Facilitating Evaluation Use through Effective Communicating & Reporting[1]

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[1]Unless otherwise noted material in this presentation is drawn from: Torres, R., Preskill, H., & Piontek, M. (2005). *Evaluation strategies for communicating and reporting: Enhancing Learning in organizations*, 2nd ed. Thousand Oaks, CA: Sage.

Agenda
for the Afternoon

- Self-Assessment
- Role of Communicating and Reporting in Evaluation Use
- Two Text-Based Strategies
- Two Interactive Strategies
- **Break**
- Participant Choice of Three Additional Strategies
- Creating a Communicating & Reporting Plan
- Wrap-up and Evaluation

Role of Communicating and Reporting in Evaluation Use

Why communicate &report?

(a) Convey information about the program to build awareness/support & provide the basis for asking questions

- inform community members, parents, prospective clients, similar programs/ organizations
- describe how a program is working and to what effect
- aid *decision making* about support for participation, involvement in the evaluation and/or the program

Role of Communicating and Reporting in Evaluation Use

Why communicate &report?

(b) Demonstrate results, accountability

- to funders, board members, senior mgt.
- to legislature, public
- to the field-at-large
  - Research trends
  - Lessons learned
- aid *decision making* about continued funding, prospective funding, replication at other sites/organizations

Role of Communicating and Reporting in Evaluation Use

Why communicate &report??

(c) Learn, grow, improve the program

- benefit from continued experience with a program, in particular, its implementation

- inform *decision making* by program staff and management about changes that will improve the program

Role of Communicating and Reporting in Evaluation Use

Why communicate &report?

Major Themes:

– Convey Information

– Build Understanding & Create Meaning

– Make Decisions

Role of Communicating and Reporting in Evaluation Use

Who are your audiences?

- Primary audiences *usually*
  - Request the evaluation, are major decision makers
  - e. g., program staff, supervisors, senior managers, funders
- Secondary Audiences *usually*
  - Are involved, but with little or no daily contact
  - e. g., program participants, their supervisors or managers, others impacted
- Tertiary Audiences *usually*
  - Are more distant, but possibly interested in findings
  - e. g., future program participants, general public, members of same/related professions

Role of Communicating and Reporting in Evaluation Use

When to communicate & report?

- During the evaluation
  - Include in decision making about evalua design/activities
  - Inform about upcoming evaluation activities
  - Keep informed about the progress of the evaluation
  - Provide interim findings

Role of Communicating and Reporting in Evaluation Use

When to communicate & report?

- After the evaluation
  - Convey information about the program & evaluation
  - Demonstrate results / accountability
  - Learn, grow, improve the program

Role of Communicating and Reporting in Evaluation Use

- Evaluation use:
  - is an ongoing learning process
  - that occurs at the individual, team/group, organizational levels
  - through communicating and reporting throughout the evaluation endeavor

