

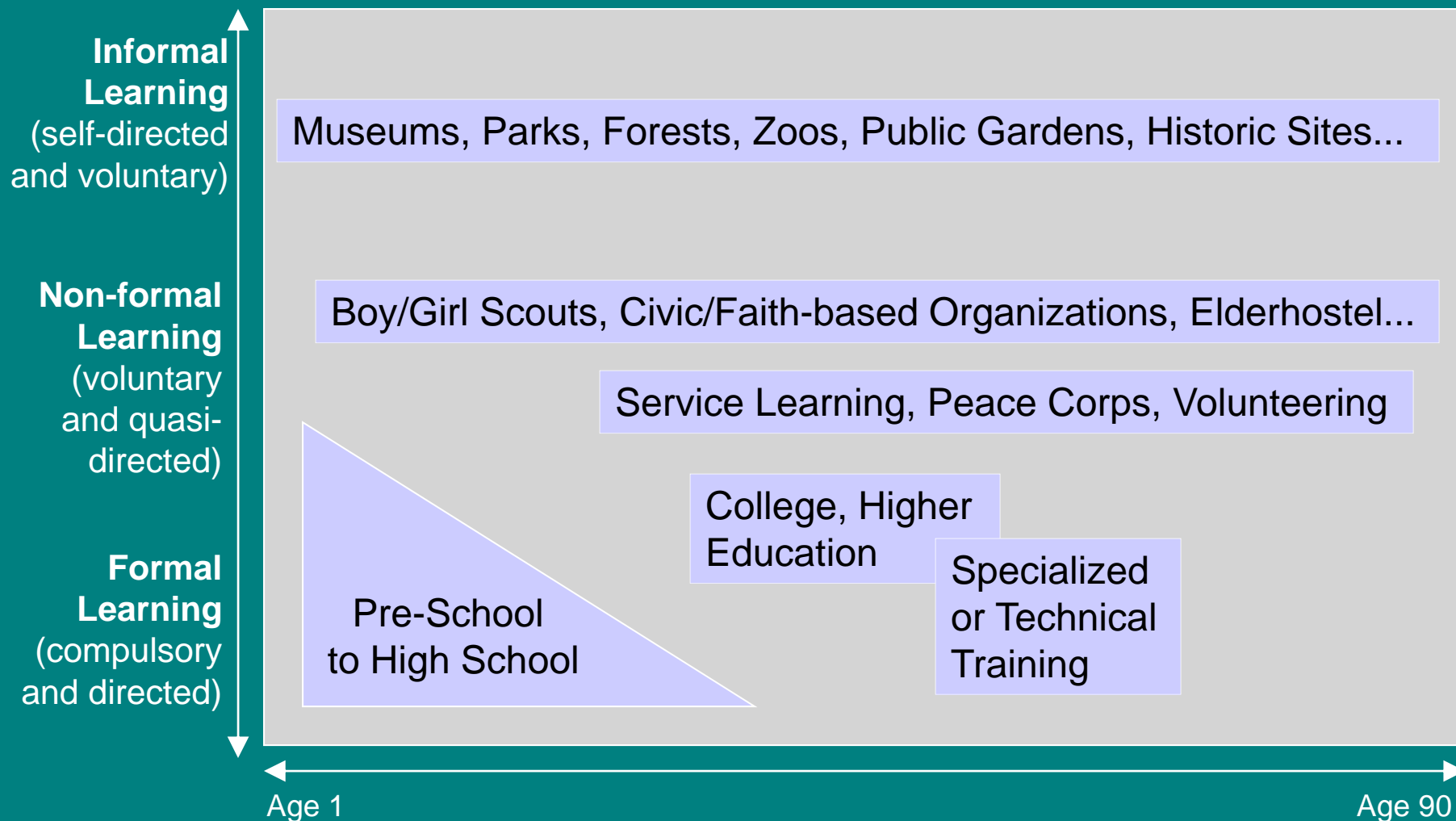


You want
me to do
what?

