

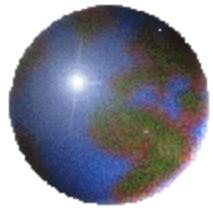
Cultural Issues in the the Evaluation of Continuing Judicial Education Courses

Mary Frances Edwards
Baghdad, Iraq

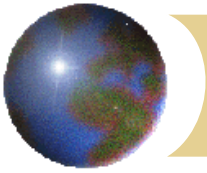


Evaluation

Livingston Armytage describes education evaluation as “making informed judgments on the overall value of a learning program and whether or not the program accomplished what it set out.”

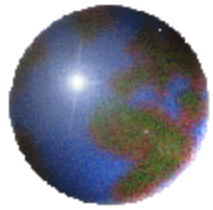


How many people in the audience evaluate their CJE courses?



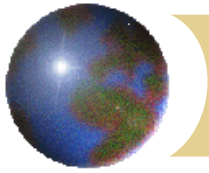
- ✚ Evaluation is one of the most culturally sensitive tasks in CJE
- ✚ Acceptable methods vary from country to country





Kirkpatrick's Four Levels of Evaluation

Reaction, Learning, Behavior, and Results



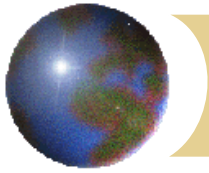
Level One - Reaction

- ✦ Oral comments
- ✦ Written form at end of course
- ✦ Immediate reaction to the educational experience
- ✦ Usually includes questions about what other courses and topics the learner wants



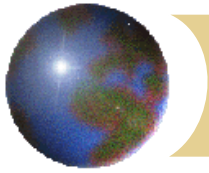
Level Two - Learning

- ⊕ Test or post-course evaluation to determine knowledge retention at the end of the course or days or months afterwards
- ⊕ Measures what knowledge or skills they acquired and kept
- ⊕ Culturally sensitive because adults do not like to be tested
- ⊕ Assesses what more needs to be learned



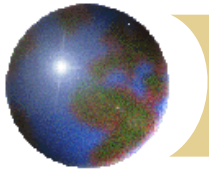
Level Three - Behavior

- ✚ Assesses whether there have been any behavioral changes as a result of the education program
- ✚ Done by observation or interviewing
- ✚ Difficult to do because judges do not like to be watched
- ✚ Valuable because assess what more needs to be learned



Level Four - Results

- ✚ Tries to identify whether the education generated change in the learners' organization
- ✚ Analyze written decisions, number of appeals, amount of tie needed to decide
- ✚ Requires base to compare before and after



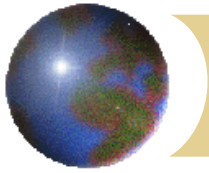
Feedback

✚ Oral

- Informal
- Spontaneous
- Not anonymous
- Subjective

✚ Written

- Formal
- Deliberate
- Can be anonymous
- Quantifiable



Monitoring

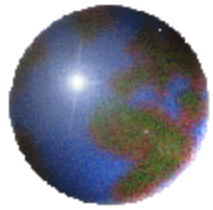
- ✚ Verifies or disputes Level 1 evaluations
- ✚ Provides context



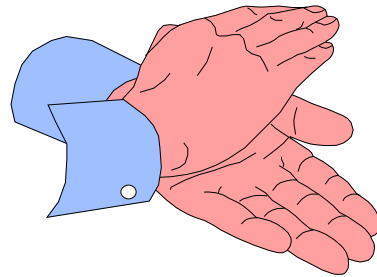
Cultural Attitudes

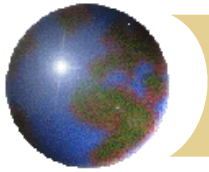
- ⊕ Freedom of speech
- ⊕ Respect for elders
- ⊕ Protocal
- ⊕ Generosity
- ⊕ Bias
- ⊕ Fear





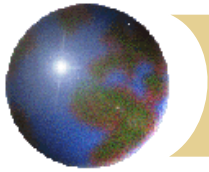
Why would an audience member refuse to criticize?





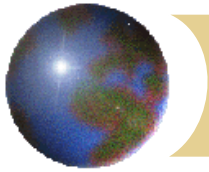
Reasons Not to Criticize

- ✦ It would hurt his (speaker or course chair or designer) feelings (particularly prevalent when organizers and speakers donate their time)
- ✦ It would be disrespectful to criticize an elder.
- ✦ I am not qualified to comment on an instructor's presentation (particularly prevalent if the speaker is a judge or law professor).



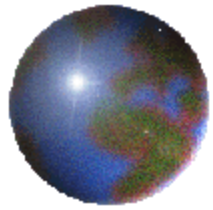
Reasons Not to Criticize

- ❖ He will not be asked to teach again (extremely important in countries in which CJE presenters are paid).
- ❖ It could go in his personnel file or it could go in my personnel file.
- ❖ He will take revenge on me (us, the whole audience).

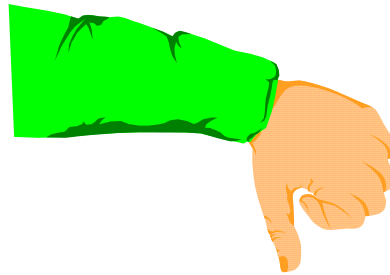


Reasons Not to Criticize

- ❖ The presenter or funder won't do the program again, and other people need it.
- ❖ My [employer, court] will find out it was not so good and not send me next time there is a course.
- ❖ If I didn't understand, it is my fault.
- ❖ It is free (or I got a scholarship) and I am just happy to be here.



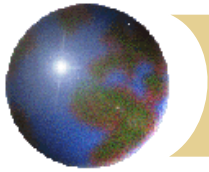
Why would an audience member refuse to praise?





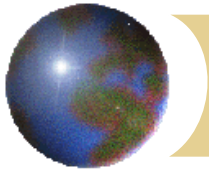
Reasons Not to Praise

- ❖ I was forced to take this mandatory course, and I do not want to be here. Admitting it is good justifies their forcing me to be here.
- ❖ She already knows she is good.
- ❖ If the evaluations are too good, the speaker will raise her fees.



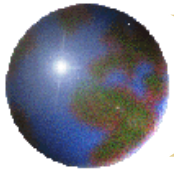
Reasons Not to Praise

- ✦ If the program is too good, the presenting organization will raise the price next year.
- ✦ I was too exhausted by the time it ended to write it down.
- ✦ I was in a hurry to get home (back to my office, to the airport).
- ✦ My [senior partner, spouse, head of our delegation] didn't like the course, so even though I thought it was great, I can't say so.



Reasons Not to Praise

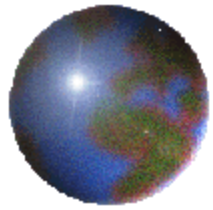
- ❖ I could have done just as good a job as she did.
- ❖ If her ratings are bad, maybe they will invite me to give that presentation next year.
- ❖ I have never liked him, no matter how good a speaker he is!



Improve Response Rate

- ✚ Schedule time to fill out form
- ✚ Guarantee anonymity
- ✚ Use the results





What elements does a good Level 1 form have?

