

Available online <http://octel.alt.ac.uk/course-materials/>

Evaluation tips and tools from 40+ TEL projects

Dr Rachel A Harris

rachel@inspire-research.co.uk

ocTEL week 10 webinar

20th June 2013

Session outline

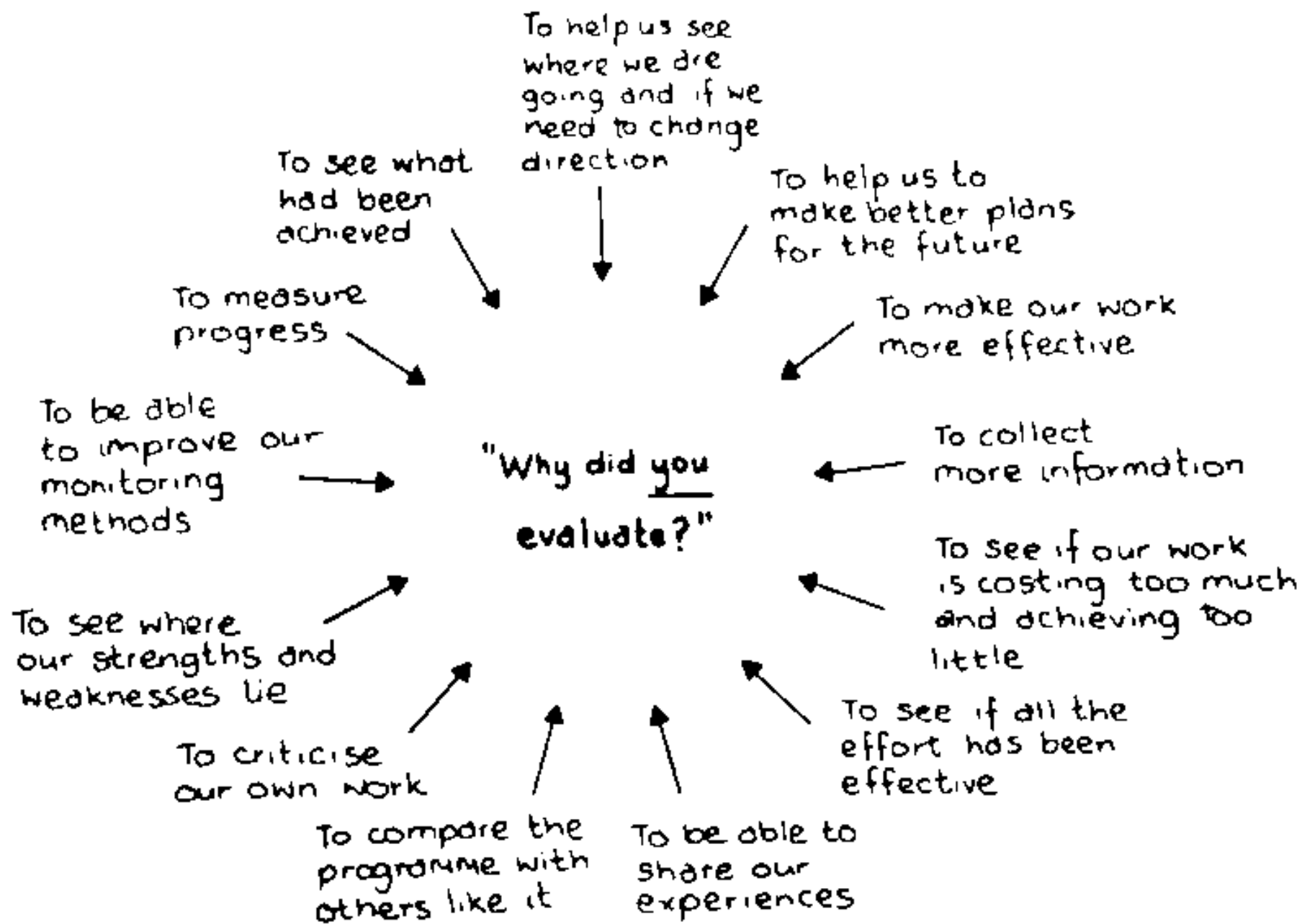
- Why evaluate?
- Approaches used in Jisc Curriculum Design & Delivery and Assessment & Feedback programmes
- Some methods and tools.
- Thinking about evaluation design.
- Reflecting on the ocTEL experience – ALT, Tutors, Participants!