Marcella Wells, PhD
Fort Collins
(970) 498-9350

marcellawells@comcast.net

Tip#1: Recognize the larger constellation of learning

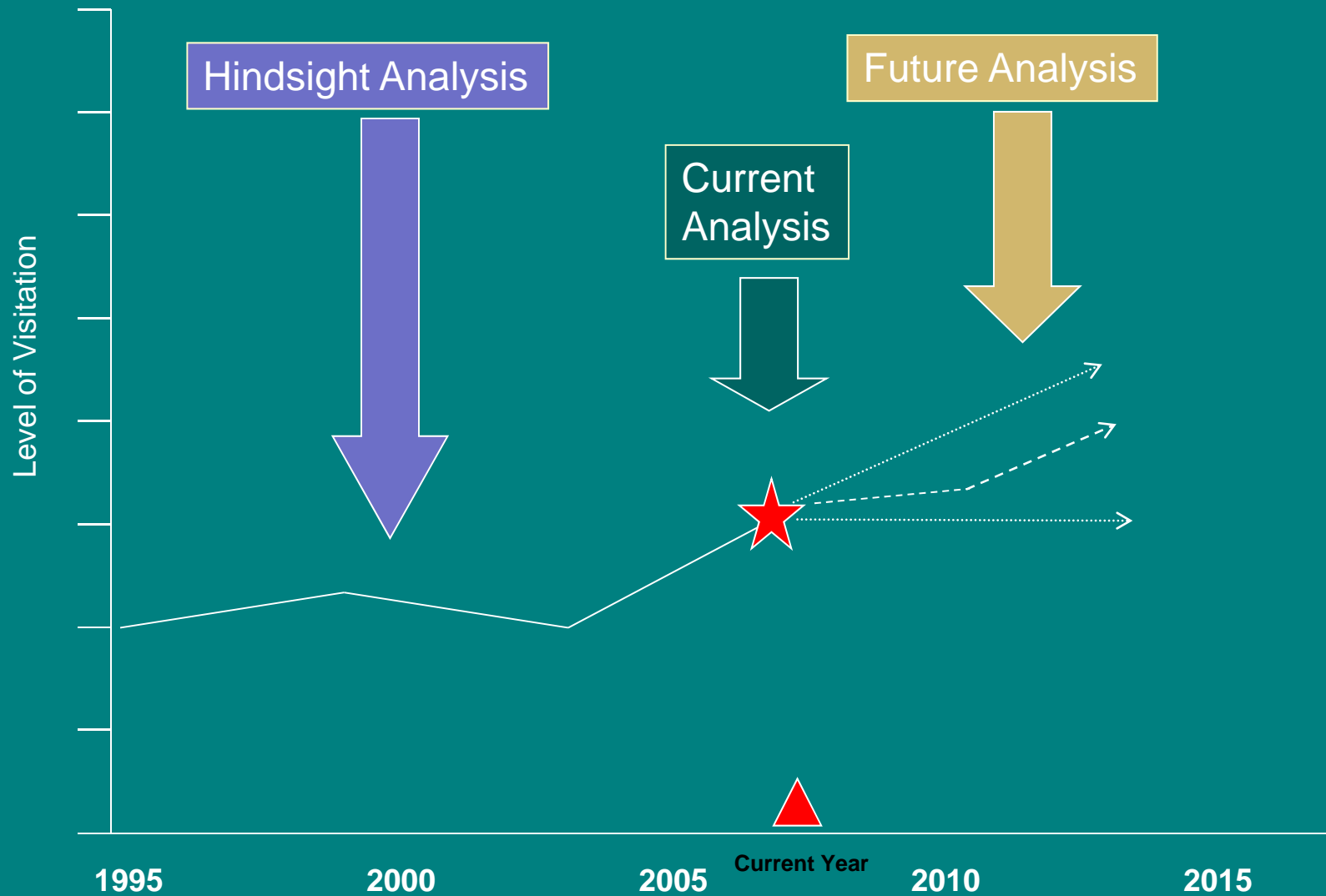


Tip #2: Study your Audience(s)

