## Lesson Plan: Using the Data Collection Tools

**90 minutes total**

Lesson Description



In this lesson, participants practice using the information collection tools they created.

**Note: Only do this lesson if you will be collecting data through interviews, focus groups, or observation.**



Learning Outcomes



At the end of this session participants will be able to:

1. Explain why it is important to test information collection tools before using them.
2. Describe how to use the information collection tools effectively.



Materials



* Flip chart paper
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* CEWT Workbook – 1 per participant
* Theme music and speakers
* CEWT Hats
* Optional: Participants’ Nametags created using the template in the workshop introduction
* The Information Collection Tools created in the previous lesson
* Evaluating Education and Training Resource Book – 1 per participant. The following resources will be used:
  + *R5: Planning Effective Interviews*
  + *R7: Planning a Focus Group*
  + *R8: Planning for Data Collection by Observation*

Preparation



* Write the following on a piece of paper: “What is the main reason that you treat your water before drinking it?”
* Distribute one blank piece of paper to each participant
* Review the *Research Essential: Plan for Gathering the Information*

Introduction 10 minutes



1. Ask participants to raise their hands if they have ben interviewed or participated in a focus group?
2. Ask some of the participants who raised their hands to answer the following questions:
   1. Did the interviewer or facilitator make you feel comfortable, or uncomfortable? Why?
   2. How did that affect the way you participated?
3. Present the learning outcomes or lesson description

Using the Data Collection Tools Effectively 25 minutes



1. Explain that no matter how good our information collection tools are, if we don’t use them effectively, we won’t get accurate information.
2. Tell the participants we’re going to discuss some tips for using the information collection tools we created effectively.
3. Explain that we’re not going to discuss tips for questionnaires, because they don’t rely on someone to conduct them in person.
4. Ask the participants to refer back to the following resources from their Evaluating Education and Training Resource Book:

*R5 Planning Effective Interviews*

*R7: Planning a Focus Group*

*R8: Planning for Data Collection by Observation*

1. Tell the participants that we are going to focus on the information collection methods we will be using.
2. Divide the participants into groups, one group per method you will be using to collect information. For instance, if you will be using interviews and focus groups, divide into two groups. If, in addition to these methods, you will be doing observation, divide into three groups.

If you are using just one type method to collect information, consider summarizing the information about the method for the participants, and skipping to the next topic of the lesson.

1. Tell participants to use the resources in the CEWT Resource Book to create a list of tips for their assigned information collection method. Give each group a sheet of flip chart paper and a maker to record their tips.
2. Ask each group to present their list of tips to the group, and discuss why they are important.

*Some ideas include:*

*For interviews:*

* *Give a clear introduction*
* *Be friendly and polite*
* *Pause to leave time for the interviewee to think after asking a question*
* *Use probing questions if the interviewee has not answered the question, or has mis-interpreted it*
* *Record the data properly*
* *Give proper feedback to the interviewee*
* *Observe as well as asking questions*
* *Use body language to show that you are engaged and interested in what they are saying*

*For focus groups:*

* *Give a clear introduction*
* *Be friendly and polite*
* *Help the participants to feel comfortable by encouraging their input*
* *Do not embarrass participants if they give an answer that is off-topic*
* *Do not express your own opinions, or try to influence the participants of the focus group*
* *Try to make participants feel comfortable, relaxed, and safe*
* *Encourage participation from everyone, do not let the discussion be dominated by anyone*

*For observations:*

* *Give a clear introduction*
* *Be friendly and polite*
* *Explain to the participants that you want them to act just as they would if you were not there*
* *Explain that you are not ‘testing’ them, you just want to observe what they normally do*
* *Be as unobtrusive as possible*

Recording the information 15 minutes



1. Hand out a piece of paper, and marker or pen to each participant.
2. Ask for a volunteer from the group of participants to come out to the front of the training room. Explain that the volunteer is going to interview you, and that you are going to answer.
3. Tell the rest of the participants they will be responsible for recording the information. Explain they must write their response on the paper in front of them.
4. Hand the volunteer a piece of paper with the following question written on it, and invite them to ask you:

*“What is the main reason that you treat your water before drinking it?”*

1. Answer the question with the following response, speaking quite quickly:

*“I usually get my water from the river nearby, and treat it using a biosand filter. I got the biosand filter about a year ago, and I like using it. The water gets nice and cool, and I like it because it looks clear. Someone told me that it helps my family to stay healthy if we use the biosand filter all the time. Sometimes, my family uses too much water, so we use water straight from the river instead of treating it.”*

1. As soon as you’ve finished answering the question, ask each participant to hand their piece of paper to you.
2. Stick the papers on the wall in a group and ask the participants to review them. Read out two or three of the papers.
3. Ask the participants “Do you think they are all the same?” *No, each person recorded different things.*
4. Ask “what would happen if we were collecting information, and we all recorded a different answer to the same question?” *It would be confusing.*
5. Explain that each person takes in, and records information in a different way. When collecting information, we need our recorders to be consistent in the way they collect and record information. If we cannot rely on the information we’ve recorded, the information we collect may not be accurate.
6. Ask participants if they have other tips for recording information consistently. Record their ideas. Add the following ideas if they have not been suggested by participants:

* *Review each interview question with the people who will record the information. Discuss what points are important to record.*
* *Practice interviewing and recording as a group. Compare what recorders write and discuss what points are important. Repeat the exercise multiple times until people are recording the information in a consistent way.*

1. Explain that it can be useful to have separate people responsible for asking the interview questions, and recording the information. In this way, one person does not have to do both at the same time.

Pre-testing the Data Collection Tools 40 minutes



1. Explain that it is important to pre-test the information collection tools before we start the information collection. Explain that we can test the tools in the office or by going out to the field. If it is easy to access the information collection location, it is the best place to test the tools; if we are far away then we can use role-plays in the office to test the tools.
2. Ask participants, why should we pre-test the information collection tools? Record their ideas. Add the points below if participants do not address them.
   1. *To find out how the draft tools work, and fix any problems. For example, the questions might be confusing, the interview too long, one of the focus group activities may not work.*
   2. *To practice our effective use of the tools. We need to be familiar with the interview questions, and practice the tips for using them effectively.*
   3. *To practice recording the information. We need to make sure:*
      1. *The data collection team understands each question,*
      2. *can record the data consistently, and*
      3. *there is enough space to record the information.*
3. Explain that we are going to work in groups of 4 to test the data collection tools. Each person in the group will have one of the following roles:
   1. Interviewer – They will interview the participant, using one of the information collections tools.
   2. Participant – They will pretend to be a stakeholder and will answer the interview questions.
   3. Recorder – They will record the information on their copy of the interview form
   4. Observer – they will observe, and provide feedback to the interviewer and recorder.
4. Divide the participants into groups, and give each group an information collection tool, and paper to record their answers. Explain that each group should complete one test interview. The observer should give feedback to the interviewer and the recorder, based on the tips for effective interviewing. The observer should review the form that the recorder has written on before they provide feedback.
5. After each group has completed one test interview, ask one or two of the observers to share some of their feedback. Ask one or two of the interviewers, and recorders to share anything they found challenging during the test.
6. Ask each group to discuss any changes they should make to the information collection tool or the way they interviewed before doing another interview. Provide participants with time to make changes to the information collection tool if necessary.
7. Ask the members of the groups to switch roles, and do another interview.
8. Ask the participants “What was different between the first test and the second test?”, Ask 2-3 participants to share their answers in the large group.
9. Explain that we need to test all of the data collection tools in this way. Repeat this activity until all the information collection tools have been tested.

Review 5 minutes



1. Turn on the theme music for the workshop and ask participants to put on their “CEWT Hat”.
2. Ask participants “What stage within the ADDIE model were we working on?” Analyze.
3. In their CEWT Workbooks, in the Analyze Section, in the subsection “Collecting Information” ask participants to respond to the following question:

“What tips will you keep in mind as you start collecting information?”

Reflections on Lesson