

The International Handbook of Evaluation and Assessment in Education

This international handbook is edited by outstanding experts in the field and organised by an editorial board and section editors.

Objective and Scope

The main objective of the handbook is to provide a comprehensive up-to-date compilation of important issues of and around evaluation and assessment in education through rigorously reviewed top-quality contributions from key researchers, policy-makers and practitioners all over the world. It should provide readers with an understanding of the rich contextual nature of evaluation and assessment in education. The volume is theory-oriented and methodology-based and seeks to bridge the gaps among research, policy-making and practice.

Target Group

The target group comprises researchers, policy-makers and practitioners.

Content

In the following, we present an overview of the proposed table of contents, including parts, sections, and examples of potential chapters/content. A more detailed table of content including more differentiated further themes can be sent to you upon request. Further suggestions from possible authors will be included at a later stage in the process.

Part I: Theories of Evaluation and Assessment

Section 1: Theories

Introduction
Historical Development
Critiques
Trends and Hot Issues

Section 2: Types and Models

Overview
Theories
Examples

Part II: Methodology

Section 3: Methodology

Design
Project Management
Questions of Organization

Research Design
Data Collection
Analysis
Reports/Reporting

Section 4: Quantitative Methods

Methodological Orientation
Data Collection
Analysis
Data Analysis Software
Issues in Quantitative Evaluation and Assessment
Different Methods

Section 5: Qualitative Methods

Methodological Orientation
Data Collection
Analysis
Data Analysis Software
Issues in Qualitative Evaluation and Assessment
Different Methods

Section 6: Mixed Methods

Approaches to Mixed Methods
Data Analysis Software
Quantitative vs. Qualitative Methods
Different Methods

Part III: Principles, Standards and Quality

Section 7: Principles and Standards

Standardization of Evaluation and Assessment
Processes
Presentation and Comparison of Standards
Purpose, Possibilities and Use of Standards
Critical Voices to Standards
Alternative Routes of Standards
Examples of Standards from Associations of
Assessments and Evaluations

Section 8: Impact/Effect

The Role of Assessment and Evaluation in Policy-
Making/Institutional Framework
Professionalization of School Practice
Possibilities and Boundaries (Challenges) in
Evaluating Impact
Effect Measurements - Possibilities and Limits

Section 9: Professionalization

Professionalization and Change of Role of
Evaluators
Selection, Education, Designation and Credentialing
of Evaluators
The Autonomy of Evaluators

Section 10: Evaluation of Evaluation and Assessment

Meta-Analysis
Current Discussions about/in the Field of
Methodology of Evaluation and Assessment
Synthesis of Evaluation and Assessment

Section 11: Research on Evaluation and Assessment

Examples of Research on Evaluation and
Assessment

Part IV: Practical Issues

Section 12: Commissioning of and Applying for Evaluation and Assessment

Financial, Institutional and Strategic Frameworks
The Balancing of Political and Methodological
Choices
Applied Research vs. Pure Research

Section 13: Collaboration

Partnerships
Expectations from Commissioners and Contractors
Stakeholder Involvement
Participants

Section 14: From Assessment and Evaluation to Research

Dissemination and Utilization of Findings
Assessment and Evaluation as Part of Quality
Management
Capacity
Different Methods for Different Sectors
Centralization/Decentralization of Responsibility

Section 15: From Assessment and Evaluation to Development

Evaluation and Assessment that Make a Difference

Part V: Examples of Evaluation and Assessment

Section 16: Areas of Evaluation and Assessment in Education

Educators' continuing professional development
Curriculum development and enactment
Subject teaching and learning
Vocational education and training
Early childhood education
Higher education
Special education
Policy studies and politics of education
Partnership, communities, families, and schooling in
education
Inclusive education, education for equity and social
justice

Section 17: Regional similarities and differences

Country/Regional Reports
Similarities and Differences between
Countries/Regions based on Standards, Issues,
Professionalization, Methods, etc.

Section 18: Other Fields of Evaluation and Assessment Research and Practice

e.g.
Social Work/Public Policy
Private Sector
Equity, Equality and (Social) Inclusion

Culture and Culture Politics
Sustainable Development
Research, Technology and Innovation Policy
City and Regional Development
Prevention and Health Promotion
Economy
(New) Public Management

Part VI: Toolbox

Section 19: Toolbox

Summary of Success Factors in Evaluation and
Assessment
Web-based material

Process for Call for Proposals

We will follow a two-phased process.

1. Suggest ideas for topics or possible other authors for further chapters and submit an abstract of chapter

In the first step, possible authors and experts are invited to submit *ideas for topics or possible other authors for further chapters*.

Moreover, possible authors are invited to submit *an abstract of their potential contribution (500-words)*.

This abstract will be reviewed by section editors/ editorial board and editor-in-chief. Received abstracts will be given an approval with or without modifications or a rejection. Feedback will be given to all confirmed contributors to avoid unintended overlap or redundancy.

2. Submit full chapter manuscripts

In the second step, confirmed authors will be invited to hand in full chapter manuscripts. Submitted chapters will go out to reviewers in a double-blind review process.

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