EVALUATION IS YOUR FRIEND

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SARAH JENKINS, JENESYS ASSOCIATES LTD

Jenesys Associates

Session Aim

To understand evaluation as an integral part of any science communication or public engagement activity

Evaluating outreach?

Hope Beyond Hype

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Hope Beyond Hype - Scott...

www.eurostemcell.org/hope-beyond-hype-scottish-stem-cell-stories

Hope Beyond Hype

Most Visited Getting Started

Home

Hope Beyond Hype - Scottish Stem Cell Stories

In 2013 and 2014 we're travelling around Scotland connecting stem cell scientists with Scottish communities

Community and patient events | Sporting and music festivals | Scottish Stem Cell Stories comic

GOOD NEWS! With the generosity of The Wellcome Trust we are extending our travels to include schools. We've named this arm of the project Regenerate!

Search

Languages

Topics in focus

clinical trials
embryonic stem cells
iPS cells
stem cells & industry
neurological disorders

neurological disorders
policy reprogramming
embryonic stem cells
schools public
engagement clinical
trials and stem cell
treatments research explained
ethics research news
iPS

Festivals

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Explore Surgery

www.exploresurgery.com

surgical simulation at Big Bang fair

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EMERGENCY! at The Big Bang Fair, 14th - 17th March 2013

Two visitors to the Imperial College exhibit at The Big Bang Fair in 2012 find themselves as part of the clinical team performing an Angioplasty operation in a medical simulation.

We will be participating at The Big Bang Fair on 14th - 17th of March 2013 at London's Excel Centre. Our stand, titled "Emergency" is a central exhibit of the Health Zone, and each day we will be demonstrating medical emergency simulations. Come and meet highly skilled clinicians, and learn about their careers and skills

Museum Gallery Preferences

Physics Beer Mats

Why evaluate?

To prove and/or improve

Clarify objectives

Identify audiences

Demonstrate success

- Highlight good practice
- Help attract funding

Information about scope for improvement & lessons learnt

What is GOOD and BAD evaluation?

‘Good’ evaluators DO:

Think of evaluation as a tool for reflection and learning, not merely judgement

Think about evaluation during planning

Ensure sufficient time and resources

Aim to collect balanced feedback

Plan evaluation questions at the start

Think about the most appropriate way of collecting feedback from their audiences

Analyse and write-up data

Share findings with others

‘Good’ evaluators DON’T:

Think that evaluation is pointless

Leave it to the last minute & rush it

Bias their questions for positive feedback

Think that evaluation = a questionnaire

Worry that evaluating some thing which didn’t work means they have failed

Leave data on a shelf

Keep findings to themselves

7 steps to Good Evaluation

1. Define activity aims and objectives
2. Define evaluation aims and objectives
3. Choose evaluation methodology
4. Design data collection materials
5. Collect data
6. Analyse data
7. Report findings

