

Easy Evaluation – Online

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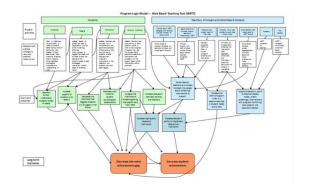


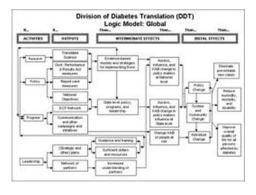
Aims

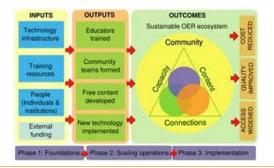
- Greater familiarity and more experience with developing programme logic models
- An increased understanding of different forms of evaluation
- Gained knowledge, skills and confidence about planning and conducting evaluation

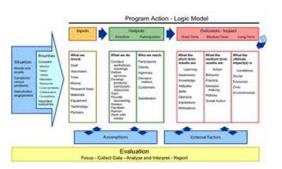


Logic models – the basics











Terminology (Funnell & Rogers, 2009)

Programme theory Logic model Programme logic Impact pathways Intervention framework Intervention logic Outcomes hierarchy Causal model Cause map Outcome line Intervention theory Theory-of-change Theory-of-action Theory-based evaluation Theory-driven evaluation

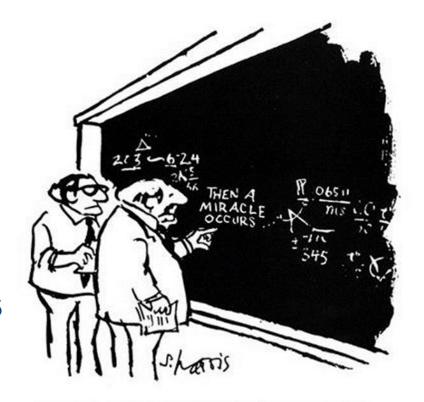


What is a logic model?

A visual depiction of programme theory

Clarifies and explains the **rationale** or **thinking** (underpinned by evidence)

Sets out intended changes or outcomes

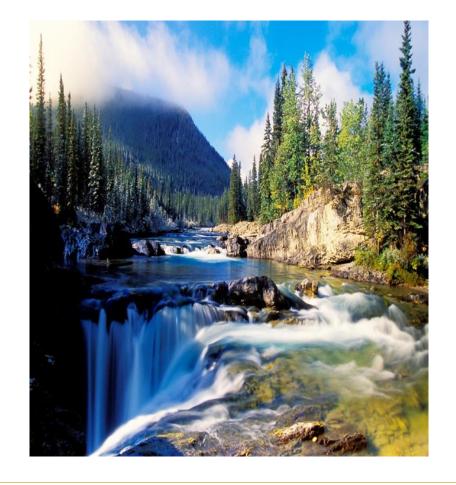


"I think you should be more explicit here in step two."



Outcomes

The changes made to the lives of participants and/or the environments of those experiencing it



