

English Abstracts

Simone Ledermann, Fritz Sager: Problem Understood, but Not Resolved – The Use of Coupling the Evaluation of Concept and Implementation: The Case of the Strategy for „Migration and Health“, pp. 7-25

The presented article considers the link between the evaluation of a program concept and of its implementation. The evaluation of the Swiss Strategy for „Migration and Health“ is used as an example to illustrate the benefit that derives from combining the evaluation of the program implementation with an assessment of the program concept. Thanks to the separate evaluation of concept and implementation, a lack of program impact can be attributed to policy failure on the one hand and/or implementation failure on the other hand. Furthermore, the combination of the two perspectives is necessary to draw appropriate and realistic lessons for further program development. Therefore, this contribution underlines the need for global evaluations.

Sandra Pöschl, Nicola Döring, Hans-Joachim Böhme, Christian Martin: Human-Robot-Interaction in Do-It-Yourself-Stores – Formative Evaluation of a Mobile Shopping-Robot, pp. 27-58

Against the background of the current development status and state of research of shopping assistants, the study presented deals with a formative and summative evaluation of an interactive, mobile shopping-robot for do-it-yourself-stores. During the first, formative phase of the project, the robot was tested for adequate human-robot-interaction with $n = 39$ subjects. Usability tests, direct observations and oral interviews were used. Technical malfunctions were discovered and amended. In general, the robot's voice output, its mobility as well as its interaction with people were for the most part experienced as fitting. During the second, summative phase of the project, utility, enjoyment and acceptance of the optimized shopping-robot were tested by the means of covered field observations and oral interviews with $n = 237$ customers in the do-it-yourself-store. All in all, the robot was rated as useful and being fun. The acceptance among users, non-users and people who aborted the interaction was relatively high.

Petra Wagner, Barbara Schober, Margit Kanka, Christiane Spiel: Program Evaluation in the Kindergarten: Challenges for Evaluators, pp. 59-74

This paper deals with the challenges of a program evaluation in the educational institution ‚kindergarten‘, and discusses the following challenges for evaluators: (1) conducting an explication of aims, (2) developing a custom-made evaluation design, (3) developing a suitable evaluation tool, (4) reporting the evaluation results. We illustrate the methodical approach of a program evaluation on the basis of concrete examples and reflect it against the background of the standards for evaluation of the German Society for Evaluation (2002).

Stephan Blank, Oded Löwenbein: How Can Evaluation Support Managing Projects by Implementing Learning Processes, Using System Theory and Network Approach? pp. 75-85

The interaction of project management and evaluation of time restricted programs can reach from separation to implementing learning processes. Which option, under which circumstances has high probability of realization is reflected against the background of system theory, network approach and Chen's theory-driven evaluation model. Central result is that chances for a successful 'irritation' through evaluation increase, if the evaluation is part of the project network and a trustful cooperation of project management and evaluation has already taken place when designing the program theory together.

Martin Lang: Increase of Teacher's Cooperation by Innovation Projects in Schools – Findings of the Project SKOLA, pp. 87-106

There are only a few empirical findings about the intensity and quality of teacher's collaboration in German research so far. None of them are concerning the vocational education. This desideratum for research should be reduced with the presented study. The focus of this study is to get findings about the relations between initializing and implementing pedagogical innovations in vocational schools and the frequency and quality of teacher's collaboration. Based on a theoretical modeling a survey in 70 vocational schools in Germany provides evidence for different types of collaboration and their requirements.