

Evaluating Change in Education Innovation

**RISE Innovation Lab
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Nikki Zaidi, PhD

Director of Evaluation and Assessment for RISE



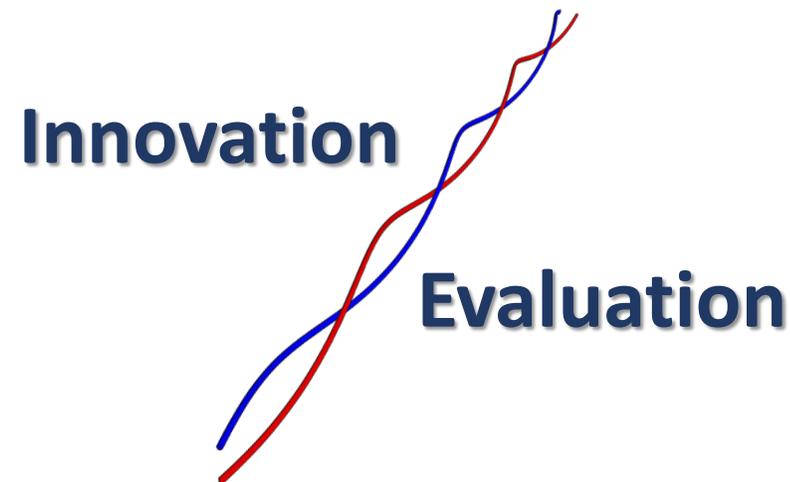
Agenda

- Overview — Evaluation in Education Innovation and Theory of Change (ToC)
- ToC Presentation — Shoba Subramanian, PhD, RISE Fellow
 - Feedback from our RISE Community
- ToC Presentation — Emily Johnson, MD/MS student, RISE Mini-Grant Recipient
 - Feedback from our RISE Community
- Session Wrap-up/Evaluation



What is Evaluation in Education Innovation?

Evaluation in education innovation is an *ongoing, iterative* process of *exploring, discovering, and interpreting* information about an education innovation to support *judgement* and *decision-making*.



Traditional vs. Innovation Evaluation

Traditional Evaluation

planned *a priori* and executed based on established plan

emphasizes “success rates” (i.e. proportion of recipients/participants who met a defined criteria)

focuses on *if* change happened—single factor with linear pathway

Approach

Success and failure

Change process

Innovation Evaluation

developed *a priori* but expected to iterate alongside innovation

understands “failure” as part of process and indicative of attempts to reach beyond the status quo

explores *how* and *why* change occurs— multiple factors with non-linear pathways

What is “Theory of Change” (ToC)?