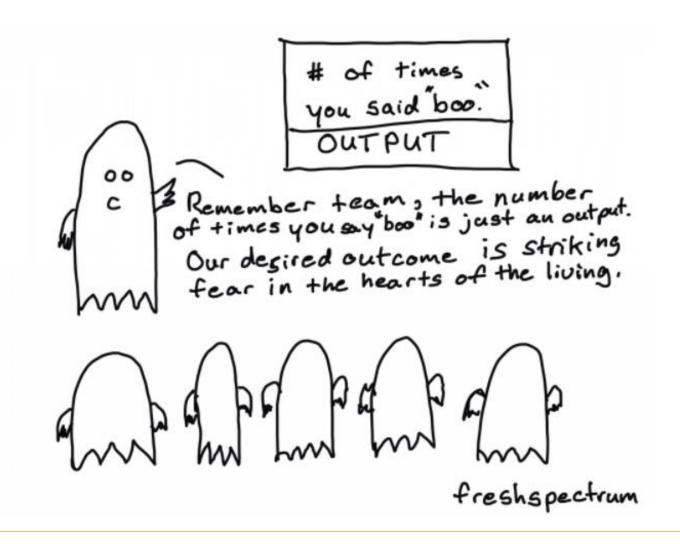


Outputs

Something that is delivered or produced e.g., a workshop, a brochure









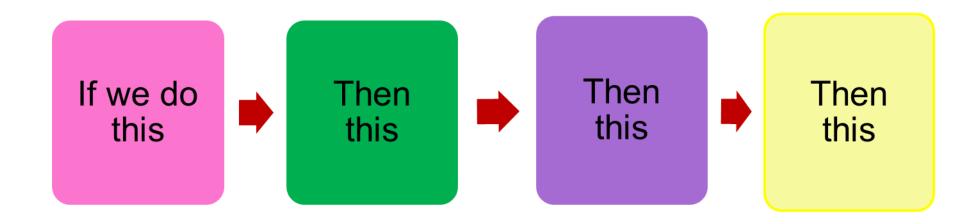
Logic models ...

An **important** tool for

- Project planning (and formative evaluation)
- Programme evaluation

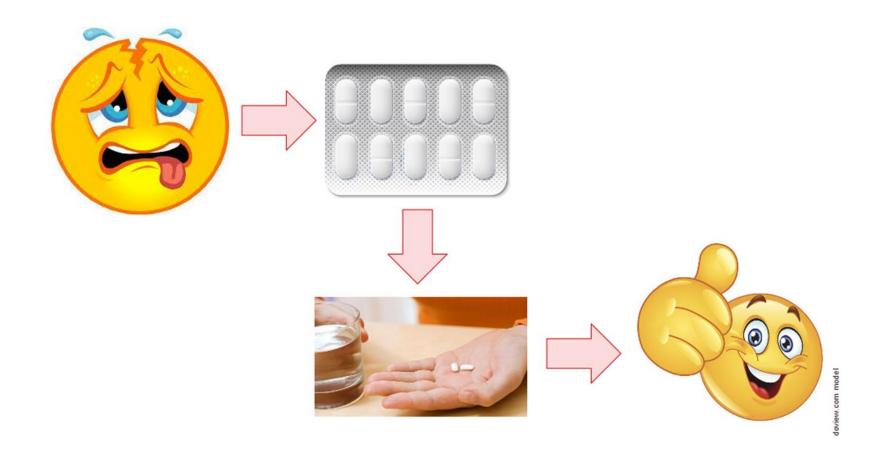


If ... then





If – then: A headache





Two broad approaches

Pipeline Outcomes chain

"Road Map" to Logic Model Components

Problem Statement What issue am I addressing?" In this document, we describe each of our six intervention types according to the problem they aim to address (see pages 9 and 10).

How to use it: Use these problem statements to help you focus on logic models related to the types of interventions that most directly apply to your needs and priorities.

Resources "What do I need?"

In this document, we identify a list of resource types and some questions about needed resources for states and districts to consider asking (see pages 36 and 37).

How to use it: When identifying an intervention and the primary activities, use our guiding questions to identify resources. If sufficient resources are not available, consider other intervention types.

Activities "What do I do?"

In the logic models, we identify activities associated with each of the six categories of leadership interventions and report additional detail on how specific interventions we reviewed undertake these activities (see pages 12 to 35).

How to use it: Determine whether your current or future intervention has the activities commonly found in evidence-based programs.

Outputs "What happens immediately?"

In the logic models, we identify outputs—or the immediate things that should happen if the intervention is implemented effectively—for each of the six intervention categories, and indicate possible indicators that can be used to measure implementation success (see pages 12 to 35).

How to use it: Identify the key outputs that you might want to examine and measure to determine whether the intervention is being implemented properly.

Outcomes "What are my goals?"

In this document, we identify a number of common short-, medium-, and long-term outcomes for school leadership interventions (see page 11).

How to use it: Understand how leadership interventions work to achieve improved outcomes for students, identify the principal competencies the current or future intervention aims to affect, and align the design of the intervention with outcomes.

Virtual course (Education Program) – Logic Model

Situation

National policies to provide students with their own computers as learning tools, are a reality in Argentina. Each student in the country has received its own notebook. Still, educators do not receive training or programs adapted to their new context. Wikipedia was a project already present in classroom and the national policies have become a great ally to reinforce this presence. Through the online course, Wikimedia Argentina aims to support educators in their quest of building their own new educational practices according to their new context.

Priorities

To generate new educational practices by teachers.

To achieve easy learning replicability

To engage new members within de Wikimedia Community

Staff time Volunteer time Educational expertise skills.

Knowledge of Wikimedia Projects.

INPUTS

What we invest

Knowledge of Argentina's national policies on education.

