

NEW DIRECTIONS FOR PROGRAM EVALUATION  
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# The Qualitative-Quantitative Debate: New Perspectives

Charles S. Reichardt, Sharon F. Rallis

*EDITORS*

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# Qualitative Quantitative Debate New Perspectives For Program Evaluation

**Robert C. Serow**



## **Qualitative Quantitative Debate New Perspectives For Program Evaluation:**

*Handbook of Mixed Methods in Social & Behavioral Research* Abbas Tashakkori, Charles Teddlie, 2003 The Handbook contains a gold mine of articles by leading scholars on what has come to be known as the third methodological movement in social research Aimed at surveying the differing viewpoints and disciplinary approaches of mixed methods this breakthrough book examines mixed methods from the research enterprise to paradigmatic issues to application The book also discusses the strengths and weaknesses of mixed methods designs and provides an array of specific examples in a variety of disciplines from psychology to nursing The book closes with a brief section on how to teach and perform collaborative research using a mixed methods research design Written so that it can be used either as a pedagogical tool or as a reference for researchers the book is rich in examples and includes a glossary easy to follow diagrams and tables to help readers become more familiar with the language and controversies in this evolving area [International Handbook of Educational Evaluation](#) T.

Kellaghan, D.L. Stufflebeam, 2012-12-06 Thomas Kellaghan Educational Research Centre St Patrick's College Dublin Ireland Daniel L Stufflebeam The Evaluation Center Western Michigan University MI USA Lori A Wingate The Evaluation Center Western Michigan University MI USA Educational evaluation encompasses a wide array of activities including student assessment measurement testing program evaluation school personnel evaluation school accreditation and curriculum evaluation It occurs at all levels of education systems from the individual student evaluations carried out by classroom teachers to evaluations of schools and districts to district wide program evaluations to national assessments to cross national comparisons of student achievement As in any area of scholarship and practice the field is constantly evolving as a result of advances in theory methodology and technology increasing globalization emerging needs and pressures and cross fertilization from other disciplines The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe It is the purpose of this handbook to attempt to do this to sketch the international landscape of educational evaluation its conceptualizations practice methodology and background and the functions it serves The book's 43 chapters grouped in 10 sections provide detailed accounts of major components of the educational evaluation enterprise Together they provide a panoramic view of an evolving field **RealWorld Evaluation** Michael Bamberger, Jim Rugh, Linda Mabry, 2011-11-29 This book helps practicing evaluators design and conduct competent evaluation studies while explicitly considering resource and data constraints The book is organized around a seven step model developed by the authors and which has been tested and refined in workshops that cater to a broad spectrum of evaluation practitioners Vignettes from practice and case studies representing evaluations from a variety of geographic regions and sectors demonstrate adaptive possibilities for small projects with budgets of a few thousand dollars or timelines as brief as a few days to large scale long term evaluations with multi million dollar budgets The text is specifically designed to incorporate quantitative qualitative and mixed method designs [Educational Research](#)

Quarterly ,2002      *New Directions for Program Evaluation* ,1978      *The Mixed Methods Reader* Vicki L. Plano Clark,John W. Creswell,2008 In light of the dispersed nature of the mixed methods literature the editors have organized a collection of key discussions and examples of mixed methods research studies in one easy to access location This integrative collection draws from the international literature appearing across diverse research disciplines over the past thirty years      New Approaches to Evaluating Community Initiatives Aspen Institute. Roundtable on Comprehensive Community Initiatives for Children and Families,1995 This book offers a progress report on work accomplished over the last few years in comprehensive community initiatives CCI's a relatively new approach to community revitalization      Program Evaluation Emil J. Posavac,Raymond G. Carey,2003 For upper level undergraduate graduate level courses in Program Evaluation Program Planning Program Administration and Public Administration in departments of Psychology Sociology Criminal Justice Corrections Public Health Public Administration Political Science Human Services Community Nursing Educational Administration Higher Education Substance Abuse Program Administration and Social Work Comprehensive yet accessible this text provides a practical introduction to the skills attitudes and methods required to assess the worth and value of human services offered in public and private organizations in a wide range of fields Students are introduced to the need for such activities the methods for carrying out evaluations and the essential steps in organizing findings into reports The text focuses on the work of people who are closely associated with the service to be evaluated and is designed to help program planners developers and evaluators to work with program staff members who might be threatened by program evaluation

**Program Theory in Evaluation Challenges and Opportunities** Patricia J. Rogers,2000-10-30 This issue explores the current state of program theory as it has developed over the last ten years and examines the role program theory can play in a range of new areas that have recently arisen in evaluation The contributors draw on a review of the literature to discuss the history of program evaluation its diversity in application and its strength and limitations in practice including the special challenges related to causal inference They describe opportunities for program theory to help evaluators in areas such as measuring performance replicating successful programs helping program staff understand the support evaluation and conducting meta analysis They outline a future agenda for program theory evaluation explain why it is essential that there be an increase in real world tests and applications and more This is the 87th issue of the quarterly journal *New Directions for Evaluation*      *The Qualitative-Quantitative Debate* Charles S. Reichardt,Sharon F. Rallis,1994-04-14 But they are not partisans defending ideological turfs they are only individuals trying to come to grips with the challenges that program evaluation faces because of a diversity of principles and practices      **Progress and Future Directions in Evaluation: Perspectives on Theory, Practice, and Methods** Debra J. Rog,Deborah Fournier,1997-01-24 In doing so we must be more cognizant of our responsibility to design and implement our studies with this broader contribution in mind      **Legislative Program Evaluation: Utilization-Driven Research for Decision Makers** Richard Kirk Jonas,1999-04-13 This is the 81st

issue of the quarterly journal *New Directions for Evaluation*      Utilization-Focused Evaluation Michael Quinn Patton, 1997

