

OER Evaluation Workshop



Trish Varao-Sousa & Paulina Semenec
Institute for the Scholarship of Teaching and Learning

Centre for Teaching, Learning and Technology

February 8, 2022



Creative Commons, attribution, non commercial, share alike.



Workshop Objectives

By the end of this session, you should:

- Understand how evaluation can **increase your project success**.
- Have clear **evaluation** objectives (intended outcomes and measures of success) and ideas on potential methods to reach these goals.



Outline

- Big picture (30 min)
 - ✎ Activity 1: Defining intended outcomes and impacts
 - 🗨 Activity 2: Discuss your evaluation question
- Evaluation measures and approaches (15 min)
- Final considerations (10 min)
- Q & A (5 min)



Why evaluate?

Evaluation is about making sure that your project outcomes are met, and your plan is working as intended.

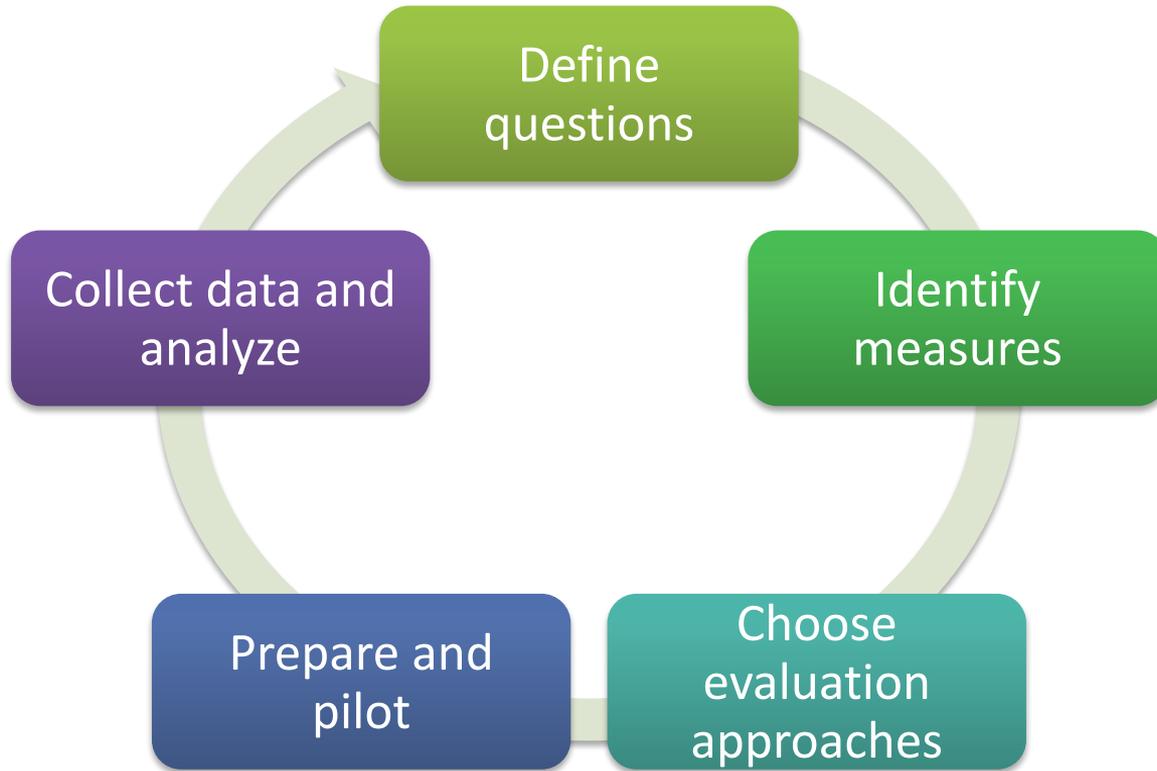
Evaluation helps you:

- Determine if stated objectives/goals are being met
- Improve project design and implementation
- Make informed decisions

Project evaluation is also a required component of the reporting process for OER fund holders.

