

Evaluating learning initiatives workshop

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Key Learning **General notes**

Planning learning initiatives and evaluating come hand in hand. What you need to do is strategise around learning.

Impact assessment must be done in collaboration with the program side - you cannot do impact assessment on e.g. a digital training in itself.

Learning is complex in nature, and it is difficult to know exactly what triggers people to be able to do something new.

Study done in 2004 from Columbia University: Organisations developing training put 10 % of effort in pre-course-work, 85 % on the learning event and 5 % in follow up. Learning that came out of the intervention: 26 % was due to pre-course-work, 24 % was due to the learning event and 50 % due to the follow up.

Thinking about the broader learning design (not only the course/learning event) is important to ensure effective learning initiatives! Also when it comes to evaluation: it is important to not only evaluate the training event.

Definitions of Impact:

"The positive and negative primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended." OECD-DAC definition.

"Lasting or significant change – positive or negative – intended or not – in people's lives brought about by an action or a series of actions" by Roche, 1999.

Definition of Outcome:

"The likely or achieved short term and medium term effects of an interventions outputs." OECD-DAC 2002

"Outputs as products or services delivered that are largely within the control of the agency, impact as lasting change or significant changes to people's lives brought about by an intervention and outcomes as everything in between." Nigel Simister

Tools

Paula Haddock presented Bioforce's Quality Matrix to systematize the planning, monitoring and evaluation of learning flows (link below).

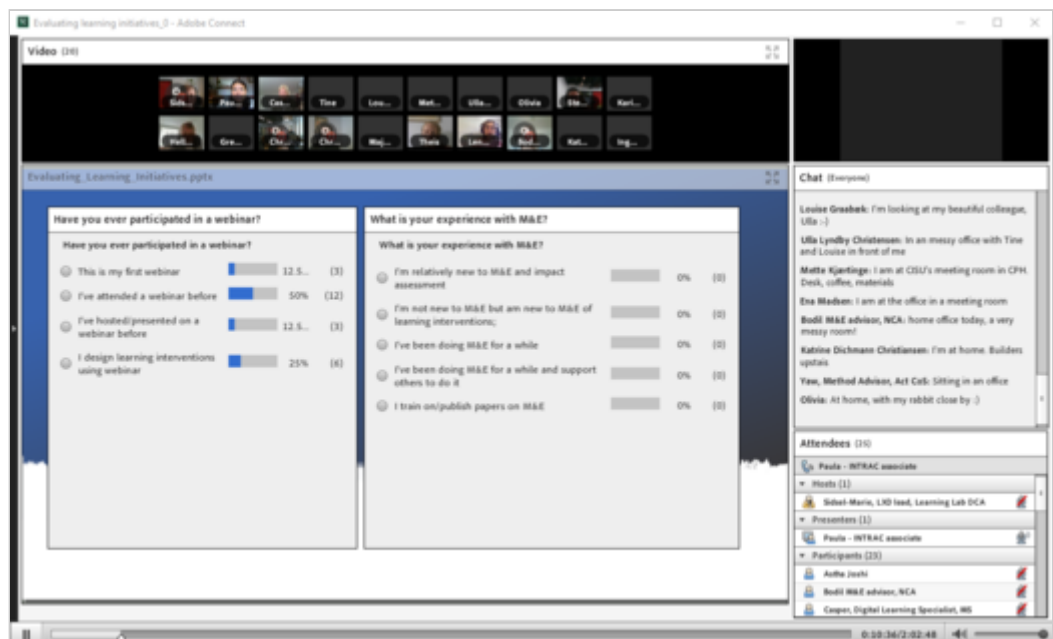
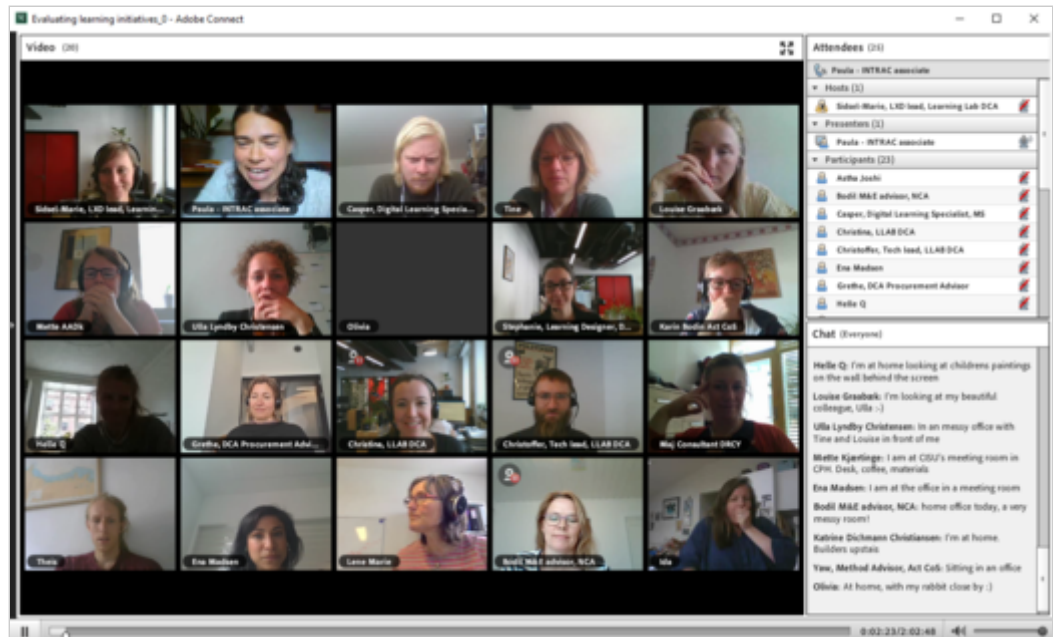
Rubrics such as Dreyfus' matrix of competencies (image below). Can be used to establish a baseline (where are people now) and setting expectations. And you have specific characteristics to show how people move between the competency levels and to use in e.g. self assessment. Can also be used when you identify indicators in the Quality Matrix.