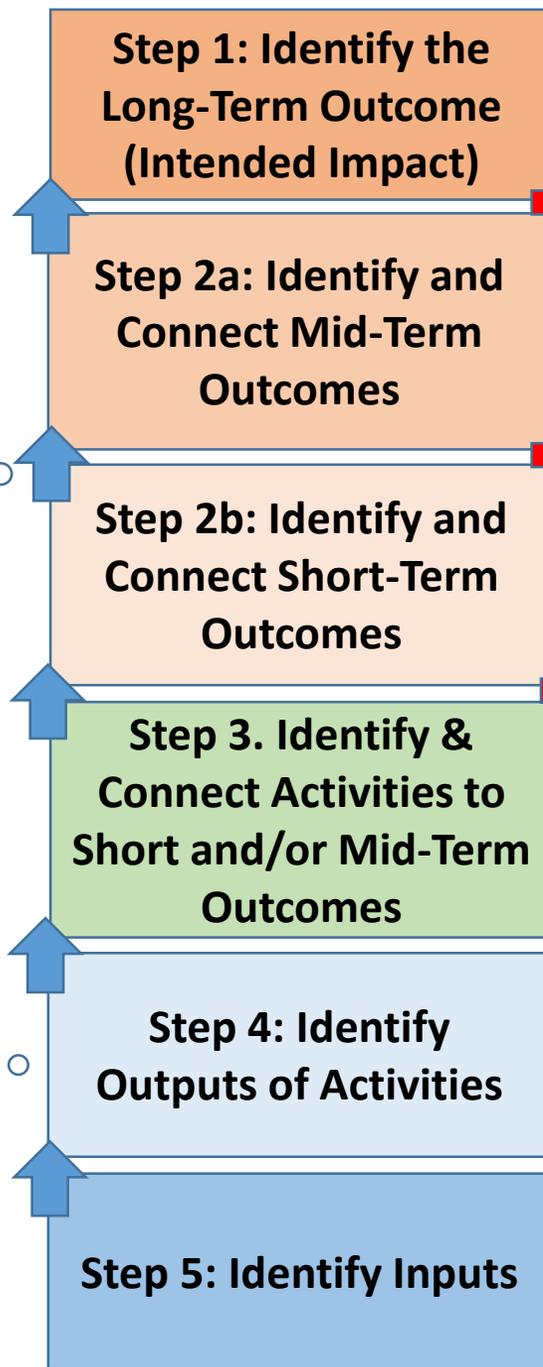


- Process + Visual Model

Designing a Theory of Change

What milestones (“mini steps”) are necessary to achieve the end-goal?

What facts or figures will provide useful information for monitoring activities?



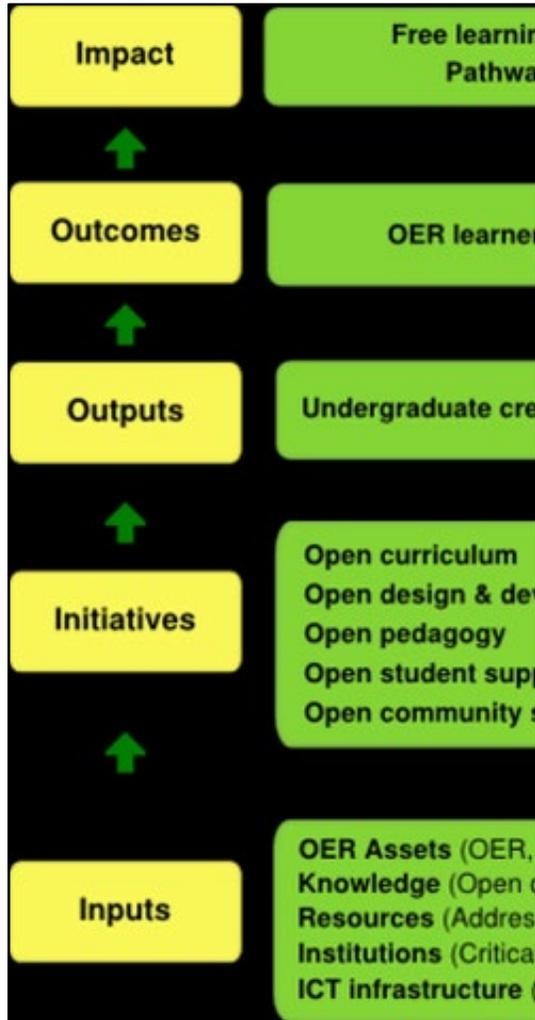
What is the innovation’s “North Star”?

What metrics provide evidence of change?

What actions or interventions will drive change?

What resources are necessary to drive innovation?

