## **Contents**

	Preface Introduction	5 9
Part A	Setting the scene	11
	Introduction to Part A	13
Chapter 1	Evaluating educational programmes: Issues and perspectives Robin Millar	15
Chapter 2	Fit for purpose: Appropriate methods to provide evidence to inform potential users of research in education, with special references to randomised controlled trials and systematic research synthesis <i>Diana Elbourne</i> , <i>David Gough</i>	33
Part B	Examples of curriculum development and evaluation	49
	Introduction to Part B	51
Chapter 3	Chemie im Kontext: Curriculum development and evaluation strategies Cornelia Gräsel, Peter Nentwig, Ilka Parchmann	53
Chapter 4	An evaluation of a large-scale curriculum development project: Salters Advanced Chemistry Judith Bennett, John Holman	67
Chapter 5	Developmental research: Improving the learning and teaching of science topics  Kerst Boersma, Marie-Christine Knippels, Arend Jan Waarlo	85
Chapter 6	Evaluating Educational Impact- the CASE experience  Philip Adey	99

Biographies of the authors		
Participants at the Conference		212
Chapter 13	Evaluating innovations in science education: Some reflections Judith Bennett, Robin Millar	205
Part C	Conclusions  Evaluating innovations in spignes advections	203
<b>D</b>	development, implementation and evaluation Bat-Sheva Eylon, Avi Hofstein	187
Chapter 12	A long-term and systemic approach to science curriculum	
Chapter 11	Critical reflections on the evaluation of small-scale innovations  Bob Campbell, Fred Lubben	173
Chapter 10	Teachers' transformations of innovations: The case of visual language  Jaume Ametller, Roser Pintó	159
Chapter 9	What can we learn from different forms of evaluation? Experiences from a quality-development program in science and mathematics instruction <i>Christian Ostermeier, Manfred Prenzel</i>	145
Chapter 8	Evaluation of the 'Children Challenging Industry': A primary school science industry links project  Joy Parvin	125
Chapter 7	Science education for citizenship: Introducing the discussion of socio-scientific issues into the curriculum Stein Dankert Kolstø	109