

Workshop Title: Foundations of Culturally Responsive Evaluation

Level: Intermediate

Description: This workshop addresses theoretical foundations of Culturally Responsive Evaluation (CRE) and the strategies that operationalize it in evaluation practice. Following opening introductions, presenters set the context with a brief history of how the evaluation profession is coming to a clearer appreciation of the centrality of culture. Against this backdrop, the history of CRE's development is highlighted and key theoretical elements are identified. The workshop then transitions from theory to practice in three segments. The first segment pairs analysis of evaluation contexts with reflections on one's own cultural location as an evaluator. This prepares participants to consider methods that are culturally congruent with their contexts of practice, noting potential strengths and limitations of each. CRE values the return of benefit to the community, and the third segment examines both methods and issues in communicating findings. Presenters pair examples from the literature with participants' own examples to connect workshop content with participants' contexts, interests, and concerns. The closing segment returns to Big Picture issues such as the fundamental grounding of CRE in social justice and how this poses important metaevaluation questions that connect to both ethics and validity.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:

1. Describe key elements of culturally responsive evaluation theory that can improve the quality of evaluation in diverse settings.
2. Apply strategies of culturally responsive evaluation to each stage of evaluation practice, strengthening the validity of understandings.
3. Develop questions about the contexts in which you are working that will promote discourse on cultural relevance and power.
4. Assess your own individual cultural locations and describe how these influence the design choices you make in your evaluation work.
5. Describe the connections among validity, ethics, and equity to improve evaluation's ability to support social justice.

Faculty:

Rodney K. Hopson is Professor, Division of Educational Psychology, Research Methods, and Education Policy, College of Education and Human Development, George Mason University. Previously, he served as Professor, Department of Educational Foundations and Leadership in the School of Education, and teaching faculty member in the Center for Interpretive and Qualitative Research and Honors College in the School of Liberal Arts, Duquesne University.

He received his Ph.D. from the Curry School of Education, University of Virginia and has done post-doctoral/sabbatical studies in the Faculty of Education, University of Namibia, the Johns Hopkins Bloomberg School of Public Health and Centre of African Studies, Cambridge University.

Karen E. Kirkhart is Professor, School of Social Work, David B. Falk College of Sport and Human Dynamics, Syracuse University. She holds a Ph.D. in Social Work and Psychology from The University of Michigan. Karen has been recognized for her theory development on multicultural validity and on evaluation influence. Rodney and Karen have each served as President of the American Evaluation Association, and both are actively involved in education and scholarship on culture, diversity, and social justice in evaluation.

Outline

- 8:00 Welcome and Introductions
 - 8:30 A brief history of culture in the evaluation profession
 - 8:45 Culturally Responsive Evaluation (CRE) within the context of this history: A theory emerges
 - 9:00 From theory to strategies for CRE practice. I. Cultural locations of evaluators and contexts
 - 10:00 Break
 - 10:15 From theory to strategies for CRE practice. II. Culturally congruent methods.
 - 11:15 From theory to strategies for CRE practice. III. Giving back to community.
 - 12:15 Validity, equity and metaevaluation
 - 12:30 Workshop concludes
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