EXAMPLE



81% reciprocity

79% resourcefulness

78% resilience

76% reflectiveness

The 4 Rs

8500 young people have taken part in UFA's NCS

9865 young people trained for leadership roles

schools

Local Authorities

her

Partnership builds character, emotional and social capacities

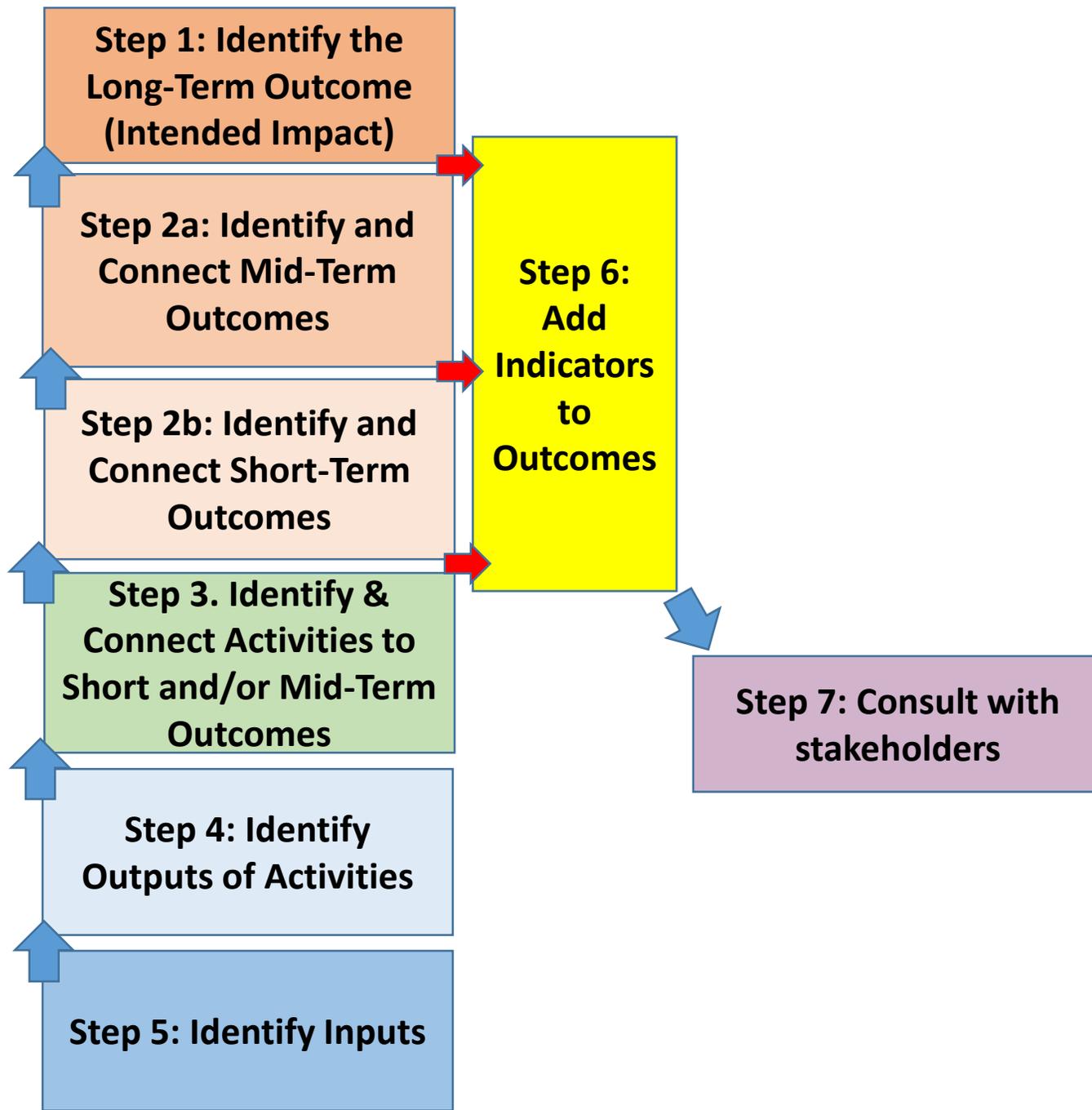
Leadership opportunities should be genuine

