

EASY EVALUATION

Designing and Analysing Feedback Forms

PARTICIPANT WORKBOOK



DESIGNING AND ANALYSING FEEDBACK FORMS PARTICIPANT WORKBOOK

SHORE & WHARIKI RESEARCH CENTRE



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Introduction

Welcome to the SHORE & Whariki Evaluation Training: Designing and Analysing Feedback Forms. This workbook will provide you with information about how to design feedback forms and how to analyse quantitative and qualitative data collected.

Acknowledgements

The development of this workbook has been a collaborative effort by our evaluation team members.

Follow-up Support

Evaluators from SHORE & Whariki are able to provide you with follow-up support after the workshop. If you would like to ask us questions, discuss particular evaluation issues, review data collection tools, and/or review your logic model and evaluation plans please contact us at easy.evaluation@massey.ac.nz

Workshop Outline

Section One: Feedback forms

Section Two: Using Excel to Analyse Quantitative Data

Section Three: Analysing Qualitative Data

Section Four: Reporting

Section One: Feedback forms

What is a feedback form?

A feedback form is an efficient and economical way to collect information from your programme participants about the quality of your programme and the short-term outcomes such as knowledge, skills and attitude change that have occurred. Feedback can be anonymous in paper form or in internet form. An email survey is not usually anonymous.

It is important to allow sufficient time for participants to provide feedback otherwise forms will not be completed fully.

Most feedback forms will collect quantitative and qualitative data so think about how the data will be analysed.



Activity: What makes a great feedback form?

Designing a feedback form

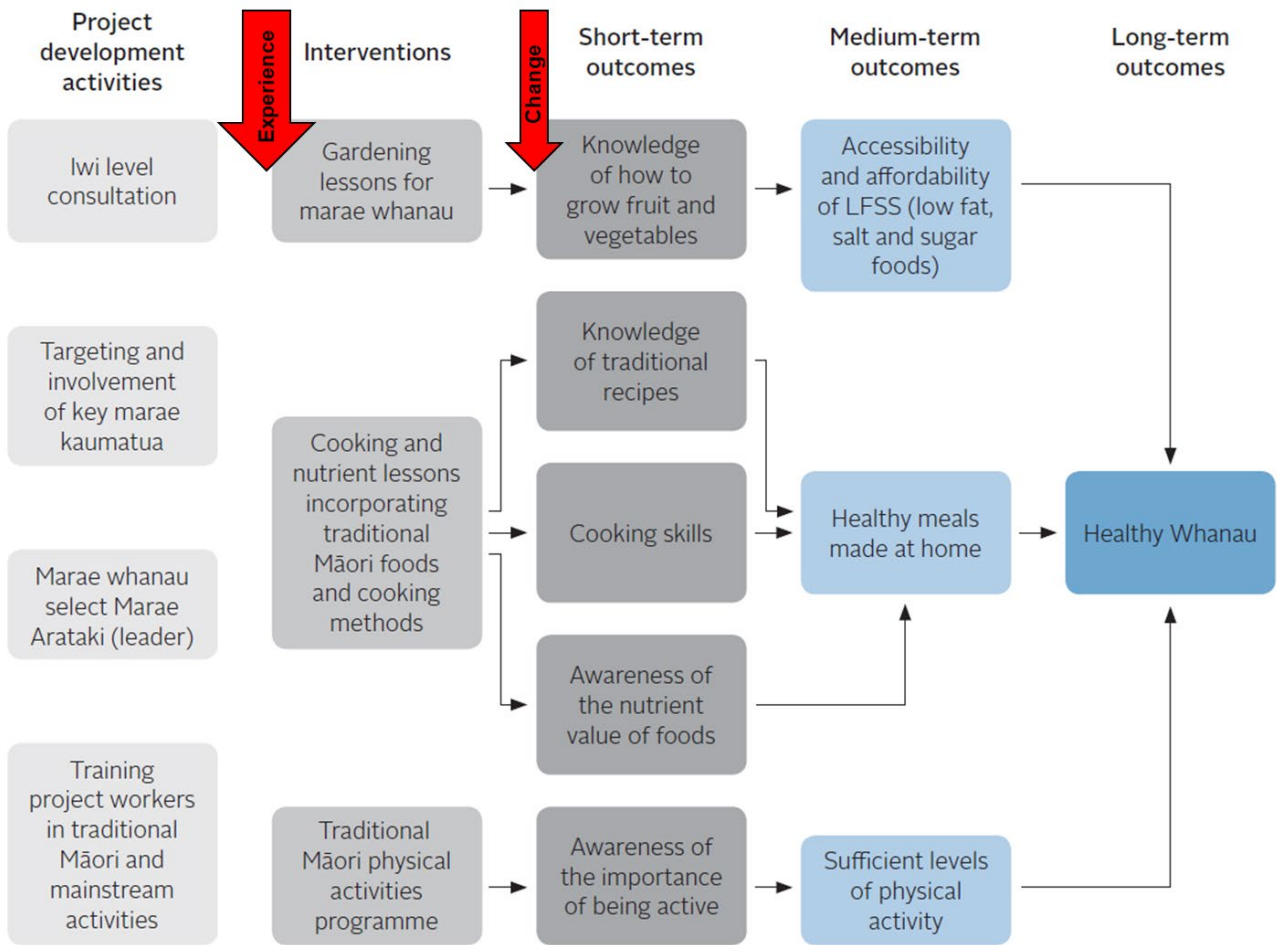
Here are some tips for designing user-friendly feedback forms:

- Order questions logically
- Place easy (non-controversial) questions first
- Place important questions early
- Group questions by topic
- Use plenty of white space
- Use a readable type size
- Provide brief instructions on how to complete the form
- Use rating scales

Points to consider...

- Don't seek feedback if you don't intend to use the information to **take action**
- Link to logic models (if you have one)

Marae-based Nutrition and Exercise Programme



Intervention: Cooking lessons for families

Evaluation Criteria	Key Sources of Data	Method
<ul style="list-style-type: none"> The content covers skills required for cooking and accurate nutrition information 	<ul style="list-style-type: none"> Dietician or nutritionist 	<ul style="list-style-type: none"> Review of cooking lesson plans
<ul style="list-style-type: none"> The delivery of lessons is engaging, interesting and at the appropriate level for participants 	<ul style="list-style-type: none"> Participant Course leader 	<ul style="list-style-type: none"> Feedback form ← Interview Reflection/assessment
<ul style="list-style-type: none"> The lesson design allows participants time to practise new skills and apply knowledge 	<ul style="list-style-type: none"> Participant 	<ul style="list-style-type: none"> Feedback form ←

Rating scale questions

1. The workshop content was relevant for my day-to-day work

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. I had enough time to practise the skills taught in this workshop

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. The presentations held my attention

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Use free text boxes

Wording the questions

Use simple, suitable vocabulary and consider reading skills. Avoid using complex technical terms, jargon and phrases that are difficult to understand. Instead use language that is commonly used by respondents. For example:

Use...	Instead of...
Work	Employment
Tired	Exhausted
About	Regarding
People who live here	Occupants of this household
Your answers	Your responses to this question
Job concerns	Work-related employment issues
Providing health care	Health care provision

Be specific e.g., last year (2016)

Use clear wording e.g., often (daily, twice weekly)

Include all information so questions can be adequately answered

Avoid demanding and time consuming questions

Example:

Please rank the following 15 items in order of their importance to you.
In 25 words or less what is your philosophy of life?