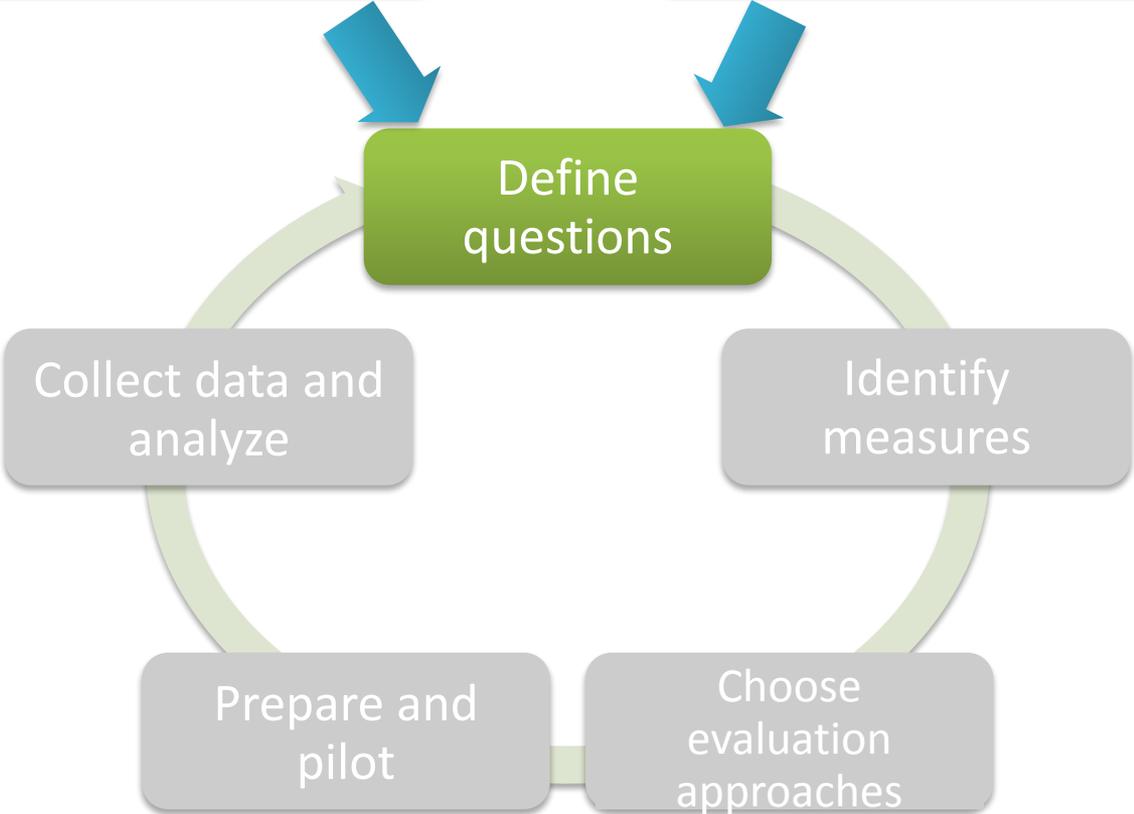


Evaluation cycle



Practice:
What would you like to evaluate?

Intended outcomes:
What impact do you hope to the practice will have?



Practice and Intended Outcomes(s)

Practice/Output:

What are you doing that you would like to evaluate?

- Open-access resource (e.g., textbook, website, tool)

Outcome:

What impact do you want this practice to have?

- Examples: Performance; Motivation/Attitude change; Increased awareness to diversity issues



Define your practice



| Practice(s) | Intended Outcome(s) | Evaluation Question(s) |
|--|---------------------|------------------------|
| <i>Develop an open self-study quiz database for all sections of PSYC217</i> | | |

Define your outcome



| Practice(s) | Intended Outcome(s) | Evaluation Question(s) |
|--|--|------------------------|
| <i>Develop an open self-study quiz database for all sections of PSYC217</i> | <i>Increase student learning and knowledge as a result of these resources</i> | |



