## Lesson Plan: Evaluation

**1 hour 15 min total**

Lesson Description



In this lesson participants learn about the difference between analysis and evaluation in the ADDIE model. They then develop an initial concept for the evaluation of their workshop.

Learning Outcomes



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

1. Explain the difference between analysis and evaluation in the ADDIE model
2. Describe summative and formative evaluation.
3. Explain the importance of evaluating for improvement.
4. Explain how to use the Theory of Change to develop an evaluation.

Materials



* Flip chart paper
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Theory of Change – created during Theory of Change lesson
* CEWT Workbook – 1 per participant
* Evaluating Education and Training Resource Book – 1 per participants
* Optional: Participants’ Nametags created using the template in the workshop introduction
* Coloured pieces of paper equal in colour to those used for the Theory of Change

Preparation



* Repost the Theory of Change that was developed at the beginning of the workshop
* Write down the definitions of “evaluation” and “indicator” on a sheet of flip chart paper
* Write the steps of evaluation on separate pieces of coloured paper. **Do not put the numbers beside the steps.**
1. Confirm the workshop goal and Theory of Change
2. Decide what information that you need to determine whether the goal and the reaction, learning, behaviour and results from the Theory of change have been achieved.
3. Plan how to collect the information
4. Collect the information
5. Identify gaps and trends from the information
6. Use the results
* Copy the following table onto a sheet of flip chart paper:

|  |  |  |
| --- | --- | --- |
| 1. **Measurement Type**
 | 1. **Who or What the Indicator Relates to**
 | 1. **The Outcome Being Measured**
 |
| Percentage of | workshop participants who | were satisfied with the workshop content |
| Number of  | community members who | are using a latrine |
| Level of quality  | reported by health workers of the | training materials supplied in the workshop |

* Optional: Write the learning outcomes or lesson description on flipchart paper

Introduction 5 minutes



1. Ask the participants “Can you remember the two types of assessment that we discussed in the assessment lesson?” *Formative and Summative Assessment.*
2. Ask the participants: “What is the definition of formative and summative assessment?”
* *Formative assessment: Occurs throughout a lesson. It allows the instructor to assess learning as it is happening.*
* *Summative Assessment: Occurs at the end of a lesson or workshop. It is measured the same way for all participants.*
1. Explain that in this lesson we will be discussing the evaluation stage of the ADDIE model. This stage include both formative and summative evaluation.
2. Present the lesson description or learning outcomes.

Formative Evaluation 10 minutes



1. Ask participants “what is an evaluation?” *An activity that helps us to determine the importance, effectiveness or worth of something*.
2. Ask participants “why is it important to do an evaluation of a workshop?” *It helps us to know what is working and what is not working so we can improve our projects.*
3. Referring to the posted ADDIE model diagram, ask the participants “where does evaluation fit?” *It happens throughout.*
4. Ask participants: “What are we evaluating throughout the workshop development process?” *In the design phase we evaluate our initial goal and the stages of a goal. In the development phase we evaluate the learning objectives developed in the design phase and adapt them accordingly. In the implementation phase we test the lessons in a pilot, and may need to go back to update our lesson based on the results.*
5. Record some of the participants ideas in the evaluation section of the large ADDIE model on the wall.Use one colour of marker to record activities related to formative evaluation. Later in the lesson you will use another colour of marker to record activities related to summative evaluation.
6. Explain that we put evaluation at the centre of the ADDIE model because it happens throughout. It is because of evaluation that the ADDIE model is iterative. We are evaluating at every stage, and this forces us to return to the stages before.

Introduction to Summative Evaluation 10 minutes



1. Ask the participants “when does the summative evaluation in the ADDIE model occur?” *A summative evaluation can occur immediately after a workshop has been delivered or several months or years after the delivery. We are going to discuss a short illustration to consider when it’s best to evaluate, and what we need to evaluate.*
2. Return to the illustration used in the Theory of Change lesson, the picture of: a person planting a seed 🡪 plant growing 🡪 a picture of a fruit 🡪 a picture of food on a plate 🡪 picture of a happy person.
3. Ask the participants: “what would happen if we only measured the number of seeds produced. Would this help us see if we are meeting our goal?” *No, we wouldn’t know if our results had been achieved.*
4. Ask the participants: “what would happen if we only measured the strength of the man?” *It wouldn’t be useful, because our goal was a happy person, not necessarily a strong person.*
5. Ask the participants: “why do we want to measure all four categories of our Theory of Change: reaction, learning, behaviour and results?” *Because we need to understand each of the categories to find out what is working well and where we need to improve.*
6. Explain that when people talk about a workshop evaluation, they often think of an evaluation form that is given to participants at the end of the workshop. While this is essential, it only measures immediate reactions to the workshop, it doesn’t give you a picture of what participants went on to do with their knowledge.
7. Explain that in this lesson, we will be discussing a type of evaluation that participants can use to measure each category of their Theory of Change. This form of evaluation will help them to understand what their participants do with what they learn.