Avoid assumptions

Example:

How many children do you have?

Avoid bias (leading questions, not providing negative/positive options)

Example:

How would you rate the housing in which you live?

1. Satisfactory
2. Good
3. Excellent

Avoid double barrelled questions

Example:

Did the counselling session help you improve your relationships with your teachers and increase your ability to get along with your friends?

Examples of feedback questions

- Would you recommend this course to others?
- How could this workshop be improved?
- What did you enjoy most?
- What was the most useful thing you learnt on the course?
- How do you think you will apply what you have learnt on the course in your work?
- Any other comments you have about this course?

Section Two: Using Excel to Analyse Quantitative Data

Overview

Feedback forms can collect both quantitative (numbers) and qualitative (descriptive) data.

Quantitative data in relation to feedback forms refers to answers to the following types of questions:

- Yes/No questions
- Multiple choice questions
- Ranking questions
- Rating questions

The analysis of these questions allows us to know:

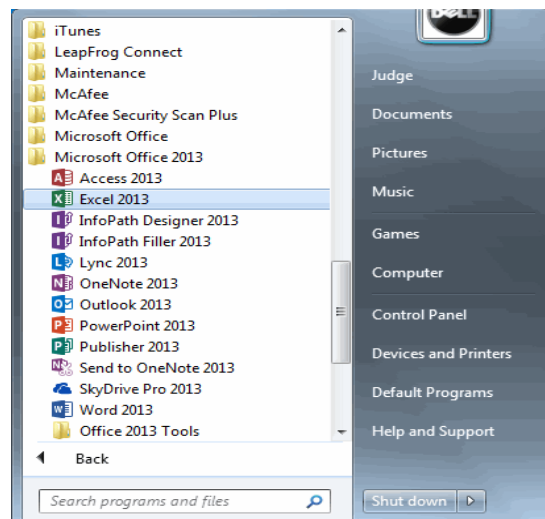
- Number (and percentage) of people who agreed to a particular statement (or question)
- Ranking of the question items
- Average rating of the question items

It is recommended to use Microsoft Excel to analyse the quantitative data.

Enter data into Excel:

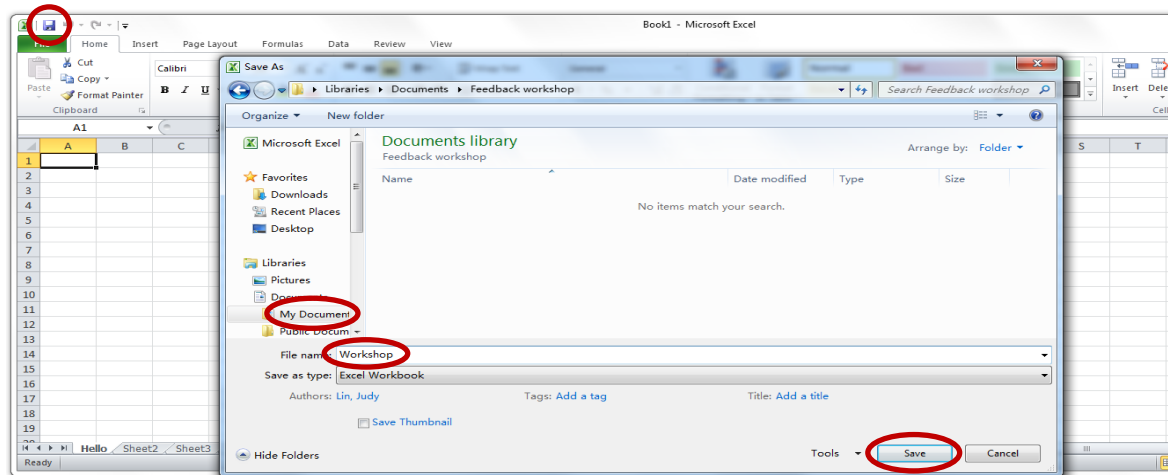
To start Microsoft Excel:

1. Click the Start menu
2. Select All Programs
3. Select Microsoft Office
4. Select Microsoft Excel



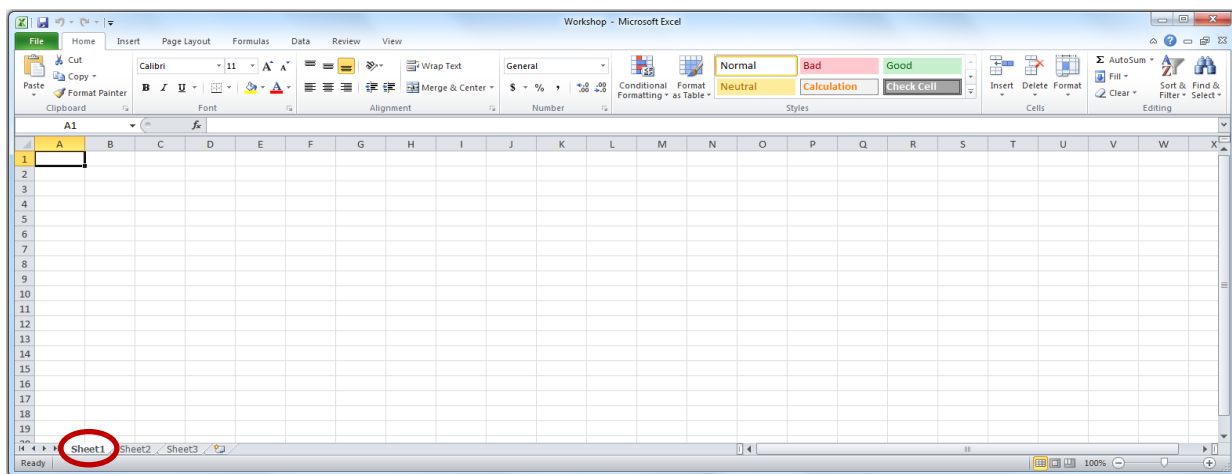
Save document:

1. Save your workbook by clicking the 'save' button
2. Select the folder to save it
3. Enter the name
4. Press 'save'



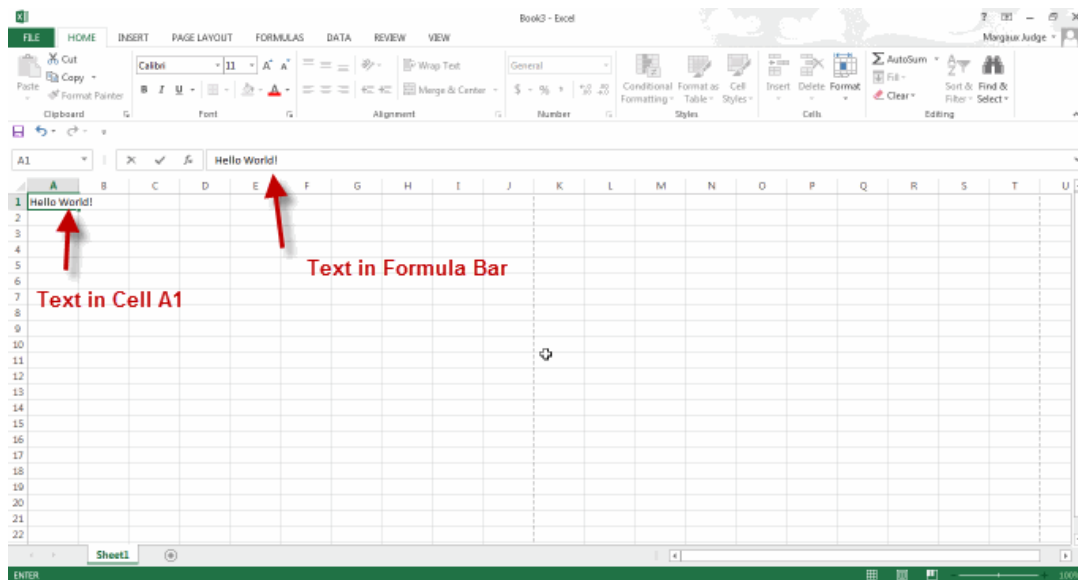
Label Worksheet:

