

Evaluation and Learning in Educational Projects

EduWiki Week

February 2022



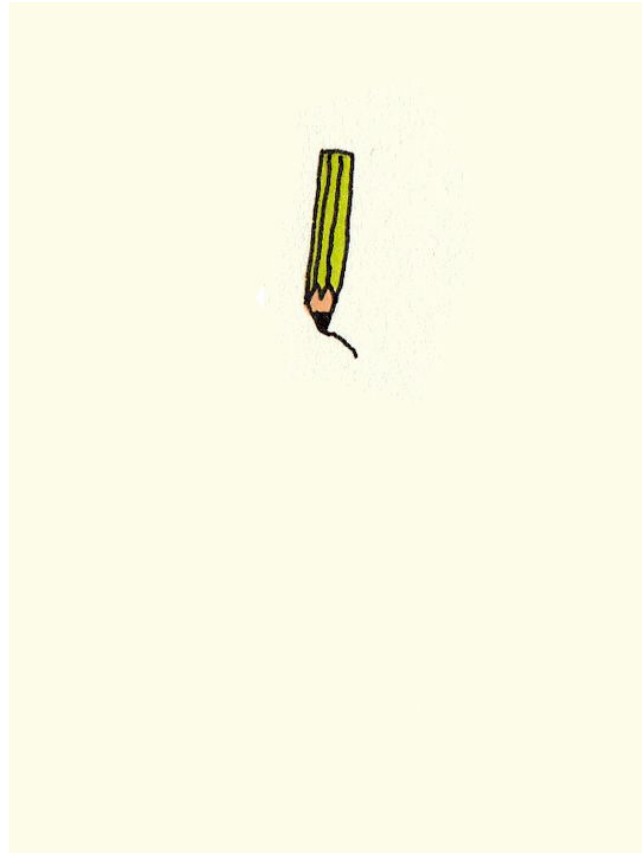
WIKIMEDIA
FOUNDATION

Goals of this session

Participants will be able to

- Define theory of change
- Articulate the necessary steps for creating an evaluation plan
- Describe different kinds of data we can collect for their education activities

Get a pen and paper!



Why this important?

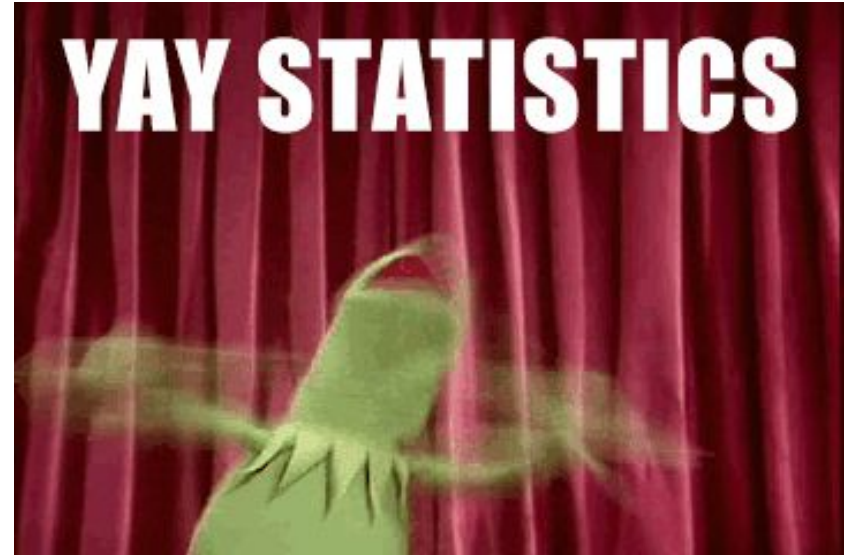
Assess changes that happen throughout every stage of our project.

Basis for learning from what is working well, what is not working as expected...

.

Let's do this in a way that is useful!

- Data that goes beyond measuring our activities, but focuses on are meaningful results.
- Data useful for learning collectively!
- Evaluate things that are possible and don't take all our energy
- Data that can help you communicate your story



Why this important?

