

A CRITICAL ANALYSIS OF A PROGRAM EVALUATION: A CASE STUDY ON THE EFFECTIVENESS OF A TEACHER TRAINING PROGRAM

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ABSTRACT

Conducting a program evaluation is a complicated process and it is always not an easy task. A good evaluation would provide useful and important information to different stakeholders including trainers, participants, management, government, professional etc. The process and procedure of selecting appropriate criteria to measure the effectiveness of a training program are often not well defined, particularly what impact of the training program has made in terms of the process of developing knowledge and skills, attitudes towards particular conception, actual behavior change and even more long term impact. This article proposes to evaluate the program effectiveness of a teacher training program offered at one of the University in Hong Kong by using the Kirkpatrick's four-level model (Kirkpatrick 1959a; 1996a). The four level model consists of four evaluation criteria: *reaction*, *learning*, *behavior* and *results*, and each criterion measures different level of impact. The focus of the study is to illustrate the process of how each criterion of the model can be adapted in this context. An overview of evaluation framework, along with examples of evaluation components at each level, are described in order to gain more understanding on the application of the model. Critical analysis is performed on the appropriateness and usefulness of the model when it is being applied. The limitation of the model is also addressed and suggestion on model modification is made for better implementation of the program evaluation of our teacher's training program offered at this University. Although the emphasis of this article is on teacher training program, the ideology and principles of the evaluation framework will be applicable to different levels and types of educational programs.

Keywords: Program evaluation, Higher education, Kirkpatrick model, Teacher training.