Activity 1 - Identify Outcome(s)

| |
|---|
| Cost savings for students |
| Student use and access to resource |
| Resource accessibility |
| Student judgements of their own learning |
| Student engagement |
| Student satisfaction with the course |
| Student wellbeing |
| Student performance/grades |
| Student exposure to different ways of learning/diverse voices |
| Student sense of material's relevance to demographic and lived experience |
| Instructional team teaching practice |
| Awareness and capacity around Open Education |





Activity 2:

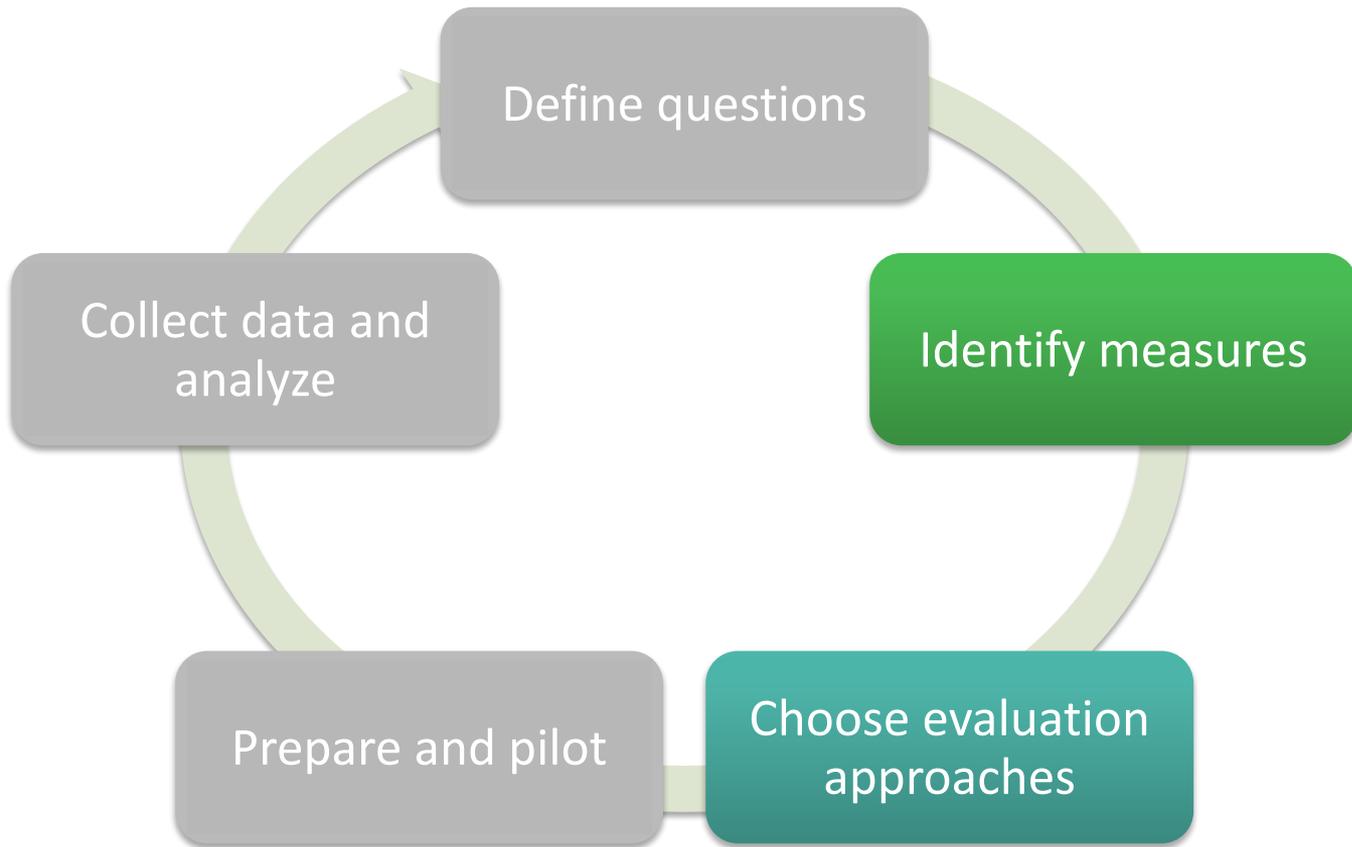
Define your evaluation question(s)

| Practice(s) | Intended Outcome(s) | Evaluation Question(s) |
|--|--|---|
| <i>Develop an open self-study quiz database for all sections of PSYC217</i> | <i>Increase student learning and knowledge as a result of these resources</i> | <i>How do the self-study quizzes increase students' knowledge of core concepts?</i> |



Use worksheet Activity 2 to develop and track these!

