Easy Evaluation: Designing and Analysing Feedback Forms

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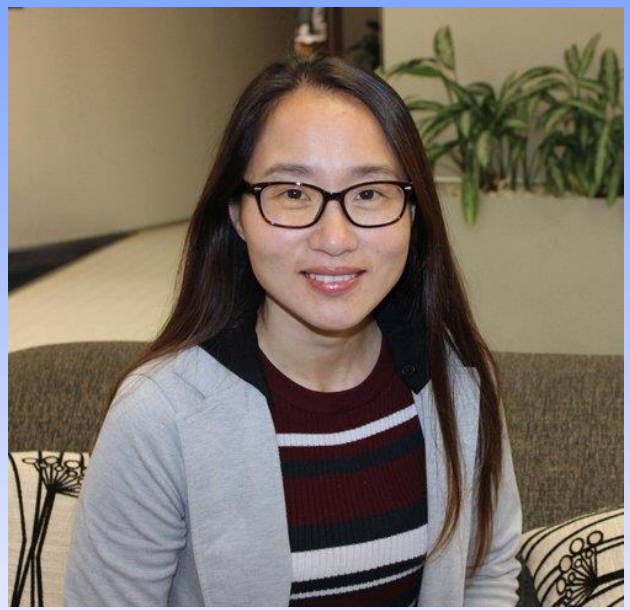
Introductions

Jeff Adams

Judy Lin



Verne McManus


SHORE & Whariki Research Centre
We are two multidisciplinary research groups working in a Treaty of Waitangi partnership model to produce excellent research with the aim of improving health and wellbeing in Aotearoa, New Zealand and globally.
SHORE
WHARIKI

National Public Health Evaluation Training Service

Workshop outcome

Gained knowledge, skills and confidence about designing, analysing and reporting feedback

Workshop sessions

Feedback forms

- Key features of feedback forms
- Designing questions

Analysing and reporting data

- Quantitative
- Qualitative

Introductions

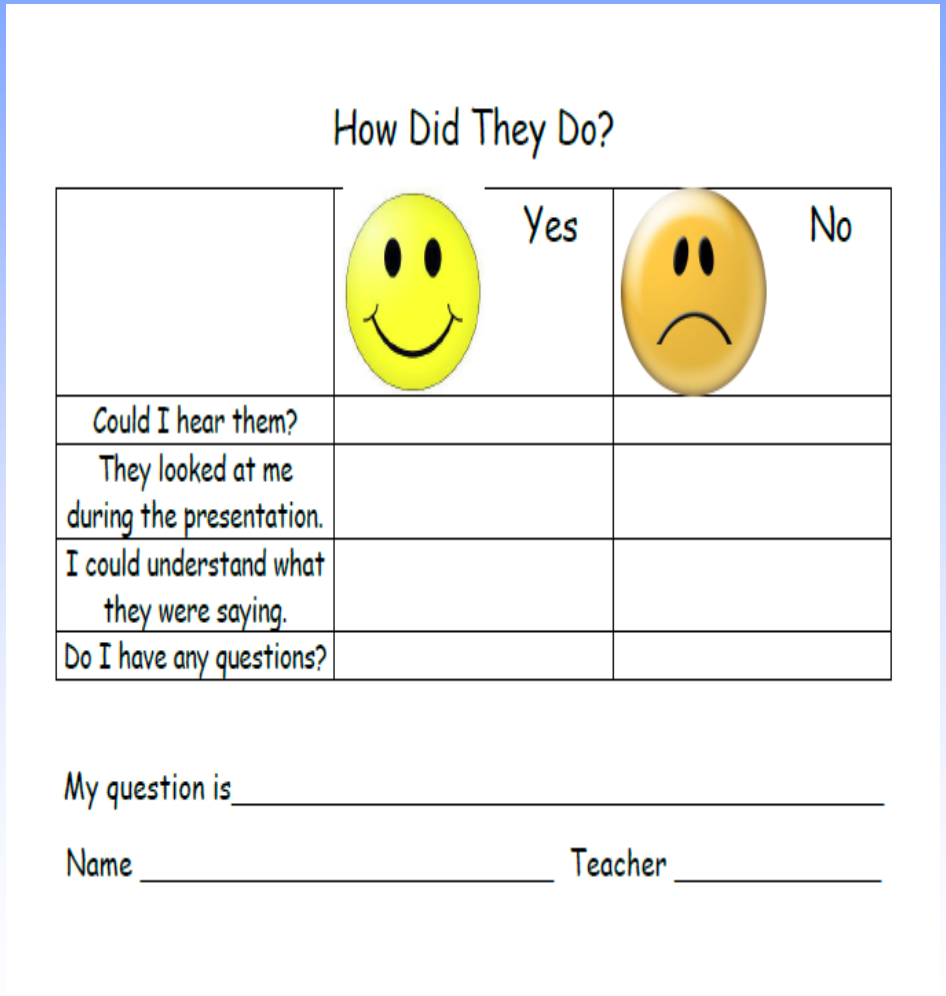
Name

Where from

Key work role

What is a feedback form?

A way to collect information from participants about quality and immediate impacts of programme



How Did They Do?

	Yes	No
Could I hear them?		
They looked at me during the presentation.		
I could understand what they were saying.		
Do I have any questions?		

My question is _____

Name _____ Teacher _____

Feedback form key features

What makes a good feedback form?

Useful for

Efficient and economical

Can measure:

- quality of project
- change in knowledge
- change in skills

What kind of data?

Many methods to administer

What ways can a feedback form be administered?

Ways of getting feedback

Can be anonymous

- Paper
- Internet (ensure compatible with mobile devices)

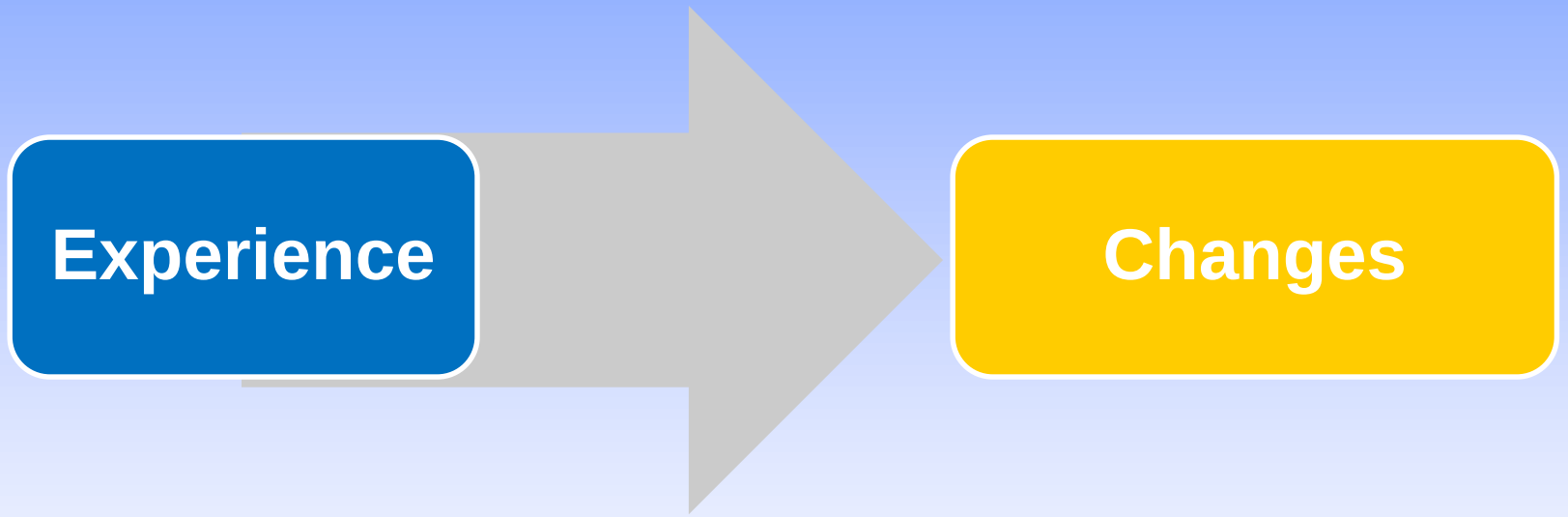
Not (usually) anonymous

- Email
- Face to face

Importantly …

Don’t seek feedback if you don’t intend to use the information to **take action**

Determining focus



Determining focus

What are key feature of the **experience** of the intervention?

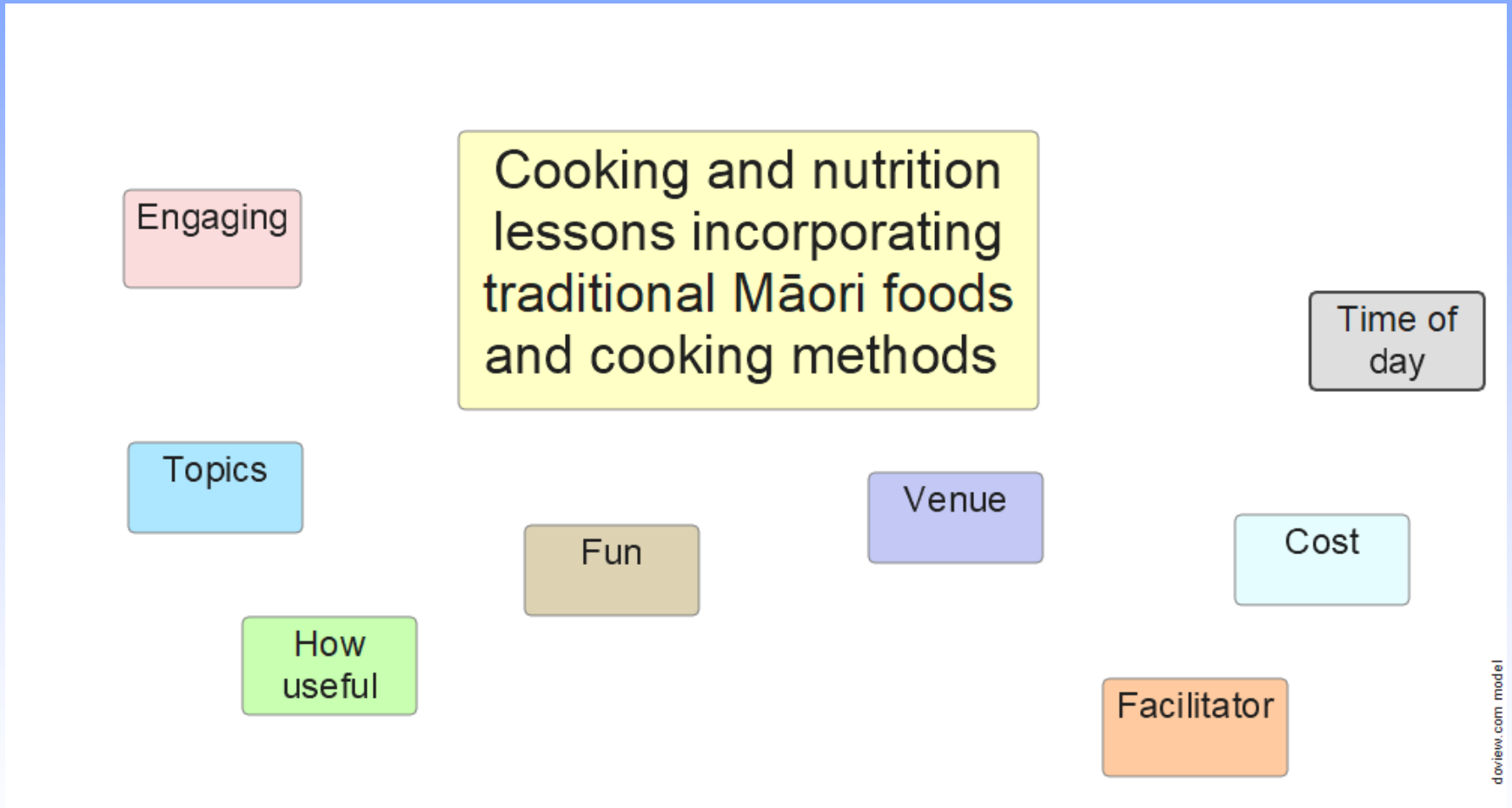
What changes or short term outcomes are you expecting?

- Link to logic models (if you have one)

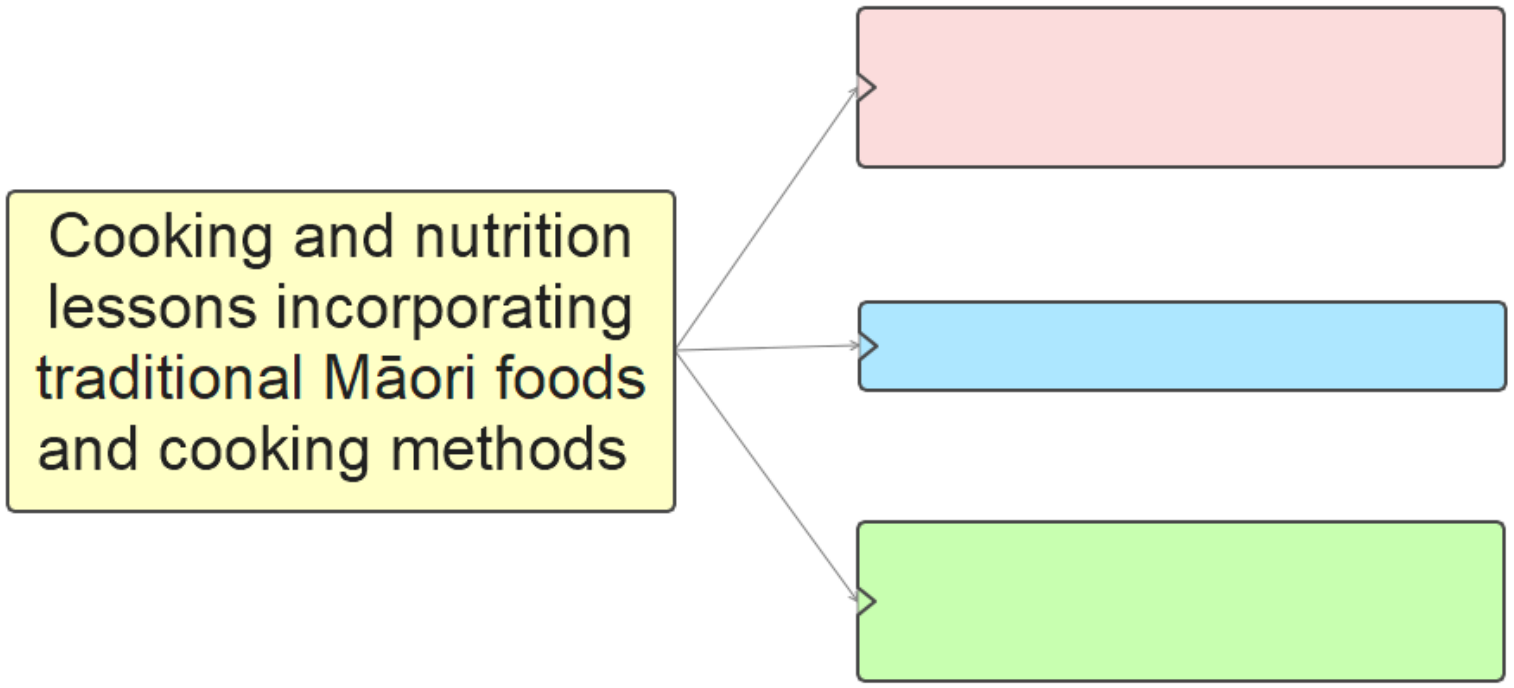
What features of participant experience?