1. Double click 'Sheet 1' (or the sheet name that you are working on)
2. Type in text
3. Press 'enter'



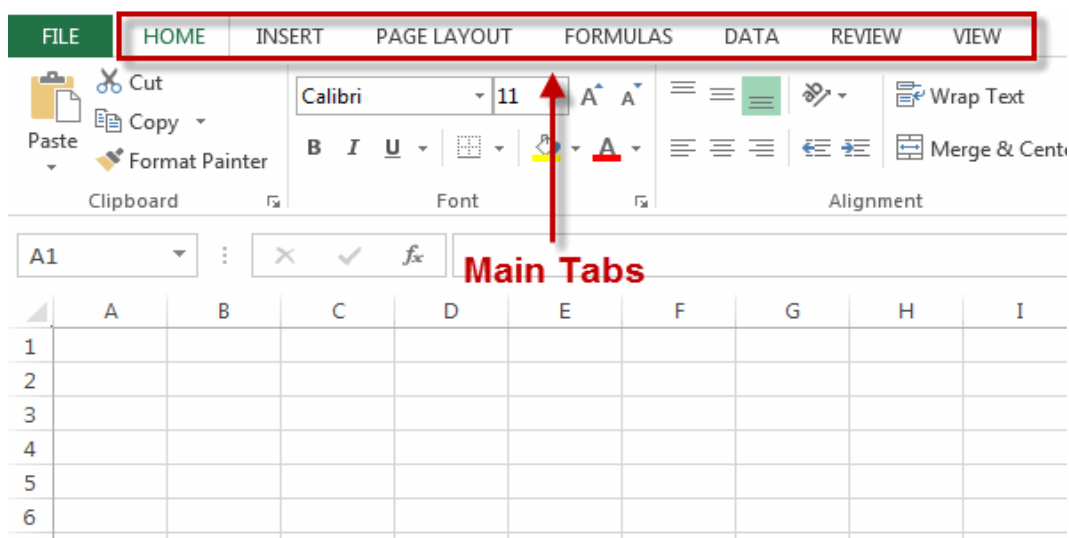
Entering data:

- When open, Excel Cell A1 is automatically selected. To enter a number or text in cell **A1**, simply begin typing
- Or you can select another cell (by using mouse or keyboard)
- If you are entering a lot of text, it is sometimes easier to type directly into the formula bar. To do this, simply select the cell by clicking on it and then click in the Formula Bar and begin typing



Command tabs:

- Excel commands are organized onto 7 main tabs
- We will be only using HOME and INSERT commands in this workshop



Analysing Yes/No questions:

Example:

Would you recommend this course to others? (Circle one answer)

- Yes
- No

Entering data:

1. Name the column by type in the key word(s)
2. Assign '1' for 'Yes' and '0' for 'No' (1=Yes, 0=No)

	A	B	C	D	E	F
1	ID	Recommend				
2	1	1				
3	2	1				
4	3	1				
5	4	1				
6	5	1				
7	6	1				
8	7	1				
9	8	1				
10	9	1				
11	10	1				
12	11	1				
13	12	1				
14	13	0				
15	14	1				
16	15	1				
17						
18						

Analysing data:

- Calculate total number of 'Yes' = summing up the column
- One quick way is to use the ' Σ ' (AutoSum) function

Σ (AutoSum)

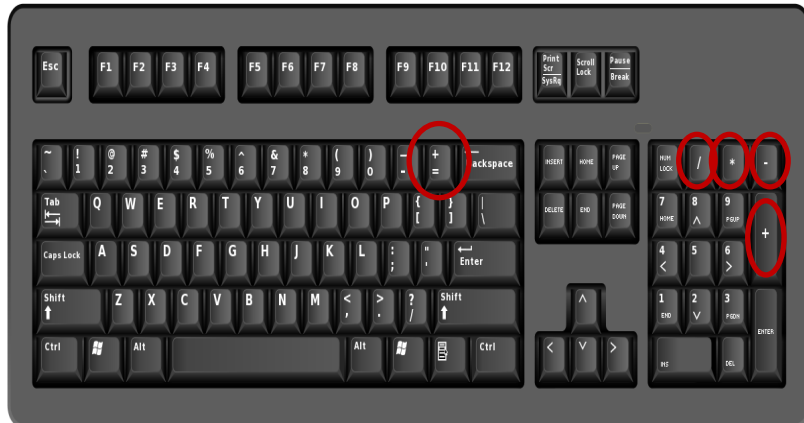
1. Select the cell at the end of the list
2. Click on the ' Σ ' button
3. Press 'enter'

When click AutoSum, Excel automatically enters a formula to sum the numbers before the selected cell.

- Calculate the percentage of 'Yes' = $\frac{\text{Number of yes}}{\text{\# Participants}} \times 100$
 1. To write a math formula in Excel, start by typing '='
 2. Click the cell with the sum (or type the cell name)
 3. Type '/'
 4. Type total number of participants
 5. Type '*100'
 6. Press 'enter'

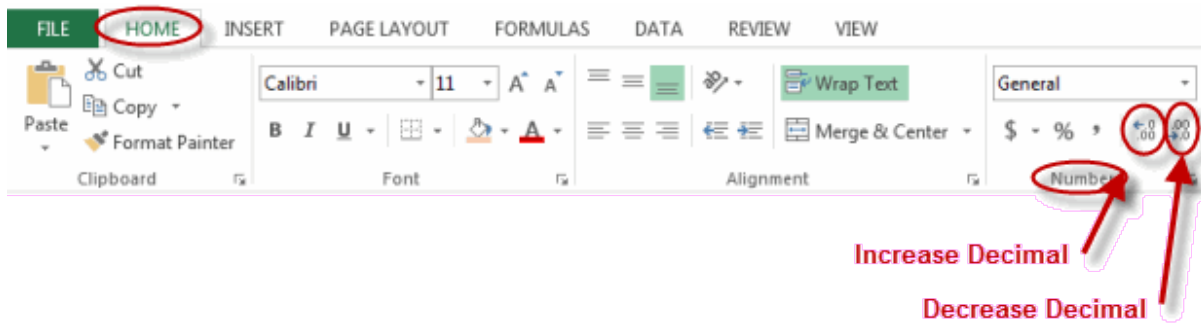
Basic Math Operators

- **Addition:** Plus sign (+).
- **Subtraction:** Minus sign (-).
- **Multiplication:** Asterisk (*).
- **Division:** Forward slash (/).