Measurement and metrics will tell you ***what*** changed.

Learning will help you understand ***why, how, and for whom*** change happens

Overview of all of the elements: Evaluation & Learning Framework

1

Theory of Change (TOC)

*How are we attempting to create change? What do we hope to see as a result?
What are my assumptions?*

2

Strategic Learning Questions (SLQs)

*What are the key questions we need to
answer? What do we need to know to make
decisions?*

3

Data Collection Plan & Tools

*What data do we need to gather to answer
our questions?
How will we collect these data, when, and
from whom? What tools will we use?*

4

Learning Plan

*In what way should we engage as a team to reflect on the evaluation findings, generate new
ideas, make important decisions, etc.?
How should we do this with our communities and partners? Communicate our story!*

Let's use a **case study** to build a Theory of Change and Learning and evaluation framework!

Profesores de Bolivia te invita a ser parte de:



**¡Leamos
Wikipedia!**

Inscripciones abiertas
desde el 28 de junio
hasta el 31 de julio!



**WIKIMEDISTAS
DE BOLIVIA**

**WIKIMEDIA
FOUNDATION**

Case description:

Challenges:

- Educational system affected by pandemic.
- Need to offer new teaching techniques in the digital environment and student skills.

Solution:

- Use Wikipedia as a pedagogical tool to foster **critical reading skills**
- Build on learning from **2020 pilot**: teachers positive acceptance and satisfaction about the contents, methodology, and coordination team.

*Extracts taken from the real project: [Wikimedia Bolivia project grant proposal](#), [Midterm Report](#)

Goals:

- To improve teachers' understanding of how to use Wikipedia as a pedagogical tool to foster media and information literacy skills (access, evaluate and create information)
- Develop open educational resources according to the context
- Develop a community of teachers as an active part of Wikimedia de Bolivia.

Plan::

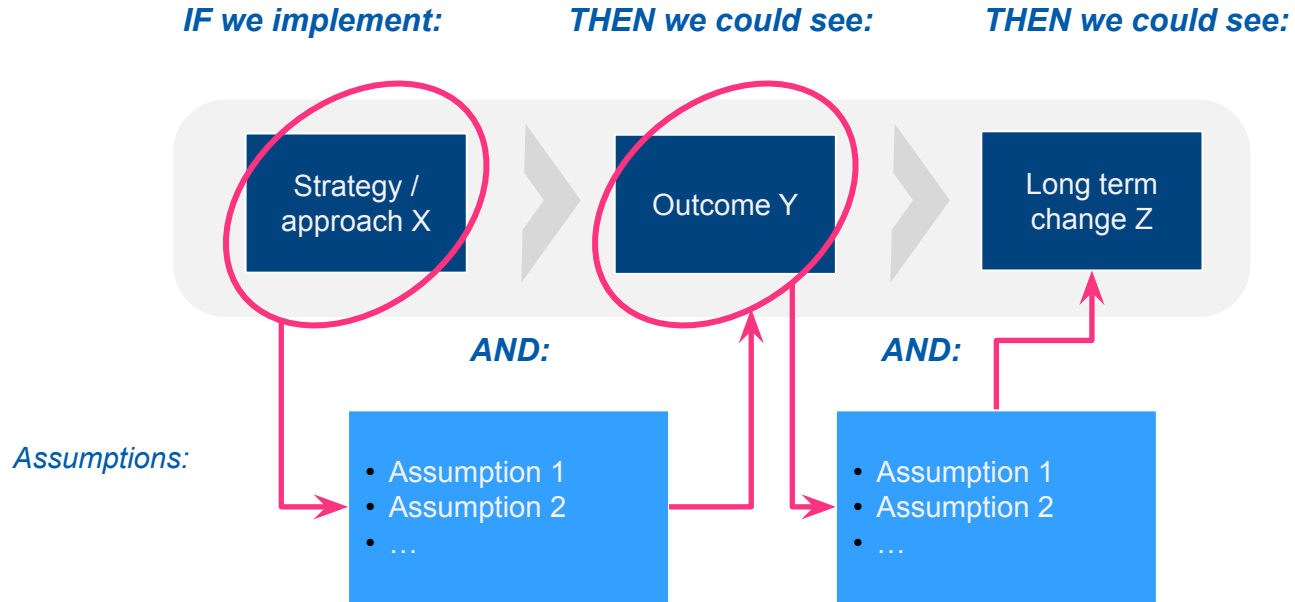
- Adapting the design and distributing Teacher's Guide (3 languages/digital +printed) with the Reading WP in the Classroom curriculum
- Training teachers through the 3 modules of the program. Extension activity for teachers: editing skills workshops. (Include support for connectivity and childcare)
- Communications campaign to bring in teachers and build community
- Promoting a community of teachers interested in expanding the work in future and be part of the User Group / Wikimedia community