Cooking and nutrition lessons incorporating traditional Māori foods and cooking methods

What features of participant experience?



What outcomes are expected?



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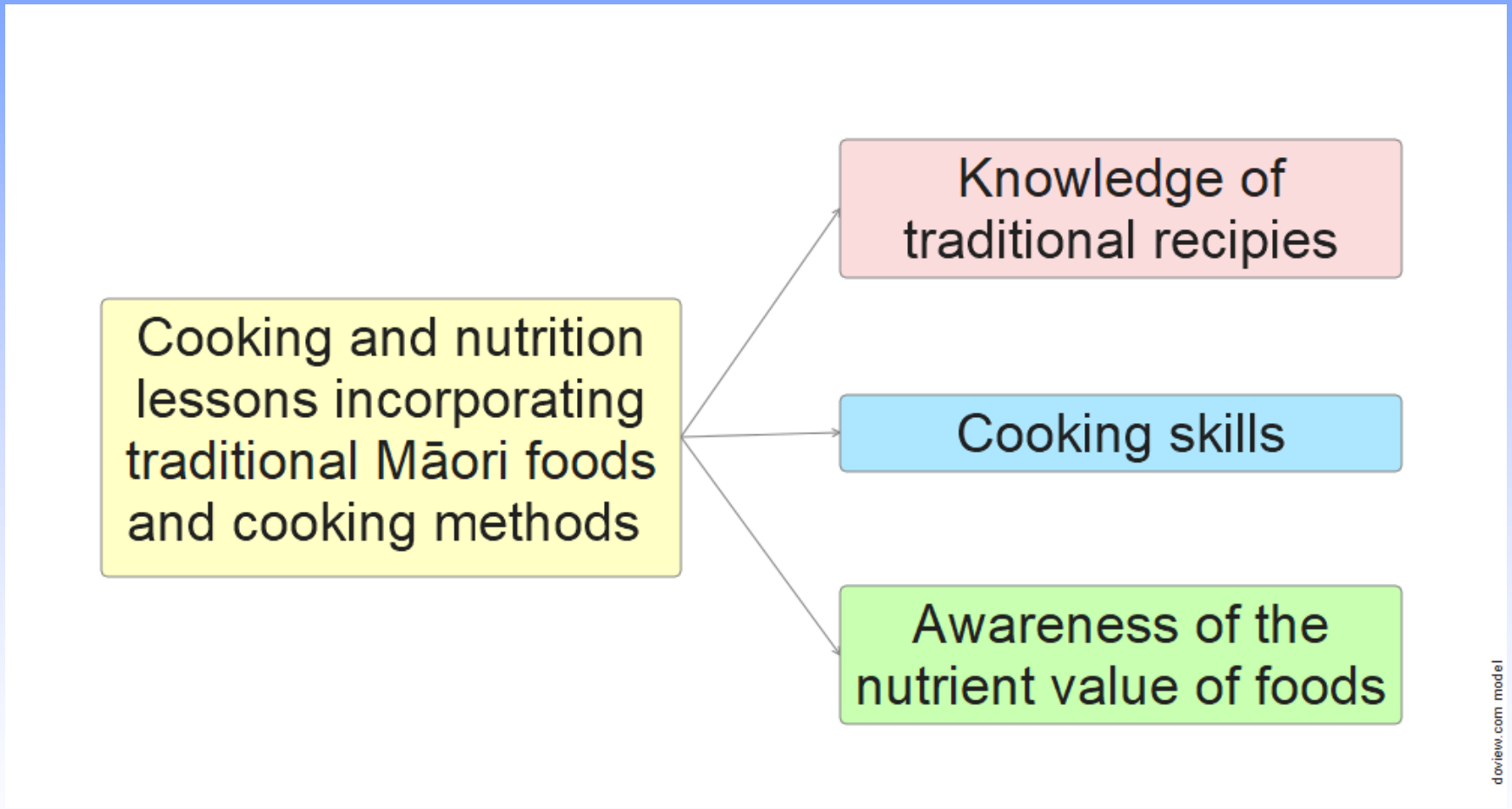
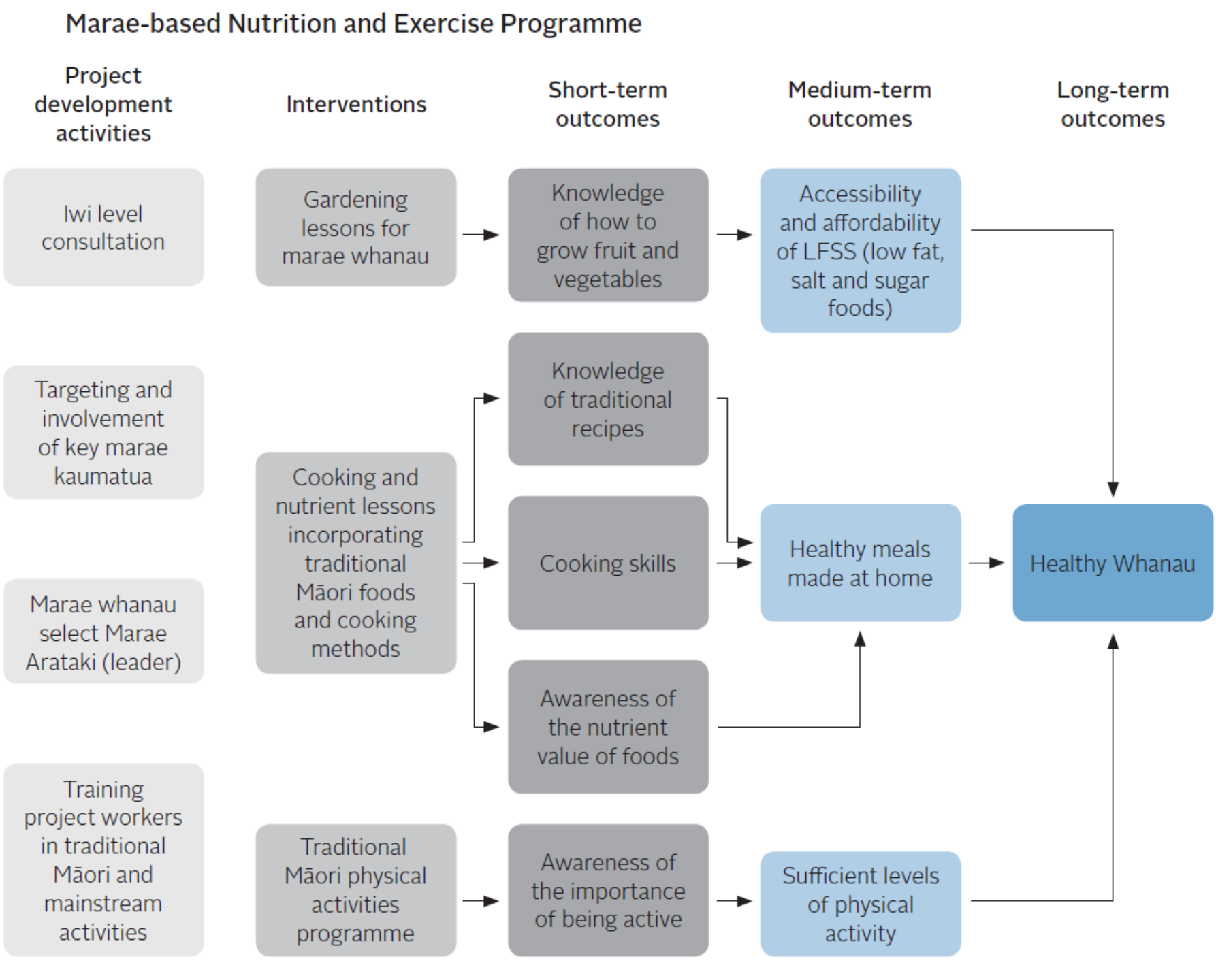
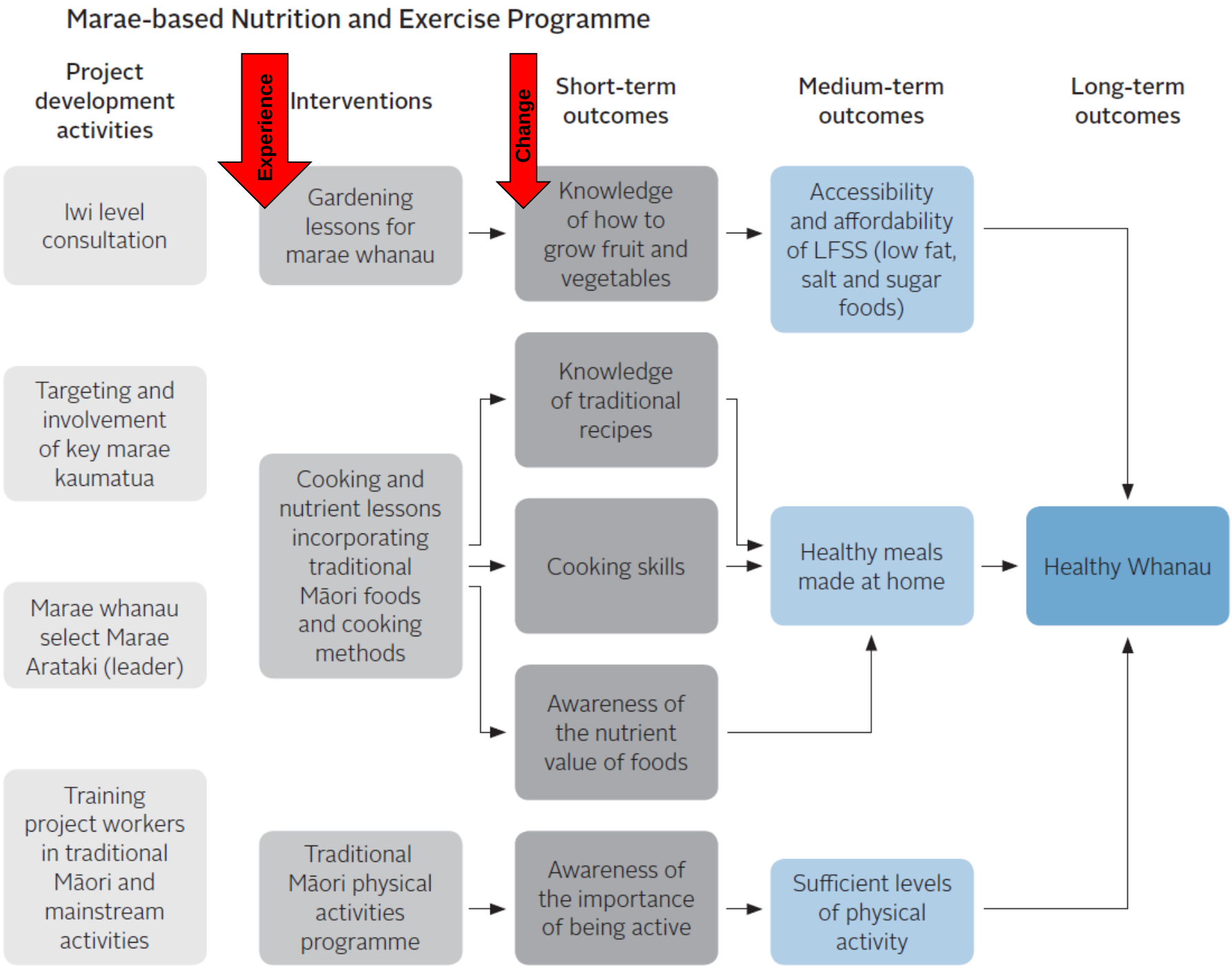



Marae-based Nutrition and Exercise Programme
Project development activities
Interventions
Short-term outcomes
Medium-term outcomes
Long-term outcomes
Iwi level consultation
Gardening lessons for marae whanau
Knowledge of how to grow fruit and vegetables
Accessibility and affordability of LFSS (low fat, salt and sugar foods)
Targeting and involvement of key marae kaumatua
Knowledge of traditional recipes
Marae whanau select Marae Arataki (leader)
Cooking and nutrient lessons incorporating traditional Māori foods and cooking methods
Cooking skills
Healthy meals made at home
Healthy Whanau
Awareness of the nutrient value of foods
Training project workers in traditional Māori and mainstream activities
Traditional Māori physical activities programme
Awareness of the importance of being active
Sufficient levels of physical activity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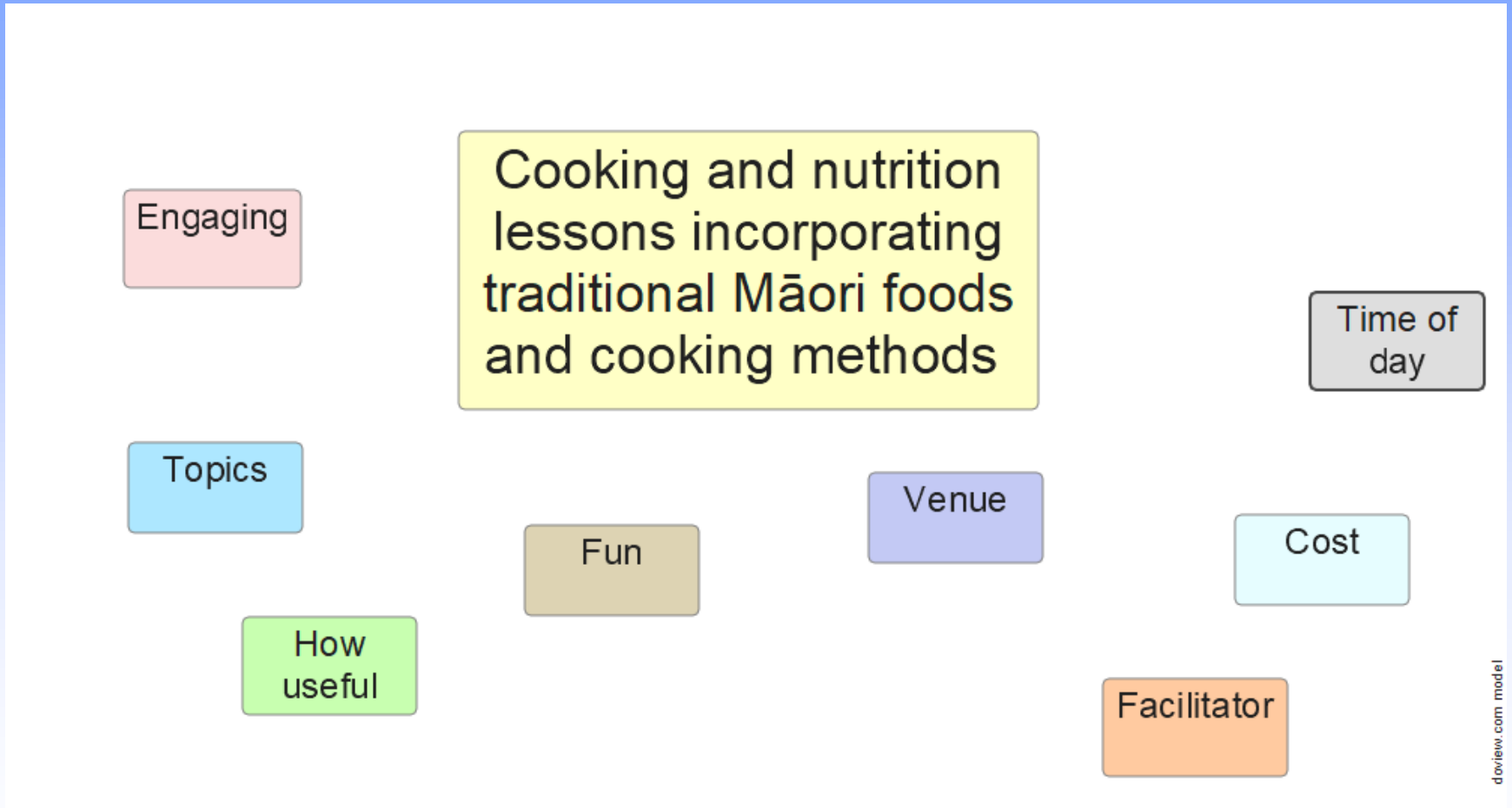
Intervention: Cooking lessons for families

