

Evaluation

- What works best - when and why?

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Two thoughts

Thought One:

- Most things in Education are changeable, context specific and difficult to define

Thought Two

- Business Processes are always less well defined than you *think*

A "Project" Approach

- Evaluation must be embedded in the project
- You need to understand your Plan and Goals and be ready for change!
- You need suitable tools to manage and evaluate

Narrative Summary (Description)	Verifiable Indicators	Means of Verification	Assumptions
Goal			
Statement of Intention The Expected Impact on the Service or Institution	Information needed to determine progress If poss. unit of measurement, quantity, quality and timing given	Source of Indicator How information will be collected, by whom and frequency	
Purpose			
What the project expects to achieve in terms of development outcome	Indicators	MOVs	Assumptions - what needs to be true Risks – what mustn't be true
Component Objectives			
One per project output/activity area	Indicators	MOVs	Assumptions /Risks
Outcomes/ outputs			
For each CO – specific results and tangible products	Indicators	MOVs	Assumptions /Risks
Activities (optional)			
<u>Outline</u> of specific tasks to achieve required outputs	Milestones	Management reports on physical/financial progress	Assumptions /Risks

Evaluation of Outputs and Outcomes

- Needs to be “user centred”
- Needs to be formative and summative
- Needs to involve stakeholders
- Formative evaluation should:
 - Inform development
 - Inform “wider community”

Evaluation – the basics

- What do you want to know about?
- Who are the stakeholders?
- What information can they provide?
- How will the information be obtained?
- How will you find out about things you are not expecting?

Indicators

- Related to what is to be changed – has change occurred?
- Usually quantifiable and could also be qualitative
- Can the indicator be produced using available resources?
- Is the indicator useful/meaningful to the people who will use it?
- Will you find out in time to allow CHANGE to the conduct of the project

Means of Verification

Useful questions to ask:

- How will the information be obtained?
- From where?
- By whom?
- When?
- In what form?

A “User-Centred” Approach

- Think of some “broad questions”
- Who are the major & minor stakeholders?
- Who can actually provide the information – data source?
- Specific questions for each data source
- Instruments
- How will results feedback and be disseminated?
- See LTSN ELT015

Evaluation Template

Outome/Output	Focus/Aspect	Questions	Instruments
D1	F1	Q1	FG1
	F2	Q2	FG1 SV1
		Q3	SV1
		Q4	SV1 IV1
F3	Q5	SV1 IV2	
	Q6	FG1	
D2	F4	Q6	etc
		Q7	
		Q8	
	F5	Q9	
		Q10	
	Q11		

Instruments

- Interviews
- Focus Groups
- Observations
- Surveys/Questionnaires
- Statistics
- Logs/Histories
- See: <http://www.icbl.hw.ac.uk/ltidi/cookbook/>

More About Instruments

Interviews

- **Depth of information**
- **Unexpected findings**
- **Fairly quick but intensive**
- **Need right people**
- **People lie! (and what they say is contextual)**

Thanks to Sarah Agarwal of ILRT, Bristol

More About Instruments

Focus Groups

- Wide ranging
- Unexpected findings
- Intensive preparation but analysis quicker
- Quick
- Individuals can be problem
- Findings contextual
- Getting group together a problem
- Need right people
- Need clear scope
- Takes skill

More About Instruments

Surveys

- Useful for finding out about priorities and reactions to service
- Can be too quick to analyze
- Preparation considerable
- Get returns from a representative sample hard
- Lack depth
- Takes skill
- Can be used as a “con”
- Usually poorly done

More About Instruments

Statistics/Logs/Histories

- Record everything!
- Develop an on-going story/narrative
- Reflect on the story
- Draw conclusions
- Change the plan!

More About Instruments

Observations

- **Record everything!**
- **Contribute to the on-going story/narrative**
- **Can provide foci for interviews**
- **Be clear about what you are observing**

What SURF X4L Did

(Technical thread not included here)

Two separate College partners:

- Agreed approaches
- Agreed areas of evaluation
- Needed to be able to compare and contrast

What SURF X4L wanted to know

- Capture the whole story
- Expectations
- Awareness Motivation and Engagement
- Use and Pedagogy
- Tools and Resources
- Roles Responsibilities Policies Procedures
- Cultural Change
- Outputs and Outcomes
- Evaluation
- Accessibility
- Conclusions and Recommendations

The instruments SURF X4L used

- Record everything – “an on-going story”
- Regular reflection
- Common questionnaires for staff and students
- Observations
- Interviews
- Accessibility review by RNCB of technical and content outputs

The “output approach”

- Each College has written up their own story:
 - Local Context
 - Reflection against each area
 - Main “good practice” and “recommendations” for each area
- Main “good practice” and “recommendations from each college being combined and contrasted to produce (with RNCB report):
 - Guide to reuse and repurposing
 - Pedagogic, cultural and organisational guide

Thanks

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