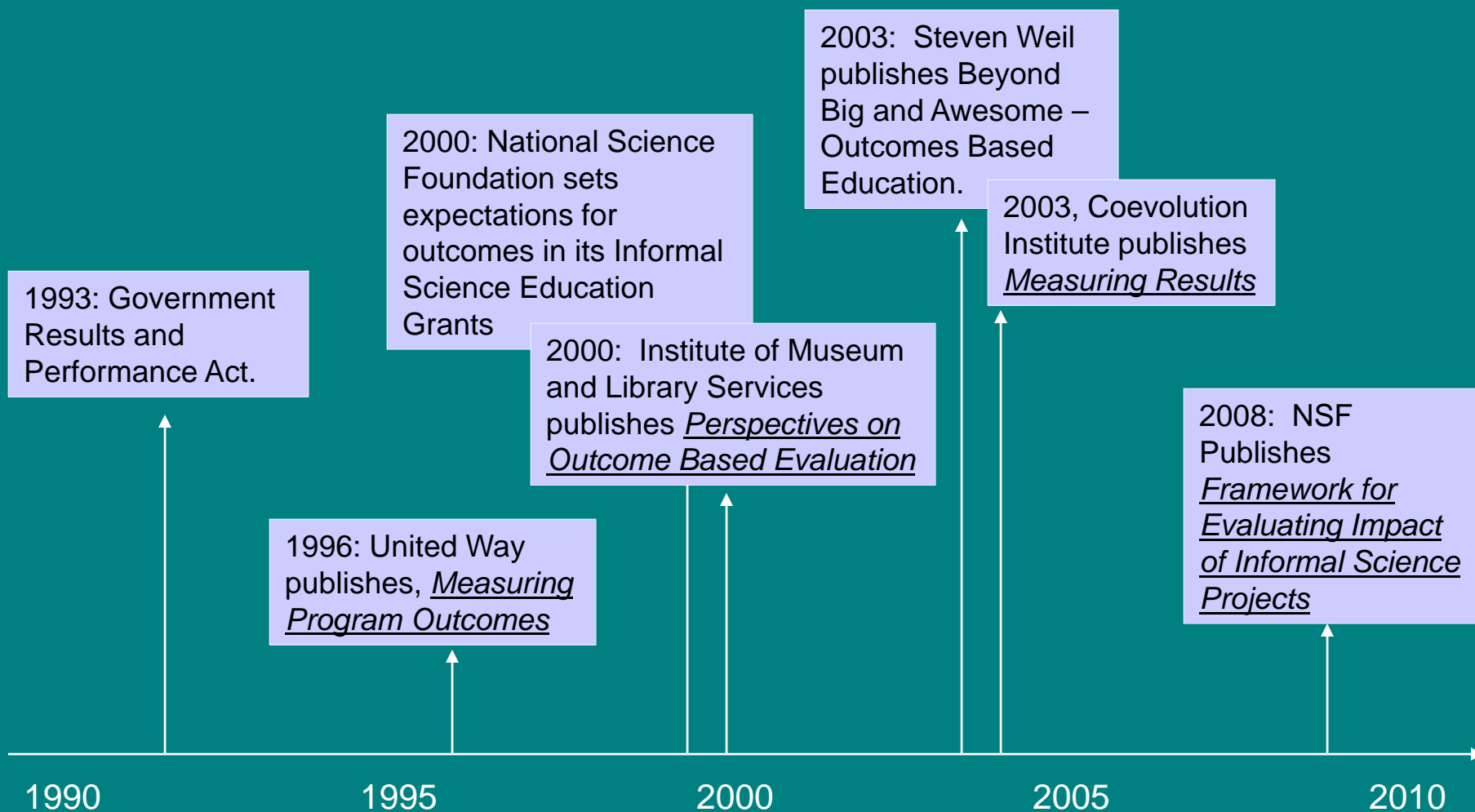


- Who are they and how many of them are there?
- Why do they come to your site --- or not come?
- What do they expect?
- Are they mentioned in your mission?
- Are they on your meeting agendas?
- Have you walked your institution in learner shoes?