Know-how for the elaboration of virtual proposals

Previous analysis of the situation to determine the needs.

Merchandising.

Who we reach

High School teachers & schools.

University professors & universities.

National government employees linked to national education

The regional Wikimedia community (through the virtual course know-how

manual).

policies.

What we do

OUTPUTS

Participants - Activities - Direct Products

Improving educators' skills in the use of Wikimedia projects and their knowledge about free culture through the

virtual proposal. Putting educators in contact. facilitating the sharing and improvement of activities and

knowledge. Teaching through the online course how to edit Wikipedia and

how to make a

quality

contribution.

What we create

A community network.

New partners. New material and projects

designed by educators. Sense of belonging to

WMAR's Education Program.

A publication on how to implement a successful online proposal.

course. Educators becoming editors.

OUTCOMES - IMPACT

Results in

terms of

changing

Action

Educators and

students

becoming

familiar with

editing and

improving

content.

Responsible

use of free

content by

students.

New projects

as a results of

the virtual

course

implemented

by educators.

Short term - Intermediate -

Results in

terms of

Learning

Better

knowledge

about

Wikipedia

and its sister

projects.

Improved

knowledge

about free

culture and

free licenses

New

educational

proposals by

educators,

through the

virtual

Long-Term

Results in terms of change to the Conditions

Increased number of new editors in Wikipedia.

Students contributing with quality editions in Wikimedia projects.

Increased number of educational partners.

Increased presence of WMAR's Educational Program outside Buenos Aires.

Consolidation of Wikipedia as a learning and evaluating tool among experts in education.

Scaling up.

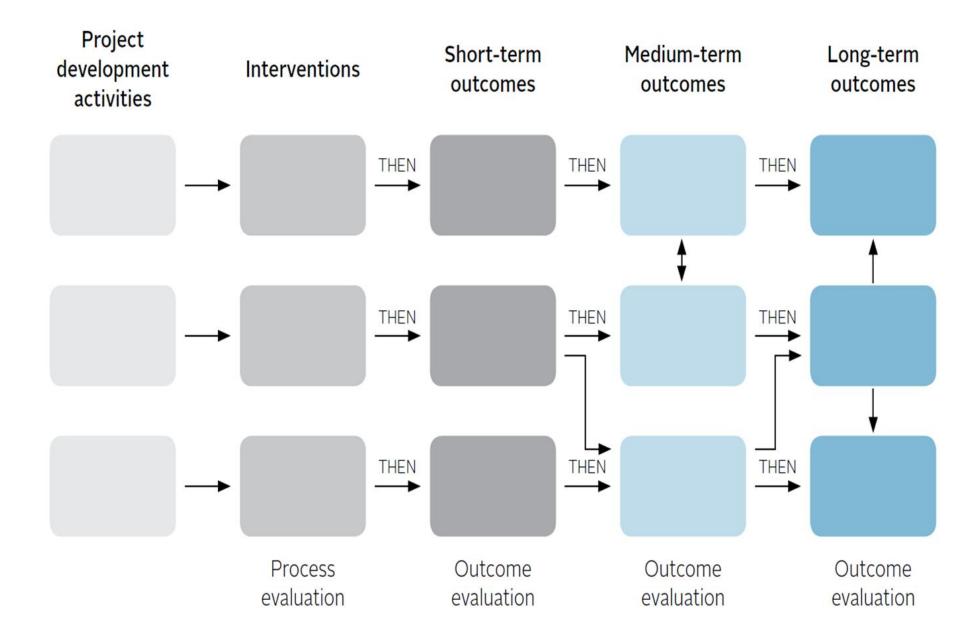
Assumptions

External Factors

Evaluation

Identification - Design - Implementation - Completion/Follow-up

Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)