To change the number of decimals showing for numbers in Microsoft Excel:

1. Select the cell or cells for which you wish to change the number of decimals showing for numbers.
2. On the **HOME** tab, in the **Number** group, click the **Increase Decimal** or the **Decrease Decimal** command



Analysing Multiple Choice questions:

Example:

Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
- Equipped you with the ability to state which foods are the best sources of key vitamins
- Equipped you with the ability to state which foods are the best sources of key minerals
- Increased your ability to design a balanced nutritious meal
- Increased your confidence in using fresh ingredients

Analysing data:

1. Name each column by type in the key word(s)
2. Treat each item as a Yes/No question
 - Assign '1' for 'Yes' and '0' for 'No' (1=Yes, 0=No)
 - Use ' Σ ' (AutoSum) to sum up the column

The screenshot shows an Excel spreadsheet with the following data:

	C	D	E	F	G	H	I
		Food group (Yes/No)	Vitamins (Yes/No)	Minerals (Yes/No)	Nutritious (Yes/No)	Fresh Ingred (Yes/No)	
1							
2		0	1	1	1	1	1
3		1	1	0	1	1	0
4		1	1	1	1	1	1
5		1	1	0	1	1	1
6		1	0	1	1	1	1
7		0	0	1	1	1	1
8		1	1	0	1	1	1
9		1	1	1	1	1	0
10		1	1	0	1	1	1
11		1	0	1	1	1	1
12		0	1	1	1	1	1
13		0	1	1	1	1	0
14		1	1	1	1	1	1
15		1	1	0	1	1	0
16		0	1	1	0	1	1
17							
18		=SUM(D2:D17)					
19							
20							
21							

- Use 'Auto Fill' function to automatically fill the adjacent cells with the same formula

Auto Fill

- Highlight the cell
- Put the cursor to the bottom-right corner (a solid '+' will appear)
- Drag the fill handle (+) across the cells that you want to fill

	C	D	E	F
1		Food group (Yes/No)	Vitamins (Yes/No)	Minerals (Yes/No)
2		0	1	1
3		1	1	0
4		1	1	1
5		1	1	0
6		1	0	1
7		0	0	1
8		1	1	0
9		1	1	1
10		1	1	0
11		1	0	1
12		0	1	1
13		0	1	1
14		1	1	1
15		1	1	0
16		0	1	1
17				
18		10		
19				

Analysing Ranking questions:

Example:

Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- Main food groups
- Best sources of key vitamins
- Best sources of key minerals
- Designing a balanced nutritious meal
- How to use fresh ingredients

Analysing data:

1. Name each column by type in the key word(s)
2. Type in the ranking number
3. Calculate average using ' Σ Average' for each statement/column

Σ (Average)

1. Select the cell at the end of the list
2. Click on the drop down of ' Σ ' button
3. Select 'Average'
4. Press 'enter'

Auto Fill

- Use 'Auto Fill' function to automatically fill the adjacent cells with the same formula

The screenshot shows a Microsoft Excel spreadsheet with the following data:

	Rank-Food group	Rank-Vitamin	Rank-Mineral	Rank-Nutritious	Rank-Fresh
1					
2	5	3	2	1	4
3	2	1	4	3	5
4	3	4	3	2	1
5	3	4	5	1	2
6	4	5	3	1	2
7	5	4	3	1	2
8	3	4	5	2	1
9	4	2	3	1	5
10	4	2	5	3	1
11	4	4	3	1	2
12	5	3	4	2	1
13	4	1	2	3	5
14	2	3	4	3	1
15	2	3	4	1	5
16	4	1	2	5	3
17					
18	=AVERAGE(J2:J17)				
19					
20					
21					

The formula bar shows the formula: `=AVERAGE(J2:J17)`. The Excel ribbon shows the 'Average' option selected under the 'Average' button.

Note: If top rank =1, rank the number from smallest to largest.

Analysing Rating questions:

Example:

The cooking lessons increased my knowledge about the main food groups (Circle one answer)

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Analysing data:

1. Name each column by typing in the key word(s)
2. Number the scale in the right direction (higher score = higher rating)
3. Calculate average using ' Σ Average' for each statement/column

Σ (Average)

1. Select the cell at the end of the list
2. Click on the drop down of ' Σ ' button
3. Select 'Average'
4. Press 'enter'

Auto Fill

- Use 'Auto Fill' function to automatically fill the adjacent cells with the same formula

The screenshot shows a Microsoft Excel spreadsheet with the following data in column P:

Row	Knowledge
2	4
3	4
4	5
5	4
6	5
7	4
8	4
9	5
10	4
11	4
12	5
13	4
14	3
15	4
16	4
17	4
18	=AVERAGE(P2:P17)

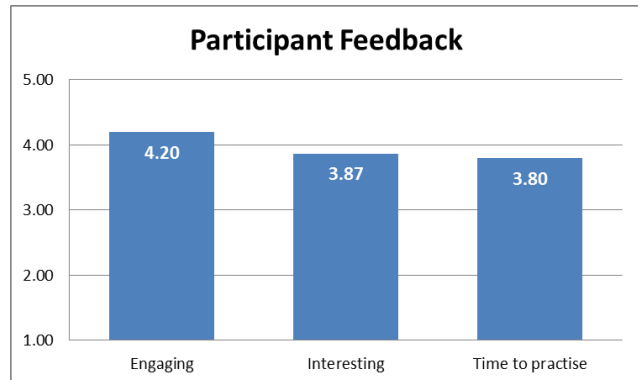
The Excel ribbon shows the 'Average' option selected in the 'Average' dropdown menu.

Note: Higher the score = higher the rating

Making graphs:

Points to consider:

- Bar graphs are better than pie graphs
- 2-D graphs are better than 3-D graphs
- Y-axis should start at smallest possible number, with meaningful intervals
- Label each bar



Column Bar graph

1. Highlight the data to be included in the chart - include row and column headings
2. Go to 'Insert'
3. Click 'Column' and choose '2-D Column'