Role of Communicating and Reporting in Evaluation Use

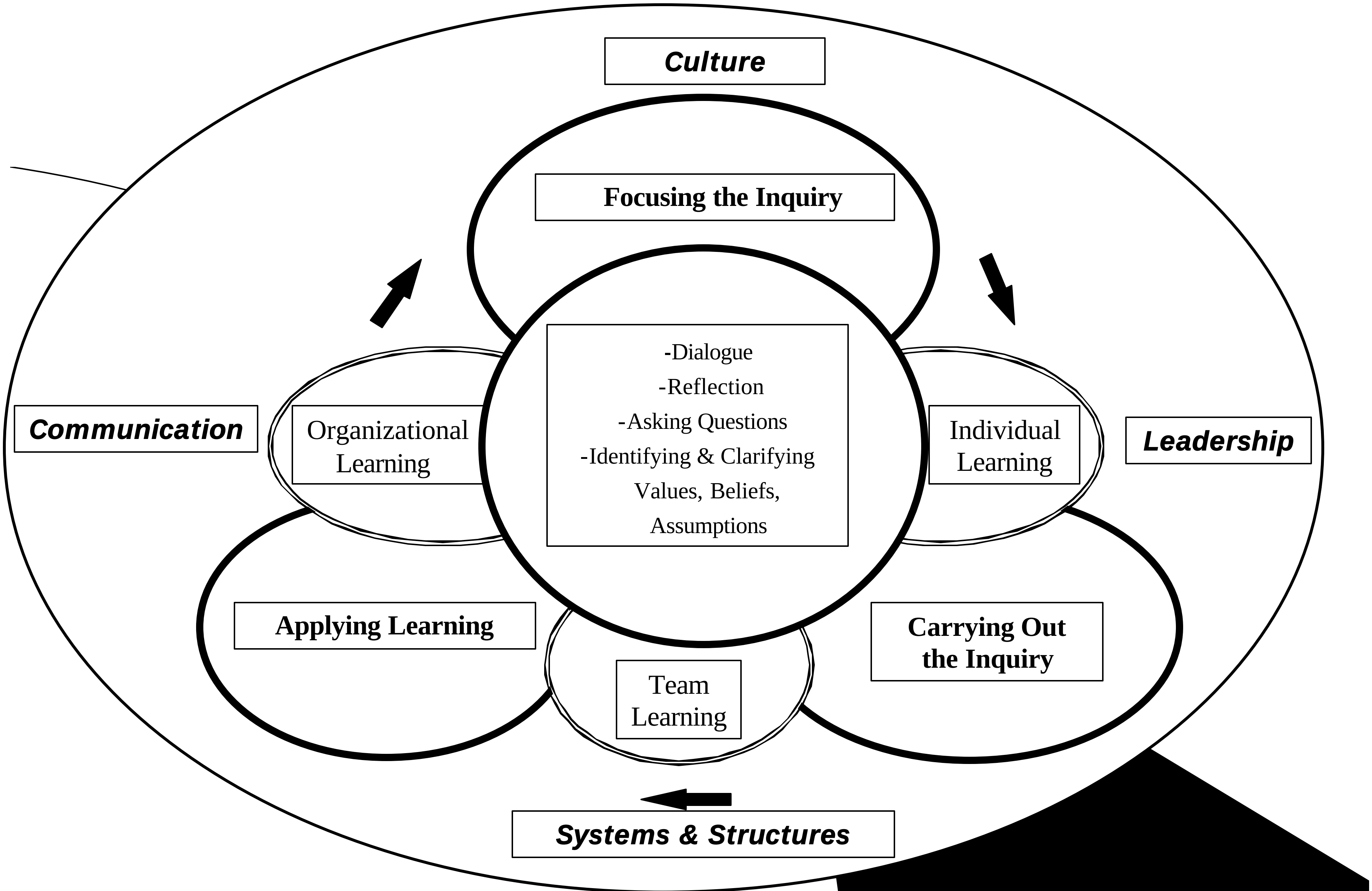
- **Individual Learning**: The ways in which people acquire knowledge and make meaning
  - Assimilate & engage with the information
  - Relate it to what they already know
  - Reorganize the information into something new

- **Team Learning**: Involves individuals sharing knowledge and insights, which in turn creates the capacity for collaborative action (and co-evolution) and new ways of thinking.

Role of Communicating and Reporting in Evaluation Use

- **Organizational learning** is a continuous process of growth and improvement that:
  - Uses information or feedback about organizational processes and outcomes to make changes.
  - Is integrated with work activities, and within the organization's infrastructure (e.g., its culture, systems and structures, leadership, and communication mechanisms).
  - Invokes the alignment of values, attitudes, and perceptions among organizational members.

(Preskill & Torres, 1999; Torres, Preskill & Piontek, 2005).



Adapted from: Preskill, H. & Torres, R.T. (1999). Evaluative inquiry for learning in organizations. Thousand Oaks, CA: Sage.