Reducing child obesity: the intervention logic model

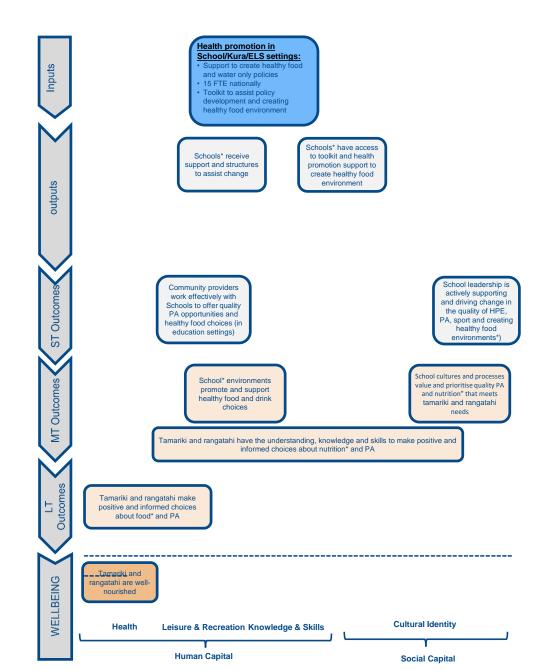
Ultimate goal	Children and young people living and staying well Reduce childhood obesity in New Zealand equitably*													
Long-term goal														
Medium-term outcomes	More children are physically active		More children eat well				Children's environments support physical activity and healthy eating				More children have improved health outcomes			
	Indicator	Measure	Indicator		Measure		Indicator		Measu	re		Indicator		Measure
	Time spent watching television, videos or screens Sleep duration Time spent on physical activity	Percentage of childre (aged 2–14 years) who usually watch two or more hours of television (including DVDs and videos) per day (New Zealand Health Survey) Percentage of childre (aged 5–13 years) who get 9 to 11 hours of sleep per day (New Zealand Health Survey) Percentage of childre (aged 5–17 years) who spent at least one hour per day being physically active (New Zealand Health Survey)	14 years) ally watch love hours of in (including id videos) per w Zealand urvey) Gonsumption of fast food ige of children 13 years) 9 to 11 hours per day claim dealth Gonsumption of sugary drinks Fruit and wegetable intake y active		2–14 years) who ate fast food at least once in the past week (New Zealand Health Survey) Percentage of children (aged 2–14 years) who had fizzy drink three or more times in the past week (New Zealand Health Survey) Percentage of children (aged		wareness of e Health Star ating system ctive transport and from chool se of a bike	Percentage of grocery shoppers who recognise, understand and use the Health Star Rating System (Health Star Rating Monitoring and Evaluation report, Colmar Brunton) Percentage of children (aged 5–14 years) who usually use an active mode of transport, such as walking, bilding or skating to get to and from school (New Zealand Health Survey) Percentage of children (aged 5–17 years) who have ridden a bike in the last week for sport, exercise or fun and the average number of hours they spent ridding a bike (Active New Zealand Survey) This measure is still under development		Body mass index			Percentage of children (aged 2–14 years) with a body mass index that indicates they are thin, a healthy weight, overweight or obese Percentage of births where the mother had gestational diabetes (National Maternity Collection) Percentage of obese children identified in the B4 School Check programme who were offered a referral to a health professional for clinical assessment and family-based nutrition, activity and lifestyle intervention (B4 School Check database, Ministry of Health) Percentage of babies whose birth weight (kg) was extremely low, very low, low, normal or high (Report on Maternity, Ministry of Health)	
Short-term outcomes	promote healthy lifestyle choices in food and nutrition and physical		Strong sustainable elationships across communities and the vider sector developed		Raised community knowledge about the benefits of physical activity and nutrition		Guidelines implemented across sectors		that mak	ke healthy eating non-ald		non-alcohol	ry commits to providing foods and coholic beverages that contribute to a y diet and reduce rates of childhood obesity	
Outputs	good nutrition	ance and support for the , healthy diets and phy- e parents, before conce ancy	sical activity	activity environments that in			Provide guidance on a support for healthy die and physical activity in childhood		et, sleep, support for v		weight nt for children and		Implement programmes that promote physical activity and reduc sedentary behaviours in children an young people	
	Childhood obesity prevention initiatives – multiple pathways to achieve outcomes													
Inputs	Workforce		Funding			Collaborative relationships Leadershi				p Info			rmation	

