

# EVALUATION: A MEANS TO GAIN INSIGHTS INTO AND IMPROVE THE ROER4D PROJECT

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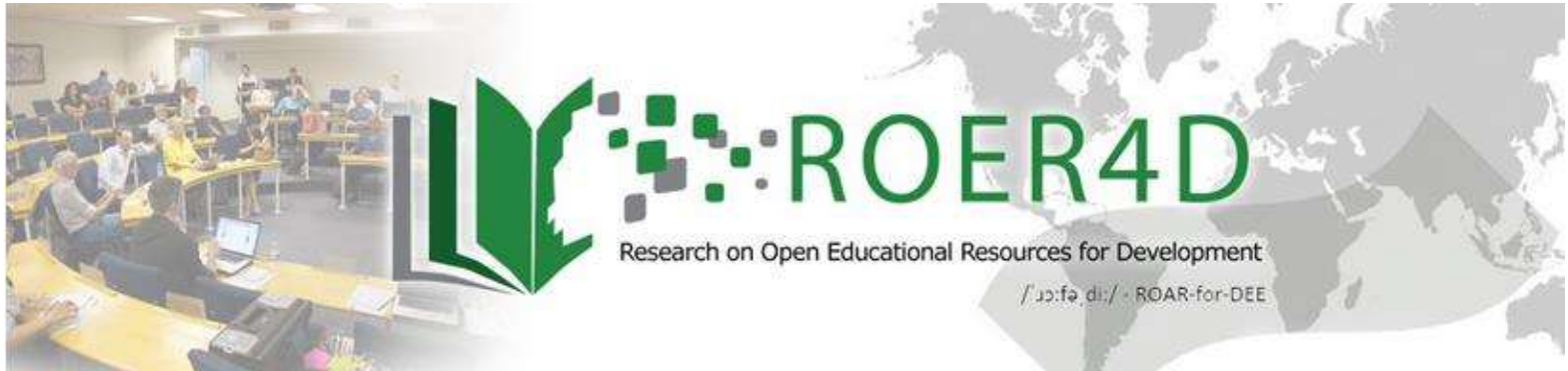
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# Evaluation: a means to gain insights into and improve the ROER4D project

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EDN4502W: Research & Evaluation of Emerging Technologies  
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# WHAT IS EVALUATION?

# Evaluation is...

... the systematic determination of the quality or value of something (Scriven, 1991)

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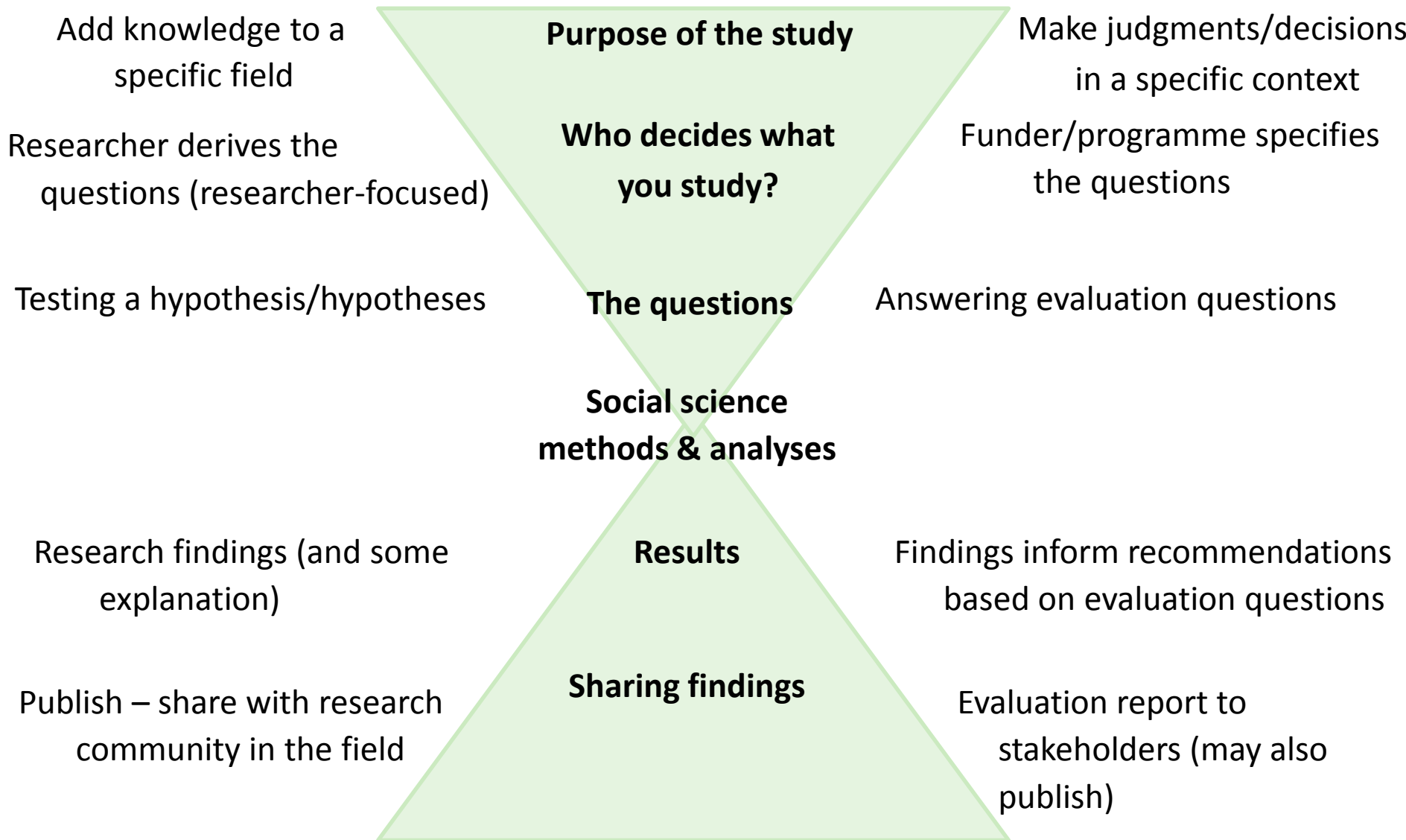
- It is done according to a specific plan/method, in a thoughtful way
- It measures merit/worth
- It is focused on a specific programme/intervention/technology