Evaluation Criteria	Key Sources of Data	Method
• The content covers skills required for cooking and accurate nutrition information	• Dietician or nutritionist	• Review of cooking lesson plans
• The delivery of lessons is engaging, interesting and at the appropriate level for participants	• Participant • Course leader	• Feedback form • Interview • Reflection/assessment
• The lesson design allows participants time to practise new skills and apply knowledge	• Participant	• Feedback form

Intervention: Cooking lessons for family

Criteria	Feedback question	Response type
Lessons are: • engaging • interesting		
Participants have time to practise new skills		

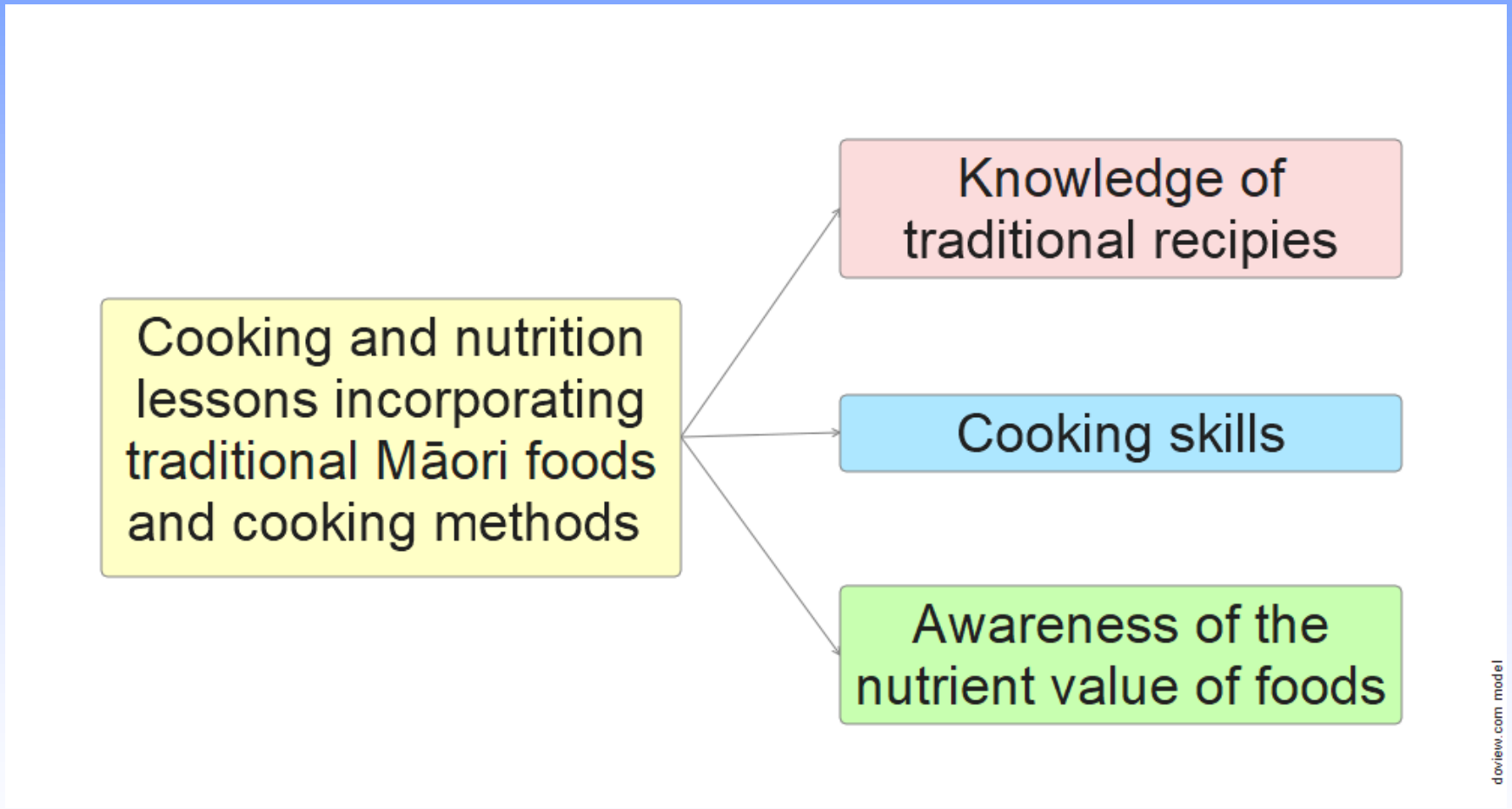
What features of participant experience?



Intervention: This workshop **(experience)**

Criteria	Feedback question	Response type

What outcomes are expected?



Short term outcomes expected: This workshop (**change**)

Outcomes

Short term outcome: This workshop (**change**)

Criteria	Feedback question	Response type

Develop criteria for your project

- Quality of intervention
- Short term outcomes

Appendix one in workbook – first column only)

Designing feedback forms

Spot the problems

For each of the following questions spot the problem(s) with it.

- To what extent do you agree that NZS is adequate?
- In the last month how often did you go for a walk?
- Please rate the following 15 items in order of importance?
- How many children do you have?
- How would you rate the service at this hospital?

  (1) Satisfactory (2) Good (3) Excellent

Design

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

Design: Use rating scales

1. How comfortable were you with your talking?

1 2 3 4 5 6 7

Extremely Comfortable — Extremely Uncomfortable

2. How confident were you with your talking?

1 2 3 4 5 6 7

Extremely Confident — Extremely Anxious

3. How successful did you feel with your talking?

1 2 3 4 5 6 7

Extremely Successful — Extremely Unsuccessful

Design: Free text box

Wording the questions

Simple, suitable vocabulary – consider reading skills

Question Wording

Avoid using complex words, technical terms, jargon, and phrases that are difficult to understand. Instead, use language that is commonly used by the 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 questionnaire
Job concerns	Work-related employment issues
Providing health care	Health care provision

Wording the questions

Avoid abbreviations, jargon, foreign phrases

Wording the questions

Be specific

e.g., instead of last year – use 2018

Wording the questions

Clear wording

e.g., Instead of often

Be specific e.g.,

Use daily, twice

Weekly etc.

Wording the questions

Include all information so question can be adequately answered

Wording the questions

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 4-H?

Wording the questions

Avoid assumptions

Example:

How many children do you have?

Wording the questions

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*

Wording the questions

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?

Some common questions

- How could this workshop be improved?
- What did you enjoy most?
- What was the most useful thing you learnt on the course?
- Would you recommend this course to others, and why / why not?
- How could you apply what you have learnt on the course in your work?
- Any other comments you have about this course?

Writing your feedback questions

Intervention: Cooking lessons for family

Criteria	Feedback question	Response type
Lessons are: • engaging • interesting	I found the lessons engaging and interesting I was bored during the lessons Do you have any comments about the facilitation of the workshop?	1-5 rating 1-5 rating Qualitative
Participants have time to practise new skills	I had enough time to practise the cooking skills taught to me	1-5 rating

Intervention: This workshop

Criteria	Feedback question	Response type

Short term outcome: This workshop

Criteria	Feedback question	Response type

Develop feedback questions for your project

- Quality of intervention
- Short term outcomes

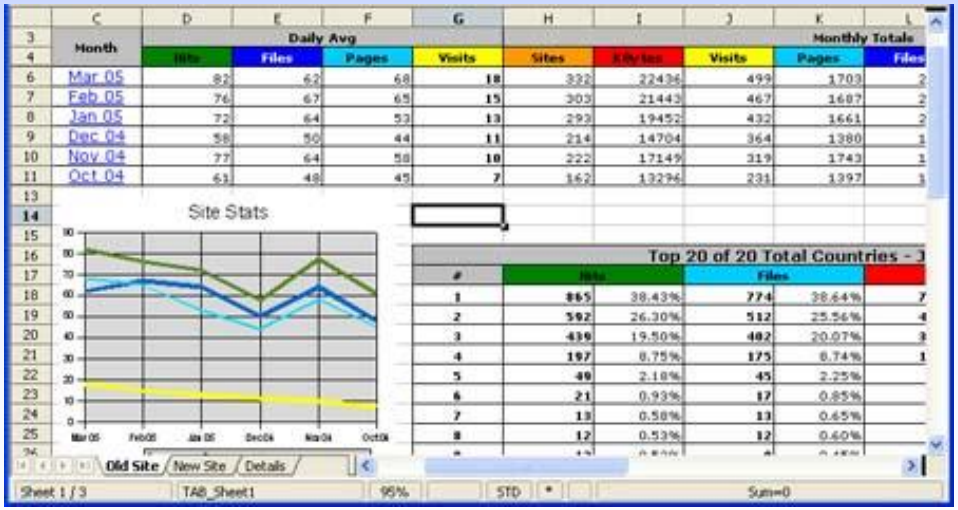
Appendix one in workbook – second column

Analysing feedback data

What kind of data?

