A Descriptive Analysis of Evaluation Models for Educational Television: *Implications for Evaluating Broadcasts in Literacy Skills for Adults in Marginalized Groups in the DE9 Countries*

A Dissertation Proposal Presented to the Faculty of the Graduate School of Education and Psychology Pepperdine University
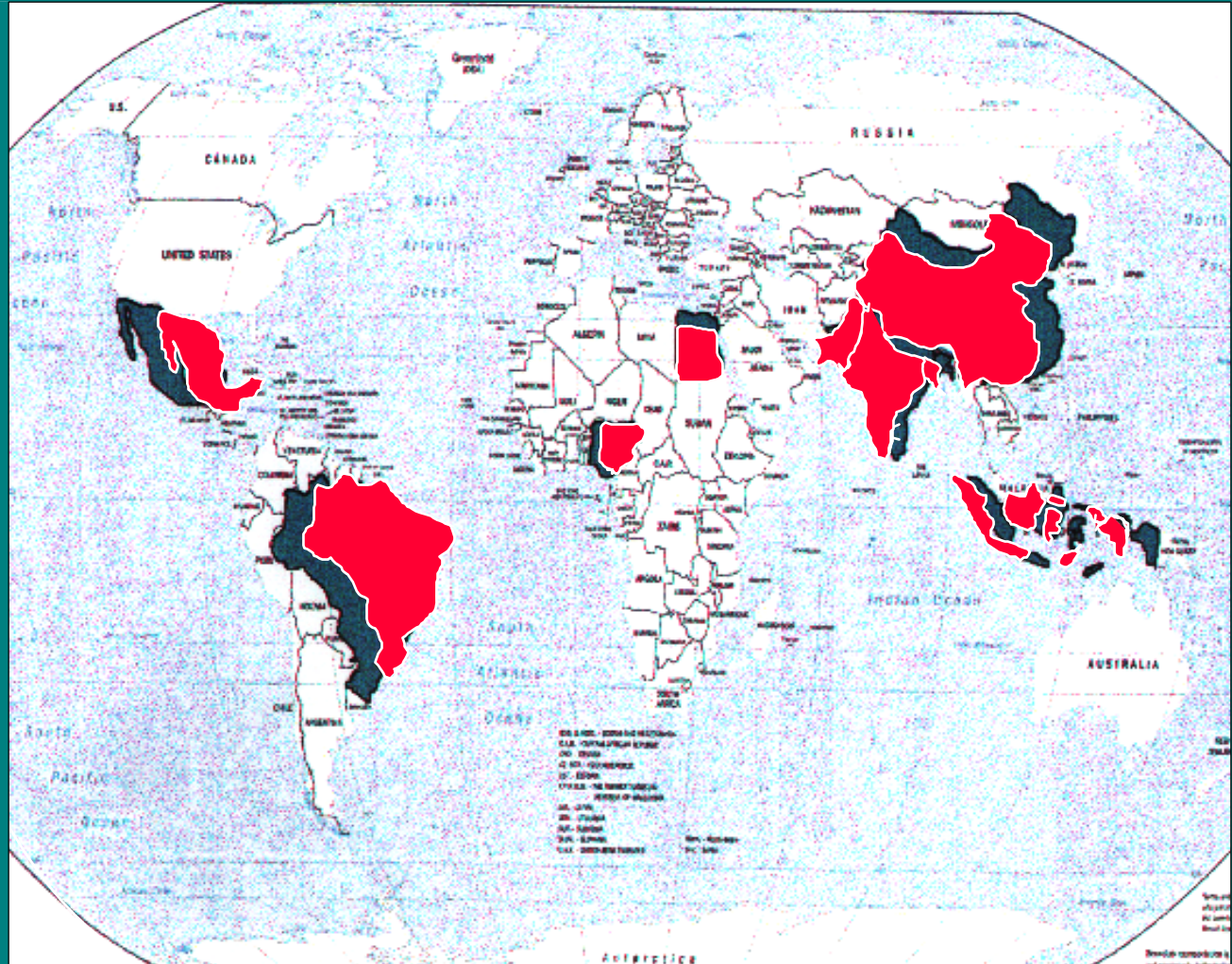
by

Tim Brown

June 10, 1996

The DE9

Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan

Introduction and Background of the Problem

- 900 million adult illiterates
- 72% reside in the nine high-population countries
- Distance education holds the greatest potential to impact basic education for the adult illiterate population
- Television is widely used for distance educational purposes in throughout the DE9
- The DE9 countries rely heavily on Inter-governmental agencies for resources to sustain their educational programs
- There is a lack of information regarding the effectiveness of their educational broadcasts

Problem Statement

Currently in the DE9 countries, there is no evaluation component within the scheme of research and design of educational television programming developed to teach literacy skills to adult learners in marginalized groups.