INTERVENTION LOGIC: Healthy Active Learning Sport NZ Health Education Notes: Schools: Refers to the education settings of mainstream schools and Kura Refers to also in Early Learning Services Physical activity support in School/Kura Health promotion in **Euducation Resources** School/Kura/ELS settings: in School /Kura/ELS Support for teachers, school leadership on physical settings: settings: activity and active school environments Support to create healthy Curriculum resources Facilitator Support to schools food and water only (years 1-10 only - Activators connect schools to community providers schools/Kura) policies Support on creating healthy food environment 15 FTE nationally Guidance to navigate Toolkit to assist policy healthy food environment Schools* have access to toolkit and health Schools* receive support and structures promotion support to to assist change create healthy food outputs environment Schools and teachers Teachers are and PLD to build School leaders get Community providers get support to make supported with confidence. support and PLD to get support to build understanding, practice quality PA and sport build structures and relevant, highconnections with connections with quality curriculum and processes that processes that enable schools enable quality HPE quality HPE, PA, sport communities resources delivery Teachers have concol leadership is Community providers Schools* and greater confidence, actively supporting work effectively with Tamariki and rangatahi Outcom teachers value the and driving change in knowledge and Schools to offer quality access quality PA support from skilled have changed their the quality of HPE, PA opportunities and opportunities in the facilitators and practice within the PA, sport and creating healthy food choices (in community advisors HPE/ Hauora healthy food education settings) environments*) ST learning areas Improved access to, and School cultures and processes School* environments Outcomes consistency of, quality PA Enhanced experience of value and prioritise quality PA promote and support opportunities in schools PA for tamariki and and nutrition* that meets healthy food and drink tamariki and rangatahi and their surrounding rangatahi choices communities needs $\overline{\mathsf{A}}$ Timariki and rangatahi have the understanding, knowledge and skills to make positive and informed choices about nutrition* and PA LT Tamariki and rangatahi are Tamariki and rangatahi make Increased PA of tamariki and actively and positively positive and informed choices rangatahi in school settings engaged in learning about food* and PA Tamariki and Tamariki and amariki and rangatah rangatahi have a WELLBEING rangatahi are wellrangatahi are rangatahi are experience other positive sense of physically active nourished achieving in school positive social and identity and their cultural outcomes tures are celebrate **Cultural Identity** Health Leisure & Recreation Knowledge & Skills

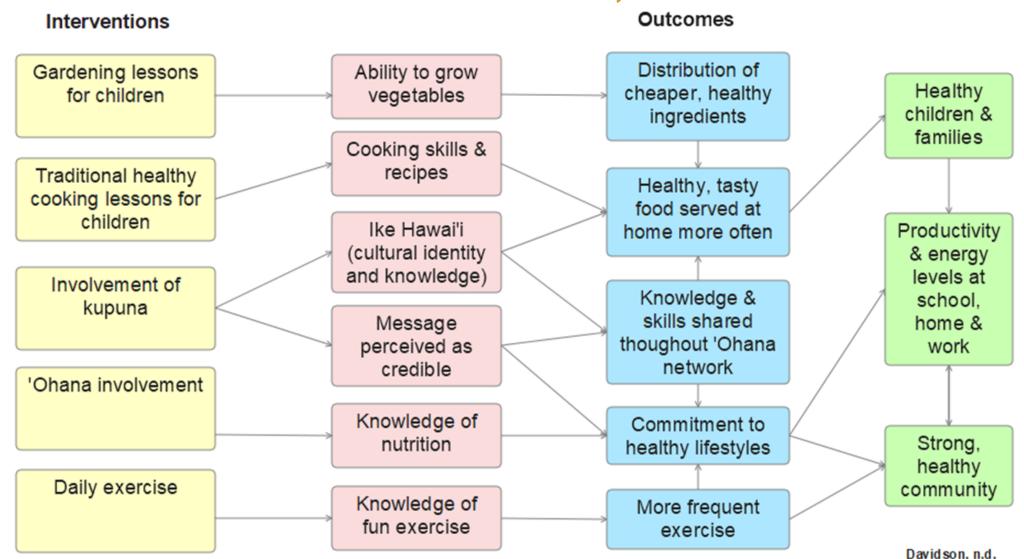
Human Capital

Social Capital

INTERVENTION LOGIC: Healthy Active Learning



Kamehameha Schools, Hawai'i

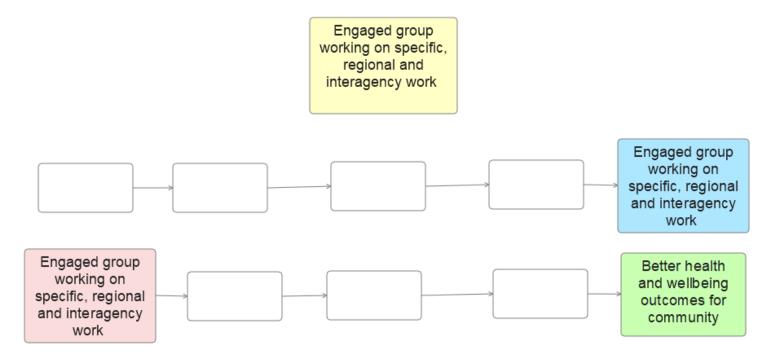




Logic models are good for ...