Quantitative data from feedback forms

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



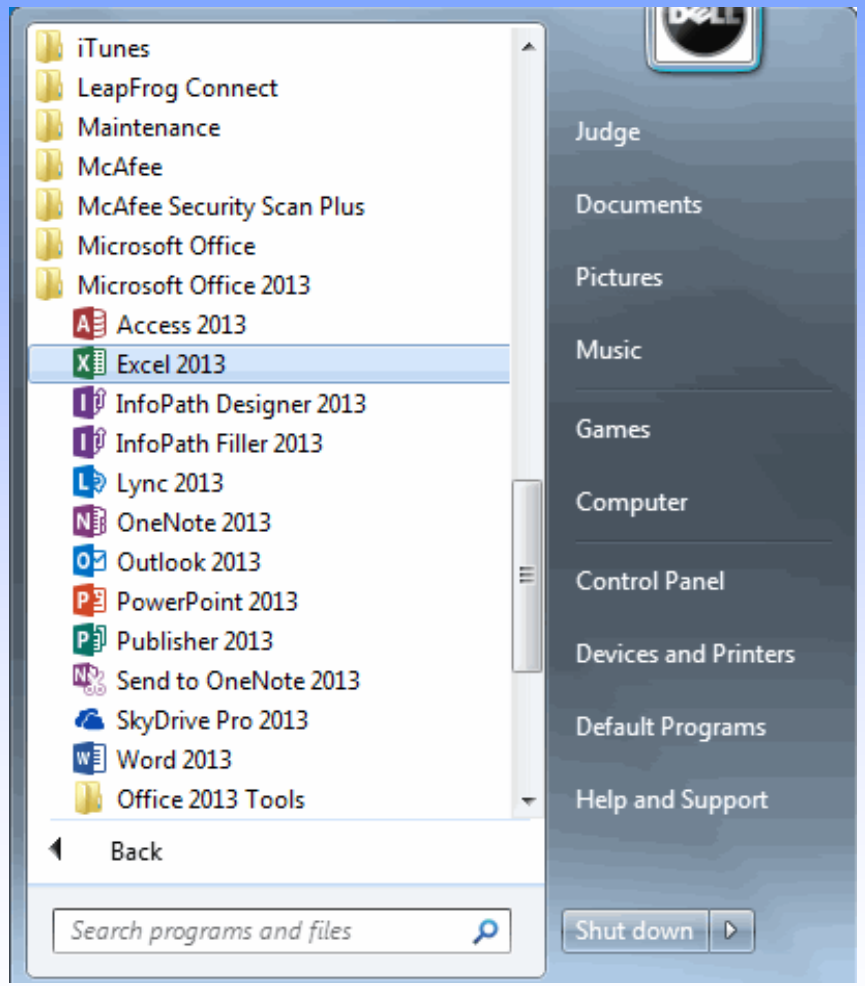
Quantitative Analysis

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

Creating a workbook

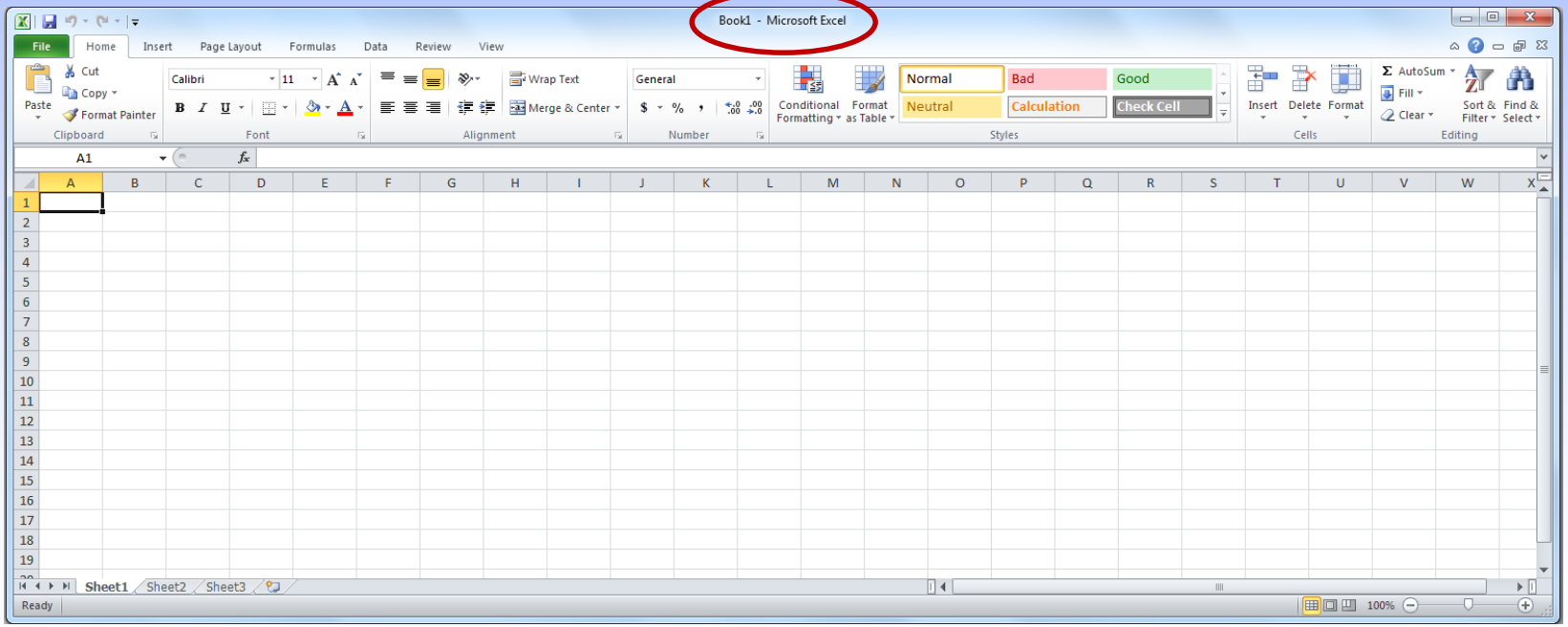
To start Microsoft Excel

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



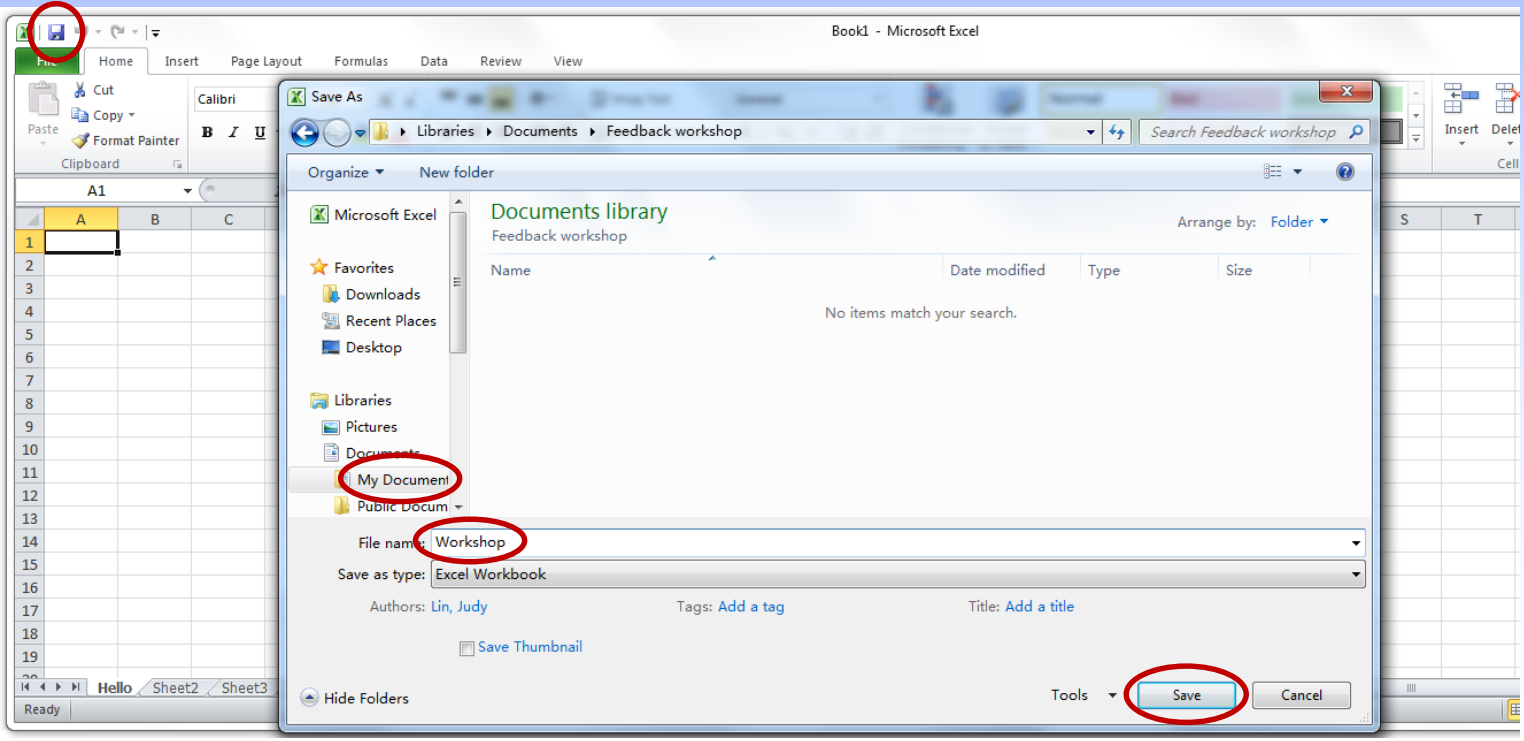
Creating a workbook

- When you open Excel a spreadsheet will appear by default - it is named “Book 1”



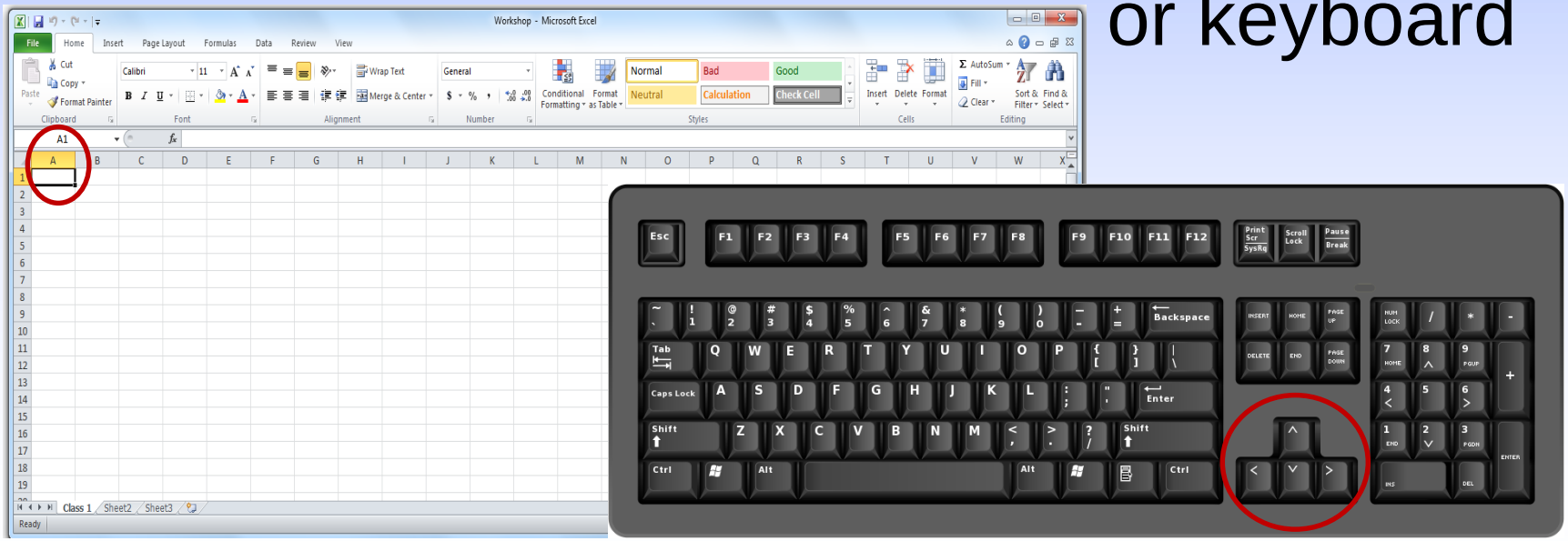
Save Workbook

- Save your workbook by clicking the “save” button, select the folder to save it, enter the name, and press “save”



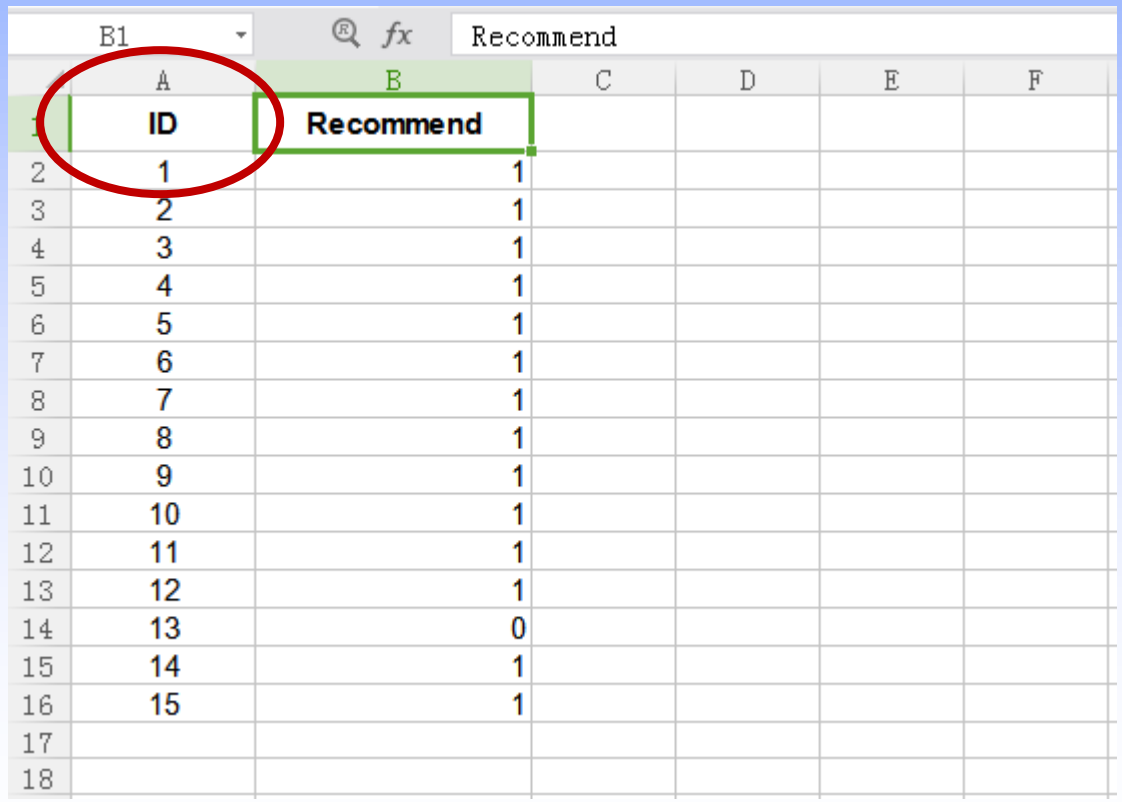
Entering data

- 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 using mouse or keyboard



Participant ID

- Enter participant ID in column A



B1 | Recommend

	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						

Yes / No Questions

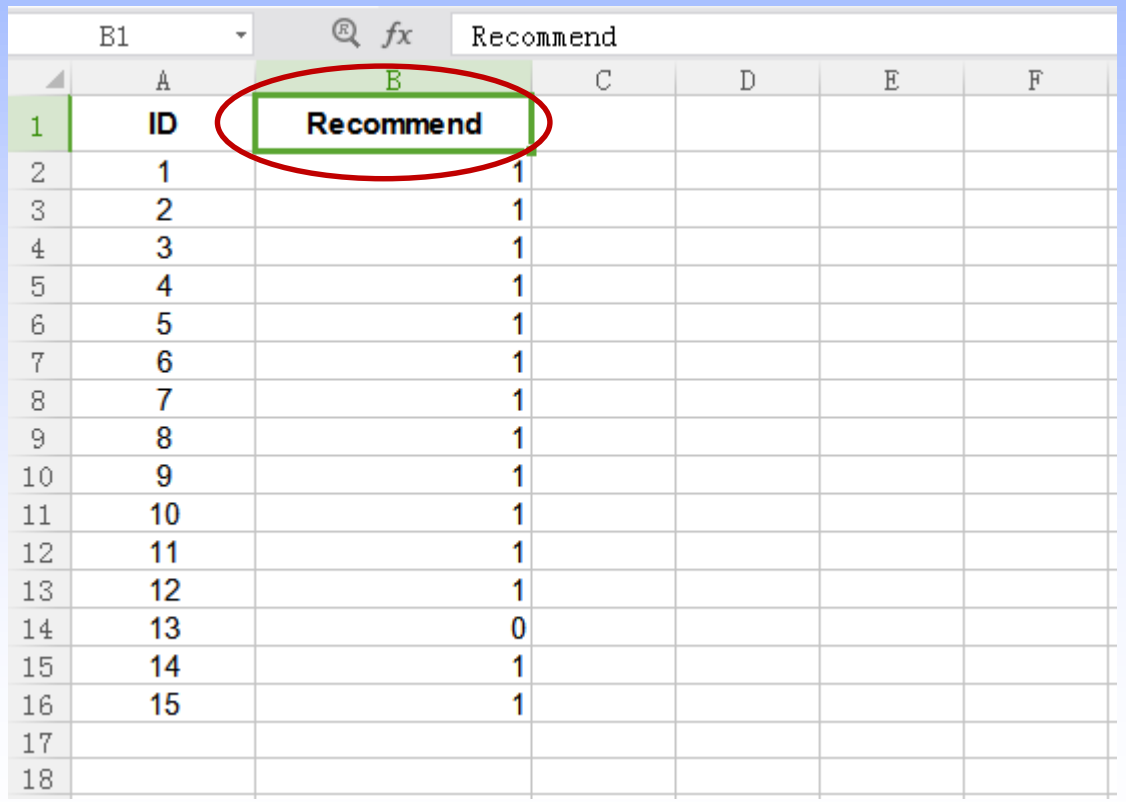
Would you recommend this course to others? (Circle one answer)

1. Yes
2. No

Yes/No Questions

Entering data into Excel

- Name the column by typing in key words
- Use‘1’ for ‘Yes’ and ‘0’ for ‘No’ (1=Yes, 0=No)



