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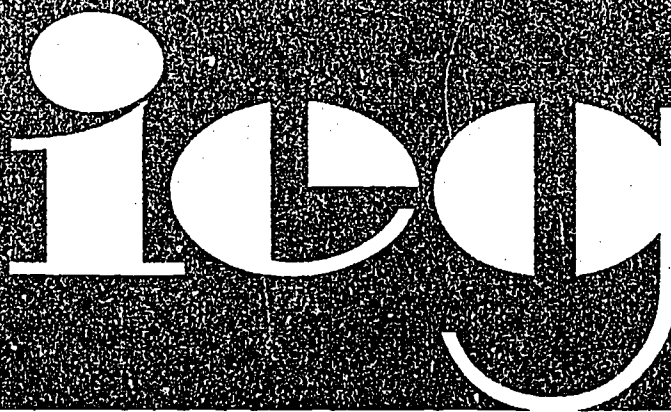
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ABSTRACT

This guide was developed to help improve the decision-making ability of educators who evaluate innovations. It suggests evaluative criteria for assessing an educational innovation. The format allows the evaluator to analyze the benefits and costs of an innovation step-by-step by providing information for the applicable innovation characteristics. Developers and promoters of exemplary innovations could use the categories in the guide to furnish consumer information on their products. A worksheet for major cost items is included. A related document is available as VT 015 606 (RIE, January 1973). (MF)

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INNOVATIONS EVALUATION GUIDE

**an evaluation tool for
innovation consumers
in vocational-technical
education**

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WHAT IT IS

The Innovations Evaluation Guide is an instrument to help improve the decision-making ability of educators who evaluate innovations. The Guide classifies innovations by their characteristics in a manner which facilitates their evaluation by potential adopters.

WHY IT WAS DEVELOPED

Educators often lack pertinent information upon which to base their decisions. Use of this Guide will reduce the risk of failure due to an oversight in considering essential information. This aid to making a more rational decision suggests evaluative criteria for assessing an innovation.

HOW IT WORKS

The format of the Guide allows the evaluator to do a step-by-step analysis of the benefits and costs of an innovation. By providing information for the applicable characteristics, the evaluator can gain support and approval from those who are affected by his decision. Developers and promoters of exemplary innovations can use the categories in the Guide to supply consumer information on their products.

WHO CAN USE IT

The Guide can be used by any educator who has the task of evaluating innovations. Potential users include such people as classroom teachers, school administrators, state supervisors of exemplary programs, local educational agency project directors, state department personnel, teacher educators, research and development center personnel, and research coordinating unit personnel.



WHEN TO USE IT

Educators should find the Guide most helpful when an innovation needs to be considered for adoption. It can also be useful as an evaluation tool to assess an innovation which is in the trial stage of adoption.

WHAT IT IS NOT

This Guide does not attempt to assess community or organization needs for innovations. The identification of problems and the mobilization of resources are the prerogatives of decision-makers in educational agencies.

Since the purpose of this Guide is to assess innovations rather than local situations, the educator must know his needs and be able to identify problems which exist. At this point, the Guide is useful in evaluating innovations as possible solutions to the perceived problems.

Information on the development of the Innovations Evaluation Guide can be obtained from the Final Report, The Classification and Evaluation of Innovations in Vocational and Technical Education, Research Series No. 71. This research was conducted at The Center for Vocational and Technical Education, The Ohio State University, by William L. Hull, principal investigator, and Randall L. Wells, research associate.

A limited number of single copies are available upon request from the Product Utilization Specialist at The Center. Permission to duplicate this Guide will be granted by The Center upon request.



BENEFITS

INDIVIDUAL PUPIL GROWTH

- Rate of Learning
What effect will the innovation have on the rate of student learning?
- Scope of Learning
How does the innovation affect the number and type of learning experiences and/or skills to which the students will be exposed?
- Attitude
What effect on attitudes can be attributed to the innovation (i.e., community, students, teachers, administrators)? Are there any experiences which assist the students in the development of their self-concepts and their abilities to relate to other individuals?