Why evaluate?

1. Involve stakeholders – enable them to express needs and provide feedback.
 - Students are “the best quality controllers. Give them every opportunity to feedback and report where improvements can be made” (eBiolabs).
2. Inform the ongoing development of an innovation.
 - Identifying if a change is working as expected, or if scaling up or out to other disciplines is beneficial.
 - Understanding why TEL innovations do or don't work.
3. Build evaluation capacity and skills.

Even more reasons to evaluate

4. Generate **evidence** of what works to inform the wider sector.
 - identifying "what can be learned from this program's experiences and results to inform future efforts" (Patton, 1997).
 - providing a “powerful lever in changing others' behaviour by changing their knowledge of what is possible and effective” (Draper & Nicol, 2006).
5. Provide **evidence** to support local embedding or transfer to other disciplines.
 - “These efficiency savings, and our ability to quantify them, have been useful ... to make the case to fully embed and sustain these services going forward” (Cascade project).



Inspire Research Ltd

Initial evaluation stages

- Envision potential impact /achievements:
 - potential indicators of impact/achievement,
 - credible evidence of impact, from different stakeholders' perspectives.
- Baseline:
 - first set of evaluation data
 - review the current context
 - identify existing practice
 - determine stakeholders' attitudes
 - clarify challenges (and identify barriers)

A multitude of approaches

- Action research (Atelier-D, Duckling, KUBE)
- Independent int/external evaluator (Cascade)
- Appreciative inquiry (ESCAPE)
[Appreciative Inquiry & Fish bone analysis for forward planning](#)
eAFFECT project's [Appreciative Inquiry Workshop Script](#)
- Balanced scorecard (COWL)
- Formative evaluation (MAC)
- Micro & macro data sources (Springboard TV)
- Rich qualitative methods (ISCC)
- Multi-method (PiP)
[A model for evaluating technology-supported curriculum design and approval initiatives](#)

Assessment & Feedback Programme

The programme focuses on “**large-scale changes** in assessment and feedback practice, **supported by technology**

“with the aim of **enhancing the learning and teaching process** and **delivering efficiencies and quality improvements**”.

- Pedagogic enhancements
- Workload efficiencies
- Building the business case

Methods & Tools for Evaluating Assessment Innovations

<u>Assessment Experience Questionnaire</u> AEQ <u>Gibbs (2007)</u>	FASTECH <u>Baseline Survey of Technology-in-use</u>	Evaluation of <u>Electronic Voting Systems Student Questionnaire</u> EEVS	Learning & Assessment Analytics (<u>CETIS</u>)
Self-evaluation of written feedback for teachers <u>Questionnaire</u>	Feedback Analysis Chart for Tutors (FACT) <u>Screencast overview</u>	Think-aloud participant observation technique	Time motion studies (<u>Cascade evaluation report</u>)
<u>Map my programme</u>	<u>Assessment patterns</u>	HE Academy <u>Assessment Audit Tool</u>	HEA <u>Employability audit</u> tool

Other tools and methods?

Evaluation design

SCIENCE MAY DISCOVER IMMORTALITY, BUT IT WON'T HAPPEN IN THE NEXT EIGHTY YEARS.

THE UNCOMFORTABLE TRUTHS WELL

YOU'LL NEVER FIND A PROGRAMMING LANGUAGE THAT FREES YOU FROM THE BURDEN OF CLARIFYING YOUR IDEAS.

BUT I KNOW WHAT I MEAN!

YOU AVOID YOUR FRIEND MIKE BECAUSE YOU'RE UNCOMFORTABLY ATTRACTED TO HIM.

NICE TRY, MIKE. I GET OUT OF THE WELL.

AWW.