Brinkerhoff's success case method: Performance results cannot be achieved by training alone and therefore we should not evaluate at the learner level. Rather we should ask questions such as:

- How well is an organisation using learning to improve performance?
- What organisational processes / resources are in place to support performance improvement? What needs to be improved?

- What organisational barriers stand in the way of performance improvement?
- What groups have been successful in applying a learning opportunity to achieve a business result? Why have they been successful?
- What groups have been unsuccessful? Why have they been unsuccessful?

Pictures



Stage	Characteristics	Needs
Novice	Rigid adherence to taught rules, steps, or plans. Little situational perception. No discretionary judgment.	Step by step instructions. Supervision. First Successes.
Advanced Beginner	Guidelines for actions based on limited aspects. Situational perception still limited. All aspects treated separately and with equal importance.	Simple projects. A safe environment for failure. Lots of repetition.
Competent	Sees actions partially in terms of long-term goals. Conscious deliberate planning and execution. Creates routines and procedures.	Complex but controlled projects. Real world exposure.
Proficient	Sees situations holistically rather than in separate aspects. Prioritizes importance of elements. Deviates from normal patterns purposefully. Uses maxims for guidance.	Unhindered practice and exposure. Explore the possibilities.
Expert	No longer relies on rules, routines or maxims. Intuitive grasp of situation based on deep tacit understanding. Analytic approaches used only in novel situations. Full vision of what is possible with medium.	Expand knowledge and experience. Push boundaries of field or medium.

Description A webinar with Paula Haddock who is an affiliate consultant with INTRAC and author to the INTRAC Praxis Paper "Monitoring and Evaluating Training - Challenges, opportunities and recommendation".

Date 29/05/2019 13:00 - 15:30

Location Online via Adobe Connect



Contact Sidsel-Marie Winther Prag, smwp@dca.dk, 50604051

Link <https://fabo.adobeconnect.com/p00rbak6rfrb/>

Tags evaluation, tools

Files Evaluating Learning Initiatives v2.pptx

Quality tool matrix.xlsx

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