B1 | Recommend

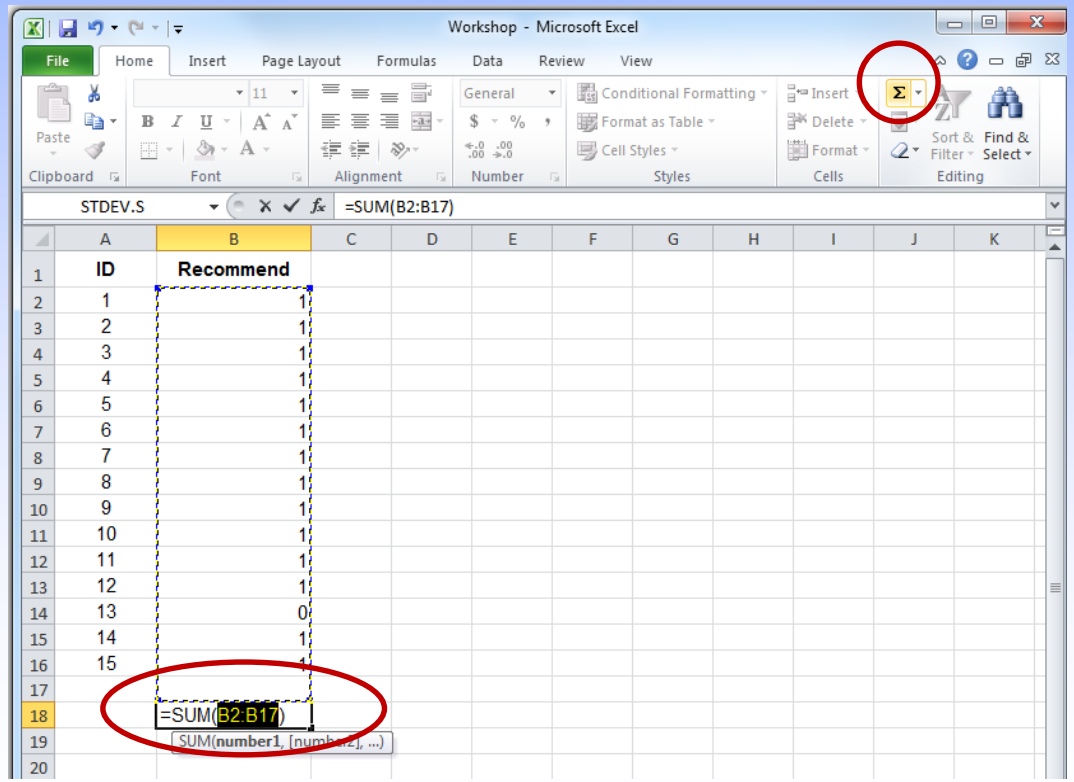
	A	B	C	D	E	F
1	ID	Recommend				
2	1	1				
3	2	1				
4	3	1				
5	4	1				
6	5	1				
7	6	1				
8	7	1				
9	8	1				
10	9	1				
11	10	1				
12	11	1				
13	12	1				
14	13	0				
15	14	1				
16	15	1				
17						
18						

Yes/No Questions

- Total number of 'Yes' = sum up the column

Using ‘Auto Sum’:

- Select the cell at the end of the list
- Click on the “∑” button
- Press “enter”

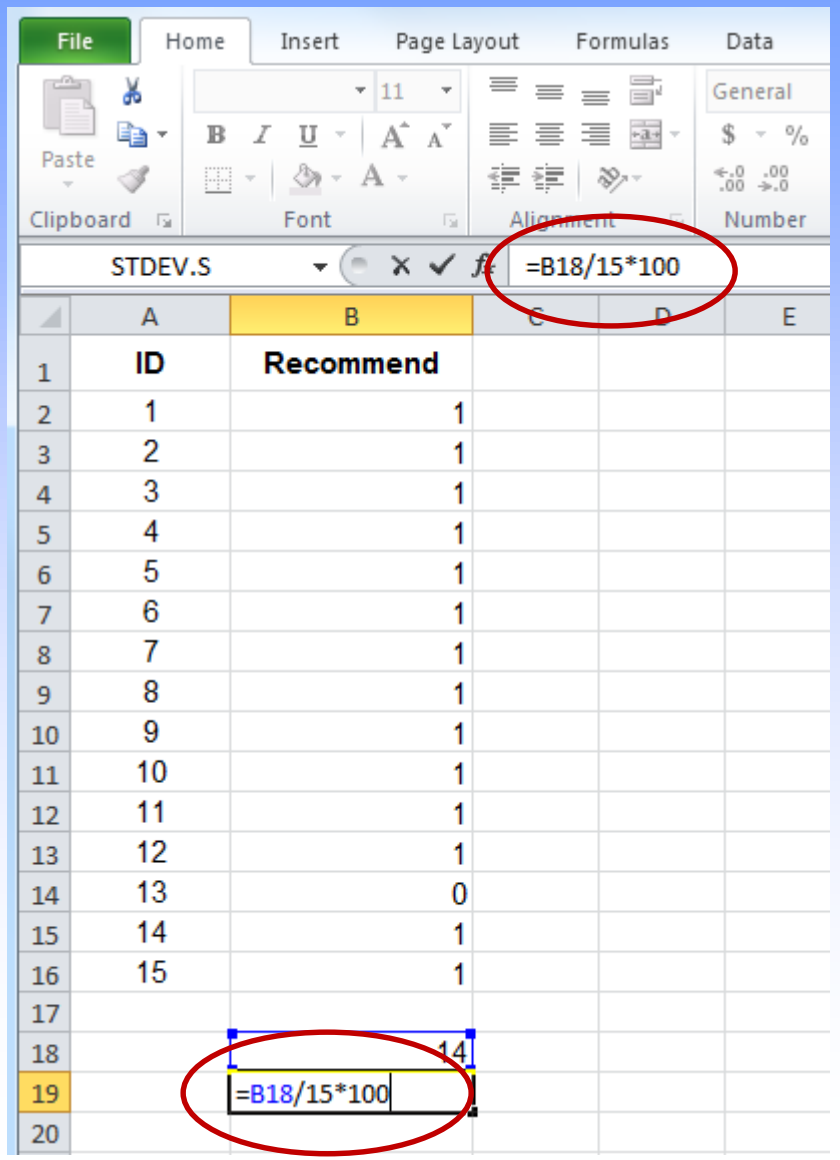


Yes/No Questions

- % of Yes = $\frac{Number\ of\ yes}{\#\ Participants}$ X 100
- To write a math formula start by typing "**=**"
- "***/***" is division and "*****" is multiplication

Yes/No Questions

- Type ‘=‘
- Click on (or type in) the cell with sum
- Type ‘/’
- Type total number of participants
- Type ‘*100’
- Press “enter”



Multiple choice questions

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

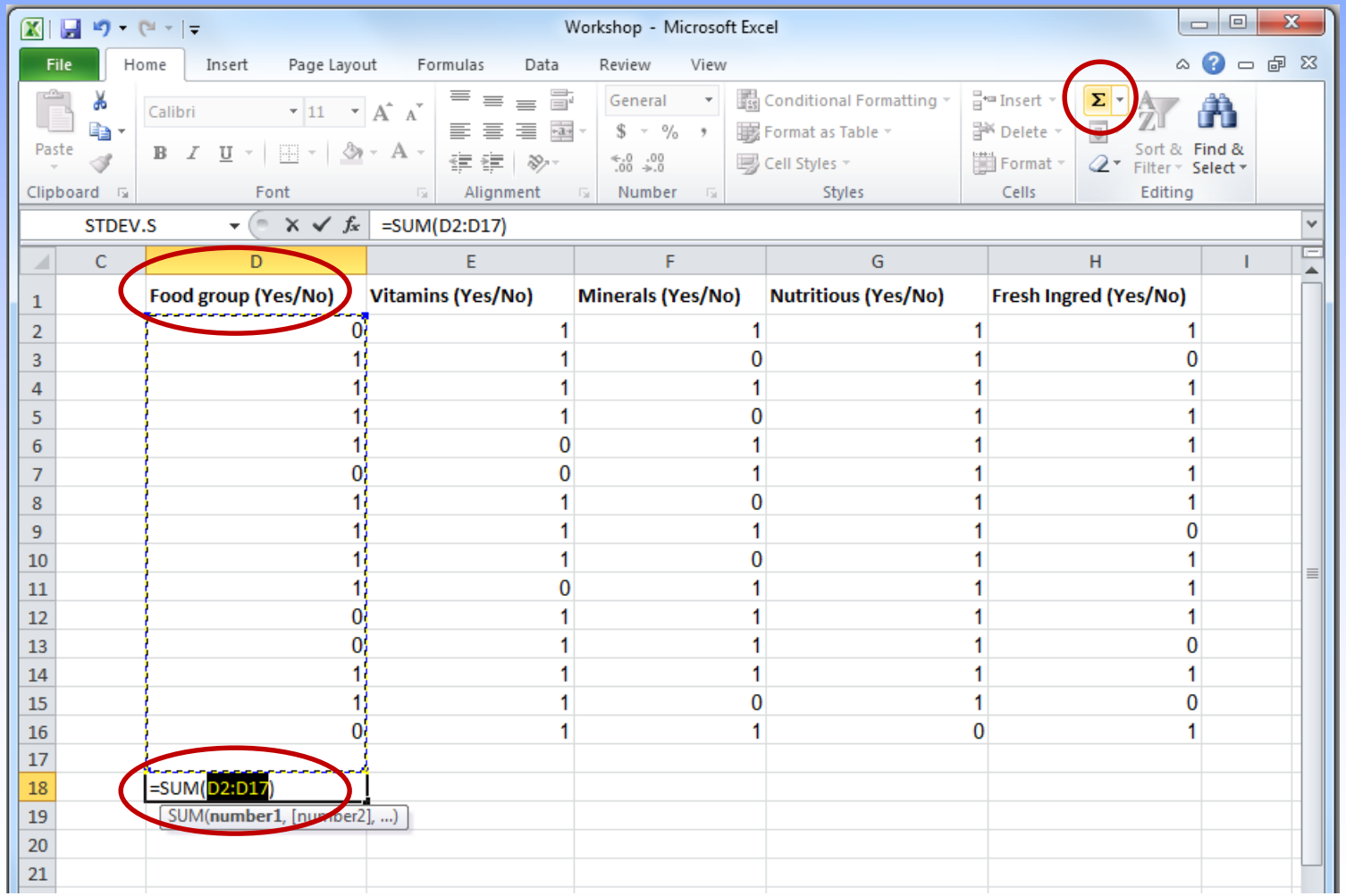
- □ Increased your knowledge about the main food groups
- □ Equipped you with the ability to state which foods are the best sources

  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

Multiple choice questions

- Treat all items as Yes/No questions



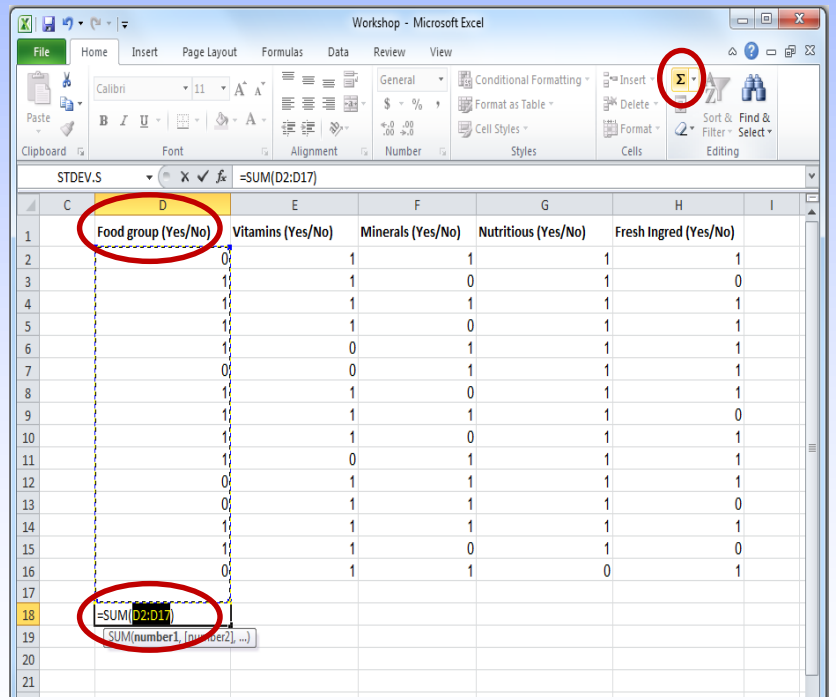
	C	D	E	F	G	H	I
1		Food group (Yes/No)	Vitamins (Yes/No)	Minerals (Yes/No)	Nutritious (Yes/No)	Fresh Ingred (Yes/No)	
2		0	1	1	1	1	
3		1	1	0	1	0	
4		1	1	1	1	1	
5		1	1	0	1	1	
6		1	0	1	1	1	
7		0	0	1	1	1	
8		1	1	0	1	1	
9		1	1	1	1	0	
10		1	1	0	1	1	
11		1	0	1	1	1	
12		0	1	1	1	1	
13		0	1	1	1	0	
14		1	1	1	1	1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

Multiple choice questions

Entering data into Excel

- Name the column by typing in key words
- 1=Yes, 0=No

- Auto sum "∑"
- Percentage



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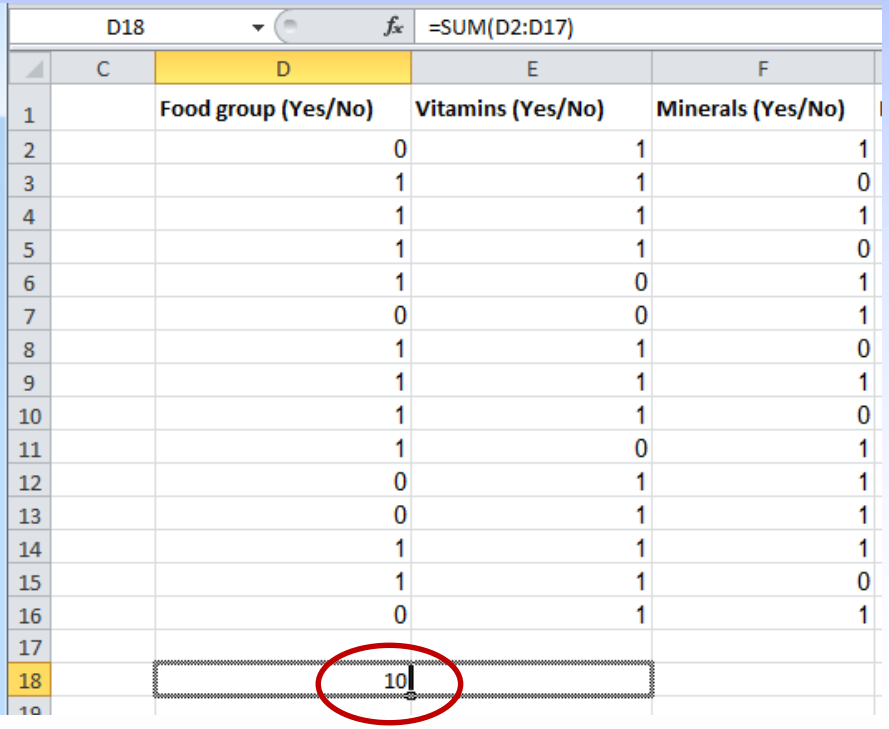
Auto fill

- 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



Ranking questions

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

Ranking questions

Entering data into Excel

- Name the column by typing in key words
- Type in the ranking number
- Calculate average

