## Lesson Plan: Selecting Ways to Collect information

**1 hr 20 minutes total**

Lesson Description



During this lesson, participants select a way to collect information to verify their target participant profile, workshop goal, and Theory of Change.



Learning Outcomes



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

1. Explain why we need to review existing information before we collect new information.
2. Describe a range of information collection tools.
3. Identify constraints that will influence the method of information collection.
4. Make an information collection plan.



Materials



* Flip Chart
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* CEWT Workbook – 1 per participant
* Evaluating Education and Training Resource Book – 1 per participant
* Theme music and speakers
* CEWT Hats
* The flip chart “People to Consult” from the *Analyzing the Problem* lesson plan
* The flip chart “Qualities that We Need More Information About” from the *Analyzing the Participants* lesson plan
* The flip chart “Collecting Information” from the Identifying What Information We Need lesson plan
* The Theory of Change with information that needs to be verified highlighted – from the previous lesson plan
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation



* Review Research Essential: Plan for Gathering the Information
* Prepare a flip chart paper with the heading “Constraints for Information Collection”, and with the following points listed:
  + *The reason why we are collecting information*
  + *The amount of time available*
  + *The level of scientific rigor needed*
  + *The location, and accessibility of stakeholders*
  + *Safety and security concerns*

Introduction 5 minutes



1. Ask the participants to find a partner and discuss a time when they had to find the answer to a difficult question. Ask them to discuss the different strategies they used to find the answer/s to the question.
2. Ask a few participants to share their story with the group.
3. Explain that in this lesson, we’re going to make a plan for how we will collect the information we need to have before developing our workshop.
4. Present the lesson description or learning outcomes.

Gather and Review Existing Information 10 minutes



1. From the previous lesson, summarize what information has been prioritized for verification. Refer to the flip charts from previous lessons where this information is highlighted.
2. Explain that we do not want to waste time collecting information that has already been collected by others.
3. Ask the participants to brainstorm possible sources of existing information on the points they need to verify. Write the ideas on flip chart paper. Some examples include:

* *Emails from potential participants*
* *Reports about target participants or the places where they live or work*
* *Evaluations conducted by other organizations in the community or workplace of the target participants.*
* *Workshop feedback forms from target participants who may have attended a previous workshop with your organization.*

1. Emphasize that before using existing information, we need to review it, and make sure it’s relevant. We also need to make sure that the information is accurate and reliable. If not, it is better to collect new information.

Methods for Collecting New Information 60 minutes



1. Explain that we need to collect the information that we can’t find through other sources.
2. In the Evaluating Education and Training Resource Book refer to R3: “Ways to Collect Information.” Give participants a few moments to read the information individually.
3. When they have reviewed the table, ask the participants if they have any questions.
4. Explain that we need to select information collection methods based on a series of constraints. Present the flip chart paper Constraints for Data Collection, and explain the following constraints:
   1. The reason why we are collecting information
   2. The amount of time available
   3. The level of scientific rigor needed
   4. The location, and accessibility of stakeholders
   5. Safety and security concerns
5. Ask participants: “What constraints do we have for collecting information”. Record their ideas.
6. Ask the participants: “Based on these constraints what data collection methods are most appropriate?” Record their ideas.
7. Explain that you are going to divide participants into groups. Each group will be assigned to one information collection method. They will need to decide what information they will collect with their method, and which stakeholders they will consult.
8. Divide participants into groups. Consider using the symbols on their nametags to select their groups.
9. Ask participants to flip to the “Information Collection Plan” form in their CEWT Workbooks, in the section on Analysis and the subsection on “Collect Information.”
10. Ask participants to fill out one Information Collection Plan for each stakeholder they will be collecting information from using the tool they have been assigned.
11. Ask each group to present their information collection plan to the group.
12. Ask the participants why we might want to collect the same information using two different methods?

*Collecting the same information in different ways can help validate the information, so we can be more confident that it’s true. It can also help us to identify contradictions.*

1. Explain that there is no single correct choice for information collection methods.

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. Ask participants “What step in collecting information did we just complete?” *Select ways to collect information.*

Reflections on Lesson