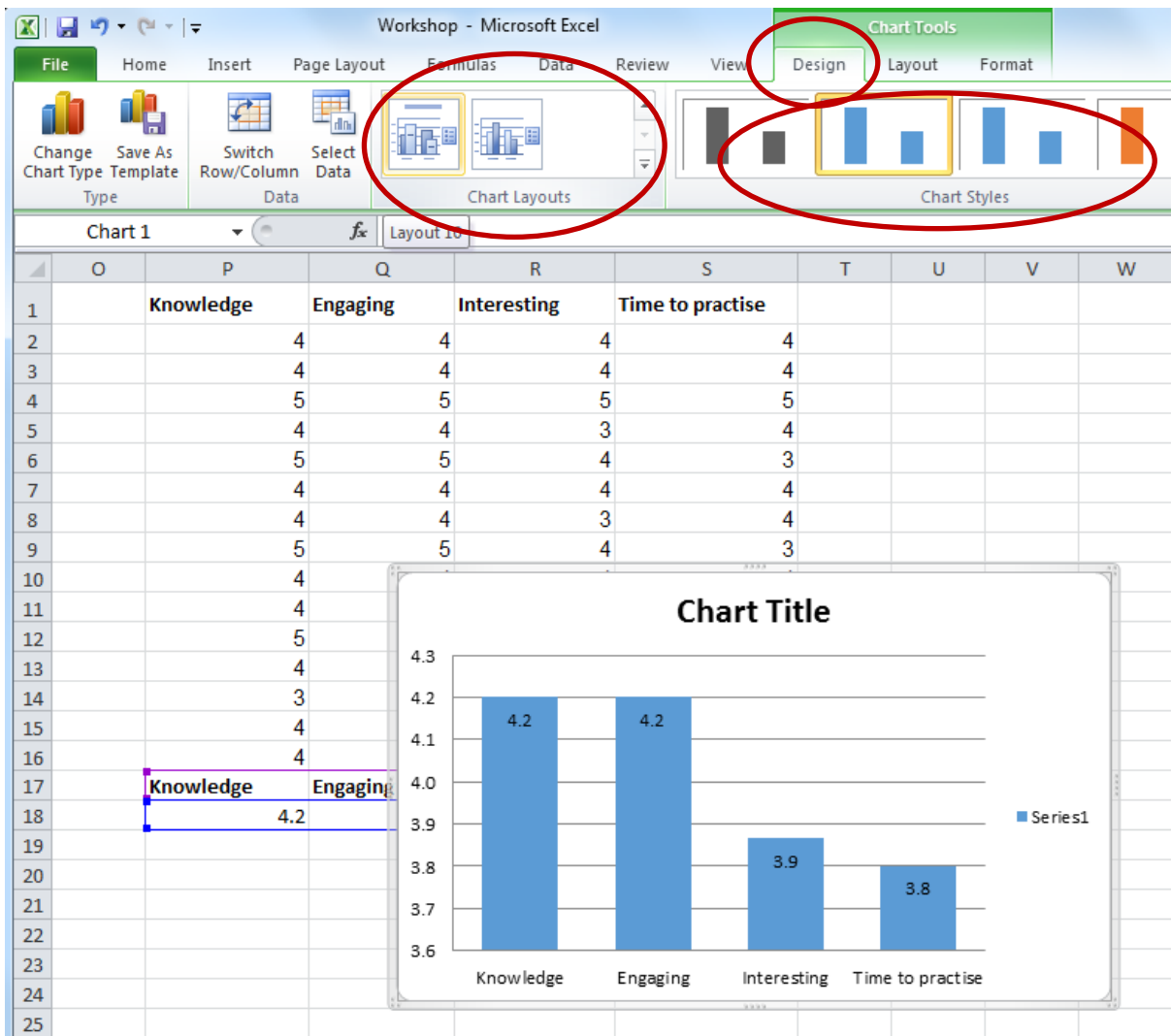
A screenshot of the Microsoft Excel interface. The 'Insert' tab is selected, and the 'Column' chart type is chosen from the 'Charts' group. The '2-D Column' sub-menu is open, showing various 2-D column chart styles. The spreadsheet data is visible, with the following table highlighted in blue:

	Knowledge	Engaging	Interesting	Time to practise	
17					
18		4.2	4.2	3.9	3.8
19					
20					

Red circles and numbers 1, 2, and 3 indicate the steps: 1. Highlighting the data range (rows 17-18, columns P-Q), 2. Clicking the 'Insert' tab, and 3. Clicking the 'Column' chart type.

Formatting Column Bar graphs:

- Highlight the graph and 'Chart Tools' tab will automatically appear
- Select the desired layout and colour theme from the 'Chart Layouts' and 'Chart Styles' section (personally, I prefer *Layout 10* because it gives chart title, legend and data labels)



- Type in chart title and legend (if required)
(Click on the HOME tab to change the font type, size and colour)

- Change vertical axis intervals by going to 'Layout'
- From the 'Axes' drop-down, highlight 'Primary Vertical Axis' and select 'More Primary Vertical Axis Options'
- Type in minimum figure, maximum figure and major unit

The screenshot shows the Microsoft Excel interface with a bar chart titled 'Chart 3'. The chart displays four categories: Knowledge, Engaging, Interesting, and Time to practise. The vertical axis ranges from 1.0 to 5.0. The 'Layout' tab is selected in the ribbon, and the 'Primary Vertical Axis' is highlighted in the 'Axes' group. The 'More Primary Vertical Axis Options...' button is also highlighted. The 'Axis Options' task pane is open, showing the 'Fixed' radio button selected for Minimum, Maximum, and Major unit, with values 1.0, 5.0, and 0.5 respectively. The 'Minor unit' is set to 'Auto'.

	Knowledge	Engaging	Interesting	Time to practise
1	Knowledge	Engaging	Interesting	Time to practise
2		4	4	4
3		4	4	4
4		5	5	5
5		4	4	3
6		5	5	4
7		4		
8		4		
9		5		
10		4		
11		4		
12		5		
13		4		
14		3		
15		4		
16		4		
17	Knowledge	Engaging		
18		4.2	4.2	

Horizontal Bar graph

1. Highlight the data to be included in the chart - include row and column headings
2. Go to 'Insert'
3. Click 'Bar' and choose '2-D Bar'

	J	K	L	M	N
	Rank-Food group	Rank-Vitamin	Rank-Mineral	Rank-Nutrient	Rank-Overall
	5	3	2		
	2	1	4		
	3	4	3		
	3	4	5		
	4	5	3		
	5	4	3		
	3	4	5		
	4	2	3		
	4	2	5		
	4	4	3		
	5	3	4		
	4	1	2		
	2	3	4		
	2	3	4		
	4	1	2		
	3.60	2.93	3.47	2.00	2.67
	2.40	3.07	2.53	4.00	3.33
Main food groups	Sources of key mi	Sources of key vi	Use of fresh ingredi	Designing nutritious meal	
2.40	2.53	3.07	3.33	4.00	

Note:

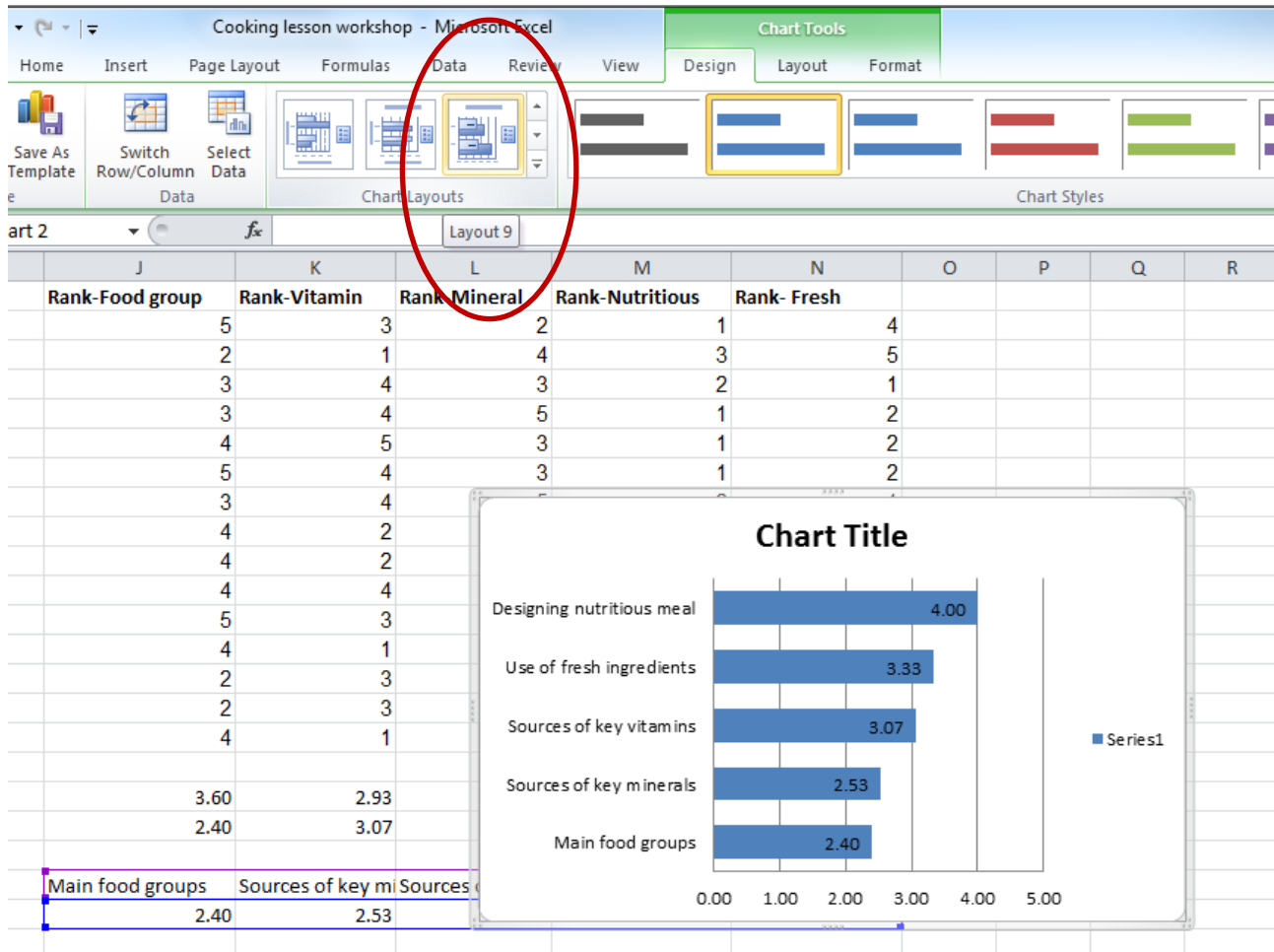
If you are graphing 'ranking' questions, remember to reverse code it, so that instead of top rank =1, top rank should be the highest possible number.

Formula for reverse coding = (highest possible number +1) – current rank.

Arrange the item so it is from smallest to highest number (from left to right).

Formatting Horizontal Bar graphs:

- Highlight the graph and 'Chart Tools' tab will automatically appear
- Select the desired layout and colour theme from the 'Chart Layouts' and 'Chart Styles' section (personally, I prefer *Layout 9* because it gives chart title, legend and data labels)



Section Three: Analysing Qualitative Data

Overview

Feedback forms can collect both quantitative (see section 2) and qualitative data (this section).

Qualitative data in relation to feedback forms refers to written answers people provide to questions that are asked about their experience of the programme or about the achievement of short term outcomes.

Feedback forms usually produce data that is simple and short – typically a few sentences or more.

In most instances the analysis of these data is concerned with the surface level (semantic) level meaning of the data which means that any meaning beyond what is being written is not looked for. The analysis is also usually focused on the evaluation questions and any criteria that might have been established.

Analysis

There are many ways to analyse qualitative data. One of the common ways in evaluation is the general inductive approach developed by a New Zealand academic Professor David Thomas (2006).

The key ideas of this approach are to:

- Condense raw textual data (e.g., comments on a feedback form) into a brief, summary format
- Establish clear links between the results (based on the data) and the evaluation question

The aim of the analysis is to identify the core meanings in the feedback forms relevant to the question. This is done through identifying the key categories/themes in the data and reporting these in relation to the evaluation questions.

There are four key steps in the data analysis process:

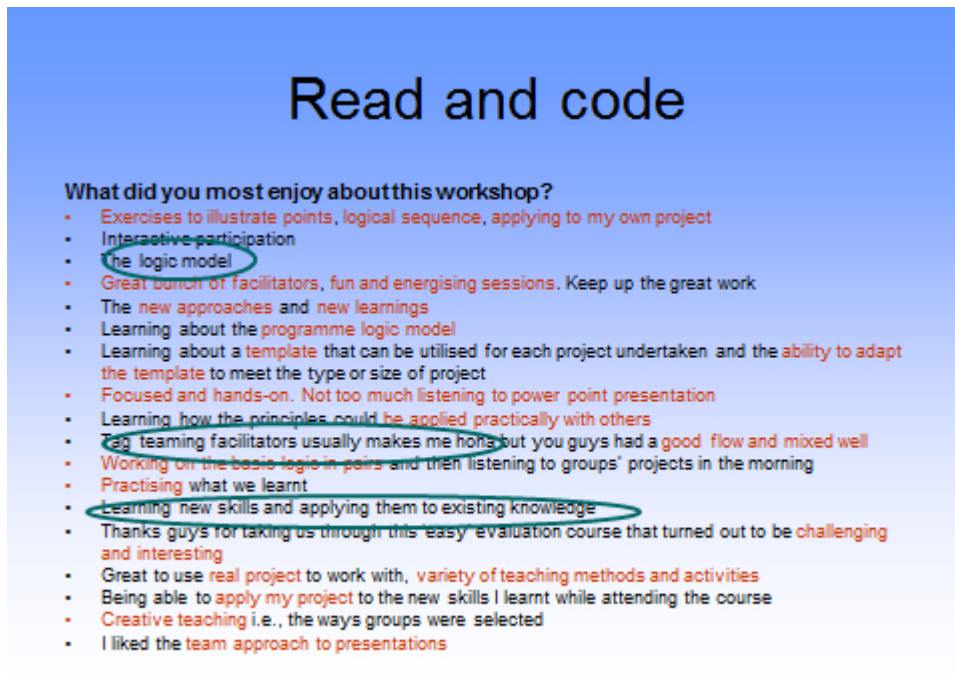
1. Read and code data
2. Develop categories and name them
3. Revise coding / categories
4. Writing up the results

A tip to help keep the analysis process manageable is to be focused on data related to the evaluation questions, but also look out for other significant points of interest raised by the people filling out the feedback forms.

Step 1: Read and code data

The first step involves reading the data. The idea is to become familiar with the data. At this stage it is useful to develop a sense of the key ideas that are written about.

When reading the data you might like to highlight the key ideas and note any ideas that you feel are important. This could be done by circling or underlining data (see following slide).



Read and code

What did you most enjoy about this workshop?

- Exercises to illustrate points, logical sequence, applying to my own project
- Interactive participation
- the logic model
- Great bunch of facilitators, fun and energising sessions. Keep up the great work
- The new approaches and new learnings
- Learning about the programme logic model
- Learning about a template that can be utilised for each project undertaken and the ability to adapt the template to meet the type or size of project
- Focused and hands-on. Not too much listening to power point presentation
- Learning how the principles could be applied practically with others
- Tag-teaming facilitators usually makes me hone but you guys had a good flow and mixed well
- Working on the basic logic in pairs and then listening to groups' projects in the morning
- Practising what we learnt
- Learning new skills and applying them to existing knowledge
- Thanks guys for taking us through this "easy" evaluation course that turned out to be challenging and interesting
- Great to use real project to work with, variety of teaching methods and activities
- Being able to apply my project to the new skills I learnt while attending the course
- Creative teaching i.e., the ways groups were selected
- I liked the team approach to presentations

After reading the data and making notes you will have an idea of some codes. It is then useful to return to the data, and write down codes (key words) next to the data (see following slides).