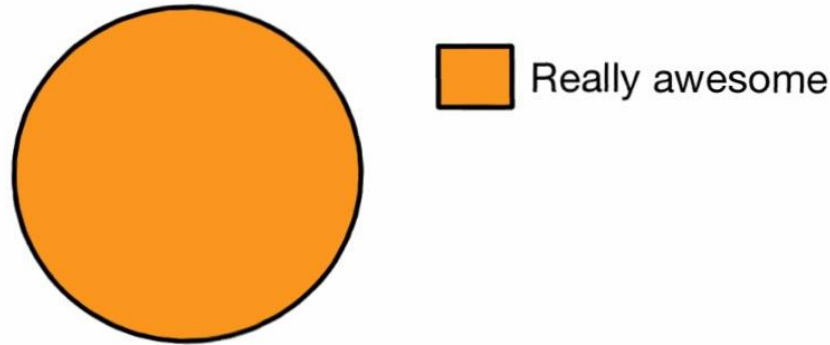
Designing your evaluation (I)

1. What do you want to happen as a result of your TEL project activities/course?
(Inputs \Leftarrow Outputs \Leftarrow Outcomes & Impact)
2. Who and/or what might your activities impact on? (Stakeholders)
3. How will you know you have achieved your intended outcomes? Or
What indicators could you use to demonstrate what you have achieved?

Designing your evaluation (II)

Write "reports" using "data"

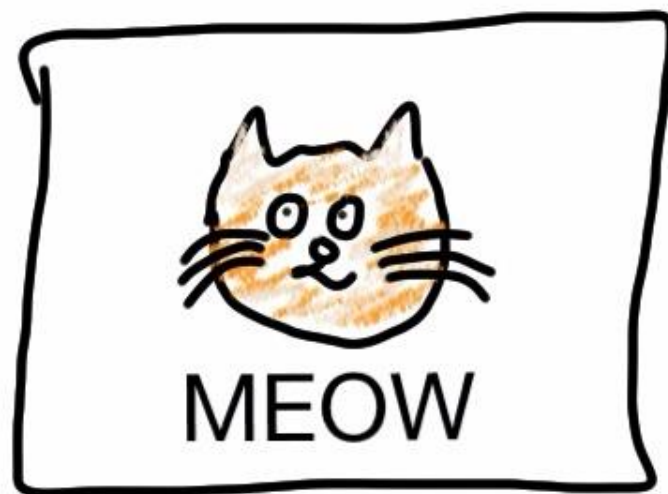
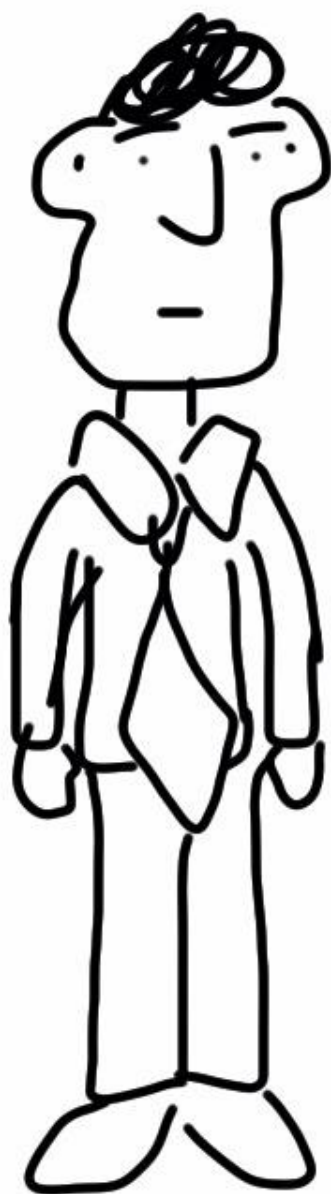
Figure 1. How awesome we are