Leadership experiences deepen and magnify learning

Leadership opportunities unlock creativity and innovation

Partnership begins with showing responsibility for yourself

UFA

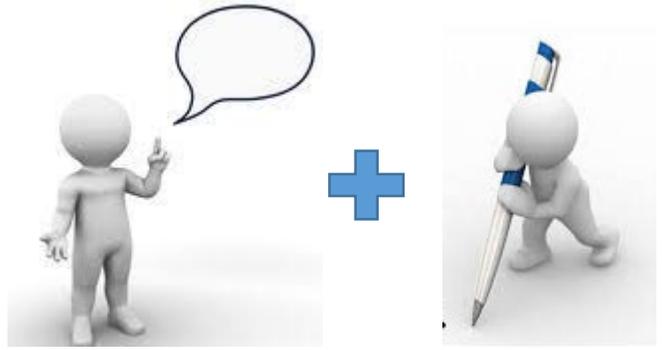
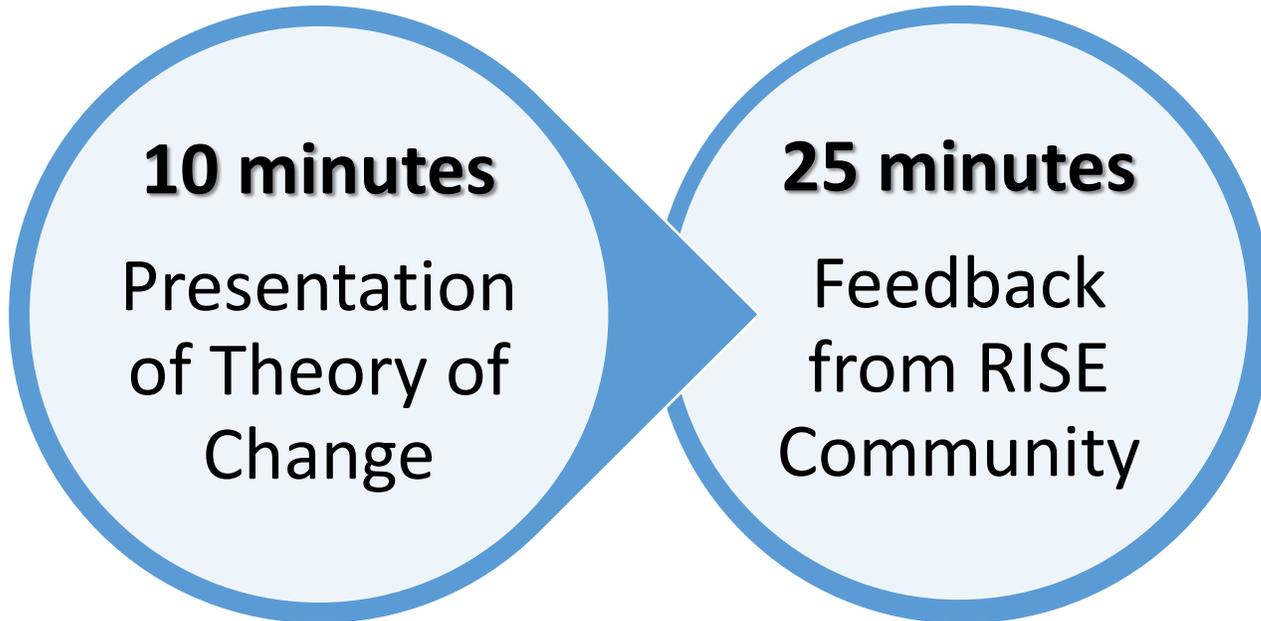


What can be learned from diverse, inclusive perspective?



Feedback Process

- Your contribution represents a **key** component of this process.



Shoba Subramanian, PhD

RISE Fellow



- Dr. Subramanian is developing competencies and a competency-based intervention to facilitate creativity and problem-solving in early biomedical sciences graduate students.
- She is Director of Curriculum and Educational Initiatives in the Office of Graduate and Postdoctoral Studies and Adjunct Lecturer in the Department of Cell and Developmental Biology, University of Michigan Medical School.