Evaluation cycle



Measures and Evaluation method

| Evaluation Question(s) | Measures | Evaluation method |
|---|---------------------------------------|-------------------------|
| <i>How do the self-study quizzes increase students' knowledge of core concepts?</i> | Performance on knowledge tests | Quizzes |
| | Students' confidence | Surveys Focus groups |



Use worksheet Activity 3 to help with developing this plan!

Common evaluation methods

Interviews



Focus groups



Surveys



Interviews & Focus groups

- Give a more detailed understanding of experience (descriptions, examples, stories, narrative), but only for small subset of participants
- Focus groups may reveal more than 1-1s, by eliciting discussions/unique topics



Tips:

- Make sure to have a protocol
- Learn about how to elicit discussions
- Record the session (with permission!) you won't remember everything



Surveys

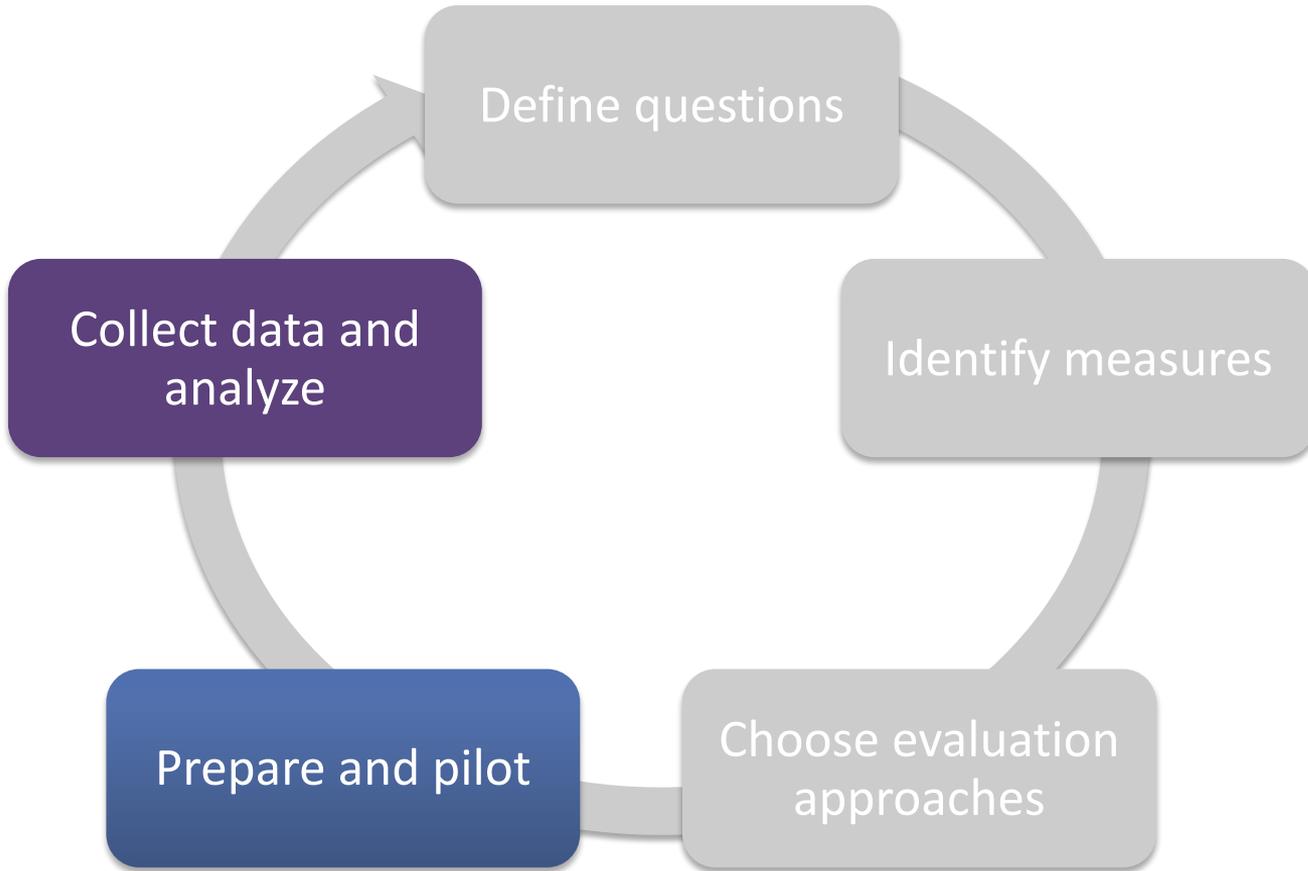
- Larger samples
- Good for comparing groups of participants
- Easy to integrate into activities/assignments