Exercises to illustrate points, logical sequence, applying to my own project exercises	<i>Exercises Apply own project</i>
Interactive participation	<i>Interactive</i>
The logic model	<i>LM – content?</i>
Great bunch of facilitators, fun and energising sessions. Keep up the great work	<i>Facilitators, fun</i>
The new approaches and new learnings	<i>New info</i>
Learning about the programme logic model	<i>LM – content</i>
Learning about a template that can be utilised for each project undertaken and the ability to adapt the template to meet the type or size of project	<i>Template – Model adapts</i>
Focused and hands-on. Not too much listening to power point presentation	<i>Presenting style</i>
Learning how the principles could be applied practically with others	<i>Practical application</i>

Tag teaming facilitators usually makes me hoha but you guys had a good flow and mixed well	<i>Facilitating, good flow</i>
Working on the basic logic in pairs and then listening to groups' projects in the morning	<i>Working with others</i>
Practising what we learnt	<i>Time to practice</i>
Learning new skills and applying them to existing knowledge	<i>Applying</i>
Thanks guys for taking us through this 'easy' evaluation course that turned out to be challenging and interesting	<i>Challenging</i>
Great to use real project to work with, variety of teaching methods and activities	<i>Tchg methods</i>
Being able to apply my project to the new skills I learnt while attending the course	<i>Practicing, applying</i>
Creative teaching i.e., the ways groups were selected	<i>Tchg methods</i>
I liked the team approach to presentations	<i>Presenting team</i>

Step 2: Develop categories

The next step is to sort the codes into categories.

An easy way to do this is to list all the codes without paying attention to any ordering or grouping (see slide following).



Develop categories: List codes

- Exercises
- Apply own project
- Interactive
- LM – content?
- Facilitators, fun
- New info
- LM – content
- Template – Model adapts
- Presenting style
- Practical application
- Facilitating, good flow
- Working with others
- Time to practice
- Applying
- Challenging
- Tchg methods
- Practicing, applying
- Tchg methods
- Presenting team

The next step is to put these codes into categories (groups). The idea is to form a few categories that contain ideas that are very similar. You may well not get this right the first time, and need to re-sort the codes to develop coherent categories. You also need to name the categories?



Develop categories: Naming

Facilitation	Content
Exercises	LM – content?
Interactive	LM – content
Facilitators, fun	Template –
New info	Practical application
Presenting style	Challenging
Facilitating, good flow	Tchg methods
Working with others	Practicing, applying
Time to practice	Tchg methods
	Presenting team
Applying learning to own work	
Applying	
Apply own project	
Model adapts	

At this point it is also useful to write a short description for each category to help you remember what ideas are included in each category. See following slide for a description of the Facilitation category.

Category & description

Category: Facilitation

Description: All data related to facilitation, including the facilitators, interactive, time to practice skills, environment for learning

Step 3: Revise coding / categories

The next step is to return to your data and check the coding and categories. With a small data set it can be easy to go back and recode or check the codes. For example with the sample data set you might review the coding and code to the three main categories.

Sample analysis: Categories

Facilitation (bold); content (red); applying learning to own work (purple)

- Exercises to illustrate points, logical sequence, applying to my own project
- Interactive participation
- The logic model
- Great bunch of facilitators, fun and energising sessions. Keep up the great work
- The new approaches and new learnings
- Learning about the programme logic model
- Learning about a template that can be utilised for each project undertaken and the ability to adapt the template to meet the type or size of project
- Focused and hands-on. Not too much listening to power point presentation
- Learning how the principles could be applied practically with others
- Tag teaming facilitators usually makes me hoha but you guys had a good flow and mixed well
- Working on the basic logic in pairs and then listening to groups' projects in the morning
- Practising what we learnt
- Learning new skills and applying them to existing knowledge
- Thanks guys for taking us through this 'easy' evaluation course that turned out to be challenging and interesting
- Great to use real project to work with, variety of teaching methods and activities
- Being able to apply my project to the new skills I learnt while attending the course
- Creative teaching i.e., the ways groups were selected
- I liked the team approach to presentations

The next step is to bring all the data for one category together in one place. For example see below all the data in the slide for Facilitation. Gathering this information allows you to decide what are the key points you want to report. It's important to remember that not everything will need to be reported – decisions need to be made and only the key areas identified need to be reported.

Sample analysis: Facilitation data

- Interactive participation
- Great bunch of facilitators, fun and energising sessions. Keep up the great work
- Focused and hands-on. Not too much listening to power point presentation
- Tag teaming facilitators usually makes me hoha but you guys had a good flow and mixed well
- Working on the basic logic in pairs and then listening to groups' projects in the morning
- Practising what we learnt
- ... variety of teaching methods and activities
- Creative teaching i.e., the ways groups were selected
- I liked the team approach to presentations

Step 4: Writing up the results

The final step is to write up the results. To do this the key areas to be reported need to be identified. You then write a description/analysis of a key area, and provide an example of the data to illustrate the point being made. See below for a write up of the data related to facilitation.

Facilitation

Participants reported that the workshops were delivered in an interactive way, and the sessions were enjoyable. The sessions were reported to be fun and energising.

Great bunch of facilitators, fun and energising sessions. Keep up the great work.

A number of design features of the workshop were identified as contributing to the usefulness of the workshop. These included using a variety of teaching styles such as hands-on and not requiring too much listening.

... variety of teaching methods and activities

Focused and hands-on. Not too much listening to power point presentation

Opportunities to put learning into practice during the workshop were also noted.

Practising what we learnt

The facilitation team was noted to have contributed positively to the enjoyment of the sessions; and having a team of facilitators was viewed as favourable by several respondents.

Tag teaming facilitators usually makes me hoha but you guys had a good flow and mixed well

I liked the team approach to presentations

Section Four: Reporting

When reporting mixed methods results it is useful to weave these together to tell a story about the responses to a particular question.

Here is an example:

Question: What is the quality of the evaluation workshops?

Evaluation criteria:

- Time to practise skills and apply new knowledge

To what extent did participants have enough time to practise and apply their new knowledge?

Sample report (1):



Time to practise skills and apply new knowledge

Ninety-three % of participants either agreed or strongly agreed that they had enough time to practice the skills presented in the workshop.

Participants' comments also reflected they had enough time to practise their new skills but some also wanted follow up sessions so they could be kept updated.

I loved it when we got to try things. Sometimes things looked easy but when you did it, it didn't look quite the same

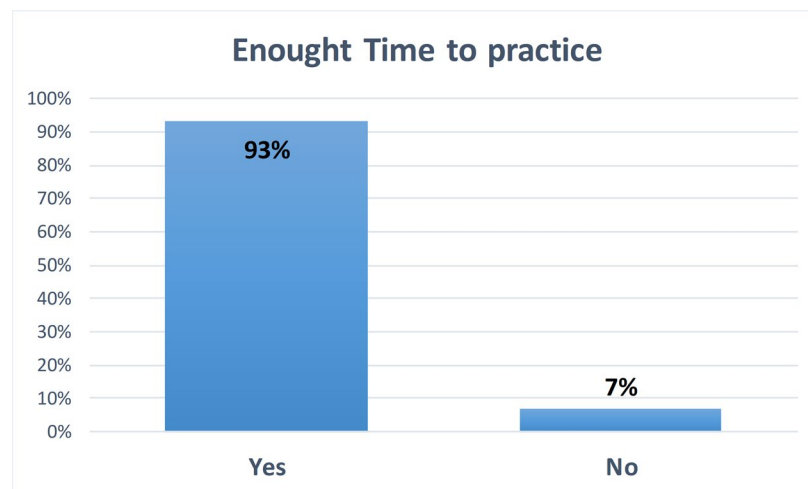
I learnt a lot eh but it makes you realise how much you don't know. I'm on a bit of a buzz at the moment but I want to keep this knowledge up you know. My family thinks I'm the best cook in the world now

Yeah it was great. I just want to learn more about cooking but the nutrition stuff was really interesting. I went home and tried everything out and the kids just loved it.