Feedback from our RISE Community

Emily Johnson, MD/MS student

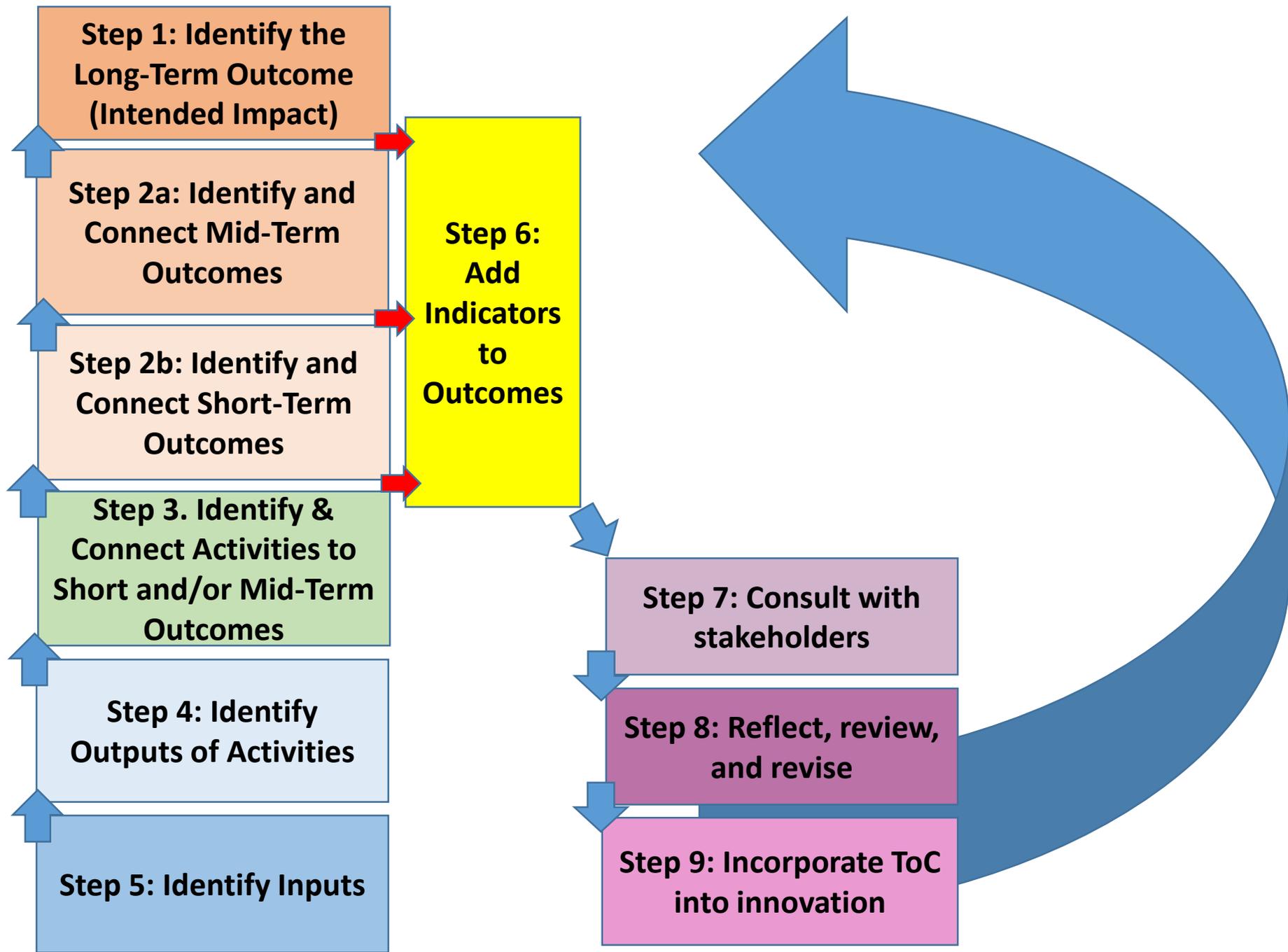
RISE Mini-Grant Recipient



- Ms. Johnson is developing a curriculum for future health care providers at the intersection of health, clinical practice, sustainability and climate change.
- She is a 2019 Dow Sustainability Fellow and one of the founding members of the White Coats for Planetary Health student group.



Feedback from our RISE Community



Thank you for your contributions!