Communicating and Reporting Formats

Least Interactive ⟷ **Potentially Interactive** ⟷ **Most Interactive**

Least Interactive

- Short Written Communications
- Memos and E-mail
- Post Cards
- Interim Reports
- Final Reports
- Executive Summaries
- Newsletters, Bulletins, Briefs, Brochures
- News Media Communications
- Web-Site Communications

Potentially Interactive

- Verbal Presentations
  - PowerPoint Presentations & Transparencies
  - Flip charts
- Video Presentations
- Posters & Poster Sessions
- Photography
- Cartoons
- Poetry
- Drama

Most Interactive

- Working Sessions
- ynchronous Electronic
  C unications
  - -C s
  - -Tele
  - -Videoco
  - -Web Conf
- Personal Discu

Least Interactive (text-based) Formats

- Design and Layout
- Final Reports

Design & Layout - Overview

- Make text-based documents more readable, visually appealing, instructive
- Used effectively:
  - Is not overly acadamic
  - Should compel audience to read the docum[illegible] facilitate assimilation of its contents
  - Is increasingly the standard in scientific/ technical works
- Made easier with advances in technology

Design & Layout – “How to”

1. Plan for the resources you will need to create your evaluation communications and reports.

2. When creating evaluation documents, [illegible] design principles that maximize readability. (fig. 3.2
   - Proximity
   - Alignment
   - Repetition

3. Break up long stretches of text with lists, boxed [illegible] tables and graphics. (fig. 3.1)

4. Design reports in easily understood and engaging formats to enhance their readability. (fig. 3.4)

5. Use columns to make text more inviting. (fig. 3.2)

Design & Layout – "How to"

6. Use signposts, headers and/or footers to help readers find their way around, especially in longer reports. (fig. 3.5)

7. Use clip art or other graphic images to impr[illegible]e overall look of evaluation documents, convey[illegible] meaning and/or reduce complexity. (fig. 3.6)

8. Avoid over-design.

9. Use a consistent page layout and format for various evaluation documents seen by the same audience.

Final Reports - Overview

- Most commonly used format
- Based on scientific method
- Serve accountability purposes
- Time consuming
- Give comprehensive, holistic portrayal
- Often not read

Final Reports – "How to"

1. Carefully consider the need for a formal, comprehensive final report with stakeholders at the time the evaluation is being designed.

2. Recognize that developing the final report pla[illegible] key role in the analysis and integration of findings.

3. Budget adequate time and funds to produce a final [illegible]

4. Involve clients/stakeholders in the preparation and re[illegible] of final reports.

5. Select an organizing framework for the findings that maximizes the report's relevance and use for evaluation audiences.

6. Consider alternative sequencing to the arrangement of report sections.

Interactive Formats

- Working Sessions
- Personal Discussions

Working Sessions - Overview

- Are the hallmark of collaborative, participatory evaluation
- Can be conducted throughout the evaluation
- Solicit needed information from and also engage stakeholders in learning
- Can help build a collective sense of mission and purpose

Working Sessions - Overview

Are particularly useful for…

- identifying stakeholders' concerns and concep[illegible]alizing the evaluation problem
- developing and refining the program’s theory of actio[illegible]gic model
- making decisions about data collection methods and oth[illegible] evaluation activities
- engaging stakeholders in interpreting data
- soliciting feedback about initial evaluation findings and/or interpretations developed by the evaluator
- developing recommendations based on evaluation findings
- developing action plans based on evaluation findings (and/or recommendations)

Working Sessions – "How to"

1. Assess and refine your skills for facilitating working sessions.
2. Build support for participation in working sessions.
3. Specifically tailor each working session for your participants and carefully plan it to achieve clear objectives.
4. Do your best to get key stakeholders at the table.
5. Determine what information or documents participants should receive ahead of time.
6. Consider conducting working sessions as part of other regularly scheduled meetings.

Working Sessions – “How to”

7. Provide sufficient background information at the beginning of the session and it with a clear outline of what is to follow.
8. Spend time at the outset of the working session to reach common understandings on basic issues/information about the evaluand.
9. Use worksheets to organize the session’s activities.
10. Develop ground rules about confidentiality.
11. Consider expending evaluation resources on conducting action-planning sessions rather than on producing a final report.
12. Follow up with the stakeholders who were not able to attend.