# The purposes of evaluation

- Assessment of merit or worth  
Are specific standards met?
- Improvement  
What can be improved? And how?
- Oversight and compliance  
Is the technology cost-effective?



# Research vs Evaluation



## Exercise:

- Come up with an example of 1) Research and 2) Evaluation that show the difference between the two

(See the previous slide)



# **EVALUATING ROER4D**

# Research on OER for Development

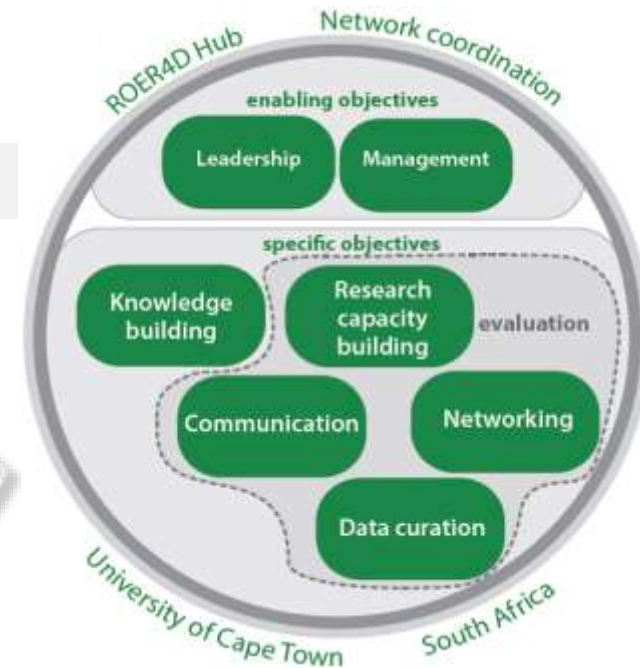
- *In what ways, and under what circumstances can the **adoption of OER** address the increasing demand for **accessible, relevant, high-quality and affordable education** and what is its impact in the **Global South**?*



in the Global South

# ROER4D Objectives

1. Build an empirical knowledge base on the use and impact of OER in education
2. Develop the capacity of OER researchers
3. Build a network of OER scholars
4. Communicate research to inform education policy and practice
5. Curate output as open content



# ROER4D Key Evaluation Areas

1. Build an empirical knowledge base on the use and impact of OER in education
2. Develop the capacity of OER researchers
3. Build a network of OER scholars
4. Communicate research to inform education policy and practice
5. Curate output as open content

