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New Directions for Evaluation

Evaluation in Informal Science, Technology, Engineering, and Mathematics Education

Alice C. Fu
Archana Kannan
Richard J. Shavelson
Editors



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Co Editors-in-Chief

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The co editors-in-chief are seeking proposals for journal issues from around the globe about topics new to the journal (although topics discussed in the past can be revisited). A diversity of perspectives and creative bridges between evaluation and other disciplines, as well as chapters reporting original empirical research on evaluation, are encouraged. A wide range of topics and substantive domains are appropriate for publication, including evaluative endeavors other than program evaluation; however, the proposed topic must be of interest to a broad evaluation audience.

Journal issues may take any of several forms. Typically they are presented as a series of related chapters, but they might also be presented as a debate; an account, with critique and commentary, of an exemplary evaluation; a feature-length article followed by brief critical commentaries; or perhaps another form proposed by guest editors.

Submitted proposals must follow the format found via the Association's website at <http://www.eval.org/Publications/NDE.asp>. Proposals are sent to members of the journal's Editorial Advisory Board and to relevant substantive experts for single-blind peer review. The process may result in acceptance, a recommendation to revise and resubmit, or rejection. The journal does not consider or publish unsolicited single manuscripts.

Before submitting proposals, all parties are asked to contact the co editors-in-chief, who are committed to working constructively with potential guest editors to help them develop acceptable proposals. For additional information about the journal, see the "Statement of the Co Editors-in-Chief" in the Fall 2017, Issue 155.Revis.

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Working for Success Across the Field

*Marjorie Bequette, Christopher L. B. Cardiel, Sarah Cohn,
Elizabeth Kunz Kollmann, Frances Lawrenz*

This chapter presents multiple categories of evaluation capacity, with research findings from a field-wide effort to build capacities across a network of organizations. The authors argue that future evaluation capacity building efforts should broaden to include not only professional evaluators but also other professionals in informal STEM education.

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In this chapter, the authors reflect on major themes that cut across the previous chapters and discuss issues to include in future conversations about evaluation in informal STEM education.