SOURCE: Because we said so

freshspectrum.com

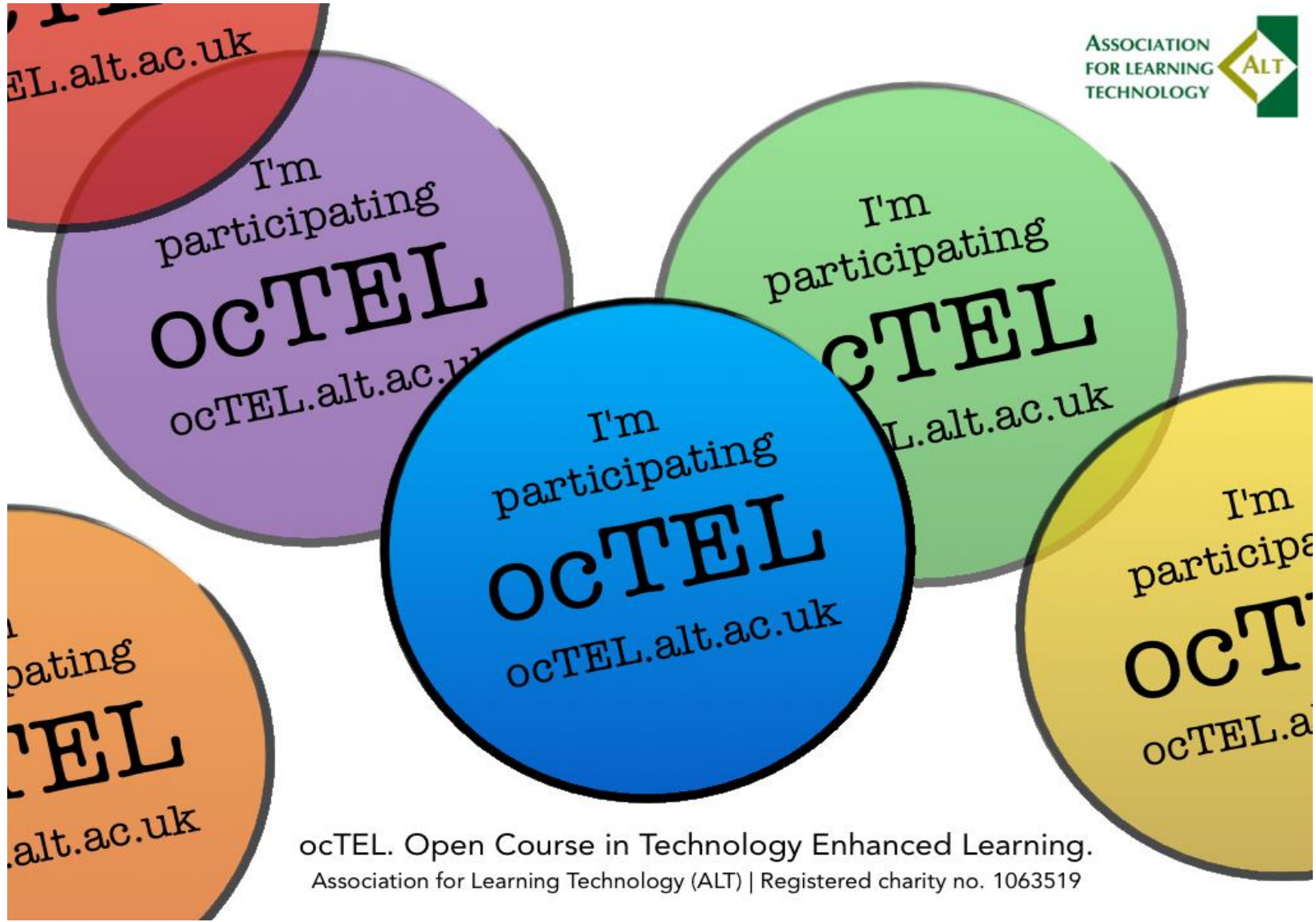
- How will you find out whether you have achieved your intended outcomes?
(What evidence, How collected and When?)



I thought this talk
was about saber tooth
tigers?



Reflecting on the ocTEL experience



ocTEL. Open Course in Technology Enhanced Learning.
Association for Learning Technology (ALT) | Registered charity no. 1063519

ALT's view of ocTEL?



The tutor perspective



The tutor perspective

- Supporting discussions
- Supporting different 'MOOC' spaces
- Lurkers?
- Engaging with ocTEL
- Knowledge generation within MOOCs
- Risk-taking and fun

**What was your
experience?**



Some highlights – ocTEL in numbers

- Registrations: 903 on 3rd April
- Email list: 712 members at minimum on 6th April, now 915 members
- Discussion: 1,326 forum posts, 574 blog posts
- Webinar participation: 102 max, 17 min
- Tutors: 34 volunteered, 20 contributed to at least one week.

What were your highlights?

A big thank you!