In the article, the importance of evaluation for shaping an educational program was highlighted. If an ability to be applied to practice is the crucial aspect for assessing the quality of evaluation as Patton (2008) suggests, how should it be studied? How should methodologically correct evaluations without any direct effect on evaluated programs be assessed? How should methodologically incorrect evaluations with a strong positive effect on a program be assessed? And how can we assess whether the effect of evaluation on a program was really positive? At the time of rising awareness of the importance of program evaluation as an area of applied social science research, these questions should be answered by evaluators’ community.

References


Appendix A. Test of pro-environmental behavior

- Do you recycle waste in school?
- Do you participate in conservation actions in your leisure time?
- Do you close a water tap when you are brushing your teeth?
- Do you turn off your computer when you finish your work?
- When you are leaving the room, do you turn off the lights?
- Do you drink tap water?
- Do you bring your own bag for shopping?

Appendix B. Interpretation of the program

When people speak about The Green School, what is the strongest experience you will have in mind?