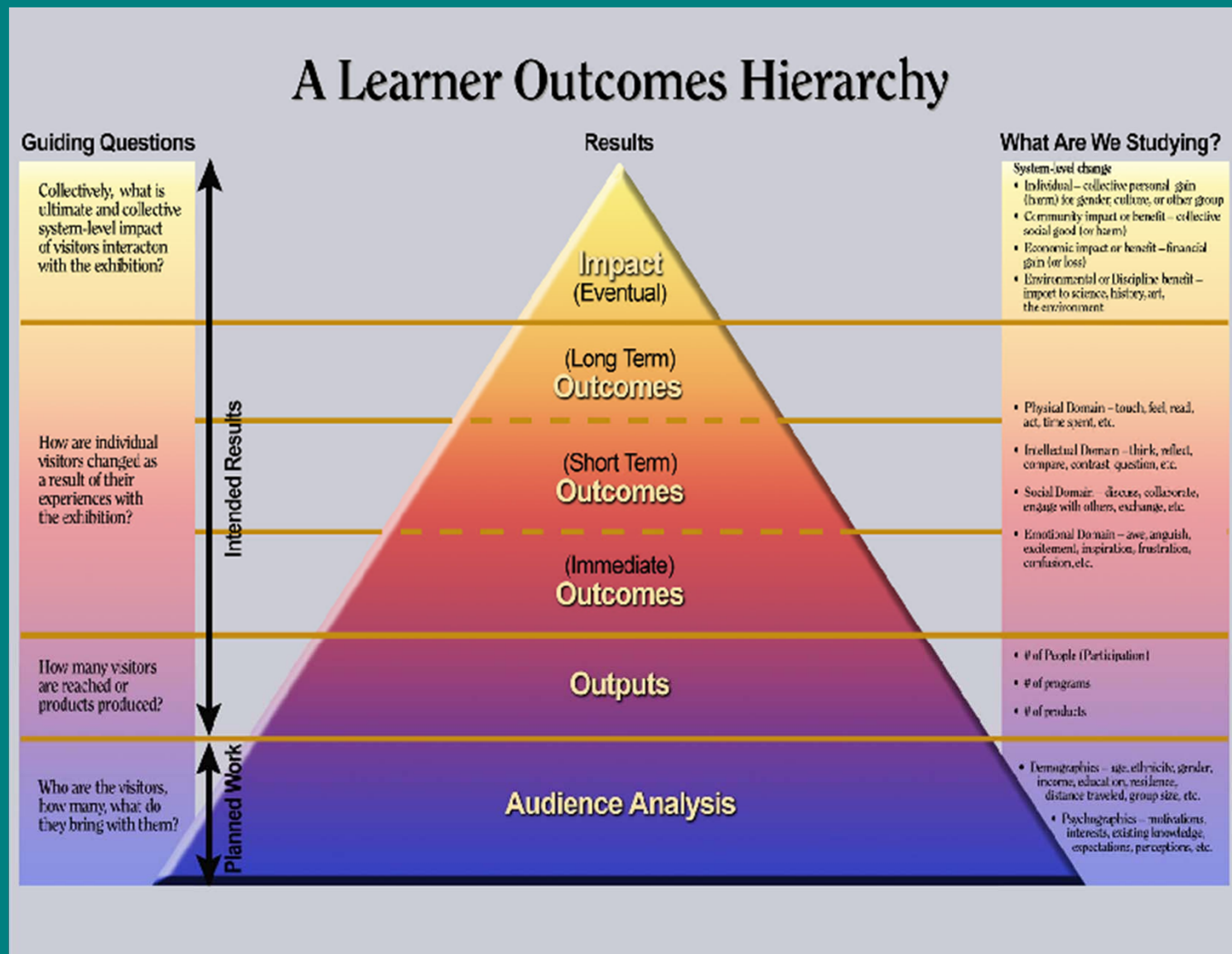
Understanding Demand is Evaluation



Tip #3: Differentiate outputs from outcomes



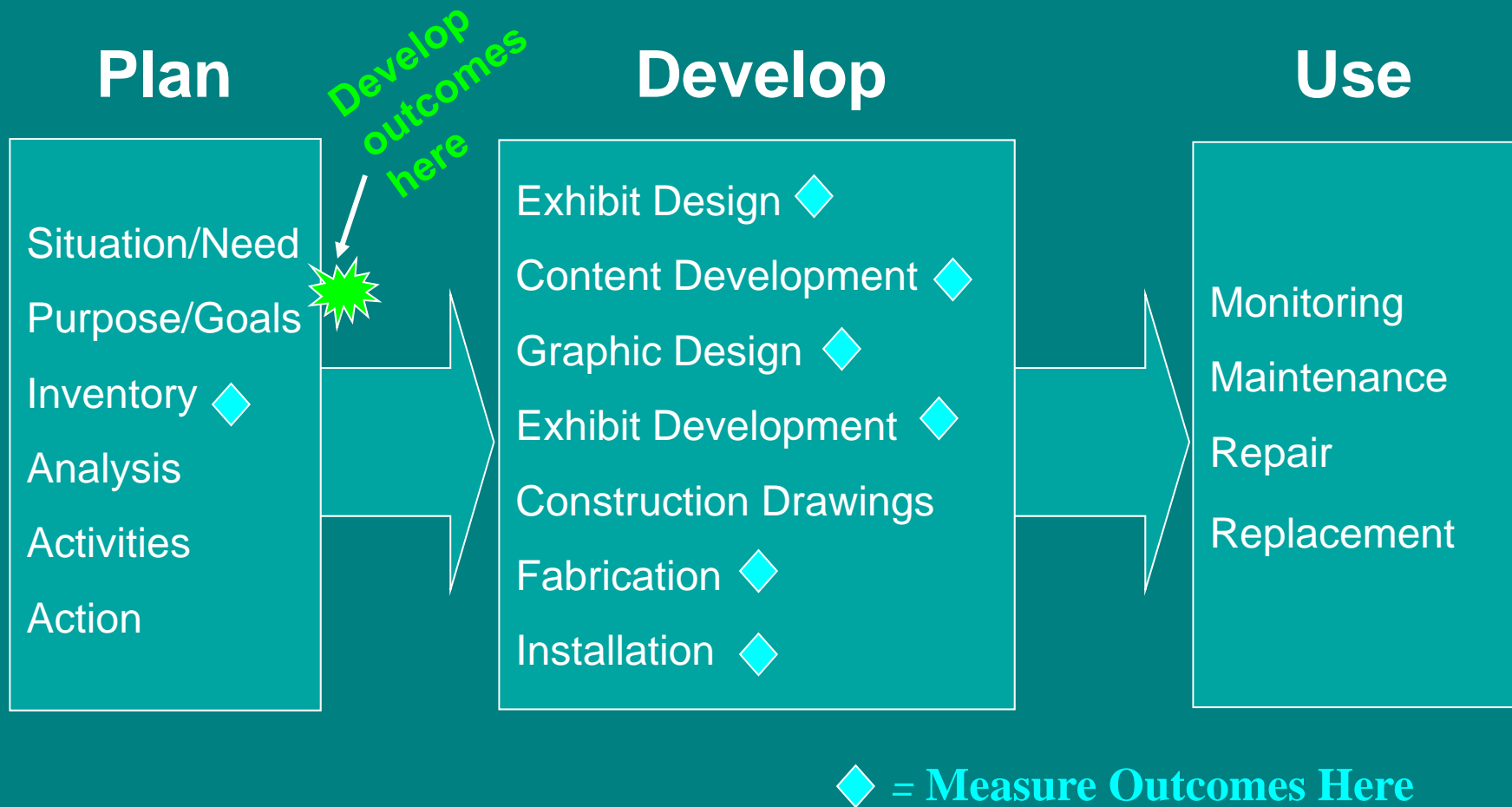
... But strive to measure both



Tip 4: Try it. You might like it!

	What they think	What they do	What they feel
Direct Measures	Surveys/tests Interviews Focus groups Concept maps Post-it surveys Portfolios/diaries Talk alouds	Observations Video taping Visitor diaries Timing and tracking Surveys Portfolios Auditing/coaching	Interviews Focus groups Observations Surveys Talk alouds Visitor voting Comment cards Portfolios
Indirect Measures	Editorials Quizboards Computer games Vandalism reports Polls	Maintenance reports Trace measures Photo points Staff Journals	Vandalism reports Graffiti

Tip 5: Integrate evaluation in all your planning



But don't confuse data with judgment

Example Front-end Evaluation

	Importance	Adequacy	Confidence	Decisions
Current Data and Info	High	Low	Low	Improve tracking and monitoring
Hindsight Data and Info	Moderate	Moderate	Moderate	Fairly good benchmark information
Future Data and Info	High	Low	Low	Keep eyes open for trends; re-eval in a year.

In sum...

- Tip#1: Recognize the larger constellation of learning
- Tip #2: Study your Audience(s)
- Tip #3: Differentiate outputs from outcomes
- Tip #4: Don't be afraid to try
- Tip #5: Integrate evaluation in all your planning