Step 1: Activity aims & objectives

Build evaluation into your activity from the start

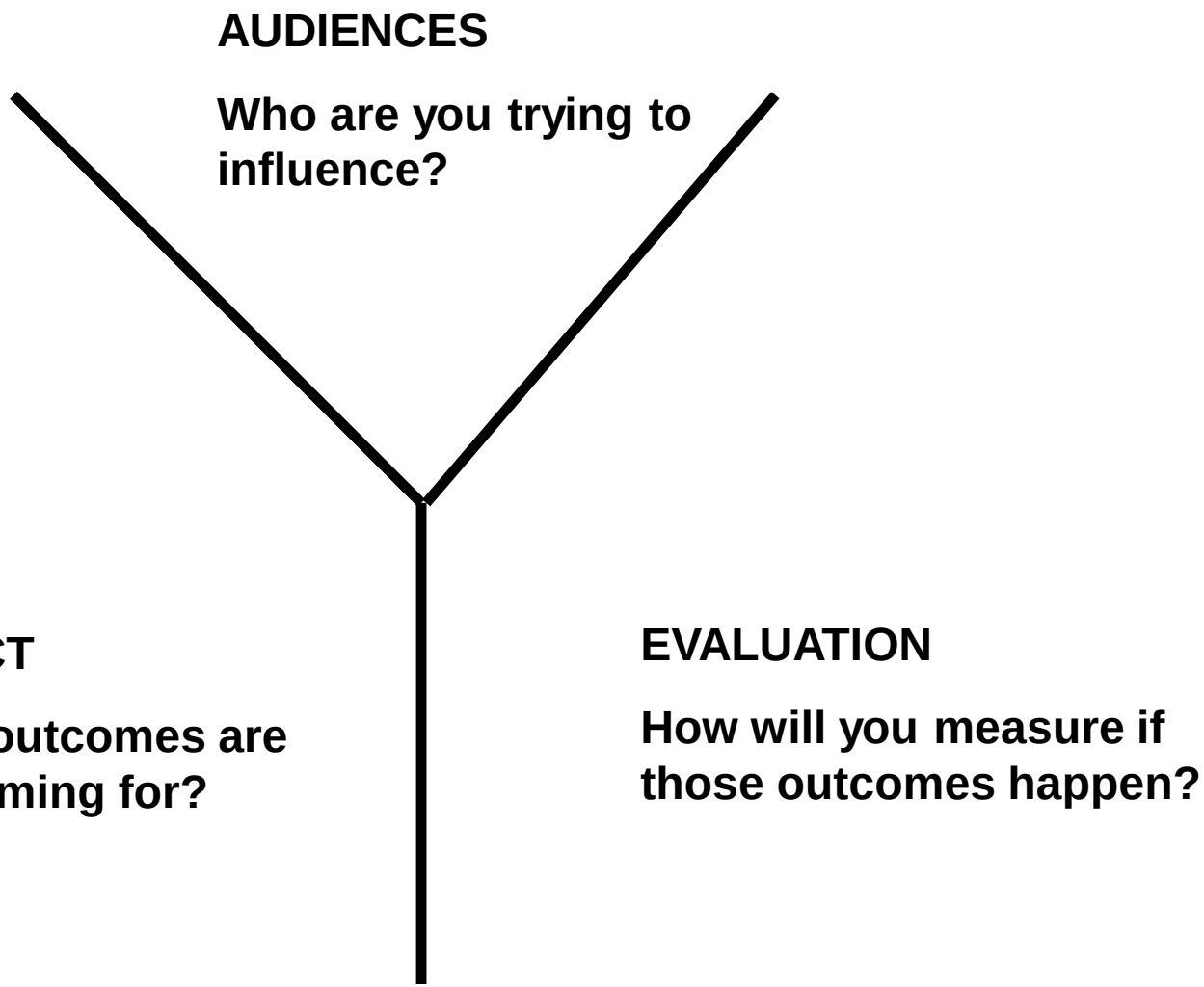
Objectives should be SMART

- Specific, Measurable, Achievable/Agreed, Realistic, Time-bound

Front-end evaluation can help set objectives for activity

What outcomes would you like your activity to have?

Y- Diagram


AUDIENCES
Who are you trying to influence?
IMPACT
What outcomes are you aiming for?
EVALUATION
How will you measure if those outcomes happen?

Outputs, Outcomes, Impacts

Outputs – the results of your activity (e.g. events, exhibits, websites, shows)

Outcomes – the benefits you aim to achieve (e.g. deeper understanding, skills, knowledge, action)

Impact – the overall effect or influence of the activity i.e. the sum of the outputs and incomes

GLOs

Museums, libraries and archives - learning - Generic Learning Outcomes - Mozilla Firefox

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BBC Radio 5 live sports extra - Cric... | Museums, libraries and archives - lear... | How to take a screenshot

www.inspiringlearningforall.gov.uk/toolstemplates/genericlearning/

Most Visited Getting Started

MLA MUSEUMS, LIBRARIES AND ARCHIVES COUNCIL

Inspiring Learning

AN IMPROVEMENT FRAMEWORK FOR MUSEUMS, LIBRARIES AND ARCHIVES

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YOU ARE HERE: home > measuring outcomes > Generic Learning Outcomes

measuring outcomes

- Generic Learning Outcomes
- Generic Social Outcomes
- Learn how to measure outcomes

Generic Learning Outcomes

Mix and match to demonstrate impact

The Generic Learning Outcomes are underpinned by a broad definition of learning which identifies benefits that people gain from interacting with museums, libraries and archives.

Click on each of the five circles to reveal a more detailed description of each outcome

print

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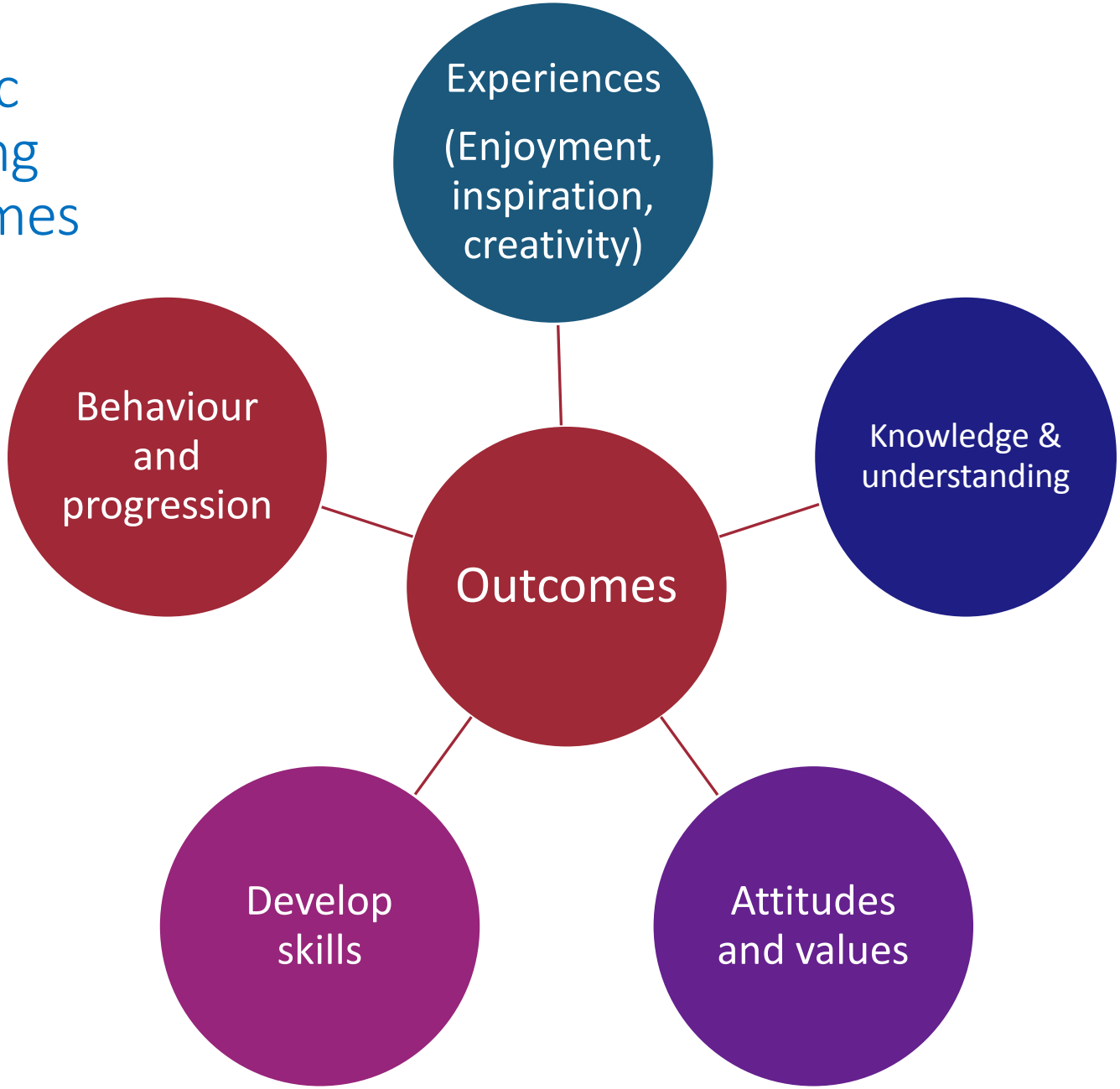
see also

- GLO Checklist (Word, 211kb)
- More about the GLOs (Word, 243 kb)
- Recording & analaysing qualitative data (Word, 46kb)
- Recording & analysing quantitative data (Word, 80kb)
- Practice your GLO coding (Word, 61kb)
- Spreadsheet template for analysing qualitative data (Excel, 34kb)

Generic Learning Outcomes



Step 2: Evaluation aims & objectives

- Who is your evaluation for? (funder, partners, audiences)
- Will it be primarily?
  - Summative (proves)
    - Measurement of success
    - Backward looking
    - Often mostly quantitative
  - Formative (improves)
    - Feeds into and shapes activity
    - Forward looking
    - Often mostly qualitative

Step 2: contd.

Articulating evaluation aims will help you develop:

Research questions – what you want your evaluation to find out

Indicators – the ways in which you will answer the questions

Did the audience enjoy the event?

Audience:

appear engaged
rank event highly in terms of enjoyment
describe event as 'fun' or 'enjoyable'

Step 3: Choose methodology

How will you collect data?

- Qualitatively
- Quantitatively
- Both

Think about your audiences

Think about the environment

Step 4: Design materials

Balanced – ask for most and least favourite

Non-leading – think about wording

Comparable – ask the same questions for comparable events and activities

Easy to complete – think about design, layout, format, medium

Piloted – test if possible

Optimum length – not too short or too long

Step 5: Collect data

Sample – will it be?

- Census
- Random
- Self-selecting
- Intentionally skewed

Can be useful to have more than one sample if possible

Step 6: Analyse data

Think about how you will present your data and analyse it in the same logical order.

1. Describe activities, events, audiences
2. Describe evaluation samples
3. Descriptive statistics
4. Analytical statistics

Step 7: Report

1. Executive summary
2. Introduction
3. Methodology
4. Description of activity
5. Description of evaluation sample
6. Descriptive and analytical results
7. Conclusions
8. Recommendations

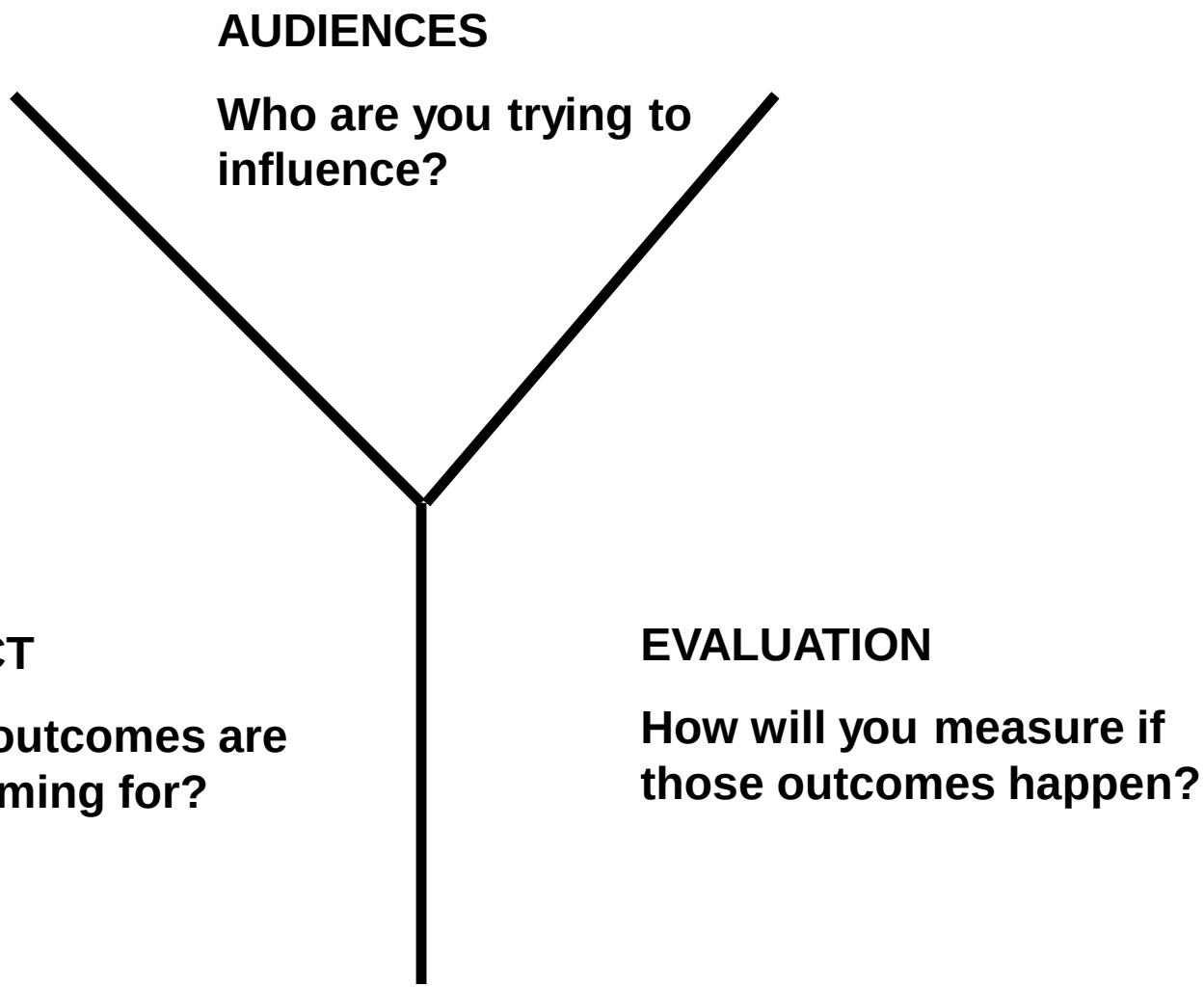
Your Outreach Activity

- What activity are you evaluating?
- What do you want to find out?
- How are you going to evaluate it?
  - Methods
  - Materials
  - Samples

Think about audiences and environments

Any evaluation challenges?

