Creating Webinar Content Around Evaluation Competencies

The Competencies for Canadian Evaluation Practice provide a foundation for identifying webinar content that will meet the needs of both evaluation producers (those who bear partial or full responsibility for evaluation design, data collection, analysis, and interpretation) and consumers (the audiences and users of evaluation information). Evaluation Producers include external and internal evaluators, as well as project staff who contribute substantially to evaluation design and/or play a role in data collection. Evaluation Consumers are project leaders and staff, college administrators, project advisory committees, and NSF program officers.

### Competency Domains

#### Reflective Practice: Norms and values underlying evaluation practice; awareness of one’s expertise and needs for growth

- Understand the standards and principles of the evaluation profession
- Distinguish one’s role as evaluator from other types of contributions to projects

#### Technical Practice: Specialized aspects of evaluation, such as design, data collection, analysis, interpretation, and reporting

- Collaborate with stakeholders to develop a logic model to clarify key project activities/objectives and focus the evaluation
- Develop effective surveys that align with evaluation purposes and intended uses of data

#### Situational Practice: Application of evaluative thinking in analyzing and attending to the unique contexts where evaluation skills are being applied

- Support the use of evaluation beyond required reporting in ways that add value to projects
- Adapt strategies to the NSF, college, and disciplinary contexts in which ATE evaluations are conducted

#### Management Practice: Process of managing a project/evaluation, such as budgeting, coordinating resources and supervising

- Leverage internal project evaluation to enhance an evaluation’s efficiency
- Schedule activities to accommodate academic schedules, project activities, and NSF reporting deadlines

#### Interpersonal Practice: People skills, such as communication, negotiation, conflict resolution, collaboration, and diversity

- Organize evaluation reports to support understanding and use of results
- Frame negative findings in ways that emphasize lessons learned and opportunities for growth/improvement

#### Evaluation Consumers

- Be an informed consumer of evaluation services/products
- Develop a culture of evaluation within projects
- Understand the purposes and uses of evaluation in the ATE context
- Guide evaluators in focusing the evaluation to meet project needs
- Know where/how to include evaluation results in NSF annual reports
- Identify and facilitate access to data sources

### Synthesized Results:

Feedback helps us to assess participants’ satisfaction and perceptions of quality, identify and understand how users apply the content and resources provided through webinars. Internal and external evaluation results are synthesized to produce summary ratings of EvaluATE’s performance in terms of reach, reaction, learning, behavior, and results. This framework is based on the Kirkpatrick Model for evaluation and is adaptable to a wide array of project types.

### Internal Evaluation:

End-of-session surveys provide immediate feedback about our webinars, which we use to inform the development of future webinars. This feedback helps us to assess participants’ satisfaction and perceptions of quality, identify ways to improve, and monitor our reach and engagement with target audiences.

### External Evaluation:

Dr. Lana Rucks, EvaluATE’s external evaluator, conducts an annual survey of our stakeholders, including webinar participants and nonparticipants. Extensive qualitative data yield insights about the extent to which and how users apply the content and resources provided through webinars.

### Walking the Talk: Evaluating the Evaluators

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### Teaching via Webinar

#### Show, not tell.

Our audience wants specifics and concrete examples, not theory and generalities. In all of our presentations, we strive to include worked examples and demonstrations that resonate with participants’ experiences.

** Did this course influence your decision to pursue a career in technology?  
☐ No  
☐ Somewhat  
☐ Yes

These screenshots from a webinar on developing survey questions illustrate the danger of making assumptions about respondents’ frames of reference.

#### Get them in the game.

Learner engagement is critical in any educational context, but especially challenging in a webinar with 50 or more participants. We take advantage of the webinar tools—such as polls, drawing tools, and chat—to facilitate participant involvement.

** Changes in knowledge, attitudes, and skills, such as communication, negotiation, conflict resolution, collaboration, and diversity**  

**Time for a stretch!**

#### Don’t leave them empty-handed.

All of our webinars are supported by handouts rich with tips and links to additional resources related to the webinar’s topic. Participants also have the option of downloading the webinar slides.