Toolkit

"Interactive Evaluation Methods"

Federal Foreign Office

GOETHE INSTITUT

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Contents

Introduction

Interactive Evaluation Methods Toolkit

Interactive evaluation methods are activating forms for assessing projects, training sessions and events that go beyond filling out questionnaires. These methods encourage participants to become "active". That is to say, they do not remain passive, but instead they move around and creatively participate in the assessment of what they have experienced. Some of the methods proposed here focus on information exchange and joint discussion. Through activities and interaction with others during the evaluation, questions are enriched with personal experiences and perspectives that are normally not, or only insufficiently, captured by means of questionnaires. Besides, this mutual exchange of information additionally broadens one's own individual experience by acquainting oneself with the perspectives of the others.

The presented methods can be combined with questionnaire surveys and also with each other. How openly the questions are formulated in the evaluation methods is the decision of the person carrying out the evaluation and can be flexibly adapted. For example, a general question such as "What added value has the training brought to you?" as well as a more specific one such as "To what extent have new options for action opened up for your work?", can be posed.

Interactive methods are also suitable for evaluating impact indicators. Some of the methods mentioned in this toolkit are suitable for a direct verification of quantitative target indicators (e.g. hands-on rating). However, quantifying the results is not always feasible or useful. Nevertheless, it is possible to consider existing quantitative target indicators. In the "School Libraries: The Classrooms of Tomorrow" project, for example, we have the following indicator: "At least 75% of the participants in the training programme state that they have expanded their skills in the fields of media, research and information. With most of the interactive methods proposed here, the target is not verifiable as a percentage. However, a great deal of information can be gathered about the expanded skills: "Which skills could be expanded? What was helpful? What is still missing?".

Why evaluate interactively?

- Interactive evaluation methods stimulate creativity and innovation. Participatory reflective dialogues (and art-based activities that can be combined with them) lead to "out of the box" evaluations and spaces for shared learning, innovation and creative action.

- Interactive evaluation methods sensitise people to the existence of different realities and stimulate their discussion. Contrary to questionnaire surveys, a further development of attitudes during the evaluation process through interaction is possible.

- Through interactive evaluation methods, co-operation skills are built up and enhanced. Participating group members deepen their skills in the following areas: listening, critical reflection, joint analysis and consensual decision-making. This allows for a new group culture to develop. Group processes of the training session/event can be built upon, if needed.

- Depending on the openness of the method, the most important questions raised by the participants can be taken into account.

What needs to be taken into account when applying interactive evaluation methods?

- **Common Values**
  At the beginning of an interactive evaluation, common values (e.g. every opinion is interesting, there is no right or wrong, listen to each other and hear each other out) should be defined with regard to the discussion. The facilitator should ensure that the values agreed upon are maintained.
- **Power Structures**
  Especially during discussions, roles and power structures can have an influence on the dynamics of conversation. This is where facilitation skills of the project manager, for example, can be put to good use. If the project manager is involved in the method or is even present, his/her role must be clarified. For example, it must be communicated that the person in question can contribute a further perspective, but is on an equal footing with the other discussants.
- **No Anonymity**
  With questionnaires respondents can remain anonymous. This is hardly the case with interactive evaluation methods in particular. This should be taken into account when formulating the leading question. At the same time, care should be taken to ensure an open atmosphere for discussion that allows for criticism and does not force participants to express themselves.
- **Data Documentation**
  Particular care must be taken to ensure that all data collected (written and oral statements, images, etc.) are collected and documented. Contrary to questionnaire surveys, interactive evaluation methods often do not provide written documents. Alternatively, evaluations must therefore be documented, for instance, by means of written minutes of discussions, audio recordings that are transcribed, photo protocols that are written down to the extent possible, etc. At the beginning of the evaluation, participants must give their consent to the chosen form of documentation.
- **Data Evaluation**
  A set of guidelines that includes questions formulated on the basis of the target indicators can be useful for the evaluation of the data collected. The analysis of the generated data is then carried out according to the answers to the evaluation questions. This allows for qualitative statements to be made with regard to the respective indicators. Depending on the method, quantifications are also possible.

Example

75% of the participants in the training programme say that they have improved their skills in the fields of media, research and information." is turned into: "How many participants state that they have improved their skills in the fields of media, research and information? (quantitative method) and "Which skills could be expanded? What was helpful? What is still missing?" (qualitative method)

Methods

1 Five-Finger Method

Objective

Final evaluation of a training session or project including possibilities for improvement

Description

The five-finger method offers an easy way to receive comprehensive feedback from the participants regarding an event, training session or project.