- Designing a programme
- Testing new ideas
- Identifying monitoring requirements
- Negotiating accountability
- Communication
- Framework for evaluation







Logic models are good for ...

- Designing a programme*
- Testing new ideas
- Identifying monitoring requirements
- Negotiating accountability
- Communication
- Framework for evaluation



Vision and patience needed





Small groups are great for development



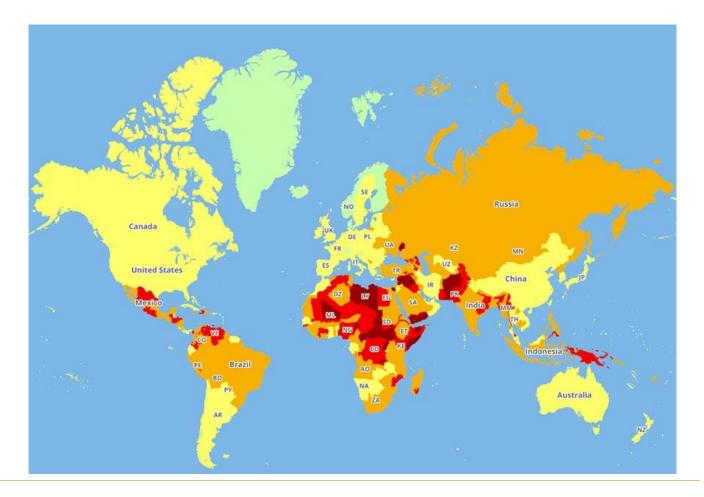


Takes time to develop (5-15 drafts)





