



MEPI Community-Based Education Evaluation Workshop

Kampala, Uganda
April 3, 2014

+ Parking lot...



- Ethics/IRB
- Maintaining relationships with community partners
- Interprofessional education
- Workforce retention
- Accounting for change in programs over time
 - Timing of curricula change
- Evaluation vs. research vs. education

+ Defining CBE (from the flipcharts)



- Component of a school curriculum to expose students to rural settings in preparation for their practice
- Seeks to nurture and manage generative partnerships which sees both parties actively involved in knowledge creation, teaching, and learning from one another = facilitating learning in, with, and from the community
- Teaching and learning activities in partnership with the community

Source: MEPI workshop participants thoughts about defining CBE in their settings

+ Evaluation vs. research



■ Evaluation

- May build knowledge
- Provide useful information to stakeholders often helping them to make a decision
- Leads to judgments
- Considers *value* of something
- Highly contextual

■ Research

- Advance knowledge
- Seeks conclusions
- Quest for laws, theories
- May be generalizable



Evaluation vs. Research

Questions addressed...

- **Evaluation** answers questions like:
 - Does it work?
 - Does it do what we want it to?
 - How well does it work?
 - Does it work for the reasons we think it does?
 - How much does it cost per benefit gained?
 - Does it have side effects?

- **Research** answers three basic types of questions in:
 - Descriptive studies
 - Relational studies
 - Causal studies



Evaluation vs. Research

Similarities

- May both build knowledge (research MUST)
- May use the same tools
- May use the same methods
- May both require human research ethics approvals (definitely research)



Evaluation vs. Research

Differences

- Different purposes (intended use of results)
- Different audiences
- Research – basic and applied
- Evaluation – applied
- *Researchers* – often subject matter experts; fewer methodological tools
- *Evaluators* – interdisciplinary, many methodological tools



Standards in evaluation practice

Standards

- Utility
- Feasibility
- Propriety
- Accuracy
- Evaluation accountability

Yarborough D, Shulha L, Hopson R & Carruthers F. 2011- The Program Evaluation Standards, 3rd Edition. [Approved by the Joint Committee on Standards for Educational Evaluation, an ANSI-Accredited Standards Developer] Thousand Oaks, CA, SAGE



Standards in evaluation practice

Guiding principles for evaluators

- Systematic inquiry
- Competence
- Integrity/honesty
- Respect for people
- Responsibilities for general and public welfare

Yarborough D, Shulha L, Hopson R & Carruthers F. 2011- The Program Evaluation Standards, 3rd Edition. [Approved by the Joint Committee on Standards for Educational Evaluation, an ANSI-Accredited Standards Developer] Thousand Oaks, CA, SAGE



Ethical issues in evaluation

- Doing what the 'client' or 'commissioner' wants
- Unwilling to deviate from written contract (may need flexibility)
- Allowing bias creep
- Ignoring minority views
- Greater weight to loudest voices

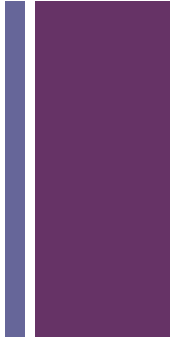
Wall D. Evaluation: improving practice, influencing policy. In Swanwick T (Ed.) *Understanding Medical Education: Evidence, Theory & Practice*, Wiley-Blackwell, UK, pp336-351



Data collection and analysis

To share strategies for data collection and analysis in evaluation programs

+ Data collection and analysis



1. What are your potential challenges in data collection?
Strategies for managing them?
 2. What are your potential challenges for data analysis?
Strategies for managing them?
- 15 minutes
 - 20 minutes in large group



Presentation of draft evaluation plans

Session 7

+ Presentations



- 3 minutes maximum and 10 minutes per presenter
- Why are you doing the evaluation?
- Choose one of your questions
 - State the question
 - Describe the measure, sample and design
 - What are your next steps?
- Before we start, take 5 minutes to prepare...



Common questions and common tools



Reporting format

(Goldie & Morrison, 2013)



- Summary
- Introduction
 - Aim of evaluation
 - Audience for the report
 - Limitations of the evaluation
 - Overview of report contents
- Focus of the evaluation
 - Description of the evaluation
 - Questions or objectives used to focus the study
 - Information required for the evaluation
- Brief overview of evaluation plan and procedures
- Presentation of evaluation results
 - Summary of findings
 - Interpretation of findings
- Conclusion and recommendations
 - Criteria and standards used
 - Judgments made – strengths and weaknesses
 - Recommendations
- Minority reports or rejoinders
- Appendices
 - Descriptions of the evaluation plan/design, instruments, etc.
 - Detailed analyses, tabulated data, transcripts, etc.
 - Other information as required



Discussion of the CBE site visit

Session 8



+ Next steps for CBE
evaluation

Session 9

+ Next steps



- Annual symposium - 3 months
- End of MEPI – 18 months
- What support do you think you will need?
 - Each other?
 - Coordinating Centre?
 - *CapacityPlus*



Closing session

+ Reflections...

- Photographic prompts
- Prescriptive vs. personal objectives
- Any QUESTIONS?



+ Evaluation of the workshop

- Capacity*Plus* evaluation form





THANKS