Exercise 1: use the case study information to think of what Wikimedia Bolivia's theory of change is

Register your ideas in board 1 of the [jamboard](#)

(a summary of the case is on the next board as a reference)

A recap: Theory of Change is a description of how and why a set of activities are expected to lead to outcomes.



If we (Strategies)

- Train teachers to improve their understanding of how to use Wikipedia as a pedagogical tool
- Localise teachers guides (3 local languages, printed digital, distributed in diverse regions)
- Develop educational resources (classroom activities)
- Provide the right incentives and resources to promote participation (ie. connectivity)
- Motivate teachers to participate in Wikimedia events
- Train teachers to be potential mentores
- Effectively communicate the program

Then (Outcomes)

- Teachers will have the awareness, skills and tools to use Wikipedia as a pedagogical tool
- Teachers will incorporate this into their daily planning
- A group of teachers will be engaged to participate in the Wikimedia community in Bolivia.
- A group of teachers will be trained and motivated to be mentors in future initiatives

Then (Impact)

- Educators will develop transferable media and information literacy skills as they learn to navigate Wikipedia more critically
- Wikipedia will be viewed positively by educators without stigma
- Through learning from these teachers, more young people will be guided to value Wikipedia and use it critically
- Interest in contributing to Wikipedia will grow
- Teachers will be motivated to contribute to the Wikimedia community and contents that fill the knowledge gap
- Wikipedia will be valued by their contributions to the national educational system, specifically in the pillars such as

In **participatory evaluation** teachers could be involved in developing this theory of change. As well as other stakeholders: Ministry of Education, partners.

Assumptions

- Teachers will have the interest and time to incorporate the learning into classroom planning
- Printed booklets in different languages and recorded sessions will be a good solution
- Assessment and adapted material will be effective to address different learning needs
- Connectivity will not be a barrier (through financial support or existing connectivity)
- The educational authorities will support the use of Wikipedia in the classroom

2 **Strategic Learning Questions (SLQs)**

What are the key questions we need to answer about our strategy? What do we need to know to make better strategic decisions?

Learning questions are those questions that, when answered, will tell us if we are creating the change we desired and if our assumptions are correct!

The questions guide the data we need to collect.

A good learning question is:

- **Applicable** to where you are in strategy implementation
- **Answerable** in a reasonable timeframe, with the resources available
- **Actionable** so that it can inform strategic decision-making - open, direct enough to focus the evaluation..

Some tips in forming your learning questions

How?

You can start looking at your activities and think about some high-level questions. Be mindful that the Learning Questions are not the same with specific questions that are asked in an interview or questionnaire. Having these questions will help you figure out what data to collect, how to measure them, and how to report it.

Good learning questions:

- The questions should be developed by considering the approach that we will use, who are the users, what are the purposes of conducting the evaluation, and the evaluation criteria that the question belongs to.
- The questions should be open questions (not yes/no answers)
- The questions should be specific enough to direct and focus the evaluation, but broad enough to be broken down further into more detailed questions to guide data collection

What do we want to learn, what are our key questions?