Working Sessions – Guidelines for Facilitating

1. Know your own values, beliefs, and assumptions on the topic at hand; and then check them at the door.
2. Explain your role as the facilitator -- to guide the process, not the content of the work.
3. Help group members get to know each other with introd[illegible]ory exercises (e.g., have participants introduce themselves and explain th[illegible]le and most satisfying experience to date with the evaluand).
4. Review or ask the group to establish norms for how all of you w[illegible] together as a team (e.g., everyone participates, speakers are allowe[illegible] without interruption, etc.)
5. Considering the topic, your objectives, and your knowledge of the gr[illegible] choose the most appropriate process techniques to engage the group productively (e.g., individual recording of responses to a question/issue[illegible] followed by round-robin sharing out, group categorization of brainstorm[illegible] items into themes or patterns, tossing of an object or passing of a “talking[illegible] stick” to identify who will speak next and thus facilitate full participation[illegible]

Working Sessions – Guidelines for Facilitating cont'd

6. Encourage diverse viewpoints and perspectives to surface.
7. Call attention to the group process as needed:

   -Watch the time and remind the group where they [illegible]re on the agenda

   -When the discussion as evolved away from the obje[illegible] at hand, call the group's attention to this and invite them to refo[illegible]

8. Note who in the group is participating; invite responses from ot[illegible] needed.
9. Convey both interest and respect in your responses to individuals' i[illegible]
10. Acknowledge and address the feelings and needs of the group as they [illegible] emerge.
11. Be sensitive to the possibility of underlying agendas or conflicts among participants; diplomatically raise questions to surface and resolve them.
12. Be willing to refocus or change the agenda as might be needed.

Working Sessions – Guidelines for Facilitating cont'd

13. Encourage participants to take responsibility for ideas, actions, statements they make.
14. Paraphrase comments, synthesize and integrate emerging ideas, developments for the group.
15. Build consensus.
16. Balance dialog with decision-making.
17. Plan and articulate next steps.
18. Ask for feedback about individuals' experiences with the group's pr
19. Incorporate what you learn about both group process and substantive into your next opportunity to work with each group.

Personal Discussions - Overview

- Natural and powerful part of any evaluation
  - Establish rapport, trust
  - Exchange vital information
- Initiated by either party
- Planned or impromptu
- Maximize advantages < > Minimize liabiliti

Personal Discussions – "How to"

1. Be aware of the political context of the evaluation.

2. Beware of the frequency of and particip[illegible]nts in the one-on-one conversations you have thro[illegible]ut the course of the evaluation.

3. During the evaluation, provide only the least a[illegible] of information that addresses the concerns of a[illegible] inquiring stakeholder but still maintains an effecti[illegible] working relationship.

4. Plan ahead for how you will handle both prearrange[illegible] and impromptu one-on-one conversations.

Personal Discussions – "How to"

5. Be prepared to conduct one-on-one conversations with clients and key stakeholders during or following a site visit.

6. Make efforts to make the content of one-o[illegible] conversations known to other stakeholders–[illegible]m participants, in particular.

7. Keep records of one-on-one conversations to en[illegible] the accuracy of further communication about wha[illegible] been discussed.

8. Supplement written evaluation reports with planned one-on-one conversations with stakeholders.

Your Choice of Three

- Executive Summaries (slides 33-34)
- Interim Reports (35-36)
- Newsletters & Brochures, Bulletins & Briefs (37-43)
- Website Communications (44-47)
- Synchronous Electronic Communications (48)
  - Chat rooms (49-51)
  - Teleconferences (52-54)
  - Video conferences (55-61)
  - Web conferences (62-66)
- Photography (67-71)
- Video Presentations (72-74)

Executive Summaries - Overview

- Make vital information more accessible
- Are typically 1-5 pages, but can be longer
- Usually cover all major aspects of the evaluation
- Emphasize the evaluation's findings and recommendations
- Can be used separately from the final report

Executive Summaries – “How to”

1. Tailor the content of the executive summary to audience information needs and dissemination plans.

2. Format the executive summary for easy a[illegible]similation of its contents.

3. Use a summary process to ensure coherent, co[illegible] content.

4. Allow sufficient time for creating summaries.

5. Once the final report has been developed, if possible, create and disseminate an executive summary while the full report is in final production.

