures.

The last chapter dwells on progressive approaches to formative and summative evaluation of students' learning outcomes and achievements. It focused on teaching quality and teacher quality, digital tools and platforms for formative and summative evaluation in addition to creative & critical thinking methods in evaluation. In an attempt to provide a practical guide through hands-on activities, each chapter offers valid and thought-provoking study questions.

This book is, therefore, a manual for genuine practitioners desirous of an awakening in evaluation that is deeply rooted in theory and practice. It is not just a “must read” but an evaluator's daily companion and guide. I recommend this book to everyone who is genuinely committed to theory and practice in evaluation.

Prof. Okechukwu Sunday Abonyi (MNAE, FSTAN, DSSE)
Professor of Measurement & Evaluation
Alex Ekwueme Federal University, Ndufu Alike, Ikwo
Ebonyi State, Nigeria.

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