It's a model, not reality





Marae-based exercise and nutrition programme



Put these boxes in order

Healthy tasty food served at home more often

Fruit and veges available

Gardening lessons for marae whanau



Put these boxes in order



Fruit and veges available

Gardening lessons for marae whanau



Put these boxes in order

Fruit and veges available

Gardening lessons for marae whanau





Put these boxes in order



Gardening lessons for marae whanau

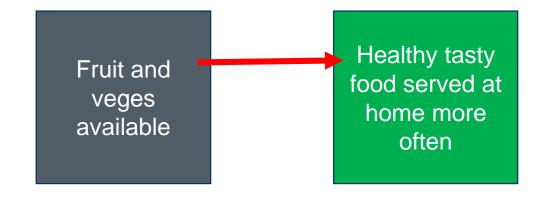




Put these boxes in order

Knowledge of how to grow fruit and vegetables

Gardening lessons for marae whanau

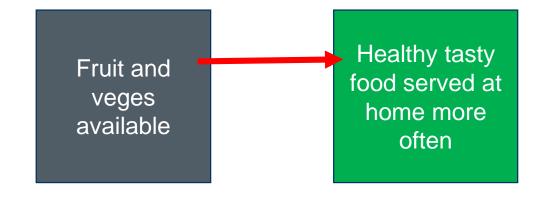




Put these boxes in order

Knowledge of how to grow fruit and vegetables

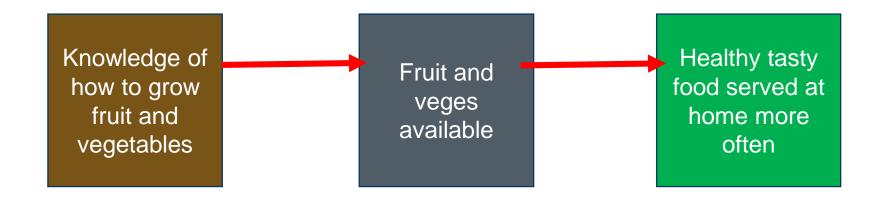
Gardening lessons for marae whanau





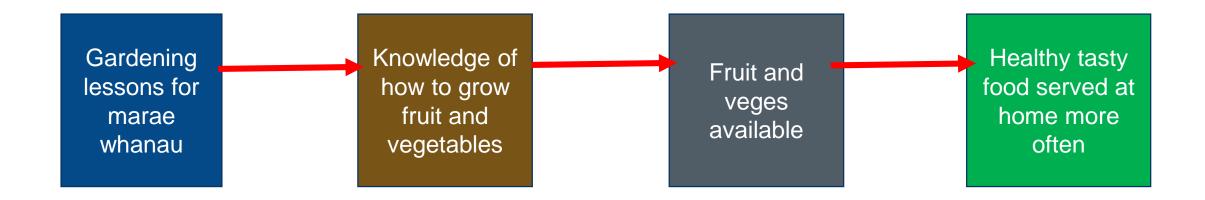
Put these boxes in order

Gardening lessons for marae whanau





Put these boxes in order



Logic model practice

Put these boxes in order

Healthy tasty food served at home more often

Cooking skills

Knowledge of traditional recopies

Healthy whanau

Cooking and nutrition lessons incorporating traditional Maori foods and cooking methods

Awareness of the nutrient value of foods



Healthy tasty food served at home more often

Cooking skills

Healthy whanau

Knowledge of traditional recipes

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Cooking skills

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Awareness of the nutrient value of foods

Cooking and nutrition lessons incorporating traditional Maori foods and cooking methods

Healthy whanau

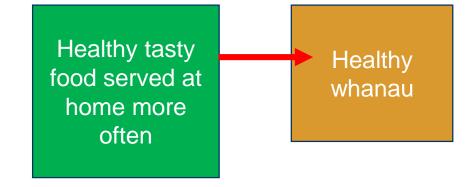


Knowledge of traditional recipes

Cooking and nutrition lessons incorporating traditional Maori foods and cooking methods

Cooking skills

Awareness of the nutrient value of foods



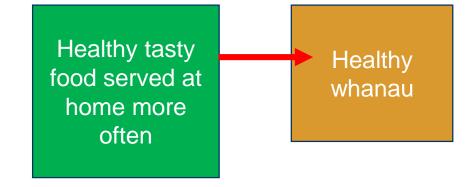




Cooking and nutrition lessons incorporating traditional Maori foods and cooking methods