Evaluation vs Analysis 10 minutes



1. Explain that there are many similarities between the analysis phase of the ADDIE model, and the summative evaluation that you can do during the evaluation stage of the ADDIE model.
2. Give each participant one piece of paper with one of the step of an evaluation written on it. Ask them to put themselves in order from the first to the last step:

1) Confirm the workshop goal and Theory of Change

2) Decide what information that you need to determine whether the goal and the reaction, learning, behaviour and results from the Theory of change have been achieved.

3) Plan how to collect the information

4) Collect the information

5) Identify gaps and trends from the information

6) Use the results

1. Once participants have put the steps in order ask them to post them beside the evaluation section of the large ADDIE model on the wall.
2. Ask for volunteers to share the similarieis and differences between the steps of the analysis and the evaluation. *The steps are the same.*
3. Ask the participants how the information they would collect during the evaluation would be different from the information they collected during the analysis.

*In evaluation we look for something that has happened rather than something that will happen; in evaluation we are looking for more specific indicators to tell us whether the workshop goal and the categories of the Theory of Change were achieved . Evaluation may require more time and resources than the analysis depending on how thorough we want it to be.*

*Note: Another subtle difference you may want to highlight: In the Theory of Change for the evaluation we are measuring the participants* ***reaction*** *to the workshop, rather than their* ***motivation****. In the Theory of Change for the analysis we discuss* ***motivation*** *as the first category.*

Defining indicators 30 minutes



1. Explain to participants that if they collected information in the analysis stage of the ADDIE model, they have already learned about many of the steps of evaluation. We have a complete workshop on evaluating education programs that they can attend if they want to go more indepth. In this lesson, we will just touch briefly on what types of information we need to collect during an evaluation.
2. Return to the picture of: A person planting a seed 🡪 plant growing 🡪 a picture of a fruit 🡪 a picture of food on a plate 🡪 picture of a happy person, that you used in the introduction from the previous lesson.
3. Ask the participants “how could you evaluate how effective the farmer shown in the picture is?”

*We could find out:*

* *Amount of time spent by the farmer to produce the fruits*
* *Amount of water used*
* *Percentage of plants that stay alive*
* *Number of fruits produced*
* *How satisfied people are with the fruits*
1. Explain that these things are called “indicators”. Just like we need to come up with indicators to evaluate the effectiveness of the farmer, we need to define indicators to evaluate how well our workshop is achieving its Theory of Change.
2. Explain that indicators should follow the following structure:

|  |  |  |
| --- | --- | --- |
| 1. **Measurement Type**
 | 1. **Who or What the Indicator Relates to**
 | 1. **The Outcome Being Measured**
 |
| Percentage of | workshop participants who | were satisfied with the workshop content |
| Number of  | community members who | are using a latrine |
| Level of quality  | reported by health workers of the | training materials supplied in the workshop |

1. Tell participants that you will be breaking them into groups. Each group will create one indicator for each category of the Theory of Change, and discuss how to measure the indicator. The indicators can be quantitative (using numbers) are quantitative (anecdotal evidence).
2. Ask the participants to record the indicators and form of measurement in their CEWT Workbook. Remind the participants to refer to the resource on how to collect information in their Evaluating Education and Training Resource Book.
3. Remind participants that for the first category of the Theory of Change they want and indicator of the participants’ **Reaction** to their workshop.
4. Divide participants into groups.
5. Once the groups have developed their indicators ask them to share one indicator with the full group.

Next Steps 5 minutes



1. Explain that as with the analysis the next steps in the evaluation would be to:
2. Collect the information
3. Identify gaps and trends from the information
4. Use the results
5. Explain that we don’t have time to go through each of the steps, however we can consider what we would do with the results of an evaluation.
6. Ask participants to discuss in pairs and then share “What could you do with the findings of an evaluation of this workshop?” *Adjust the workshop accordingly, inform funders, add more monitoring and support after the workshop to ensure behaviours are adopted if it isn’t working, replicate the model etc*.

Review 5 minutes



1. Put on the workshop theme music and tell participants to put on their “CEWT Hats”.
2. Ask participants what steps are followed to develop a summative evaluation. Add this in another colour of marker under the evaluation section of the large ADDIE Model.
3. In their CEWT Workshop, in the section titled “Evaluate”, ask participants to respond to the following questions:
4. Why is it important to evaluate at each stage of developing a workshop?
5. Why is it important to evaluate your workshop once you have started delivering it?

Reflections on Lesson