When to use

This method is to be used at the end of a training session/project.

Procedure

1. All participants draw the outlines of their hands on a sheet of paper.
2. Each person writes the corresponding feedback in all five fingers (see picture).
3. Depending on the size of the group and the time available, the feedback can then be discussed orally. In case a joint discussion of the individual feedback takes place, the discussion should be minuted.

What to consider

- In case a joint discussion of individual feedback takes place, an open atmosphere should be maintained.
- Although the question posed allows for an overall evaluation of a project or training session, it is not possible to make an overall assessment. At the same time, the response to specific target indicators cannot be planned or guaranteed.

Duration

Approx. 10-15 mins

Group Size

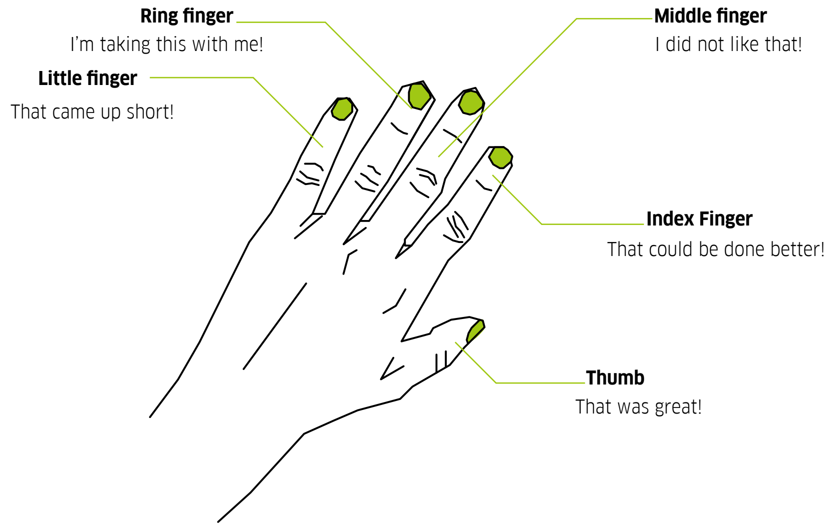
Any size

Advantages

- Short duration
- Any group size

Preparation and materials

- Paper
- Pens
- A template of the hand shown above printed on a poster or projected on the wall
- Pen and paper or a recording device to minute/ record the concluding discussion, if needed



Output

Written individual evaluations of the participants and minutes of the joint discussion.

Variations

The participants get sheet s of paper on which the hand is already pre-printed.

Example

Examples of Implementation and Evaluation/Linked Indicators

Participants of the "Cultural Garage" would evaluate the project on the basis of the five questions (That was great! That could be done better! I did not like that! I'm taking this with me! That came up short!). It is possible that the answers indicate that the target indicator "50% of the people participating in the pop-up space state that they can understand other points of view and opinions better" has been met. However, it is not possible to verify that the target of 50% has been achieved, because probably not all participants will express their opinions on this topic. In a joint discussion of the individual assessments, however, concrete questions can be asked to ensure that the pop-up space is looked at more closely.

2 Pack a Suitcase

Objective

Final evaluation of a training session or a project with focus on effectiveness (What was helpful? What worked well? What worked less well? What was not useful?) and further development (What remains open? What wishes are there?)

Description

With this method the opinion of the participants is asked anonymously. Three labelled containers, which symbolise the respective topics, are placed at the exit of the event room: a suitcase labelled "I am taking this with me" (This brought me something, I thought that was good), a trash can labelled "I am leaving this here" (I thought that was less good), a box labelled "This is what I wish for" (this has been left open).

Procedure

❶ The 3 evaluation questions (see graphic, for example) are defined

❷ The 3 containers (suitcase, trash can, wish box) are positioned

❸ Moderation cards and pens are given out

❹ Questions are answered anonymously

❺ Cards are put in the corresponding containers

Duration

The implementation takes 15-20 mins.

Group Size

6 people or more

Advantages

- Short duration
- The method does not need any supporting personnel after introducing it
- Anonymity
- Also suitable for large groups

When to use

This method is usually used at the end of an event. However, it can also be used for interim evaluations during longer training sessions. That way, wishes or open questions can be taken into account during the process.

What to consider

- The question about the wishes should be as concrete as possible, for example, "What are your wishes for the continuation of XY?
- In the interests of anonymity, the minimum number of participants should be six.
- Although the question posed allows for an overall evaluation of a project or a training session, it is not possible to make an overall assessment. At the same time, the response to specific target indicators cannot be planned or guaranteed.