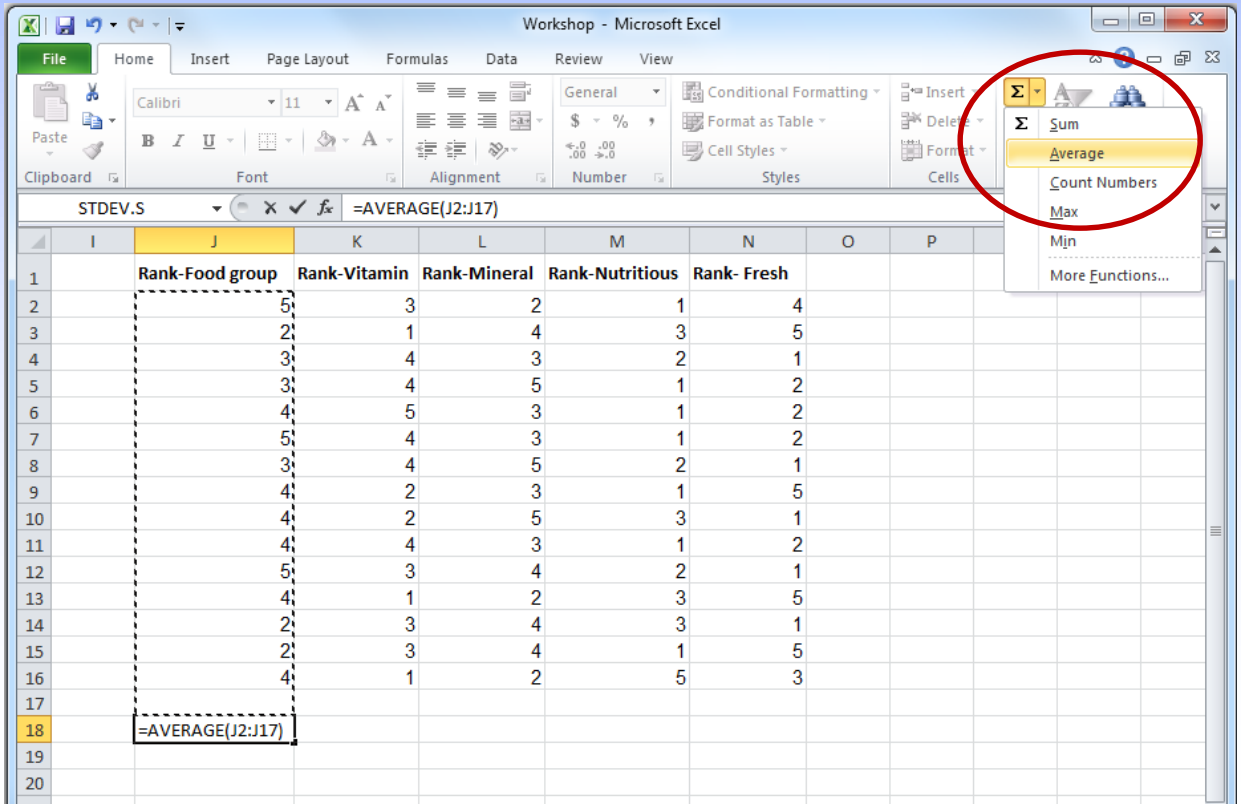
J18 =AVERAGE(J2:J17)

	I	J	K	L	M	N	O
1		Rank-Food group	Rank-Vitamin	Rank-Mineral	Rank-Nutritious	Rank- Fresh	
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		3.60	2.93	3.47	2.00	2.67	
19							

Ranking questions

Calculate average:

- Go to the end of the list
- Click on the drop down of "∑" button
- Select "Average" and press "enter"



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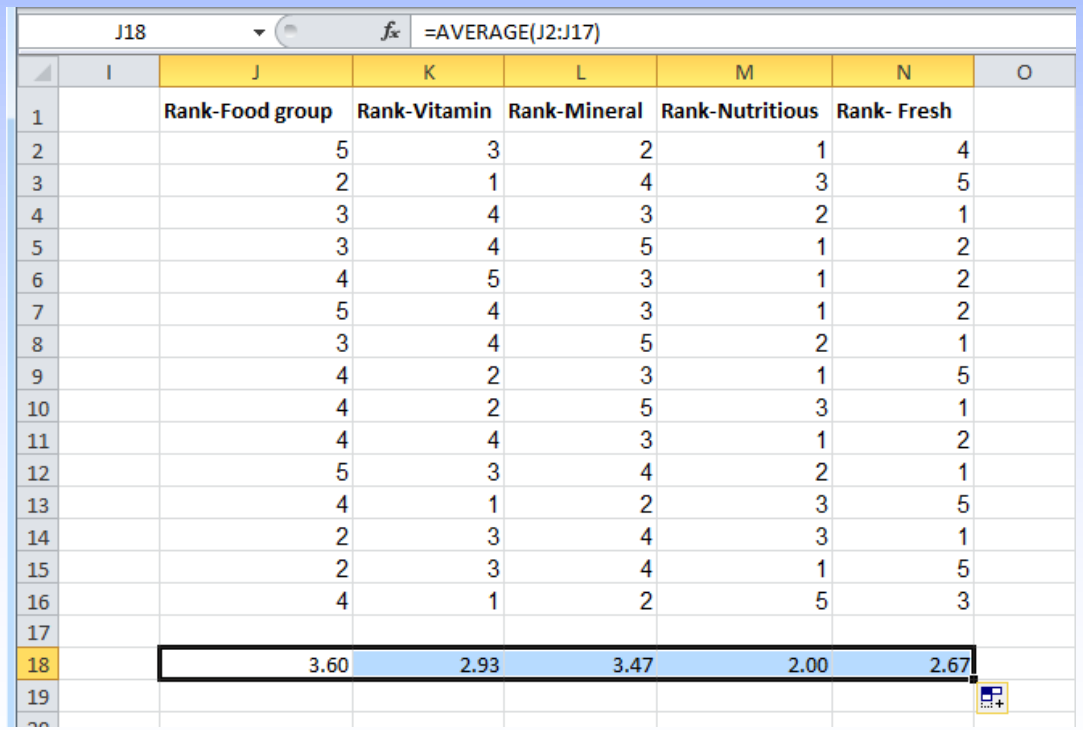
Ranking questions

Auto fill:

- Drag the fill handle (+) across the cells that you want to fill

- Rank the items

(smaller = higher rank)



J18 =AVERAGE(J2:J17)

	I	J	K	L	M	N	O
1		Rank-Food group	Rank-Vitamin	Rank-Mineral	Rank-Nutritious	Rank- Fresh	
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		3.60	2.93	3.47	2.00	2.67	
19							

Rating Questions

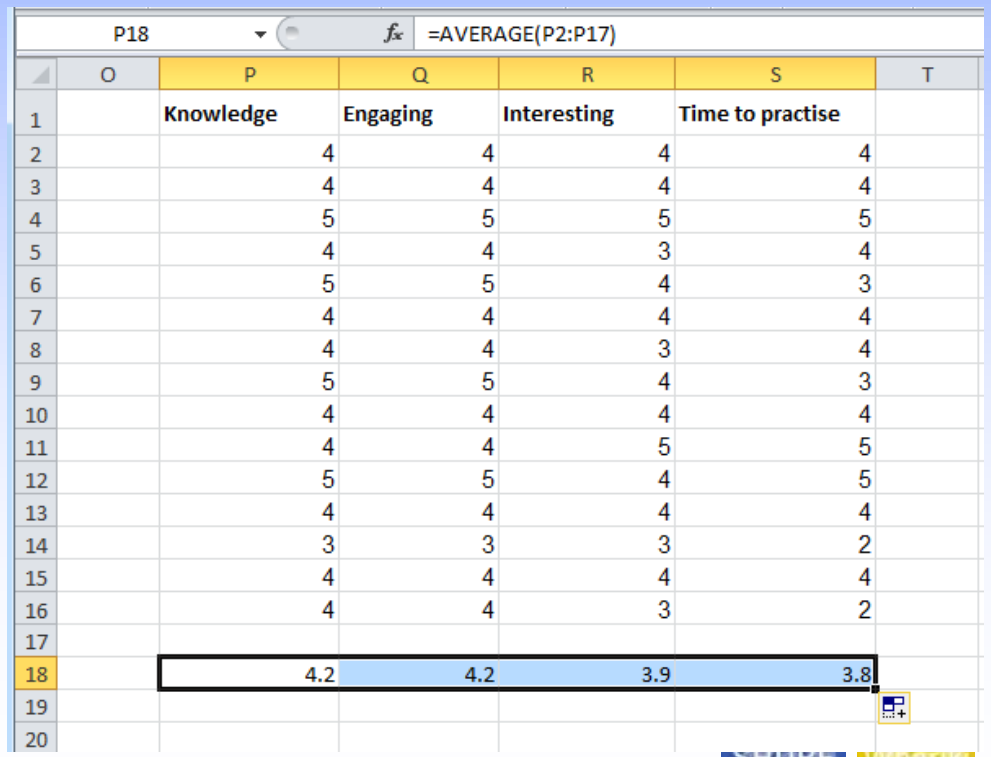
The cooking lessons increased my knowledge about the main food groups
(Circle one answer)

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

Rating questions

Entering data into Excel

- Name the column by typing in key words
- Type in the rating
- Calculate average

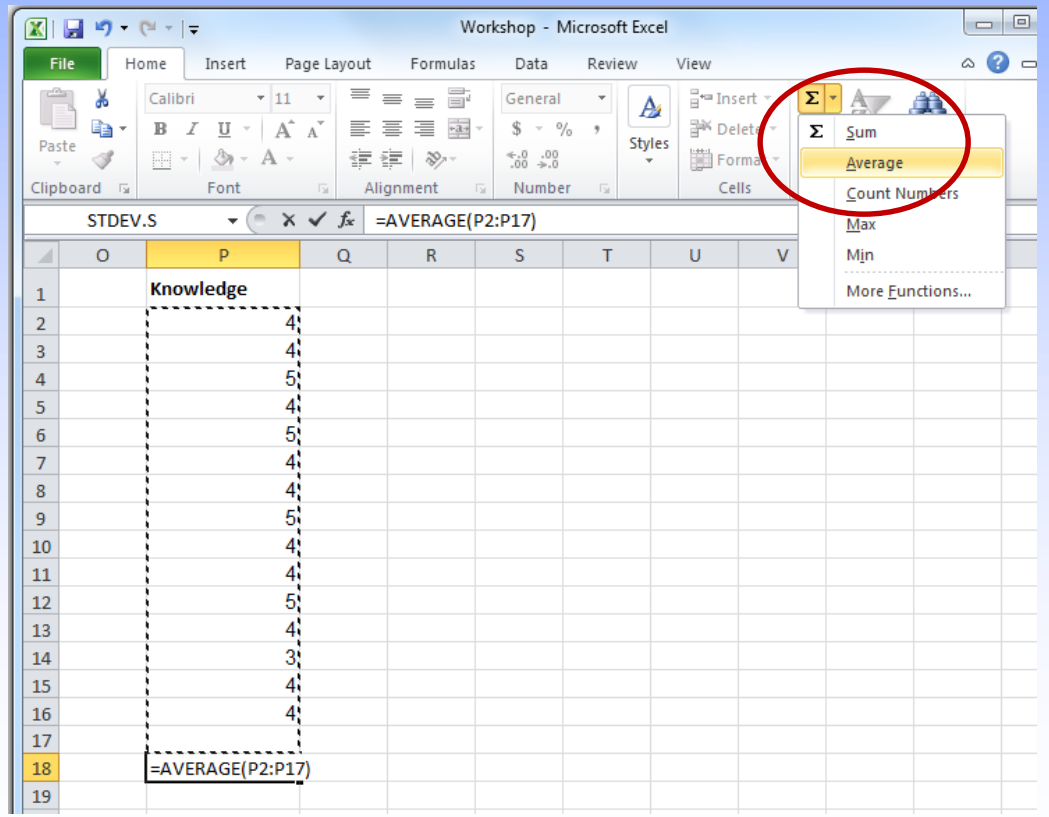


P18 =AVERAGE(P2:P17)

	O	P	Q	R	S	T
1		Knowledge	Engaging	Interesting	Time to practise	
2		4	4	4	4	
3		4	4	4	4	
4		5	5	5	5	
5		4	4	3	4	
6		5	5	4	3	
7		4	4	4	4	
8		4	4	3	4	
9		5	5	4	3	
10		4	4	4	4	
11		4	4	5	5	
12		5	5	4	5	
13		4	4	4	4	
14		3	3	3	2	
15		4	4	4	4	
16		4	4	3	2	
17						
18		4.2	4.2	3.9	3.8	
19						
20						

Rating questions

- Number the scale in the right direction (higher score = higher rating)
- Calculate average score using "∑ Average"



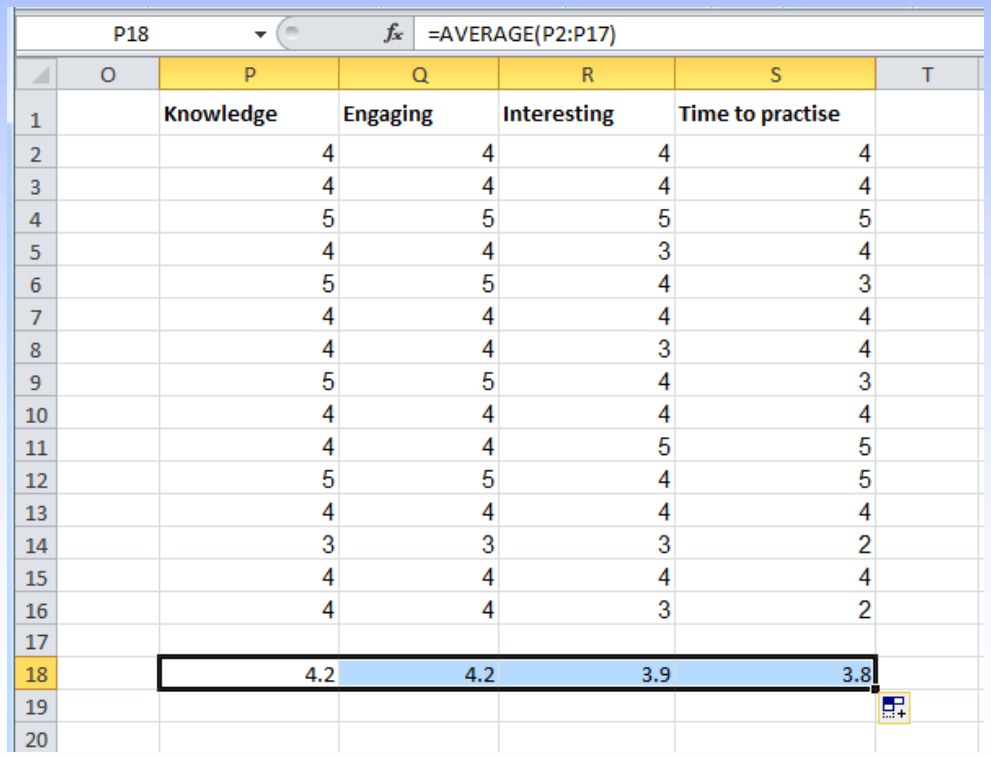
Rating questions

Auto fill:

- Drag the fill handle (+) across the cells that you want to fill

- Higher the score

  = higher the rating

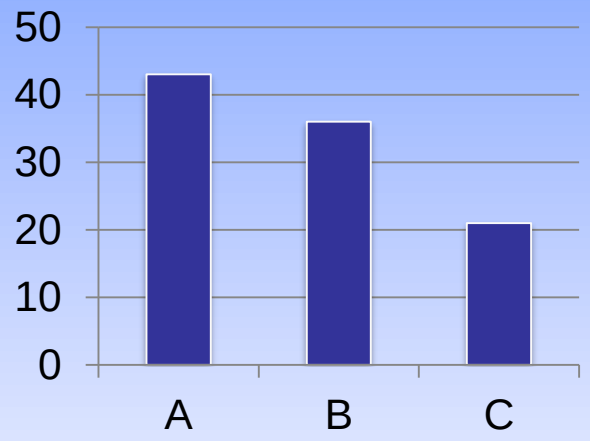


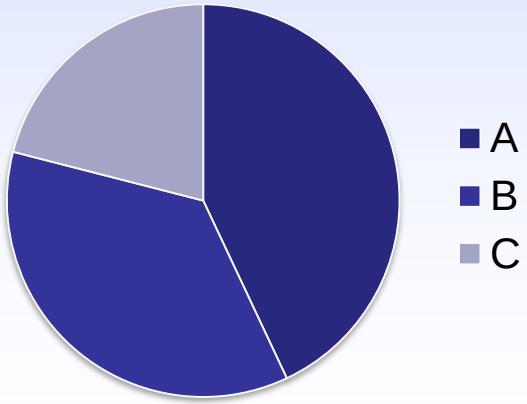
P18 =AVERAGE(P2:P17)

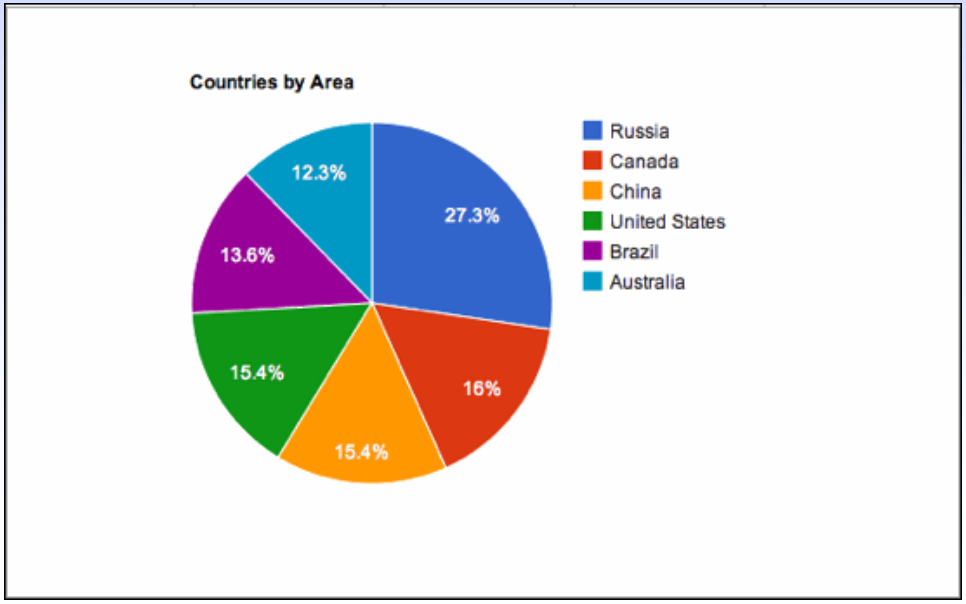
	O	P	Q	R	S	T
1		Knowledge	Engaging	Interesting	Time to practise	
2		4	4	4	4	
3		4	4	4	4	
4		5	5	5	5	
5		4	4	3	4	
6		5	5	4	3	
7		4	4	4	4	
8		4	4	3	4	
9		5	5	4	3	
10		4	4	4	4	
11		4	4	5	5	
12		5	5	4	5	
13		4	4	4	4	
14		3	3	3	2	
15		4	4	4	4	
16		4	4	3	2	
17						
18		4.2	4.2	3.9	3.8	
19						
20						

Making a graph

- Bar graph is better than pie graph

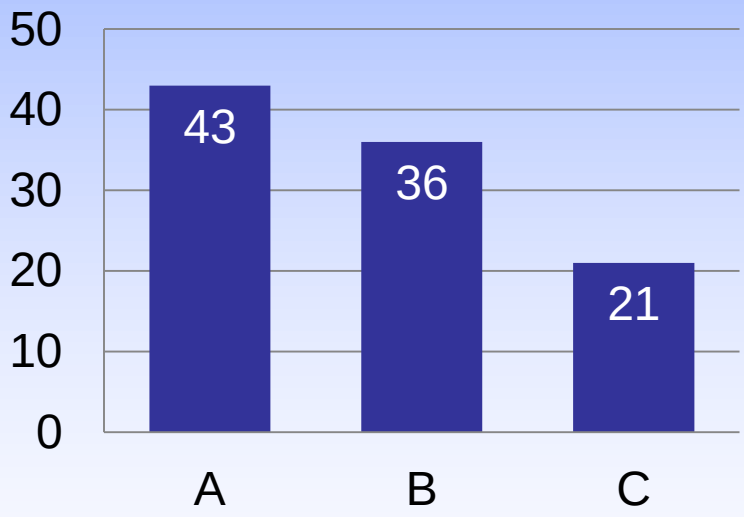


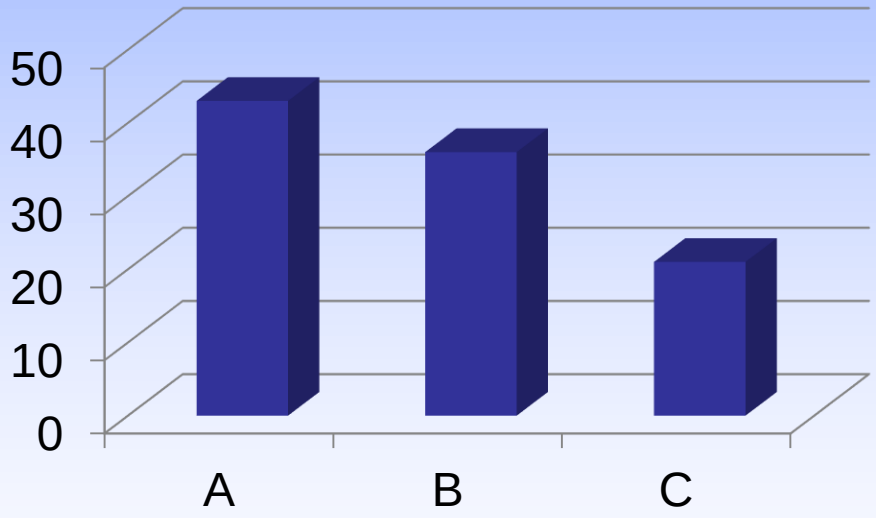




Making a graph

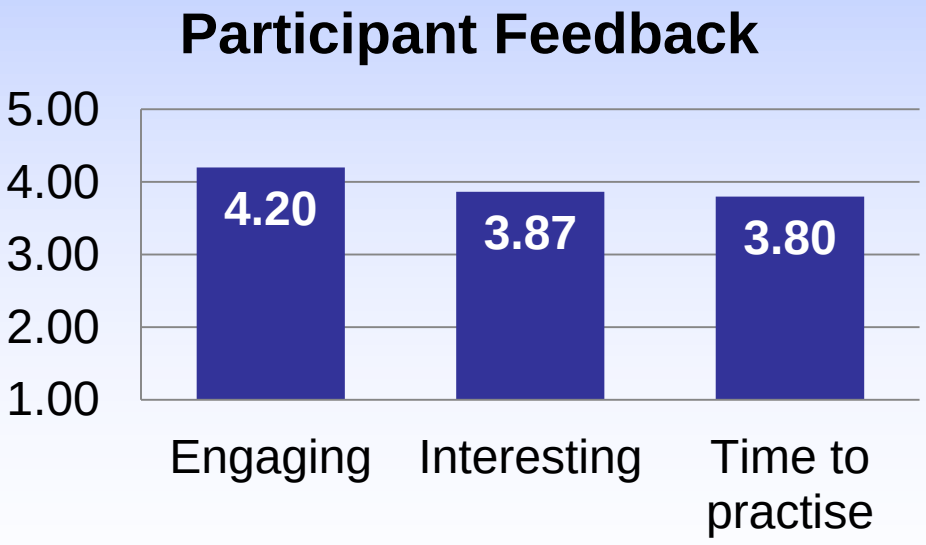
- 2-D graph is better than 3-D graph





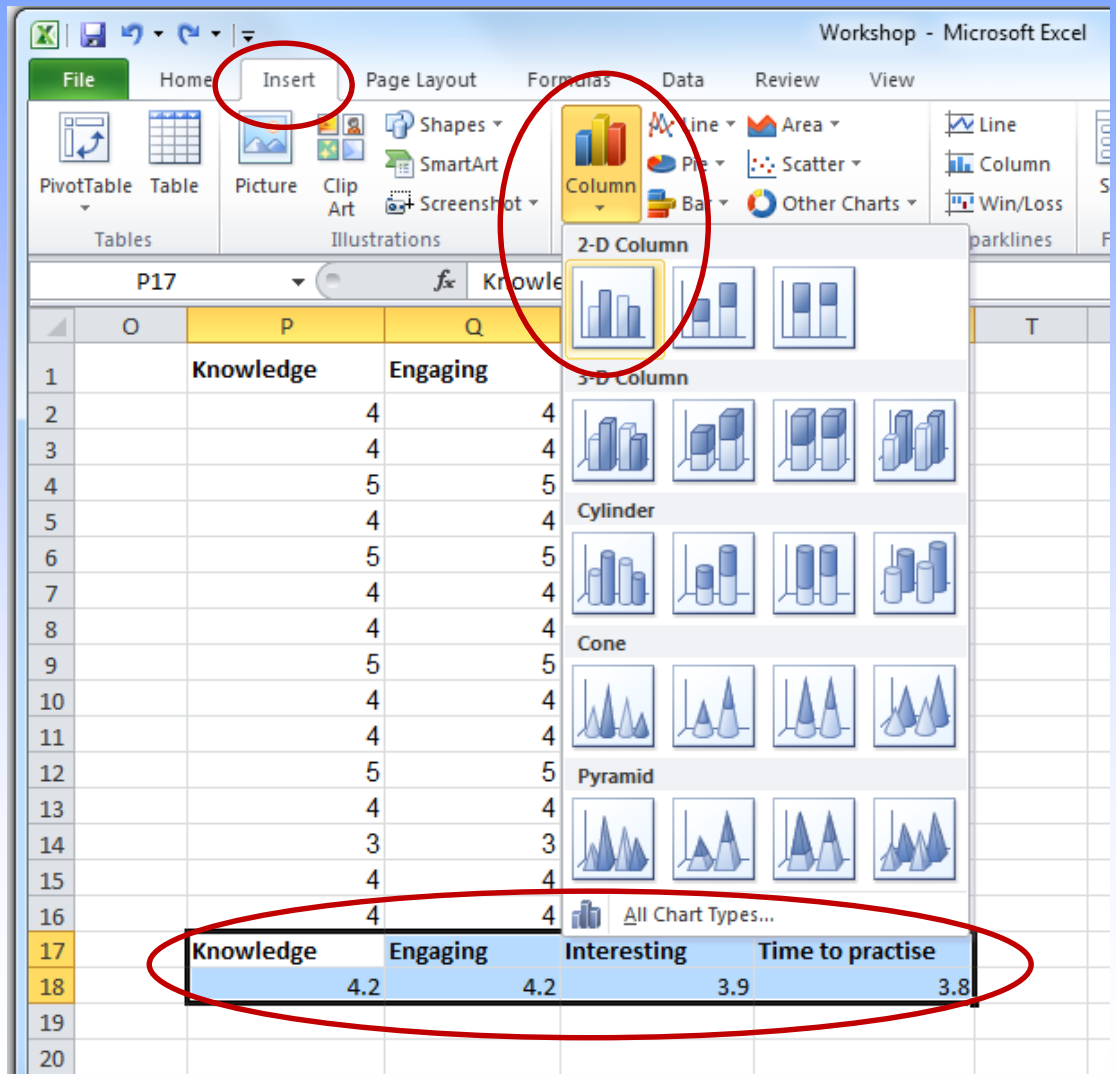
Making a graph

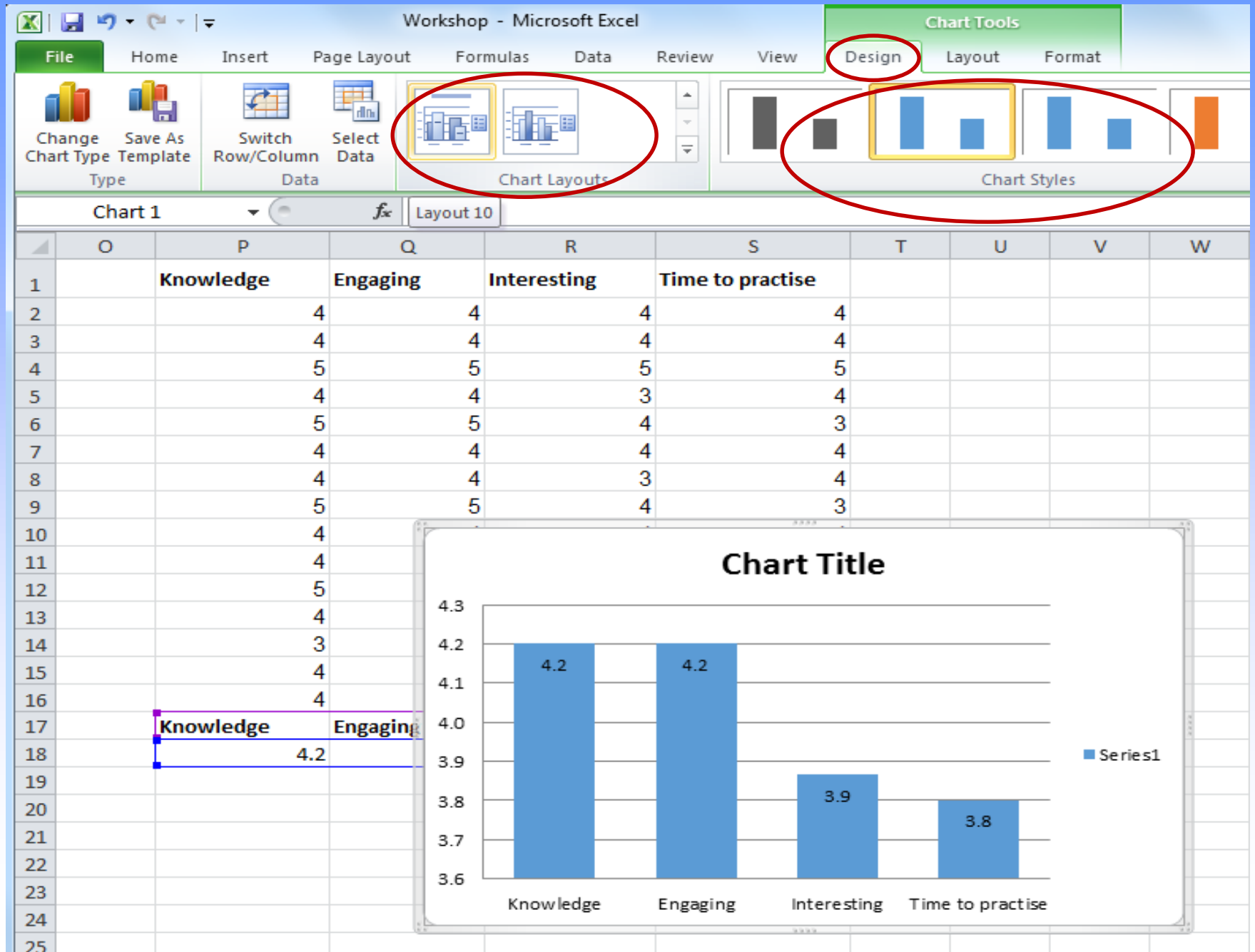
- Y-axis should start at smallest possible number, with meaningful intervals
- Label each bar