EVALUATION



# ROER4D Evaluation and Communication supported by DECI-2



DEVELOPING EVALUATION AND  
COMMUNICATION CAPACITY IN  
INFORMATION SOCIETY RESEARCH

HOME

ABOUT UFE & RESCOM ▾

APPROACH & PARTNERS ▾

RESOURCES & PUBLICATIONS ▾

UFE PRIMER

CONTACT

## DECI-2

An IDRC funded research project to build and mentor Communication and Evaluation for IDRC flagship projects

<http://evaluationandcommunicationinpractice.net/>

## WHAT WE DO

We provide capacity development in both evaluation and communication for IDRC research projects in the Information & Networks Program (I&N). We provide mentoring in Utilization-

## WHO WE ARE

DECI-2 is hosted by the [New Economy Development Group](#), a consulting group in Ottawa, Canada. Dal Brodhead and Ricardo Ramírez are co-leaders, with support from Wendy Quarry (Ottawa).



# **UTILIZATION FOCUSED EVALUATION (UFE)**



# What is utilization focused evaluation (UFE)

**UFE is centered around intended use by intended users**

What do the users (key stakeholders) want to know?

How will answers to the KEQs help to improve the project?

Remember that  
evaluation is  
about assessing  
worth of  
something

# UFE in 12 steps:

1. Assessing program readiness
2. Assessing evaluator readiness
3. Identifying primary intended users
4. Situational analysis
5. Identification of primary intended uses
6. Focusing the evaluation
7. Evaluation design
8. Simulation of use
9. Data collection
10. Data analysis
11. Facilitation of use
12. Meta evaluation

Steps in the  
Utilization  
Focused  
Evaluation  
(UFE)  
process

Progress  
towards  
fine-tuning  
evaluation

## UFE in 12 steps:

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In progress

Steps are  
***iterative***,  
not linear

Progress  
towards  
fine-tuning  
evaluation

## UFE in 12 steps:

1. Assessing program readiness
2. Assessing evaluator readiness
3. Identifying primary intended users
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In progress