Register your ideas in board 4 of the [jamboard](#)

Here are some Learning Questions for our case

Goal/ change desired	Learning question
1. Teachers will have an understanding of how to use Wikipedia as a pedagogical tool to foster media and information literacy skills and to incorporate this into their daily planning	<ol style="list-style-type: none">1. What strategies were helpful for engaging teachers to participate and complete the training?2. How are teachers incorporating this into the classroom, what factors helped them do this or act as barriers?3. How have teachers' perspectives about Wikipedia changed after the program?"4. Can teachers help their students navigate Wikipedia more critically?"
2. Open educational resources will be useful for further expanding awareness	<ol style="list-style-type: none">1. What were the key elements that made these resources available / effective - content, translation, print, distribution, etc.2. What are the perspectives of its future use and distribution?

Here are some Learning Questions for our case

Goal/ change desired	Learning question
<p>3. A group of teachers will be motivated to participate in the Wikimedia community in Bolivia.</p> <p>A group of teachers will have the skills and motivation to act as mentors of future teachers.</p>	<ol style="list-style-type: none">1. What types of support and activities are most interesting to teachers who want to learn more about the Wikimedia community?2. What are the barriers they face to more actively participate in the community?3. How many are already engaging in the community through different channels - editing, events, communications?4. Did teachers develop the skills and have the time and motivation needed to be mentors to other teachers?

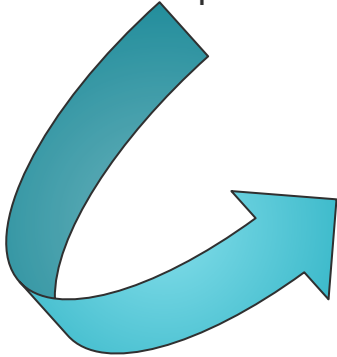
In **participatory evaluation** teachers could be involved in developing the learning questions.

What do they want to learn as an outcome of their efforts?

How can you answer these questions? What data should you collect and how?

We usually think of “data” as measurable numbers that we can quantify:

- Number of resources created
- Number of participants



But “data” also includes things like:

- Perceptions, opinions, testimonies, visual representations, etc

This *qualitative* data can complement the numbers to help us dig deeper and understand **why (or why not)** something happened.

So data can be *quantitative and qualitative*

Goal 1: To improve teachers' understanding of how to use Wikipedia as a pedagogical tool

- Develop a new 6-month training proposal.
- Conduct 14 training sessions and 6 mentoring sessions
- Conduct two assessment surveys to evaluate the needs and results of the program.

Goal 2: Develop open educational resources according to the context

- Design teacher's guides available in digital and printed
- Translated into Aymara, Quechua and Guarani and distribute at least 100 copies around the country.
- 40 final works of classroom activities to be developed by the participating teachers.

Goal 3: Develop a community of teachers as an active part of Wikimedistas de Bolivia

- Invite six teachers who graduated from the pilot version of the project as mentors for the new version, so that they can develop skills to lead the program in future versions.
- Invite participating teachers to participate in projects and activities of Wikimedistas de Bolivia during 2021.

Take a few moments to analyse the metrics proposed by Bolivia in their initial grant proposal.

How well will they help us answer our learning questions?

Goal 1: To improve teachers' understanding of how to use Wikipedia as a pedagogical tool

- Develop a new 6-month training proposal.
- Conduct 14 training sessions and 6 mentoring sessions
- Conduct two assessment surveys to evaluate the needs and results of the program.
- 100 teachers disaggregated by rural, geographical and linguistic diversity
-

Goal 2: Develop open educational resources according to the context

- Design teacher's guides available in digital and printed
- Translated into Aymara, Quechua and Guarani and distribute at least 100 copies around the country.
- 40 final works of classroom activities to be developed by the participating teachers.

Goal 3: Develop a community of teachers as an active part of Wikimedia de Bolivia

- Invite six teachers who graduated from the pilot version of the project as mentors

Other metrics mentioned:

- 60 new editors
- Content: 40 creative models uploaded in Wikimedia Commons to work with Wikipedia, 40 new images in Wikimedia Commons from around the country (nothing on Wikipedia?)