The latest edition of this bestselling book has been completely revised and updated to provide the most comprehensive review and integration ever done of the vast literature on evaluation use and practice      **Advances in Mixed-Method**

**Evaluation: The Challenges and Benefits of Integrating Diverse Paradigms** Jennifer C. Greene, Valerie J.

Caracelli, 1997-06-16 Evaluation theory and practice today are characteristically pluralistic embracing diverse perspectives

methods data and values within and across studies that aim to generate more insightful and meaningful evaluative claims

This volume of *New Directions for Evaluation* seeks to strengthen the promise of pluralistic evaluation by advancing an enhanced conceptual framework for planning and implementing mixed method evaluation studies Previous mixed method work has concentrated on the technical level of method focusing on combining qualitative and quantitative methods within one evaluation study

The present mixed method volume addresses the philosophical level of paradigm analyzing the challenges of combining in one study different even conflicting assumptions about the nature of social phenomena and our claims to know them The volume argues for a shift in the mixed method conversation The shift would be away from a preoccupation with explicit assumptive differences among paradigms such as objectivity subjectivity and realism relativism

and toward other characteristics of social inquiry traditions Such characteristics define these traditions in important ways but are not logically irreconcilable The significant advance here is to redirect the bases for mixing methods away from what may well be incommensurable philosophical assumptions and toward other inquiry characteristics that can more productively share a common analytic space

Through analysis of illustrative cases this volume presents an array of conceptual and practical ideas for promising mixed method inquiry directions This is the 74th issue of the quarterly journal *New Directions for Evaluation* For more information on the series please see the Journals and Periodicals page      *Evaluation Research*

*Methods* Elliot Stern, 2005-01-21 Evaluation is a set of research methods and associated methodologies with a distinctive purpose They provide a means to judge actions and activities in terms of values criteria and standards This collection offers a complete guide to evaluations research methods VOLUME ONE Foundations Issues in Evaluation VOLUME TWO Evaluation Practice for Engagement VOLUME THREE Explanatory and Economic Models VOLUME FOUR Strengthening Policies and Programmes      *Program Evaluation Handbook* Robert C. Serow, 1998      **Standards-Based and Responsive Evaluation**

Robert E. Stake, 2004 We can be grateful that Dr Stake decided to cap his distinguished career by sharing his ideas in writing This is a book that evaluators will want to have in their personal library It tells us a lot about our field highlights contrasting ways of evaluating without pitting one against the other and manages to remind us why many of us chose this line of work in the first place EVALUATION AND PROGRAM PLANNING Authored by a master writer and evaluator Standards Based and Responsive Evaluation explores the many conceptual choices an evaluator needs to make when doing an evaluation devoting attention to stakeholders weighing ethical risks and writing a useful report The book begins with the main strategic choices

an evaluator needs to make between approaches quantitatively by explicating criteria needs standards and performances or qualitatively by studying the activity aspirations problems and accomplishments of the participants and critical observers After reading the text students will have a better appreciation of evaluation as a process that needs to be custom fit to the situation Throughout the book Stake presents evaluation as a series of choices for the reader To remain independent or to join with program staff or stakeholders To value personal experience as evidence or to shun it as biased To aid development formatively or to assess the existing program summatively To use issues goals gains efficiency or problem solving as the key conceptual structure To invest small or large in trying out and validating data gathering procedures To support the standards and ethical codes of professional associations Standards Based and Responsive Evaluation will prove an essential text for program evaluation courses in education nursing social work psychology sociology communication and anthropology Experienced researchers and professional evaluators will also find this an invaluable reference for a more experiential interpretive approach to evaluation work and policy setting Key Features Provides readers with the tools they need to make choices while practicing evaluation Employs quotations poetry and cartoons to help the reader experience the concepts of evaluation Includes boxed examples from a variety of cases giving readers the opportunity to compare an actual evaluation situation with one in which they may be engaged Allows readers to access extensive examples of evaluation reports coding excerpts and more through a complementary Web site appendix

*Evaluation Country Development Policies and Programs* Robert Picciotto, Ray C. Rist, 1995-10-02 This issue of *New Directions for Evaluation* deals with the special evaluation problems of programs in the developing world Over the last two decades the framework of economic and social development policy and practice has been transformed This is due in part to evaluation lessons which have helped to shape the new development priorities toward sustainability participation and insitutional development In turn evaluation must deal with the consequences of a more demanding agenda a more fractured development constituency and a vastly more complex set of analytical questions This publication presents the views of development policy makers practitioners and evaluators on the kinds of adjustments needed in the approaches instruments and processes used by development evaluators The chapters were discussed in draft form at a Conference on Evaluation and Development hosted by the world Bank in Washington D C in December 1994 The resulting collection offers a consistent framework for further debate and proposes new emphases for development evaluation This is the 67th issue in the journal series *New Directions for Evaluation* For more information on the series please see the Journals and Periodicals page

**Guiding Principles for Evaluators** William R. Shadish, 1995 The volume ends with a look to the future to the sorts of issues and activities that we should keep in mind for the continued use and development of these principles

*Emerging Roles of Evaluation in Science Education Reform* Rita G. O'Sullivan, 1995

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