Different  
ROER4D  
objectives are  
at different  
stages in the  
UFE process



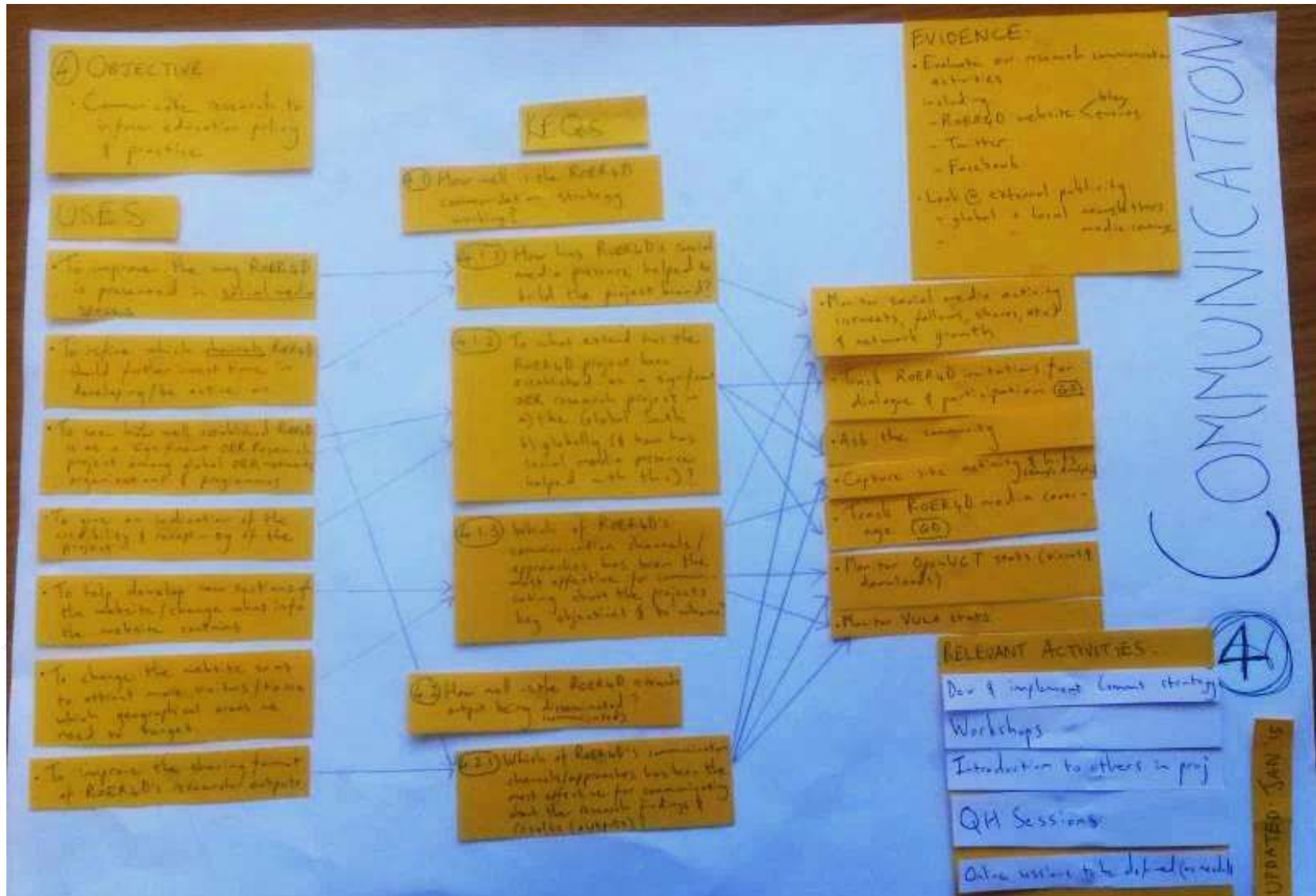
# **DEVELOPING AN EVALUATION STRATEGY**

# ROER4D Process of developing evaluation strategy

1. Understand what is needed in terms of the **scope** of evaluating the ROER4D project – the evaluation work is iterative by nature.
2. In collaboration with the ROER4D network hub team, formulate an **evaluation plan**, including what to evaluate and how.
  - > The experience of the evaluation process and the effect this has is a key component of the evaluation.
3. Get **feedback** from DECI-2 around the evaluation work and incorporate this into the process.



# ROER4D Process of developing evaluation strategy



# ROER4D Process of developing evaluation strategy

ROER4D Evaluation plan: Measurements and Key Dates ☆

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

fx Objective

	A	B	C	D	E	F	G	H
1	Objective	Use(s)	KEQ(s)	To assess: Numbered by relevant KEQ(s)	Evidence	Measurement	What will be tracked/measured	Tracking documents (also see tracking doc list: <a href="https://docs.google.com/document/d/11YU4z0lsrvH4nxEwX3Wn4zGnsBzT6-1PEB1ajecJmJs/edit">https://docs.google.com/document/d/11YU4z0lsrvH4nxEwX3Wn4zGnsBzT6-1PEB1ajecJmJs/edit</a> )
2	Objective 4: Communicate research to inform education policy and practice	To:- improve the way ROER4D is presented in the social media space; refine which social media channels ROER4D should further invest time in developing/be active on; see how well established ROER4D is as a significant OER Research project among global OER networks, organisations and programmes; give an indication of the credibility and receptivity of the project; develop new sections of the website/change what information the website contains; change the website so as to attract more visitors or to see which geographical areas we need to target	4.1 How well is the ROER4D communication strategy working? 4.1.1 How has ROER4D's social media presence helped build the project brand? 4.1.2 To what extent has the ROER4D project been established as a significant OER research project in a) the Global South b) globally (and how has the social media presence helped with this) 4.1.3 Which of ROER4D's communication channels/approaches has been the most effective for communicating about the	4.1.1 - 4.1.3: 4.1.1 ROER4D's social media presence; 4.1.2 established as a significant OER research project in a) the Global South b) globally; 4.1.3 ROER4D's communication channels/appro aches most effective for communicating about the project's key objectives	Evaluation of our research communication activities, including: ROE R4D website; Blogs; Events; Twitter profile; Facebook profile; External publicity: Global or local newsletters Look at both internal and external	Monitor social media activity (retweets, shares, etc.) & network grow - impact and uptake	TAGS (Twitter Archiving Google Spreadsheet) allows for an archive of all the Tweets containing a specific phrase to be accumulated for analysis. All tweets containing the phrase "ROER4D" were collected from the 11 November 2014 and will continue to be collected. Analysis of the TAGS data includes: A summary of the top tweeters; A network diagram of replies, mentions and retweets  Data from the start of the Twitter account (20 January 2014) - ongoing	<a href="#">Twitter tracking activity around "ROER4D" in TAGS</a>  (online)