Some of these are more output metrics: did I achieve the activities I needed. They are important for monitoring your work but will not fully answer your questions

Some of these are data collection methods, not the data itself. We would have to determine a metric that can be calculated from this survey.

ie. % of teachers that say that the training and resources gave them the skills needed and they are incorporating this into lesson planning.

This may be a good way to see if the skills were learned and incorporated into practice

Metrics "traditionally required", but are they relevant?

Tips!

- Think of what is it I really need to learn to know if I am achieving the change I wanted.
- Whilst measuring some of our inputs are important: such as number of training, number of participants, etc. This is not going to tell us the full story if we are achieving what we desired.
- Always go back to the theory of change and your assumptions to test them.
- Try to involve participants and stakeholder in the process!

**How can you answer these questions?
What data should you collect?**

Register your ideas in board 5 of the [jamboard](#)

	Goals	Key evaluation question example
1	<p>To improve teachers' understanding of how to use Wikipedia (and other Wikimedia projects) as a pedagogical tool to foster media and information literacy skills. - <i>incorporate into daily planning to foster critical reading of Wikipedia</i></p>	<p>What strategies were helpful for engaging teachers to participate and complete the training?</p> <p>To what extent did the project improve teachers capacity to incorporate Wikipedia into their teaching strategies?</p> <p>To what extent did the RW project improve teacher's opinion of Wikipedia as a learning tool?</p>
2	<p>Develop open educational resources according to the context to incorporate the use of Wikipedia in the classroom</p>	<p>How engaging/accessible was the design of learning materials/learning platform?</p>
3	<p>Develop a community of teachers as an active part of Wikimedistas de Bolivia</p>	

So let's look at some of the data that would be interesting to collect and how.....

Learning question	Data
<p>1. What strategies were helpful for engaging teachers to participate and complete the training?</p>	<ul style="list-style-type: none">● Feedback on what were the most effective strategies for gaining the skills (see how impactful training format was, translated documents, printed format, interactions between teachers and instructors in discussion forums, etc)● % of teachers that feel they have the skills and support to implement this in the classroom● % of teachers that are motivated to incorporate this in the classroom

What tools can we use to gather
qualitative data?

Here are just some examples.....



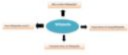

Semi-Structured Interview

what kind of questions we can ask teachers?

Question Examples

- How did the program impacted your teaching practice?
- What did you enjoy the most while participating in the program? What was the most challenging part of participating?
- How did the program change your perspective of Wikipedia and media and information literacy or of using Wikipedia as part of your teaching practice?
- What did you appreciate the most/find the most challenging in the educational resources used in the program? (Teacher's Guide/Modules, learning platform' posts/discussion forum, Slidedecks used in the training sessions)

Use artifacts to demonstrate learning outcomes

Activity: Media and Information Literacy in Filipino	Grade: Grade 8 - Filipino
Discovery Questions: How helpful is information on the proper use of Wikipedia in advancing Media and Information Literacy Skills in studying Filipino?	Resources: Computer, Internet Connection, Worksheets
Learning Outcomes: Students describe clearly and effectively the research data gathered.	
Standards Alignment: Research on proper use of Wikipedia in the promotion of Media and Information Literacy Skills	
Preparation:	
A. <u>Motivation</u>	
<p>Wiki-Check: The teacher will share his screen in the showing Wikipedia on the browser.</p> <ol style="list-style-type: none"> 1. Read the article. List down your observation on the physical form of the article read on Wikipedia. 2. How is the information presented about a topic in a Wikipedia article? 3. Can you tell if the information presented in the Wikipedia article is truthful and reliable? 	
Introduction:	Activity 3: Group 3
B. <u>Group Work</u>	A. Wikipedia's Pillars Instruction: Using the graphic organizer, present Wikipedia's foundation on continuous delivery of reliable information.
<p>Groupie-Wiki Search. Group students into five (5) for the following activities.</p> <p>Activity 1: Group 1</p> <p>A. What is the importance of "Access to information." Explain.</p> <p>B. Venn Diagram Instruction: Provide the similarities and differences of Wikipedia and an Encyclopedia.</p> 	 <p>B. With the help of the graphic organizer, one by one the standards set by Wikipedia on governing its editors.</p>
<p>Activity 2: Group 2</p> <p>A. Graphic Organizer Instruction: Provide the information being asked about Wikipedia.</p> 	A. Core Content Policies Instruction: List down Wikipedia's core content policies.
<p>B. List down 3-5 ideas from your family and friends about the use of Wikipedia as an information resource.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	<p>Activity 4: Group 4</p> <p>A. Core Content Policies Instruction: List down Wikipedia's core content policies.</p>  <p>C. Who can prove that the information listed in Wikipedia is valid and trustworthy? List them.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____