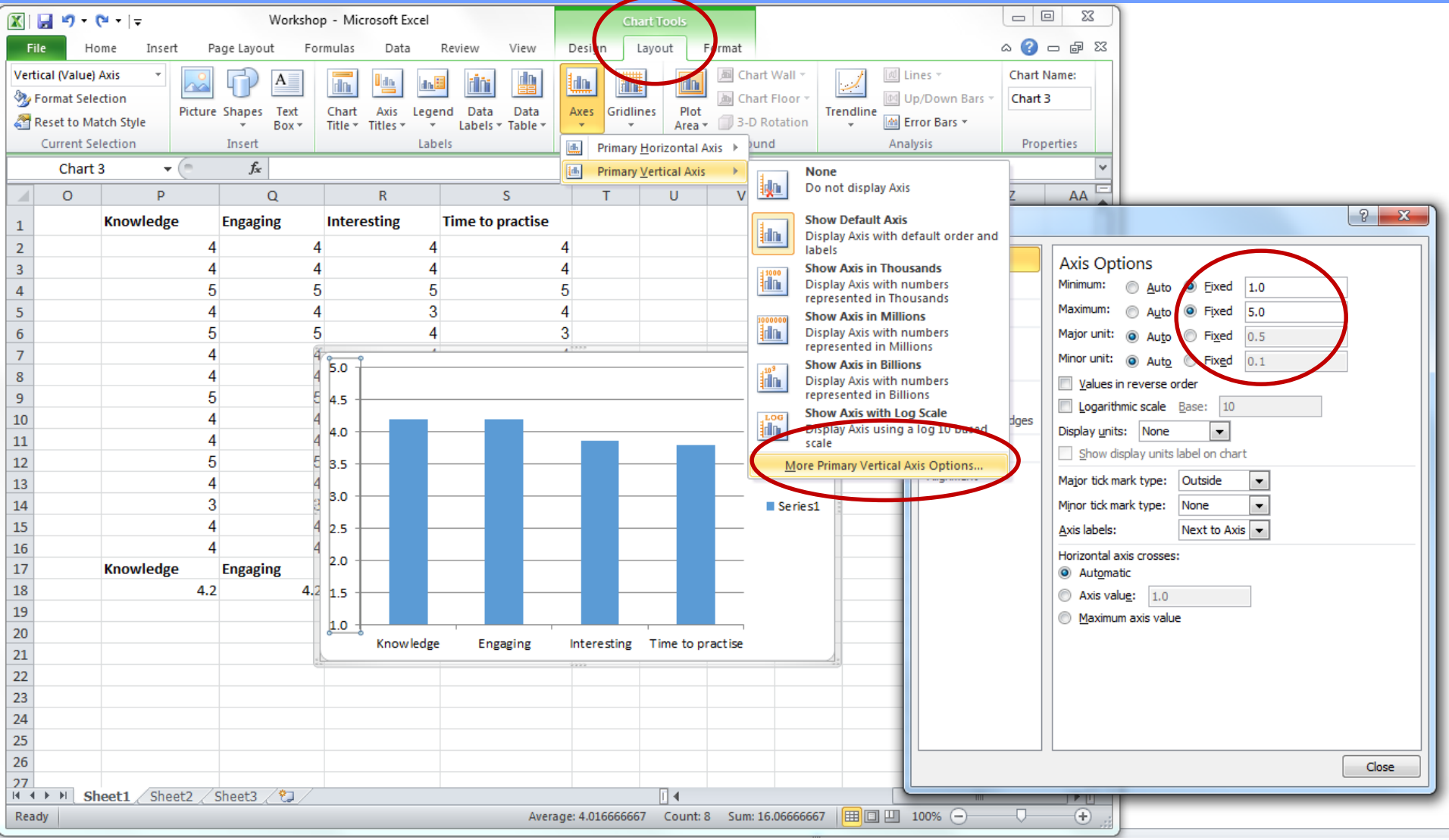


Column bar graph

1. Select range
2. Go to ‘Insert’
3. Click ‘Column’ and choose ‘2-D Column’



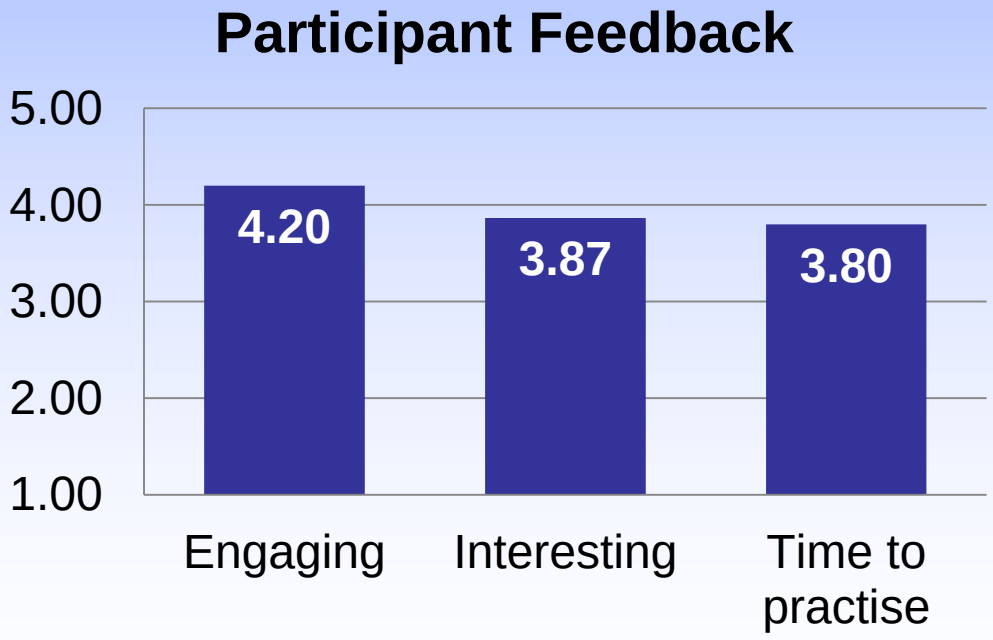

Workshop - Microsoft Excel
Chart Tools
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Design
Layout
Format
Change Chart Type
Save As Template
Type
Switch Row/Column
Select Data
Data
Chart Layouts
Chart Styles
Chart 1
Layout 10
Knowledge
Engaging
Interesting
Time to practise
Chart Title
4.3
4.2
4.1
4.0
3.9
3.8
3.7
3.6
Knowledge
Engaging
Interesting
Time to practise
Series1



	Knowledge	Engaging	Interesting	Time to practise
	4	4	4	4
	4	4	4	4
	5	5	5	5
	4	4	3	4
	5	5	4	3
	4			
	4			
	5			
	4			
	4			
	5			
	4			
	3			
	4			
	4			
	Knowledge	Engaging		
	4.2	4.2		

Reporting quantitative data

The average rating for the engagement of the cooking lesson was 4.20 out of 5.

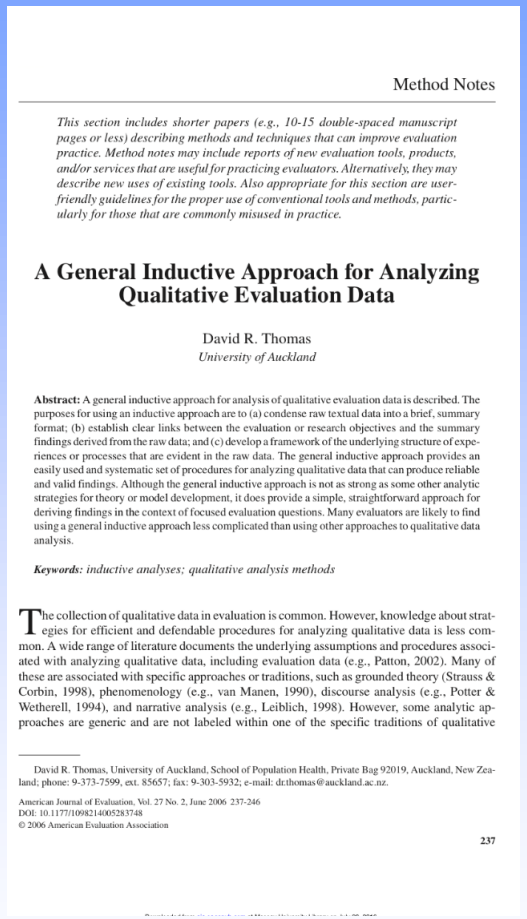


Qualitative data from feedback forms

Analysing qualitative feedback data

- Simple, short sentences
- Realist / post-positivist
- Surface (semantic) level meanings
- Driven by evaluation questions / criteria
- General inductive approach

General inductive approach



Method Notes

This section includes shorter papers (e.g., 10-15 double-spaced manuscript pages or less) describing methods and techniques that can improve evaluation practice. Method notes may include reports of new evaluation tools, products, and/or services that are useful for practicing evaluators. Alternatively, they may describe new uses of existing tools. Also appropriate for this section are user-friendly guidelines for the proper use of conventional tools and methods, particularly for those that are commonly misused in practice.

A General Inductive Approach for Analyzing Qualitative Evaluation Data

David R. Thomas
University of Auckland

Abstract: A general inductive approach for analysis of qualitative evaluation data is described. The purposes for using an inductive approach are to (a) condense raw textual data into a brief, summary format; (b) establish clear links between the evaluation or research objectives and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data. The general inductive approach provides an easily used and systematic set of procedures for analyzing qualitative data that can produce reliable and valid findings. Although the general inductive approach is not as strong as some other analytic strategies for theory or model development, it does provide a simple, straightforward approach for deriving findings in the context of focused evaluation questions. Many evaluators are likely to find using a general inductive approach less complicated than using other approaches to qualitative data analysis.

Keywords: *inductive analyses; qualitative analysis methods*

The collection of qualitative data in evaluation is common. However, knowledge about strategies for efficient and defendable procedures for analyzing qualitative data is less common. A wide range of literature documents the underlying assumptions and procedures associated with analyzing qualitative data, including evaluation data (e.g., Patton, 2002). Many of these are associated with specific approaches or traditions, such as grounded theory (Strauss & Corbin, 1998), phenomenology (e.g., van Manen, 1990), discourse analysis (e.g., Potter & Wetherell, 1994), and narrative analysis (e.g., Leiblich, 1998). However, some analytic approaches are generic and are not labeled within one of the specific traditions of qualitative

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American Journal of Evaluation, Vol. 27 No. 2, June 2006 237-246
DOI: 10.1177/1098214005283748

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

Key ideas of GIA

Condense raw textual data into a brief, summary format

Establish clear links between the results (based on data) and the evaluation question

What the analysis should do

Identify the core meanings in the feedback forms relevant to the question

Identify the key categories (themes)

Report the key categories (themes) in answer to the evaluation question

Analysis

1. Read data and code
2. Develop categories
3. Multiple readings
4. Decisions about what is important need to be made

Tip: Stay focused on the evaluation question but look for other things of interest

Sample data

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 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

Exercises to illustrate points, logical sequence, applying to my own project exercises	***Exercises Apply own project***
Interactive participation	***Interactive***
The logic model	***LM – content?***
Great bunch of facilitators, fun and energising sessions. Keep up the great work	***Facilitators, fun***
The new approaches and new learnings	***New info***
Learning about the programme logic model	***LM – content***
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	***Template – Model adapts***
Focused and hands-on. Not too much listening to power point presentation	***Presenting style***
Learning how the principles could be applied practically with others	***Practical application***

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

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

Develop categories: Naming

Facilitation
Exercises
Interactive
Facilitators, fun
New info
Presenting style
Facilitating, good flow
Working with others
Time to practice

Applying learning to own work
Applying
Apply own project
Model adapts

Content
LM – content?
LM – content
Template –
Practical application
Challenging
Tchg methods
Practicing, applying
Tchg methods
Presenting team

Sample analysis: Categories

Facilitation

Content

Applying learning to own work

Sample analysis: Category description

1. Category name
2. Category description
3. Text / data associated with each category

Sample analysis: Category & description

Category: Facilitation

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

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**

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

Sample analysis: Write up

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*

Practice exercise

Resource: Data on handout sheet

Steps to follow

- Read and become familiar with the data
- Identify/develop categories
- Describe what the category is
- Identify text associated with each category

Presentation and reporting

Who is your target audience?

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 cooking lessons?

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?

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

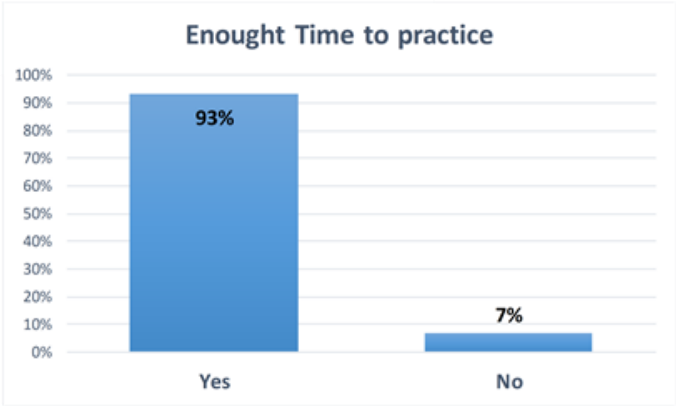
I learnt a lot eh but it makes you realise how much you don't know. I'm on a bit of a buzz at the moment but I want to keep this knowledge up you know. My family thinks I'm the best cook in the world now

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.

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

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."*

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

Summing up and questions

What are the key points to “takeaway” from today?

Any remaining questions?

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