Research Purpose

The purpose of this study is to develop a set of criteria from which a model can be proposed for use by researchers, program developers and policymakers in the DE9 countries to evaluate distance education programs in literacy skills developed for adults in marginalized groups using the television as the delivery mode.

Research Questions

- What evaluation models, procedures or practices developed to measure the effectiveness of an educational television broadcast can be identified?

Research Questions

- What evaluation models, procedures or practices developed to measure the effectiveness of an educational television broadcast can be identified?

- What common criteria for evaluation of educational television broadcasts emerges from the models, procedures or practices identified?

Research Questions

- What evaluation models, procedures or practices developed to measure the effectiveness of an educational television broadcast can be identified?

- What common criteria for evaluation of educational television broadcasts emerges from the models, procedures or practices identified?

- Are the common criteria which emerge from the models, procedures or practices appropriate for evaluating educational television broadcasts designed for adult learners?

Research Questions

- What evaluation models, procedures or practices developed to measure the effectiveness of an educational television broadcast can be identified?

- What common criteria for evaluation of educational television broadcasts emerges from the models, procedures or practices identified?

- Are the common criteria which emerge from the models, procedures or practices appropriate for evaluating television broadcasts designed for the adult learner?

- What evaluation model, procedure or practice can be proposed for educational television broadcasts in literacy skills designed for the marginalized adult learner residing in a DE9 country?

Importance of the Study

- Of the DE9 countries, five rely heavily on television as the delivery mode for distance education programs in literacy skills for adults in marginalized groups.

Importance of the Study

- Of the DE9 countries, five rely heavily on television as the delivery mode for distance education programs in literacy skills for adults in marginalized groups.

- All five have cited the lack of an evaluation model, procedure or practice to measure the effectiveness of their educational television broadcasts OR

Importance of the Study

- Of the DE9 countries, five rely heavily on television as the delivery mode for distance education programs in literacy skills for adults in marginalized groups.
- All five have cited the lack of an evaluation model, procedure or practice to measure the effectiveness of their educational broadcasts OR
- provide no current data as to whether or not their existing programs are effective.

Conceptual Framework

- What roles do formative and summative approaches to evaluation play in existing models?

Conceptual Framework

- What roles do formative and summative approaches to evaluation play in existing models?

- Are objective measures more appropriate in gathering evaluation data than subjective measures?

Conceptual Framework

- What roles do formative and summative approaches to evaluation play in existing models?

- Are objective measures more appropriate in gathering evaluation data than subjective measures?

- Should the extent to which the adult learner reaches his/her own personal objectives be a critical factor in the evaluation?

Conceptual Framework

- What roles do formative and summative approaches to evaluation play in existing models?
- Are objective measures more appropriate in gathering evaluation data than subjective measures?
- Should the extent to which an adult learner reaches his/her own personal objectives be a critical factor in the evaluation?
- Does the nature of an "open" school or university preclude it from gathering valid and reliable evaluation data on its courses?

Definition of Terms

- *Criteria:* a standard rule or test on which a judgment or decision is made
- *Effectiveness:* a state of having an intended or expected effect
- *Evaluation:* the process of determining the worth or value of something
- *Illiteracy:* limited basic oral and written communication skills as well as a limited capacity for solving complex scientific and/or social problems
- *Marginalized Groups:* an assemblage of persons that have remained unreached or underserved such as girls and women, in and out-of-school youths, adult learners, and remote rural populations
- *Measurement:* the act of measuring…there is no value placed on what is being measured

Descriptive Analysis

Marshall and Rossman (1995) argue that a descriptive analysis is an appropriate research methodology when the researcher seeks to document a phenomenon of interest, asks what are the salient processes occurring during the phenomenon, and collects the data to study the phenomenon through document analysis.
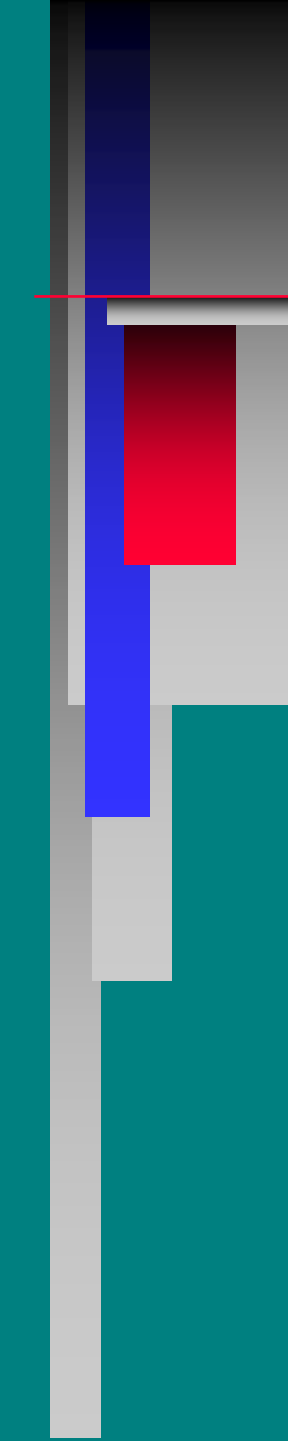
Methodology