PROGRAM OPERATIONS

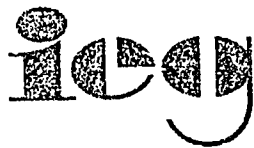
- Efficiency
What information is available which will allow a cost/benefit analysis of the innovation? How does this analysis compare to the present status or other alternatives?
- Effectiveness
What evidence indicates the innovation can achieve the required objectives to our satisfaction?

SOCIETY AND THE ECONOMY

- Entry and Advancement in an Occupation
What effect does the innovation have on increasing the opportunities to acquire job entry skills? Does the innovation include activities which will contribute to promotion and satisfaction on the job?
- Economic and Social Efficiencies
What effect will the innovation have on productivity and costs to society in relation to such items as wages, occupational mobility, and school dropout rate?
- Social Values
What attempts will be made to create an awareness of society in the students through the teaching of concepts concerning institutions, laws, cultures and social problems?
- Community Involvement
What benefits will accrue to the school and community after installing the innovation? What effect will the innovation have on such items as school and community relations, and the public image of the school?

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CREDIBILITY

- **Validity**
What evidence indicates that the innovation can achieve its objectives?
- **Reliability**
Where has the innovation been tested previously? How similar are these settings to our situation?

ASSURANCE CONTRACT

- **Warranty**
To what extent does the developer and/or promoter warrant the soundness of the innovation? Who is responsible for assuring the services of the innovation?

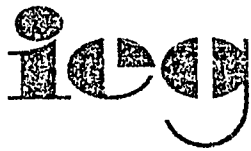
What types of consultation and services are provided by the sponsoring agency to warrant the product?

COSTS

FUNDING

- **Costs**
What is the cost per unit over time? Will the innovation involve a saving?
- **Sources of Dollars**
How can the innovation be funded? Must the cost be borne locally, or is assistance available wholly or in part from state, federal, or public sources such as foundations? What are the possibilities of reallocating present budget items to accommodate installation?
- **Availability of Dollars**
What processes and/or procedures must be followed to acquire the necessary funding? Is the local educational agency in a position to expend its own money and be reimbursed later, or are funds from other sources available prior to expenditure?
- **Proportion of Dollars Available from Different Sources**
In what proportion are funds available from other sources? Do matching funds have to be local funds?
- **Limitations of Use of Other than Local Funds**
What limitations are placed on the use of other funds? Can funds be used for instruction only, equipment and instruction, or equipment, supplies and instruction? Can funds be used for items such as construction, food, transportation or consultants?

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TIME CONSIDERATIONS

• Installation Time

How much time does it take to get the innovation working?

• Lead Time

What deadlines are placed on activities prior to the operating date? How much time is necessary to order and receive items such as texts and materials? How much time is necessary to order, receive, and install equipment? Will the innovation require teacher orientation or advanced teacher planning time?

• Planning Time

How much time must be devoted to planning by a teacher, coordinator or administrator during each week?

• Operation Time

What amount of time is required by the innovation in daily preparation, classroom activities, meetings, etc.?

• Cyclical Considerations

What characteristics of the innovation dictate that it be installed at a particular time during the calendar or academic year?

INSTALLATION CONSIDERATIONS

• Acceptance

What barriers can be anticipated from the community, school personnel, or students concerning the installation of the innovation?

• Complexity

What is the extent of involvement necessary to install the innovation? How many staff members, students, schedules, classrooms, laboratories, or schools are involved?

• Divisibility

What are the requirements concerning extent of installation? Can it be trial tested by the adopting unit before complete installation of the total product?

• Policy Changes

What changes in policy on the state and local level are necessary in order for the innovation to be successful? (i.e., procedure for a field trip on local level; certification changes on state level)

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Evaluate These Conditions



INSTALLATION CONSIDERATIONS (cont.)