Sample report (2):

Time to practise skills and apply new knowledge

Majority of participants (93%) felt they had enough time to practice the skills presented in the workshop.



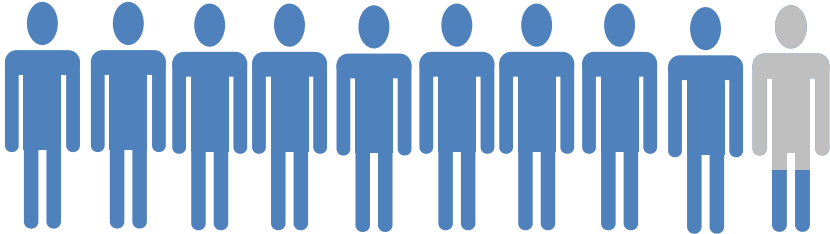
Participants' comments also reflected they had enough time to practise their new skills.

“ I learnt a lot eh but it makes you realise how much you don't know. I'm on a bit of a buzz at the moment but I want to keep this knowledge up you know. My family thinks I'm the best cook in the world now ”

“ Yeah it was great. I just want to learn more about cooking but the nutrition stuff was really interesting. I went home and tried everything out and the kids just loved it. ”

Sample report (3):

Time to practise skills and apply new knowledge



93%

had enough time



I loved it when we got to try things. Sometimes things looked easy but when you did it, it didn't look quite the same

Yeah it was great. I just want to learn more about cooking but the nutrition stuff was really interesting. I went home and tried everything out and the kids just loved it.



Appendix One: Activity for designing feedback question

For this workshop

Quality of intervention: _____

Criteria	Feedback questions	Response type

For this workshop

Short-term outcome: _____

Criteria	Feedback questions	Response type

For your own programme

Quality of intervention: _____

Criteria	Feedback questions	Response type

For your own programme

Short-term outcome: _____

Criteria	Feedback questions	Response type

Appendix Two: Quantitative Activity

Feedback Form #1

1. Would you recommend this course to others? (Circle one answer)

- Yes
 No

2. Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
 Equipped you with the ability to state which foods are the best sources of key vitamins
 Equipped you with the ability to state which foods are the best sources of key minerals
 Increased your ability to design a balanced nutritious meal
 Increased your confidence in using fresh ingredients

3. Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- 5 Main food groups
3 Best sources of key vitamins
4 Best sources of key minerals
2 Designing a balanced nutritious meal
1 How to use fresh ingredients

4. The cooking lessons increased my knowledge about the main food groups (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. I had enough time to practise the skills taught in this cooking lesson (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Feedback Form #2

1. Would you recommend this course to others? (Circle one answer)

- Yes
 No

2. Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
 Equipped you with the ability to state which foods are the best sources of key vitamins
 Equipped you with the ability to state which foods are the best sources of key minerals
 Increased your ability to design a balanced nutritious meal
 Increased your confidence in using fresh ingredients

3. Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- 4 Main food groups
1 Best sources of key vitamins
2 Best sources of key minerals
3 Designing a balanced nutritious meal
5 How to use fresh ingredients

4. The cooking lessons increased my knowledge about the main food groups (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. I had enough time to practise the skills taught in this cooking lesson (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Feedback Form #3

1. Would you recommend this course to others? (Circle one answer)

- Yes
 No

2. Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
 Equipped you with the ability to state which foods are the best sources of key vitamins
 Equipped you with the ability to state which foods are the best sources of key minerals
 Increased your ability to design a balanced nutritious meal
 Increased your confidence in using fresh ingredients

3. Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- 5 Main food groups
3 Best sources of key vitamins
4 Best sources of key minerals
1 Designing a balanced nutritious meal
2 How to use fresh ingredients

4. The cooking lessons increased my knowledge about the main food groups (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. I had enough time to practise the skills taught in this cooking lesson (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Feedback Form #4

1. Would you recommend this course to others? (Circle one answer)

- Yes
 No

2. Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
 Equipped you with the ability to state which foods are the best sources of key vitamins
 Equipped you with the ability to state which foods are the best sources of key minerals
 Increased your ability to design a balanced nutritious meal
 Increased your confidence in using fresh ingredients

3. Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- 2 Main food groups
3 Best sources of key vitamins
4 Best sources of key minerals
1 Designing a balanced nutritious meal
5 How to use fresh ingredients

4. The cooking lessons increased my knowledge about the main food groups (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. I had enough time to practise the skills taught in this cooking lesson (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Feedback Form #5

1. Would you recommend this course to others? (Circle one answer)

- Yes
 No

2. Has the cooking sessions ... (tick all that apply)

- Increased your knowledge about the main food groups
 Equipped you with the ability to state which foods are the best sources of key vitamins
 Equipped you with the ability to state which foods are the best sources of key minerals
 Increased your ability to design a balanced nutritious meal
 Increased your confidence in using fresh ingredients

3. Please rank the usefulness of the following topics you learnt in the cooking sessions (mark the most useful topic with a 1, the second most useful topic with a 2 etc.)

- 4 Main food groups
1 Best sources of key vitamins
2 Best sources of key minerals
5 Designing a balanced nutritious meal
3 How to use fresh ingredients

4. The cooking lessons increased my knowledge about the main food groups (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

5. I had enough time to practise the skills taught in this cooking lesson (Circle one answer)

- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

Appendix Three: Qualitative Activity

Would you recommend this workshop to others? Why/why not?

Great practical, easy to follow, clear how to apply this to everyday work

Relevant, good discussions and group discussions. No information overload

Excellent practically based learning using my project so very relevant

It's really helpful and simple to ensure quality of programmes

User friendly, felt respected and safe environment

Well-paced lots of opportunity to practise. Using real life examples is great (so good to related my projects to the learning and provide an opportunity to get started.

Evaluation is a task inherent in many different roles. Having a clearer sense of and evaluating within a framework will result in improvements.

Would greatly assist some of my co-workshop in public health

Great information, useful for a wide variety of situations

Very easy to understand with 'real world' applications

Because these evaluation tools are great, there are a lot of things in my work I now know need re-evaluation for the benefits of staff and clients

Information very practical, clear explanations

It was way more than I expected, I have learnt tremendously

Practical, well presented, well focused.

Excellent hands on education on how to evaluate projects/events

Because it makes my work more valuable to our team (the information that an evaluation gives)

Very well structured and delivered in a simple way that everyone can understand, no hard to understand language; small group is good to learn in

Good for project development

Great to ensure projects are evaluated

To learn other ways of doing evaluations to projects

Because it was appropriate for someone unfamiliar with evaluation

Our team planning for key priorities will be through using what we have learnt in this workshop

References

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246. doi: 10.1177/1098214005283748