6. Include the executive summary at the front of the final report, to reach those evaluation audiences who might not read the entire report.

Interim Reports - Overview

- Have significant role in program improvement – esp. implementation

- Timing determined by program life[illegible]ycle, data collection schedule, decision ma[illegible] needs

- Are often short reports but can resemble fi[illegible] report

Interim Reports– “How to”

1. Begin planning for interim reports at the outset of the evaluation to meet early reporting deadlines.

2. Consider an informal presentation of findings rather than a formal interim report.

3. Use a style and format for the interim report that [illegible] contents easy to assimilate.

4. Emphasize the provisional nature of interim findings to stakeholders and other audiences.

5. Provide drafts of formal interim reports for review by stakeholders and other audiences.

Newsletters, Bulletins, Briefs, & Brochures - Overview

- Convenient for relaying information on the evaluation and/or its findings
- Can help keep channels of communication ope[illegible] promote dialog among stakeholders
- Are produced by a variety of individuals, groups ass[illegible] with the evaluation, i.e., those who:
  - -- House the evaluand
  - -- House the evaluator(s)
  - -- Fund the evaluand or the evaluation
  - -- Support the evaluand, and/or
  - -- Support the development of the evaluation professio[illegible]

Newsletters & Brochures, Bulletins & Briefs - Overview

- **Newsletters** – many shapes & forms
  - Dedicated to a single evaluation
  - Can include an article about the evaluation
  - Single to multiple pages
- **Brochures** – intended to generate interest & fo
  - Can describe the program and/or the evaluation infor
  - Inform about findings
  - Invite participation
- **Both usually contain photos, require graphic desi skill**

Newsletters & Brochures, Bulletins & Briefs - Overview

- **Bulletins** – brief news statements
  - Usually dedicated to findings
  - Often discontinued once study is complete
- **Briefs** – often address policy issues from mu perspectives/studies
  - Produced by national labs, R&E centers, institutes, government and international agencies
  - 2-10 pages
- **Both tend to be more academic, easier to produce than newsletters & brochures**

Newsletters & Brochures, Bulletins & Briefs - "How to"

1. Determine the type of publication best suited for your purpose and audience(s).

2. Maximize your use of space, while providing ficient detail to support the publication's purpose.

3. Determine the resources required and frequency o publication.

4. Develop a project management plan to ensure timely a efficient production.

5. Consider posting newsletters, bulletins and briefs on the web.

Newsletters & Brochures - Guidelines

1. Select the data, graphics and other information to be presented, keeping in mind that your goal is to make the content interesting for the intended audience(s) with attractive formatting and well-organized information.
2. Collect brochures and newsletters from other organ[illegible]ations. Decide what you like or dislike about the formatting of these. Diagra[illegible] a sample layout for your own newsletter or brochure.
3. Make sure that each section, while concise, has a clear begin[illegible]iddle and end.
4. Use no more than two or three typefaces.
5. Verify that all facts listed are accurate.
6. Keep records that document the sources of all evaluation findings presented.
7. Use colors, background and text are clear and easy to read.
8. Make sure graphics are used consistently, contribute to the overall flow o[illegible] information, and do not clutter or confuse the reader.
9. Proofread the material carefully before going to press. (It is always best t[illegible] have someone other than the author of the material proofread.)

Newsletters & Brochures - Guidelines, cont'd

10. Select paper color that is not too bright or too dark. Matte finish reduces glare for the reader.
11. Include contact information.
12. Reference other published evaluation documents, [illegible] URLs if appropriate.
13. If reprinting material from other publications, be sure [illegible] permissions from the sources.

Particular to Newsletters

14. Decide on a name (or masthead), format and frequency of [illegible] your newsletter; retain the same format for each publication.
15. Decide on an optimum size for the newsletter and word count per [illegible] Brevity and clarity are always a winning combination.
16. Make article titles descriptive of content; there should be a headline [illegible] every article.
17. Be creative with your use of bold, capitalization, and underlining with [illegible] text, particularly time-sensitive information.
18. Include a Table of Contents to help your readers find the information [illegible] need quickly.

