Evaluating Change in Education Innovation

RISE Innovation Lab
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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**

**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

**Success and failure**

**Change process**
What is “Theory of Change” (ToC)?

• Process + Visual Model
Designing a Theory of Change

Step 1: Identify the Long-Term Outcome (Intended Impact)

Step 2a: Identify and Connect Mid-Term Outcomes

Step 2b: Identify and Connect Short-Term Outcomes

Step 3: Identify & Connect Activities to Short and/or Mid-Term Outcomes

Step 4: Identify Outputs of Activities

Step 5: Identify Inputs

Step 6: Add Indicators to Outcomes

What is the innovation’s “North Star”? What milestones (“mini steps”) are necessary to achieve the end-goal?

What actions or interventions will drive change?

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

What metrics provide evidence of change?

What resources are necessary to drive innovation?

What metrics provide evidence of change?
Our Theory of Change

Preconditions
1. Teacher time
2. Learning resources
3. CM staff time

Activities
- Develop, promote and deliver compassion and ethics education courses to schools and other youth groups
- Advocate for the benefit of compassion education
- Supporting teacher’s professional development via compassion workshops
- Partnership building with researchers, organisations and schools creating a community of professionals and learners with compassion at the heart of their daily lives

Assumptions
1. Schools continue to sign up
2. Teachers value the project
3. Participant feedback reflects importance of compassion education
4. Senior leaders in schools continue to support

Intermediate Impact
- Support the development of children’s social-emotional learning skills
- Enable teachers to engage with research-informed resources and training related to compassion
- Help children develop analytical and critical thinking skills via exploring complex human traits and ideas
- Create learning opportunities that are available to all schools regardless of location or resources

Long Term Impact
- Improve the well-being of children as they progress through to adulthood
- Enable children to develop critical social-emotional skills (social awareness, self-awareness, relationship skills, self-regulation and responsible decision making)
- Create a community of educators with compassion at the heart of their professional practice

Project Goal
Create compassionate learning environments where children can flourish as learners, and learn critical skills for wellbeing

www.compassion-matters.org
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Step 7: Consult with stakeholders

What can be learned from diverse, inclusive perspective?
Feedback Process

- Your contribution represents a key component of this process.
Dr. Shoba 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
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Step 8: Reflect, review, and revise

Step 9: Incorporate ToC into innovation

Step 8: Reflect, review, and revise
Thank you for your contributions!