- **Degree of Development**
Is the innovation in an installable form or does it require more development? Are additional materials or training activities necessary?
- **Feasibility**
What evidence is there to indicate that the innovation will work in our situation?
- **Adaptability**
What adjustments can be made to meet local conditions without damaging the authenticity of the innovation?

ORGANIZATIONAL CHANGE

- **Disruption of Routine**
What interruption of routine is required by the innovation due to rescheduling of classes, retraining of teachers, sharing of facilities, etc.?
- **Effect on Staff Organization**
What effect will the innovation have on the present structure? Does it create a need for a separate division or department?
- **Role Change for Individuals**
What changes in duties and/or responsibilities are necessary for successful operation of the innovation?
- **New Relationships among Groups**
What new kinds of relationships among departments or grade levels will be necessary for successful operation of the innovation?

PERSONNEL NEEDS

- **Quantity of Staff**
What additions to the staff are required? How many part-time or full-time people per unit are needed?
- **Teaching or Other Experiences**
What staff experiences are necessary for successful operation of the innovation? Do leaders need to have a knowledge of the community?
- **Personnel Development Required by the Innovation**
What requirements are necessary for the development of certain role attitudes, skills, and competencies not presently possessed by personnel? Is the present staff capable of, and willing to handle the personnel development necessary for the success of the innovation? Are consultants available?

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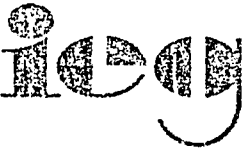
SPACE REQUIREMENTS

- Space (Housing)
Are present facilities sufficient? If not, what physical facilities are necessary to house the innovation?
- Space (Land Use)
What acreage is necessary for installing the innovation?
- Arrangement of Space to Other Programs
Does the success of the innovation require close proximity to ongoing programs or present facilities? On the other hand, is a separate location desirable?
- Acquisition of Needed Space
What are the options to acquiring needed space for the innovation? (i.e., donation, purchase, lease, rent, build)

EQUIPMENT REQUIREMENTS

- Hardware
What are the major items of equipment or their components necessary for the operation and success of the innovation?
- Software
What supplies are necessary for the operation of the innovation?

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WORK SHEET FOR MAJOR COST ITEMS

Types of Costs	PHASES					
	Planning		Installing		Continuing	
	Innovation	Alternative	Innovation	Alternative	Innovation	Alternative
Personnel: Administrative						
Instructional						
Clerical						
Consultant						
(Other)						
Facilities: Building Space						
Equipment						
Supplies and Materials						
(Other)						
Operating Expenses: Travel						
Printing and Communications						
Repairs and Maintenance						
Overhead						
(Other)						
Sub-totals						

*per Unit (i.e., cost per pupil, cost per school, or cost per state, etc.) *Per Unit/Per Time
 Per Time (i.e., per instructional hour, per year, etc.)



CHECK LIST

The Innovation will benefit:

- | | |
|---|---|
| <input type="checkbox"/> Students | <input type="checkbox"/> The State |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> The Economy |
| <input type="checkbox"/> Administrators | <input type="checkbox"/> Society |
| <input type="checkbox"/> The School | <input type="checkbox"/> Program Operations |
| <input type="checkbox"/> The Community | <input type="checkbox"/> (Other) _____ |

The Innovation is:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Acceptable | <input type="checkbox"/> Valid |
| <input type="checkbox"/> Feasible | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Warranted |
| <input type="checkbox"/> Divisible | <input type="checkbox"/> (Other) _____ |

The installation requirements are:

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Funding | <input type="checkbox"/> Organization Change |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Policy Change |
| <input type="checkbox"/> Housing | <input type="checkbox"/> (Other) _____ |
| <input type="checkbox"/> Equipping | _____ |

THE OBJECTIVES FOR THIS INNOVATION ARE: