AFRESH Program Second Lesson

Examples of Evaluation, Design, and Tools

Program: presentation of the main evaluation objectives, development of the case study of the last lesson with indications on the evaluation processes in detail, discussion [20 minutes]

Design questionnaire presentation, discussion, examples [30 minutes]

Pause [15 minutes]

Presentation of the observation form, borderline cases, mismatch between results and outcomes [15 minutes]

Evaluation Case Study, Group Work [25 minutes]

Plenary discussion [15 minutes] topics to be explored in the next lesson

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Slide 2 we review the main elements of an evaluation design

Slide 3 Last time we came to study a case in which we had to establish some fundamental elements to start the evaluation:

Now let's try to see it in detail with the questions proposed for group work, we will see that the design of the assessment is a process of continuous choices.

Slide 4 Let's imagine that the actors are those described in the table, that there is a meeting in which the initiative is discussed and the elements to be evaluated are well defined

INPUT all the resources you need

The actors to be involved in the evaluation: the parents, the three teachers, a cook, the owner of the space, we decide to employ two young students who have some evaluation experience for the data collection

What we want to evaluate: a) offer a curriculum suitable for the education of children, the possibility of a lunch, leisure activities, moments of meeting between parents and teachers

Objectives: to measure the results we intend to achieve and the degree of satisfaction of the beneficiaries

OUTPUT OUTCOME As mentioned last time, we distinguish between the monitoring of results and outcomes. The first belongs to the study of what we have done from our point of view, while the second verifies what the recipient of the activities has perceived in terms of benefits

Slide 5 Design Questionnaire

One of the tools used for the evaluation of outputs and outcomes is the questionnaire. A tool that reduces complexity and has an exquisitely quantitative cut with limits and potential.

To build a good questionnaire, it is necessary to be clear about the objectives and identify precise dimensions on which to identify questions.

For example: in the case of families participating in the school, what are the dimensions that characterize the perceived benefits? An adequate school curriculum, the school time of access and stay, the cost of school (if it is not free), the presence of the meal, the materials available for the children, the relationship with the teachers, etc.

A very important thing is that these dimensions are exactly what the school can offer, in other words you cannot consider dimensions and questions about elements that are not present in the school activities, that is, in the process of carrying out the activities.

In fact, it often happens that operators in an activity ask generic questions or questions that are not very focused on the activities, failing to grasp exactly the relationship between what is offered and what the beneficiaries actually receive

The dimensions can be identified and specified in detail depending on the situation and the resources available to the structure that carries out the school activity

It must also be said that in the consideration of the dimensions and then of the questions to be asked in the questionnaire there are tangible elements: time, tools, resources and intangibles: relationships, degree of satisfaction, class climate, etc.

Intangible elements are the most difficult to consider and often have a subjective character, so they must be studied with more qualitative methods, as we will see later with observation

From the dimensions we move on to the questions that must be consistent with the dimensions and must be built with precise characteristics to correctly collect the information.

There are various types of questions: close-ended, open-ended

Closed-ended
<u>Advantages</u>: Easy to administer, code: Yes/no; demographics; limited choice with a priori answers; Can be quick to complete

<u>Disadvantage</u>: Little relation or interaction with respondents, Must anticipate possible answers

Close-ended are questions that can be closed in various ways depending on how precise the information we want to collect is, for example if you ask for the degree of satisfaction with the lunch you normally use the so-called likert scale here with four positions: very - enough - little - for nothing

EX: You are satisfied in general with the lunch that the school offers
    very - enough - little - for nothing

Observation chart

It is a form that is used by an observer to study a situation trying to verify some elements: the interaction between participants, communication, the use of tools, objects, etc., the language used, any critical elements (divergences, conflicts, etc.). It is an observation focused according to a precise objective to delimit the field of study.

It can be a covert or overt observation depending on whether it is declared to the beneficiaries.

The external gaze is very important to understand what happens during the course of an activity.

Critical cases

Case study

In a middle school with students aged 11-13 (3 classes), bullying phenomena have occurred in recent months. The principal of the school, collecting the requests of the parents, decides to start a training course for parents and students. A cycle of three meetings of two hours each with experts who will carry out the course in active mode, involving parents (60) and children (60) not only with theoretical lessons but also with practical activities and viewing videos of bullying prevention experiences in

other schools. Two teachers from the school were tasked with studying how to evaluate this training course.

They will have to define: who to involve in the evaluation, which main objectives, which dimensions to study and consider, what type of tools to use, when and how to return the evaluation results to the beneficiaries