Preparation and materials

- Select three evaluation questions
- Suitcase, trash can and box marked with a question mark
- Moderation cards and pens

Output

Written personal assessments. The cards can then be grouped and summarised. A quantification of the answers is only possible to a limited extent.

Variations

In order to keep the effort low, boxes marked with the corresponding symbols can also be used instead of the suitcases and trash cans.

Example

Examples of Implementation and Evaluation/Linked Indicators

With this in mind, participants of the "Media Academy" respond to: "This is what I am taking with me from the "Media Academy" project", "This is what I am leaving here/that was not useful" and "That was missing". Within the framework of the evaluation, there are certainly indications for the extent to which discussions within the media landscape were stimulated. A review of the indicator "75% of the experts involved confirm that discussions within the internal media landscape were stimulated by mapping and roundtables" would, however, require all experts to be interviewed and all of them to comment on this topic. However, detailed information about unmet needs can be obtained by responding to "That was missing".

3 Sticky Wall

Objective

Checking whether the goals of an event/project have been achieved or having large groups answer selected evaluation questions

Description

"Sticky Wall" is a way to collect qualitative feedback from a large group. This can be useful to find out if the planned goals of an event have been achieved.

Procedure

1. The questions to be answered are placed on a pin board or poster.
2. Each participant is given a post-it note and a pencil and is asked to answer each question separately on the note.
3. The answers should, then, be placed under the corresponding question on the poster or fabric.

Duration

Approx. 15-20 mins

Group Size

Any size

Advantages

- Short duration
- Suitable for large groups
- At the end, participants can look at each other's notes on the pin board.

When to use

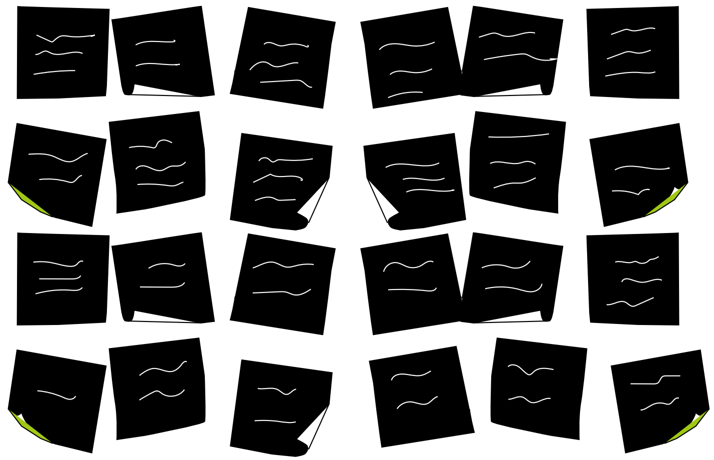
This method is to be used at the end of a training session/project.

What to consider

- Participants must be given sufficient time to answer the questions.
- Depending on the time available, the number of questions may vary. 5 or so questions have proven to be useful.
- The number of post-it notes per person should be limited to 3-4.

Preparation and materials

- Pin board or a large piece of cloth/poster
- Questions (printed out separately and legible)
- Post-it notes
- Pens
- Pins/adhesive strips



Output

A photo protocol of the post-it notes with personal assessments of the participants, which have to be summarised at the end.

Variations

After the participants have taken a look at all the other answers on the wall, they can jointly reflect upon them and discuss them.

Example

Examples of Implementation and Evaluation

Participants of the "School Libraries: The Classrooms of Tomorrow" project are asked "Which skills have been promoted by the further education programme?" among other questions. The answers are written on post-it notes. This way various skills can be collected. This gives an indication on whether skills can be promoted in general. However, a definite percentage of how many people think that skills have been promoted at all, is not available.

4 World Café

Objective

Evaluating measures, examining effects, if needed, identifying potential for optimization, enabling exchange of information

Description

At a World Café, small groups have the opportunity to exchange views on pre-selected evaluation questions.

Procedure

1. Participants are divided into groups of 4-5 people and sit down at a table. Flipchart paper, pens and a sheet of paper with the questions to be discussed, if needed, are already on the table.

2. In small groups, the questions that have been prepared are discussed in principle and notes are constantly taken down.

3. Depending on the size of the groups and the time available, all small groups can join in a plenary session and present what they have discussed. Again, it is important to minute the discussion.

Duration

World Cafés can last from 20 minutes up to 3 hours, depending on the number of participants and the number of questions.

