

# 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

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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).