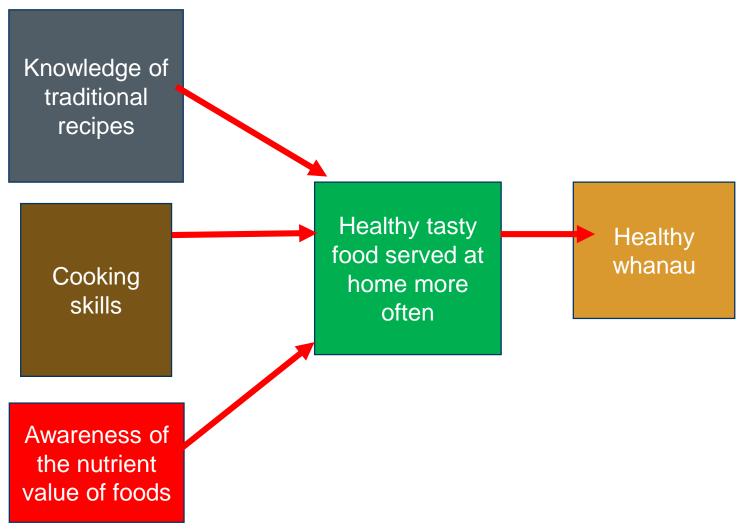


Awareness / the nutrient value of foods

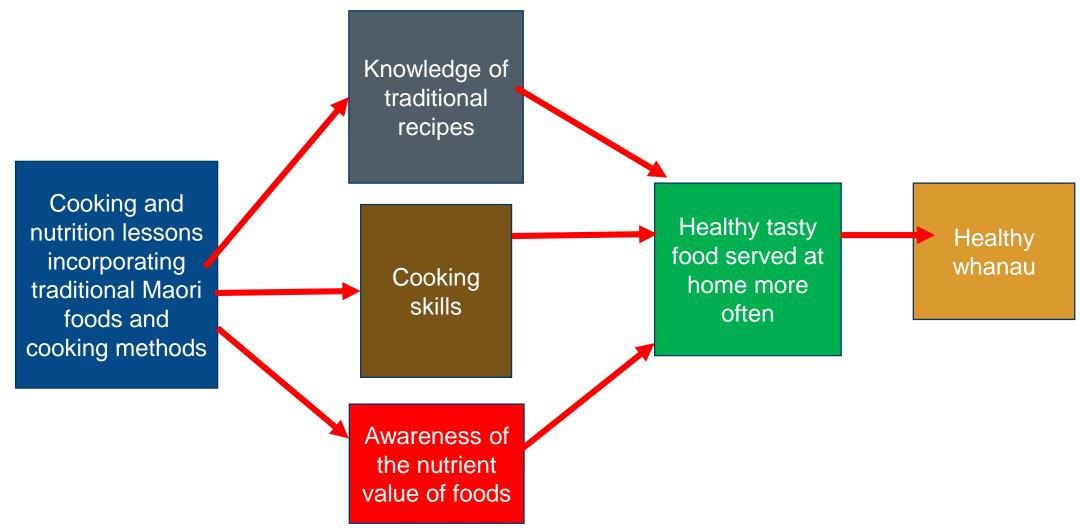




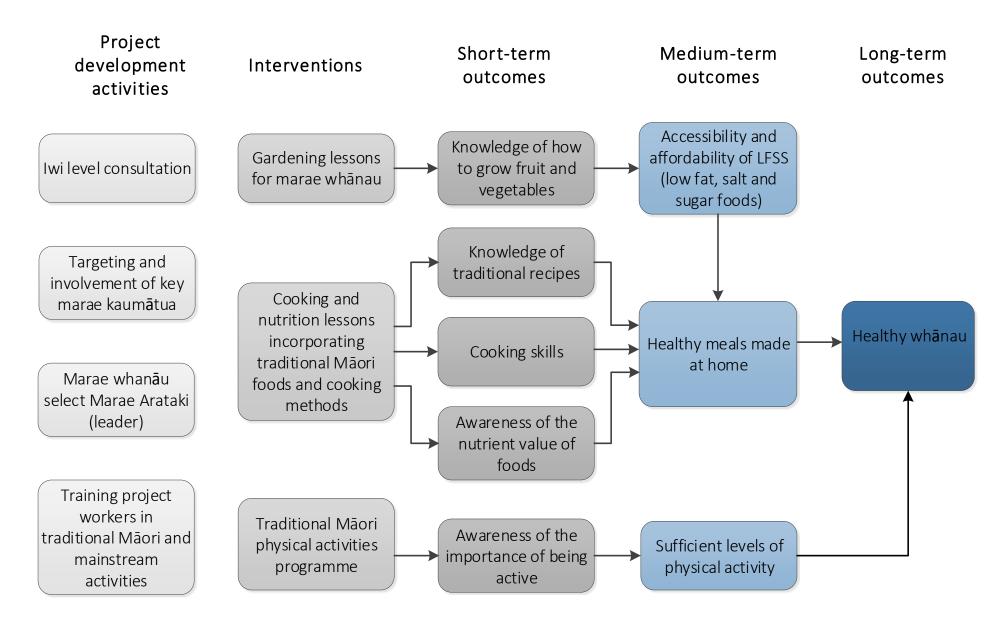
Cooking and nutrition lessons incorporating traditional Maori foods and cooking methods







Marae-based Nutrition and Exercise Programme





Tips for logic models

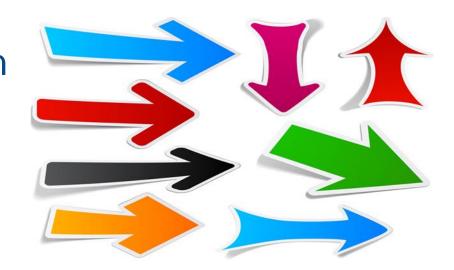
Key elements only – ensure everything has meaning

Avoid too many arrows

Arrows meaningful and in same direction

Direction of expected change is clear

No dead ends





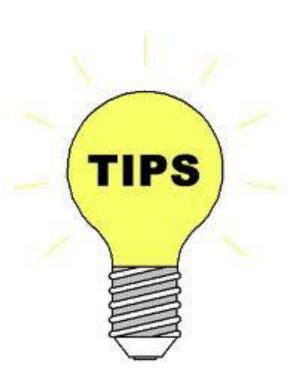
Tips for logic models

Give the model a title

Max. 10 words per box – less is better!

Focus on key elements

Just do it! Write ideas as they come to you





Getting going

What are the long-term key outcomes you expect? (Often the issue or need stated positively)

Ideally work back from long term → medium term → short term → intervention

Or go with what you know (often interventions are already determined)