Newsletters & Brochures - Guidelines, cont'd

Particular to Brochures

19. Think about your primary audience(s) and design the front cover to grab their attention and get them to want to open the brochure.
20. Consider spreading copy across all three inside panels rather than sticking to the three-column format.
21. Avoid being too wordy; leave some white space. Use short [illegible]es, short paragraphs, and clear visuals.
22. Limit your use of bold, capitalization, and underlining.

Website Communications - Overview

- Allows for dissemination of wide variety of information and formats
- Allows for staging information in sectio
- Allows for dissemination of large documen
- Avoids problems often associated with email attachments
- Reduces possibility of viruses being transmitted
- Can reach a wide and diverse audience at minimal cost

Website Communications – "How-to"

1. Determine audiences' Internet access and practices.
2. Determine if available website already exists.
3. If building a website, determine who will develop it and what expertise and financial resources are needed.
4. Consider making the website and postings acces[illegible]o people with disabilities.
5. Provide options for accessing and downloading large evaluation documents.
6. Consider securing posted documents to avoid manipulation.
7. Obtain any necessary permissions.
8. Consider providing an option for audiences to ask questions, request information, and/or provide feedback.

Website Communications –
Guidelines for Developing a Web site and Creating Web Pages

1. Establish the purpose of your website, and assemble all of the information you wish to provide.

2. Develop a logical flow between introductory inform tion and the content of subsequent pages.

3. Review existing websites for ideas about design and organiz

4. Create the web pages to fit the width of the smallest monitor res majority of your audience is likely to use.

5. Maintain the same basic design across all web pages on your site.

6. Use high contrast between background color and type.

7. Choose typeface to maximize readability: Make sure text is not too sma Avoid all caps, which slow reading time.

Website Communications –
Guidelines for Developing a Web site and Creating Web Pages, cont'd

8. Make sure you use commonly available text fonts (e.g., Arial, New York Times, Helvetica, Times Roman). Text fonts no supported by readers' computer systems will be translated into something s milar, which could be unappealing.

9. Position headings close to the related text.

10. Choose graphics wisely: Make sure they are related to your topi be meaningful for readers. Do not allow too many different graph clutter the page. Avoid graphics that require a long download time

11. Make sure your page functions (links, downloads, etc.) properly.

12. Test your website with different browsers to make sure it appears as yo intend and functions properly.

Synchronous Electronic Communications - Overview

- **Chat rooms -** internet location where 2 or more people can have a typed “conversation” in real time
- **Teleconferences** – 3 or more participants to a telephone call
- **Video conferences --** participants at 2 or more locations using microphones & cameras that allow real-time exchange of video, audio, data
- **Web conferences --** participants at 2 or more locations using Internet connection that allows simultaneous viewing of same document on participants’ computer screens
- **All require careful planning**

Chat Rooms - Overview

- Software available for free from most Internet service providers; can also be set up on a Web site
- Text exchanged can be saved as a f
- Allow group members to maintain impromptu & routine conversations abo the evaluation

Chat Rooms - Overview

Are particularly useful for…

- Knowledge building, idea genera
- Giving and receiving feedback
- Linking people and ideas
- Routine rather than complicated matters

Chat Rooms – “How to”

1. Keep the text that you write clear, concise, and focused.
2. When using chat rooms with a variety [illegible] stakeholders over a period of time, establ[illegible]nd disseminate specific guidelines and convent[illegible] help chat room dialogue function smoothly.
3. Avoid repeated use of chat rooms, without opportunities for communication via telephone an[illegible] face-to-face meetings.

Teleconferencing - Overview

- Easy to set-up and use
- With high-quality speaker phones [illegible]an include numerous participants at a si[illegible]le site
- Can be arranged:
  - Through telephone equipment that will make [illegible] way calls
  - Through communications service providers

Teleconferencing - Overview

Are particularly useful for…

- Discussing and getting feedback o
  evaluation documents distributed and
  reviewed prior to the call
- For decision making about various aspects
  the evaluation
- As a follow-up to face-to-face meetings

Teleconferencing – “How to”

1. Limit the teleconference call to no more than 90 minutes to avoid participant distraction and/or fatigue.

2. When people speak, ask them to say thei mes before speaking so that others know who is

3. Depending on the format of the call, agree upo amount of time to speak before asking others to engage in the conversation.