Group Size

At least 12 people, usually limited by spatial conditions

Advantages

- World Café offers participants an opportunity for mutual exchange of information.

When to use

This method can be used both as an interim evaluation and for the final evaluation.

What to consider

- The method needs to be well explained and guided.
- It may be helpful to assign a facilitator and a rapporteur to each table.

Preparation and materials

- Clear discussion objectives, discussion plan (including discussion questions, if needed)
- Flipchart paper
- Pens
- Post-it notes
- Discussion questions are printed out and distributed to all discussion tables.

Output

Flipcharts, minutes of discussions, minutes of the plenary discussion, if needed. A quantification is not useful.

Variations

Participants rotate and get the opportunity to exchange ideas on different topics at several tables. Often, there are three rotations during one World Café session. This way, various aspects can be discussed with different participants. It is possible to assign a host to each table who does not change tables and is responsible for moderating the discussion, i.e. introducing the question, creating a good atmosphere for discussion, establishing a link to the previous group, etc.

Example

Examples of Implementation and Evaluation/Linked Indicators

Participants in the “Neighbourhood Initiatives” project are assigned to three tables, where different questions are discussed and experiences are gathered in small groups: Table 1: “We have acquired knowledge and skills in the fields of project development and management”, Table 2: “The following project ideas have been further developed and put into concrete terms”, Table 3: “In this respect, we feel able/not able to pass on our experience”. In the responses, clues are given to achieve the target indicator “In a survey following the coaching session, at least 75% of the participants stated that they have acquired knowledge and skills in the fields of project development and management and have been able to develop and concretise their project ideas with regard to the subsequent implementation phase”. Quantification is not recommended, because not all participants answer all questions.

Results are listed on a flipchart and the groups present the summary of results in a plenary session. Flipcharts and minutes of the discussions are evaluated by the project manager. A documentation can be made available to the participants.

5 Hands-on Rating

Objective

Measuring participant satisfaction (e.g. with a training session, documents) or evaluating some less specific aspects (e.g. selected effects) using a scale

Description

This method uses visualizations of results by means of scales. Sometimes the assessment is immediately followed by a discussion within the group or the assessment can be further elaborated on by means of written comments. Hands-on rating works with any group size and can also be used at public events.

Procedure

❶ Select evaluation question(s) and a corresponding rating scale (e.g. totally agree, rather agree, rather not agree, do not agree at all)

❷ Display the scale on a poster

❸ Distribute counting tools (e.g. stickers) and ask people to give an assessment

❹ After participants have given their assessments, they should explain them orally or using post-it notes, depending on the size of the group and the time available. If they do it orally, it would again be important to document the discussion.

Duration

The data can be collected within a few minutes. In case the results are discussed, an additional 10-20 minutes should be planned for the discussion.

Group Size

8 people or more

Advantages

- Short duration
- Other activities can take place at the same time
- Immediate visible results
- The joint discussion can provide additional input for a simple evaluation.

When to use

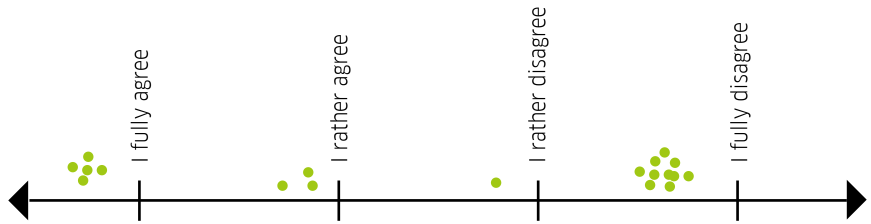
This method is to be used at the end of a training session/event.

What to consider

- If a joint discussion is taking place, it is important to ensure an open atmosphere.
- The formulation of the objectives or the effects to be checked has to be precise and unambiguous. It should be possible to react to them using the scale provided.
- In order to be able to consider more than one indicator, several posters should be prepared. A larger number of questions is possible, but requires more effort for preparation.

Preparation and materials

- Poster or containers (see variations below)
- Counting tool: stickers (also see variations below)
- Pens
- Post-it notes
- Pen and paper or a recording device to minute/record the concluding discussion, if needed



Output

Evaluations based on the scales, and a results protocol of the discussion, if needed

Variation: Bean Poll

The “Bean Poll” uses pulses thrown into containers for evaluation. Transparent containers have the advantage that the results are visible and immediate. Covered containers reduce influence during the voting process.