- Assignments that are part of a course
- Classroom observations
- Answers from discussion forums
- Peer review forms
- Etc.

Survey Questions Examples

No.	Sample Questions	Answer type
1	Do you think this program is helping you to better incorporate Wikipedia in your classroom to foster Media and Information Literacy skills?	Text box
2	How confident are you in applying your new knowledge and skills about Wikipedia in the next school year?	Text box
3	Now that you have participated in this training program, how would you explain Wikipedia to your students? How would you guide them into using it?	Text box
4	Do you agree, somewhat agree, or disagree with the following statements? <ul data-bbox="222 805 1280 980" style="list-style-type: none">• Wikipedia is a valuable source of information• I think teachers should use Wikipedia• I know what to do if I find false/unreliable information on Wikipedia• I think Wikipedia articles are less quality than school textbooks• I think it's OK for students to use Wikipedia	Options: Agree - Somewhat Agree - Disagree

Using Images/Videos/Pictures

- Teachers can take photos of their activities during the training program, record video interviews among their peers about how they think of the activities
- After capturing the activities, group of teachers can discuss or interpret, find patterns that can be highlighted
- Teachers can also create sketches that describe or represent their experience during the training program



Step-by-step to PhotoVoice

- 1 **Recruit Participants**
- 2 **Plan the project (participatory)**
- 3 **Introduce participants to PhotoVoice**
- 4 **Get out and take pictures!**
- 5 **Discuss/Reflect/Choose**
- 6 **Exhibit**

PhotoVoice instructions

Take 1 photo/video per question.



1. What do you hope to get out of the Reading Wikipedia program?
2. How do you plan to incorporate Wikipedia into your lesson plan?
3. How do you study the learning materials?

Write 2-3 sentences per photo/video, include the following:



1. Describe the photo/video
2. What is happening in the photo/video?
3. Why did you take a photo/video of this?



Save the photos/videos and descriptions, then upload them to Google Drive/Facebook Page/Wikimedia Commons

Let's get creative! What other tools can you think of to measure these results?

Jamboard

How can we share and learn from the data we have collected?

Learning session with our peers /team (every 3 months)

Outcome: reflect on data, make decisions based on this analysis.

Learning session with participants (midterm, towards the end)

Outcome: reflect on data, welcome learning + efforts, future prospects

Communicate findings in creative ways - tell your story!

Here are some interesting methods you can use for these sessions:

[Figma Retro Template](#)

[Figma Lessons learned](#)

[Fun retrospective: story of a story](#)

[Miro retrospective](#)

Videos are a great way to tell a story, but there are also a number of other visual ways. Here are some tools.

[Canva](#) : easily create designs and animations without any technical or design expertise. Useful for blog graphics, infographics, social media graphics and more.

[Ceros](#) : enables you to create cool designs easily, animate them, and input features like social media pop-ups. [Look at this example.](#)

[Infogram](#) for interactive infographics, charts and maps.

[WordArt](#) lets you make art out of words.



We will be having more spaces to share experiences around learning and evaluation in the Peer Learning program - Let's Connect.

Coming soon!