

INAUGURAL LECTURE ABSTRACT

EVALUATE, LEARN, SHARE AND INNOVATE

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Abstract

Evaluation is as old as creation, and it has become essential tool for improvement and development of the world as seen in the Bible. Evaluation is a veritable tool for management. All of life has to do with management, therefore, evaluation is an everyday undertaking meant to help humans to continuously improve on whatever they do. Essentially, evaluation is holistic and done scientifically and systematically too. It requires instruments/scales to collect relevant data, to be analysed for relevant information to inform the appropriate decision-making for necessary action to remedy any discovered programme implementation or other forms of anomaly in whatever, the object of evaluation is. Evaluation like education is a life-long and life-wide undertaking and as such cuts across all spectra of life. It is used to determine accountability and also for quality assurance. It must be planned and be in-built in the object to be evaluated from the outset: policy formulation and implementation, curriculum design and implementation, organisational/institutional policy, programmes and management. Evaluation engenders effectiveness and efficiency of all human undertakings including learning.

Evaluation has to be designed before implementation. It is basically of two main types, and each with its variants. They are formative (developmental) and summative types of evaluation. All variants fall within either formative or summative, depending on the purpose or decision to be derived from an evaluation exercise. It is formative when the decision to be so derived is, for instance, improvement and remediation, while it is summative, if it is for termination and continuation of a thing, or for certification or placement of a person. For evaluation to be carried out, relevant tools are chosen or developed, based on the purpose of the evaluation, the questions and/or hypotheses to be addressed, the nature of the programme's or institution's universe that will respond to the evaluation questions, the envisaged analytical tools that can be used to appropriately address the questions/hypotheses, etc. One has had the opportunity to teach questionnaire and rating scales design whereby we devised assessment-based method for constructing instruments. The report of this practice was given at a symposium organised by the Spain-based Tuning Africa in Ghana in 2016 on sponsorship. The method was found effective for those who applied it.

Learning is inherent in all evaluation exercises: about how the implementers and implementation had fared, why and who was responsible for what and how to improve. Learning involves sharing and subsequently innovating to improve or advance. Thus, in our efforts, we have worked on eliminating or minimising examination malpractice, for which we evolved stakeholders' model for curbing examination fraud as only all stakeholders' participation in fighting the menace stakeholders can reduce the incidence. We have equally suggested stakeholders' model for fund management in Nigerian public universities, time management model for distance learners, trans-national collaborative public examining in Africa and utilising school-based assessment to improve learning attainment and effectiveness. We concluded from

our numerous works that evaluation is a tool for engendering learning and policy/programme effectiveness.

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