- *Data Reduction:* selecting, focusing, simplifying, abstracting and transforming the data compiled through analysis

- *Data Display:* an assembly of information presented in an organized, compressed manner which facilitates the drawing of conclusions in order to act

- *Conclusion Drawing/Verification:* conclusions are drawn throughout the research process and are continually being verified as the study moves forward

Sample and Population

In qualitative research, samples tend to be purposive rather than random because the population is likely to be quite small. The sample is theory-driven either from the beginning or as the research process unfolds. Generalizations in qualitative research are analytical and not sample-to- population.

- The sample for this study will be drawn from a population of evaluation models, procedures and practices developed specifically for educational programming broadcast over the television.
- The sample is purposive, in that the size of the population is likely to be small.
- The sample is grounded in theory because the inclusion of evaluation models, procedures and practices will be for the purpose of specifying a model appropriate for use in the DE9 countries and no others.

Data Collection

The study will include both primary and secondary sources. The primary sources will be the documents used in the analysis and will include:

  models, procedures or practices

  completed evaluation studies

The literature will serve as secondary sources and will review each question within its conceptual frame and provide the basis for the data capture.

Data Reduction:
Coding

During coding the data are broken down into discrete parts, closely examined, compared for similarities and differences, and <u>questions</u> are asked about the phenomena as reflected in the data. For example if the sample includes ten models they may be coded M1, M2, M3 etc..

Data Display
Matrices

Themes and categories used to display the coded data for subsequent analysis are developed from grounded theories drawn from the literature review as it applied to the conceptual frame of each research question. A category will have properties which are the basis for making relationships between categories and subcategories.

Matrix 1A

A Two-way Matrix for the Roles of Formative and Summative Components in Evaluation

Objective	Data Collection		Conducted	
	informal	*formal*	*internally*	*externally*
needs assessment				
production research				
management research				
learner to objective				
objective to need				
effectiveness to costs				

Matrix 1A

A Two-way Matrix for the Roles of Formative and Summative Components in Evaluation

Objective	Data Collection		Conducted	
	Informal	*formal*	*internally*	*externally*
needs assessment	M1 M2 M7 M10	M3 M4 M5	M1	M2 M3 M4 M5 M7 M10
production research	M2 M3 M6 M9	M1 M4 M5 M7 M8 M10	M1 M2 M3 M4 M5 M6 M7 M8 M9 M10	
management research	M3 M4	M1 M2 M5 M6 M7 M8 M9 M10	M1 M2 M3 M4 M5 M7 M8 M9	M6 M10
learner to objective	M5 M9 M10	M1 M2 M3 M4 M6 M7 M8	M1 M2 M7 M10	M3 M4 M5 M6 M8 M9
objective to need	M1 M5 M8 M10	M2 M3 M4 M6 M7 M9	M1 M2 M7 M10	M3 M4 M5 M6 M8 M9
effectiveness to costs		M1 M2 M4 M7 M8 M9 M10		M1 M2 M4 M7 M8 M9 M10

Matrix 1A
A Two-way Matrix for the Roles of Formative and Summative Components in Evaluation

Objective	Data Collection		Conducted	
	Informal	*formal*	*internally*	*externally*
needs assessment	M1 M2 M7 M10	M3 M4 M5	M1	M2 M3 M4 M5 M7 M10
production research	M2 M3 M6 M8	M1 M4 M6 M7 M9 M10	M1 M2 M3 M4 M5 M6 M7 M8 M9 M10	
management research	M3 M4	M1 M2 M5 M6 M7 M8 M9 M10	M1 M2 M3 M4 M5 M7 M8 M9	M6 M10
learner to objective	M5 M9 M10	M1 M2 M3 M4 M5 M7 M8	M1 M2 M7 M10	M3 M4 M5 M6 M8 M9
objective to need	M1 M5 M8 M10	M2 M3 M4 M6 M7 M9	M1 M2 M7 M10	M3 M4 M5 M6 M8 M9
effectiveness to costs		M1 M2 M4 M7 M8 M9 M10		M1 M2 M4 M7 M8 M9 10