Tips:

- Keep it short!
- Pilot: Results tend to be highly dependent on wording of items
- Use a FIPPA compliant tool (e.g., Qualtrics at UBC)



Evaluation cycle



Create an action plan

- Establish a timeline with milestones
 - Who is doing what?
 - What “things” do you need?
 - How can you tell if a milestone has been met?



Use worksheet Activity 4 to help with developing this plan!



Things to consider

- Common fallacies
 - “It’s interesting” ≠ Evaluation question (focus your questions)
 - I understand ≠ Participants understand (make sure you pilot)
- How to integrate evaluation result into the course?
 - One snapshot or compare cohort of participants
 - Consider flow, time and cost to administer evaluation
- Ethics – do you need BREB approval?
 - <https://isotl.ctlt.ubc.ca/breb-application/>
 - https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/BREB_ChecklistForResearchRequiringEthicsReview.pdf



What evidence should look like:

- ✓ “In a Qualtrics survey *[method]* on the new open resource *[practice/output]*, majority of students reported that the new resource helped them prepare for the final exam *[outcome]*.”
- ✓ “The new open-text *[practice/output]* in COURSE X saved students \$X *[outcome]*, based on the average cost of prior textbooks used”
- ✓ “50 interactions per student were recorded *[method]*, indicating that students were engaged *[outcome]* with the OER self-study quizzes *[practice/output]*”
- ✗ “We conducted surveys to determine student satisfaction” [**Need to elaborate on what was learned from the surveys**]

Explain how impacts were **measured** (method used), what the desired **impact** was, and indicate **outcome** of this evaluation.



Open Evaluation Example: Hendricks et al. 2017

Made use of the COUP framework (Bliss, Robinson, Hilton, & Wiley, 2013b) to measure factors related to cost, outcomes, use, & perceptions.

Research questions:

Cost: How much do students in this course report usually spending on traditional textbooks, and how much did they save with the open textbook? What is the impact of the cost of traditional textbooks on the academic behaviours of students who responded to our survey?

Outcomes: Are the changes implemented in this course, including the use of an open textbook, correlated with any changes in student grades on the final exam, grades in the course, or results on the CLASS survey?

Use: Did the students in this course report using the open textbook more, less, or about the same as they report usually using textbooks for their courses?

Perceptions: How did students perceive the quality of this open textbook, as compared to traditional textbooks in other courses?"

Methods:

- (1) Survey (students in Physics 100 over two terms)
- (2) final exams and course grades, and
- (3) results from CLASS



Additional Resources

Visit the ISoTL resource hub for:

- Survey and questionnaire development guides
- Interviews and focus groups quick guides
- Resources on asking about demographics and gender
- Tips on the BREB application process
- Sample consent forms

<https://isotl.ctlt.ubc.ca/resources/resource-hub/>



Questions?

Contact us:

Trish: trish.varao-sousa@ubc.ca

Paulina: paulina.semenec@ubc.ca