4. To assure full participation, call on all participants i turn to respond to specific questions or issues raise

5. Take notes during the call.

Video Conferencing - Overview

- Of all means of synchronous electronic communication, most like face-to-[illegible]
- Can be arranged:
  - With specialized equipment using dedicated [illegible] speed telephone lines
  - Through the Internet using inexpensive softwa[illegible] and video cameras

Video Conferencing - Overview

Are particularly useful for…

- Establishing an evaluation’s purpose a d identifying evaluation questions

- Getting input on and revising the evaluation p

- Presenting and discussing preliminary findings

- Interpreting results and action planning

Video Conferencing – “How to”

1. Plan and budget for videoconferencing at the outset of your evaluation work.
2. Establish an overall facilitator and a facilitator at each site.
3. Schedule the videoconference well in advance, especially when you will have numerous sites participating.
4. When choosing your clothing, avoid plaids, stripes and prints. Pastel clothing is better than white, which may glare as a result of the lighting in the room.

Video Conferencing – "How to"

Immediately Before

5. Arrive 15-30 minutes before the videoc[illegible]nference is scheduled to start so that all locations ar[illegible]ady.

6. Make sure you have the confirmation or reser[illegible] with call instructions readily available.

7. Position the camera before the meeting begins.

8. Review the agenda for the video conference.

Video Conferencing – "How to"

During

1. Be courteous and allow people time to finish sentences, Always address the group as a whole by speaking towards the microphones and facing the camera.
2. There is a delay when using video. Give each perso[illegible]lenty of time to respond to questions or comments, and be sure they h[illegible]inished before you speak.
3. Keep slides to a minimum during a presentation and only ke[illegible] one on camera for a short time to maintain interest. Allow que[illegible] at the end of the presentation.
4. Be aware of your posture; if you need to stretch, then the other participants will probably need one, too.
5. In large groups, ask people to raise their hand to signal the camera operator that they would like to speak.
6. Remember, all locations see the speaker; the speaker only sees the last site from which a person spoke.
7. Mute the microphone when not speaking.

Video Conferencing – “How to”

During, continued

8. Look into the camera when you speak. Doing this gives participants at the other site(s) the impression that you are making eye contact with them.

9. Pause occasionally so others may make comments.

10. Identify yourself as necessary.

11. Keep others informed by announcing your actions. For instan others know when you are going to display a graphic so they d to transmit an image at the same time.

12. Minimize extraneous noise. For example, avoid coughing into the microphone, shuffling papers, and engaging in side conversations.

13. Be cognizant of which camera you are using. If you use the docume camera to show a graphic, remember to switch back to the main camera when the discussion moves on to another topic.

Video Conferencing – “How to”

During, continued

14. Reposition the camera periodically.
15. If your videoconference is more than one hour, includ[illegible]eak.
16. Give yourself 5 to 10 minutes at the end of your meeting [illegible] participants the time to say their good-byes and to clarify fo[illegible] activities.

Web Conferencing - Overview

- Increasingly used for training, collaboration, and to reduce travel

- Software features vary: Chat room, Vi
  Audio

- Set up on own or use service provider

Web Conferencing - Overview

Are particularly useful for…

- All same purposes as videoconference
- More frequent communication beca
  easier to arrange and participate in
- Enhancing ongoing collaboration and
  team functioning

Web Conferencing – "How to"

1. Plan and budget for web conferencing at the outset of your evaluation work.
2. Plan each web conference, deciding what features you will use based on the purpose of the meeting and the number of participants who will be involved.
3. Determine that participants have the necessary har[illegible]d software to participate in the web conference. Set up a [illegible] to make sure everyone can get connected successfully.
4. Schedule web conferences for significant aspects of the evaluation work in advance.
5. Make sure that each participant has received information abo[illegible] how to access the web conference.
6. For stakeholder groups that you work with regularly, consider using web conferencing for ad hoc meetings.

