

# [Methods during learner evaluation](https://assignbuster.com/methods-during-learner-evaluation/)

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The paper " Methods During Learner Evaluation " is an outstanding example of an education article. The focus of this essay is to discuss the method of data collection utilized in the study, “ An Evaluation of a Service Learning Model for Criminal Justice Undergraduate Students” (Hirschinger-Blank, Simons, & Kenyon, 2009). The study aims to determine whether there are “ differences in the academic learning and personal and interpersonal development from the beginning to the end of the semester for service learning students” (Hirschinger-Blank, Simons, & Kenyon, 2009, p. 63). Furthermore, the study’s objective is to ascertain whether there are “ differences in preferences for participation in service-learning from the beginning to the end of the semester for service-learning students” (Hirschinger-Blank, Simons, & Kenyon, 2009, p. 63). Thirty-two university students participated in the study by carrying out their service-learning activities at a county juvenile detention center for a period of 10 to 15 weeks. To evaluate the differences in the service-learning outcomes, the triangulation mixed-methods design was used (Hirschinger-Blank, Simons, & Kenyon, 2009). Under this method, both qualitative and quantitative data are collected to understand the problem being investigated. This method makes the qualitative results more reliable through the quantitative data gathered (Hirschinger-Blank, Simons, & Kenyon, 2009). The qualitative data were analyzed through the constant comparative method developed by Glaser and Strauz (Hirschinger-Blank, Simons, & Kenyon, 2009). On the other hand, the evaluation of the quantitative data, that is, the changes in the attitudes and skills before and after the service was done using the paired t-tests. Pre- and post tests surveys were conducted among the service-learning students. The research’s results reveal that there was an increase in the political awareness and course value among the students but there was a decrease in their problem-solving skills (Hirschinger-Blank, Simons, & Kenyon, 2009). The study also showed that the students’ attitudes on diversity and their interpersonal, personal and intellectual development are influenced by service-learning (Hirschinger-Blank, Simons, & Kenyon, 2009).