Matrix 1B

Activities Associated with Production Research

Formative Activity	Informal		Formal	
	other	*vol. questionnaire*	*pilot*	*other*
production research	M2 M3 M5 M9	M4	M1 M6 M7	M8 M10
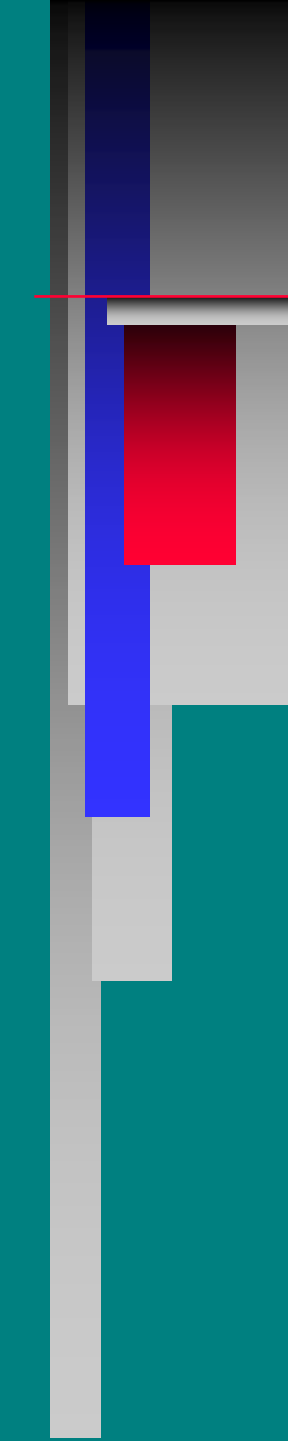
Matrix 1C
"Other" Activities Associated with Production Research

Model	Production Research	
	other informal activities	other formal activities
M2 M3 M6 M9	feedback from content experts feedback from practitioners feedback from tutors/students feedback from tutor/students	
M8 M10		Preview: Likert Scale for practitioners Preview: Likert Scale for tutor/students

Conclusions/Verification
Issues of Validity

Miles and Huberman (1994) address validity in terms of internal and external. Internal validity has to do with issues of the credibility of the findings and external validity has to do with the transferability of those findings.
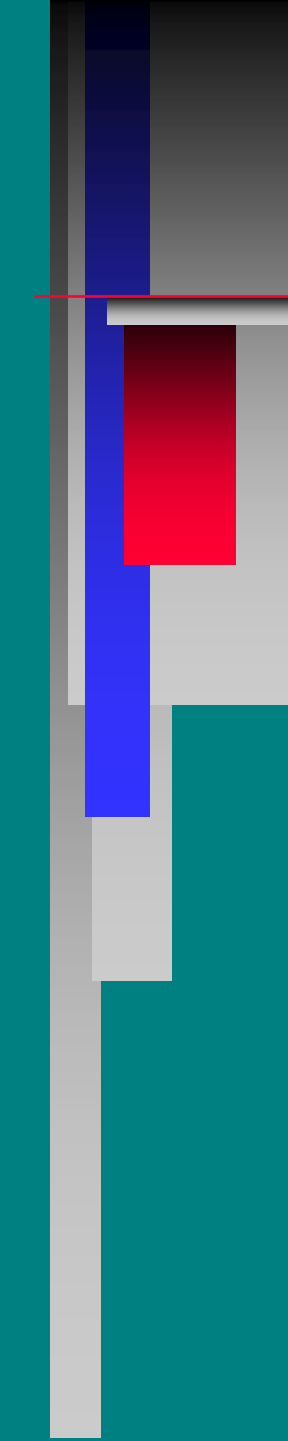
- In as much as this study seeks to analyze rather than to generalize, external validity for this study will be left up to the end-user.

- Since the common criteria which emerges from the models procedures and practices will be based on frequency of occurrence, simple tabulation of the number of occurrences of the data will lend credibility (internal validity) to the researcher's choice of a particular criteria or an association.

Conclusions/Verification
Issues of Reliability

Silverman (1993) maintains that reliability issues in qualitative research arise only through the categories that the researcher uses and suggests the use of a reliability measure called "inter-rater reliability."

- To establish the reliability of the conclusions drawn in this study, the data will be given to three analysts or "raters" with expertise in distance education.

- The raters will be asked to analyze the data according to an agreed set of categories.

- Their reports will be examined and any differences will be reported in Chapter 3 and discussed in Chapter 4 of the dissertation.