Web Conferencing – “How to”

Immediately Before

7. If using one, position your web camera before the meeting begins.
8. Review the agenda for the web conference.

During

9. Keep slides to a minimum during a presentation. Cons inviting participants to ask questions about slides using "chat" feature, and the responding to them via audio to al participants at the end of the presentation.
10. If you are using a web camera, look into it when you speak. same as a videoconference, doing this gives participants the impression that you are making eye contact with them.

(continued)

Web Conferencing – “How to”

<u>During, continued</u>

11. Pause occasionally so others may make comments.
12. Identify yourself as necessary.
13. Keep others informed by announcing your actions.
14. Be aware of what other participants are seeing. It can frustrating if you, as the facilitator, are changing images screen too quickly.
15. If your web conference is more than one hour, include a bre
16. Give yourself 5 to 10 minutes at the end of your meeting to allow participants the time to say their good-byes and to clari follow-up activities.

Photography - Overview

- Represents the reality of a program and its participants at one point in time

- Conveys program context

- Provides complex information in a conci format

- Stimulates discussion and reflection

Photography - Overview

Is particularly useful for…

- Describing:
  - the activities of a single participant in [illegible]rogram.
  - a program from a variety of perspectives.
  - the subjective nature of participants' experi[illegible]
- Showing how the program looks to variou[illegible] people
- Engaging diverse audiences (e.g., language, reading level, culture)

Photography – Overview

Is particularly useful for…

- Capturing program implementation, and/or a program's unexpected, unobtrusive, or secondary effects
- Counting, measuring, comparing, qualifying, tracking artifacts or information
- Developing a framework for classifying important events
- Illustrating the activities of a single participant

Photography – “How to”

1. Consider the appropriateness of photography for your evaluation participants.

2. Plan your use of photography for data collect and reporting.

3. Support photography with other forms of data colle

4. Consider using photography primarily as a reporting method– to facilitate audience understanding of the program, its participants, or the context.

5. Negotiate permission to photograph.

Photography – "How to"

7. Use several photographers to capture multiple perspectives.

8. Be aware of participant reactivity, as wel as the use of photography to develop rapport with in the fi

9. Determine how you will analyze photographs use ta collection.

10. Solicit stakeholder feedback.

11. Provide details about your sampling and analysis metho

12. Prepare photographs for discussion and feedback from stakeholders and program participants.

Video Presentations - Overview

- Combine visual imagery, motion, and sound – appeals to wide variety of learning styles
- Can be stand-alone, widely distributable, and cost-effective
- Can be distributed via tape, CD/DVD, WWW within PowerPoint or Word documents
- Can show the real experiences and circumstances the evaluand and its context
- Require careful creation and editing

Video Presentations - Overview

Are particularly useful for:

- Presenting qualitative findings
- Disseminating evaluation findings to bro rray of audiences in a consistent format
- Presenting findings from multisite evaluation
- Stimulating stakeholder reflection and dialogue
- Documenting evaluation and/or program processe
- Presenting evaluation findings about new, innovative programs

Video Presentations – "How to"

1. Establish the video's purpose and criteria for the selection of program events and activities to be included.
2. Determine who will produce the video.
3. Budget adequate personnel, financial and technical resources.
4. Carefully consider the intended audience(s) when determining the length of the video.
5. Make sure the video includes sufficient background information, especially if it is a standalone piece.
6. Obtain permission from program participants prior to videotaping.

Creating a
Communicating & Reporting Plan

- Identify stakeholders and other audiences.

See Worksheet 1

Creating a Communicating & Reporting Plan

- Identify the characteristics of each audience.
- For each audience, determine the purp es for communicating and reporting during and er the evaluation.
- Prioritize the evaluation's communicating and re tasks.
- Consider implications of audience characteristics fo communicating and reporting content.
- Select formats for each communicating and reporting ta
- Consider dates and resources needed for each communicating and reporting task.

See Worksheet 2

Wrap-up & Evaluation