Y- Diagram


AUDIENCES
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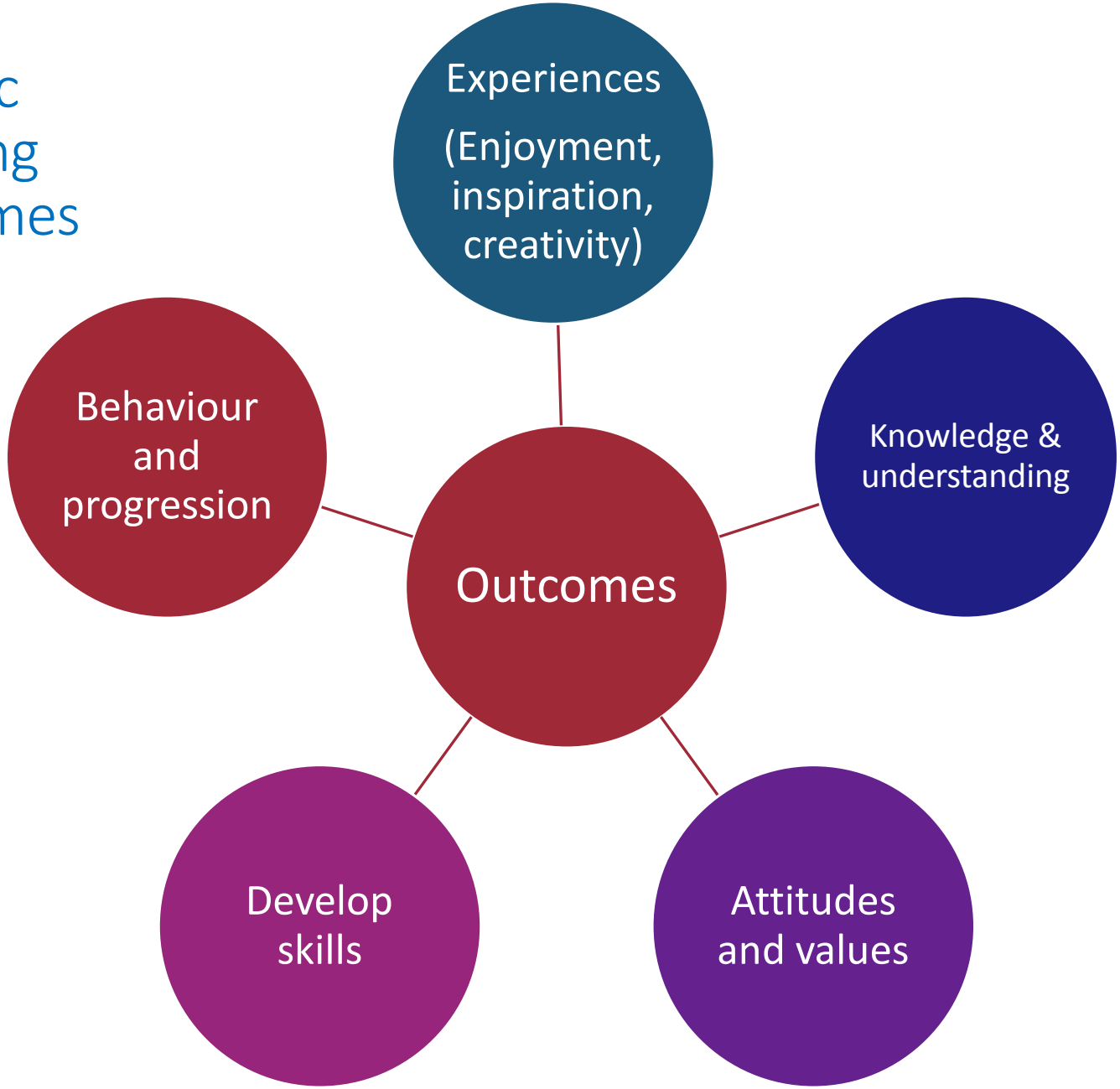
IMPACT
What outcomes are you aiming for?
EVALUATION
How will you measure if those outcomes happen?

What should we be evaluating in astronomy and geophysics outreach?

Generic Learning Outcomes



References

Research Councils UK

www.rcuk.ac.uk/Publications/policy/Pages/Evaluation

National Coordinating Centre for Public Engagement

http://www.publicengagement.ac.uk/plan-it/evaluating-public-engagement

Charities Evaluation Services

http://www.ces-vol.org.uk/Publications-Research

References – contd.

Personal Meaning Mapping (alternative to pre- and post- questionnaires)

http://www.depts.ttu.edu/museumttu/CFASWebsite/5333/Supplemental%20Readings%202011/Falk_The%20Effect%20of%20Visitor%27s%20Agendas.pdf

Ben Gammon's Questionnaire Guide

http://www.danacentre.org.uk/documents/pdf/questionnaire_recipe_book.pdf

Theory of Change (Project evaluation)

http://www.theoryofchange.org/what-is-theory-of-change/

Bristol Zoo Evaluation Tips – 10 Pain Free Ways To Evaluate

http://www.izea.net/education/journal%2047%202011-10-pain-free-ways-to-evaluate-your-education-programs.pdf

Answers on a postcard