Before & After

A baseline is set before the intervention takes place and repeated post-intervention to explore changes in knowledge; understanding; perceptions; confidence; skills or behaviour etc. Use the same tool pre- and post-intervention (e.g., survey, interview, graffiti wall, postcards or mind mapping). Takes extra resource but can be powerful in showing change due to an intervention.

Creative & Visual

Uses photographs, images, flashcards, storyboards, cartoons, video footage or other creative content to prompt and help participants to articulate their experiences, feelings, views or perceptions. Alternatively, participants can be asked to draw something that captures their understanding, views or experiences, although this can be challenging to interpret.

Data Mining

Gathering data from the likes of Twitter [e.g., using a # that was promoted before the intervention); event registration information; social media analytics; number of online resource downloads; YouTube views or comments or web analytics. Useful but may provide only a partial picture (for example 'no. of downloads' could be a proxy *indicator* of demand but does not tell you how many folks read it; found the information useful; or if it informed their practice). When gathering personal information, you must ensure you are working within GDPR requirements.

Focus Groups

Brings together 4 – 8 people in a group conversation, typically with a semi-structured topic guide (i.e., set of questions with the opportunity to follow up points of interest) and requires a facilitator. Notes are taken and/or the session is recorded and transcribed [you will need an informed consent process]. Hearing each others' views elicits additional responses. Takes extra resource and requires good facilitation skills but can be a rich and in-depth source of data.

Graffiti Wall

Participants write down and share their views and comments on a dedicated area set aside for this purpose - such as wall posters; flipcharts or via post-it notes or postcards and a pin-board or otherwise - and is visible to all those present.

Interviews

Interviews can be single or paired and commonly conducted with a 'semi-structured' topic guide. Paired interviews can have the similar effect as focus groups re: encouraging further, more thoughtful views, by listening to the other party.

Mind- mapping

Pre-intervention, participants create their own mind-map in response to a question, statement or otherwise to articulate their views or knowledge of a certain issue/ topic; then add to and expand this map post-intervention (e.g., in different coloured ink). Can be done in conjunction with a facilitator and alternatively can use drawings instead of words. Requires additional resources but can be very insightful in drawing out key changes in understanding or perspectives etc.

Observation

The evaluator observes the intervention(s), often with an observation 'topic guide' and records what happens such as: participants' behaviour; perceived engagement; how the participants' responded; event logistics and organisation; any challenges, successes, highlights and lowlights and other observations.

Online

All of the tools in this document can be utilised in-real-life (or 'IRL' as the kids say) or online/ virtually. See below for some platforms that can be used for online evaluation purposes [most are free but with additional functionality, if required, for at least a month's subscription]:

https://en-gb.padlet.com (post-it notes; prioritisation; voting)
https://www.sli.do (voting; polls; prioritisation)
https://jamboard.google.com (interactive whiteboard)
https://www.mentimeter.com (interactive presentations with Q&A & polls)
https://miro.com (collaborative whiteboard & other functionality inc. mind-maps)

Postcards

Postcards can be used for participants to respond openly via written comments or can be used as mini-questionnaires with 1 – 4 questions posed.

Questionnaire

Can be self-completed; distributed in a number of ways; be varying lengths and have the potential for a larger response rate. Crafting good clear questions (avoiding ambiguous; leading or biased questions is a must; if a question is mis-understood or phrased/ posed in a leading way – the responses are meaningless) and sound overall design (i.e., the questionnaire order and flow of the questions) is key. Has the potential to be creative. For online surveys:
https://www.onlinesurveys.ac.uk

EVALUATION TOOLS

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