2. RCB 3. Networking 4. Communications 5. Curation All objectives



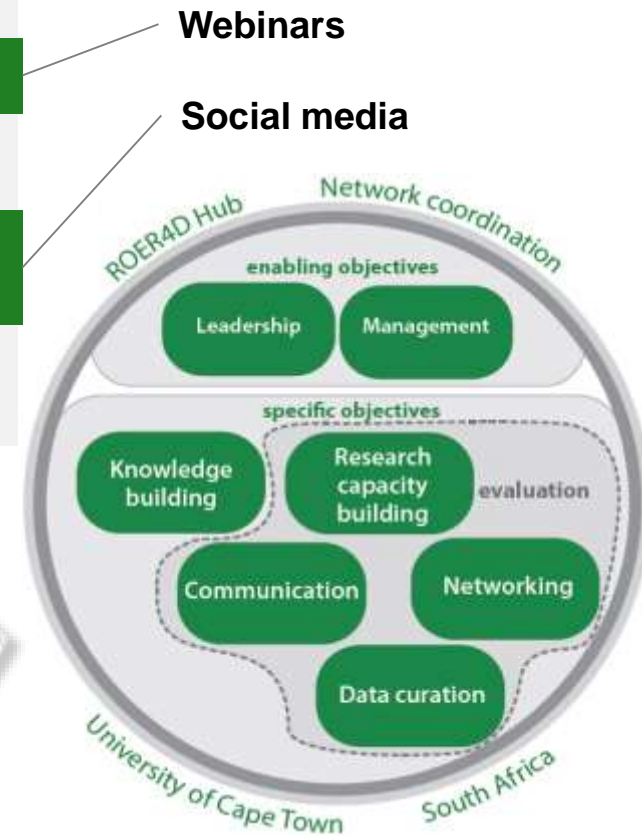
# ROER4D Process of developing evaluation strategy

4. **Connect** with members of the ROER4D, where needed (surveys, interviews, etc.)
5. Assess the **findings**
6. **Share products** of the evaluation work (e.g. slides around process and results, reports, etc.) timeously to allow the findings and recommendations to effect change.
7. Be aware of all components of the evaluation work and **collaborate/ share** information where possible and where needed.



# ROER4D Key Evaluation Areas – involving technology use

1. Build an empirical knowledge base on the use and impact of OER in education
2. Develop the capacity of OER researchers
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# UFE in 12 steps:

## Progress in the evaluation

1. Assessing program readiness
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In progress

Focus on:

- Data collection and analysis
- Facilitation of use by the ROER4D team

# Next steps

- More data collection and analysis (ongoing for webinars, Twitter as well as other social media platforms)
- Feedback from the facilitation of use into refinements in the identification of primary intended uses and users to help focus the evaluation further
- Constant dialogue with the ROER4D team and PIUs






# SUMMARY

# Evaluation is...

... the systematic determination of the quality or value of **something** (Scriven, 1991)

- It is done according to a specific plan/method, in a thoughtful way
  - It measures merit/worth
  - It is focused on a specific programme/intervention/technology
- 
- Prepare an evaluation plan
  - Choose what to measure and how (indicators)
  - Collect the data (evidence)

Research and Evaluation are different  
but share methods

# Some lessons from evaluating ROER4D

- Find a framework for your evaluation (e.g. UFE)
- For both internal evaluation and external evaluations, never underestimate the importance of iterative engagement – more engagement = better understanding of the project and what matters to the evaluation users
- Keep feeding back from the facilitation of use into refinements in the evaluation to help focus the evaluation further



# Further reading:

- About ROER4D:

- Hodgkinson-Williams, C. (2013). *Research on Open Educational Resources for Development in Post-secondary Education in the Global South (ROER4D) - Scoping Document*. Available online: <http://hdl.handle.net/11427/8430> [Last accessed 10 February 2015].
- Hodgkinson-Williams, C. and Cartmill, T. (2014). *Research on Open Educational Resources for Development in the Global South: 1st Technical Report 23 June 2013 to 27 August 2014*. Available online: <http://hdl.handle.net/11427/9695> [Last accessed 11 February 2015].

## About evaluation:

- Patton, M. Q. (2008). *Utilization-focused evaluation*. California: Sage Publications Inc.
- Ramirez, R. and Brodhead, D. (2013). *Utilization Focused Evaluation: A Primer for Evaluators*. Penang: Southbound.
- Scriven, M. (1991). *Evaluation Thesaurus*. California: Sage Publications Inc.



# Links and license



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logos and/or  
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