Example

Examples of Implementation and Evaluation/Linked Indicators

Participants of “Spotlight Iraq” answer the question “How motivated were you by your involvement in “Spotlight Iraq” to participate more actively in civil society” by using the following answer possibilities “very motivated, rather motivated, rather unmotivated, unmotivated”. Thus, quantifiable results which can directly verify that the corresponding indicator (“At least 75% of the total number of funded project managers confirm that they were motivated to participate more actively in civil society by their involvement in “Spotlight Iraq”) has been reached, are available. A supplementary joint discussion of the results can produce additional evaluation materials, e.g. the reasons for (non-)motivation.

6 Map it, Rate it, Discuss it

Objective

Final evaluation of a multi-phase programme/project with quantitative and qualitative elements

Description

This method offers the possibility to evaluate individual phases of programmes/projects and to jointly reflect on them in detail.

Procedure

❶ Hang flipchart paper on the wall from the left to the right. Each sheet of paper represents a session/phase. The sheets are hung on the wall in chronological order with the title of the respective session or phase.

❷ Evaluation of each session/phase
A line is drawn in the middle of the flipchart paper as a mean value (okay). Now, all participants should rate the respective session/phase by marking each session with a dot sticker on the sheet.

❸ Discussion
Finally, a detailed commentary on one's own evaluations is to be provided. For this purpose, comments can either be added to the poster, again using post-it notes. Alternatively, the evaluations can also be carried out orally. Reasons why a well rated session was successful and why other sessions were rated worse, should be discussed. It should also be explained how the sessions can be improved.

❹ Conclusion
Following the evaluation, the person/people who carried out the evaluation should formulate recommendations for the future and record the findings. This step can also be done jointly with the group.

Duration

The implementation takes 30-90 mins.

Group Size

8 to 30 people

Advantages

- Project phases can be considered individually
- Graphically displayed result
- Also suitable for large groups

When to use

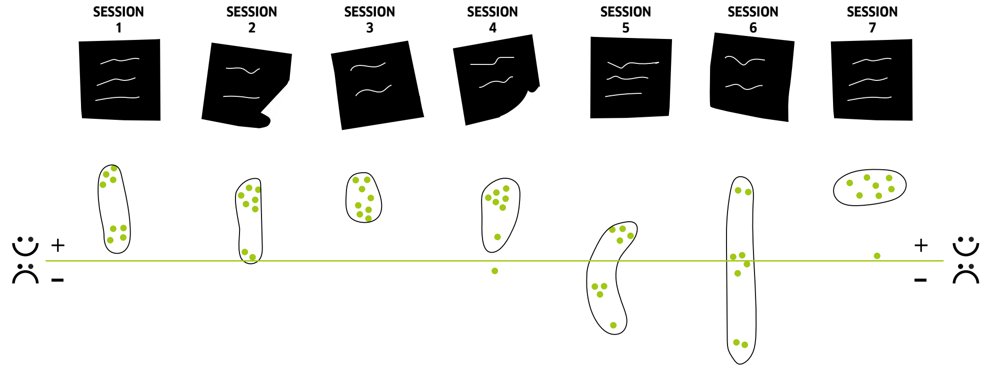
This method is to be used at the end of a project, training session, etc.

What to consider

- Since anonymity cannot be guaranteed here, an open atmosphere for discussion must be ensured.
- The method requires a facilitator who explains how the rating works and leads the discussion.

Preparation and materials

- Long wall
- Posters/flipchart paper
- Sheets of flipchart paper with the titles of the respective sessions/phases
- Dot stickers
- Post-it notes
- Pens
- Pen and paper or a recording device to minute/record the concluding discussion



Output

Graphic presentation of the evaluation and a protocol of the joint discussion

Variations

Instead of assessing individual project phases, different aspects can also be evaluated on the basis of the target indicators (e.g. expanding personal competencies, expanding one's own network, etc.). The aspects to be evaluated can also be selected together with the group.

Example

Examples of Implementation and Evaluation/Linked Indicators

In order to evaluate the achievement of objectives according to the indicators, one column of the "Gender Awareness" project, for instance, could read: "Do you feel capable of passing on the knowledge you have learned to other teachers? The response can be quantified and the percentages calculated. Further descriptions during the discussion provide qualitative insights.

7 Photovoice

Objective

Joint accompanying evaluation of a longer project or training session.

Description

With this method, participants, either alone or in small groups, use photos to gain a voice. On the basis of pre-defined evaluation questions, answers are sought parallel to the event using instant cameras or mobile phones. Participants are invited to continuously document an event by taking photos of specific situations, representative objects or images. Towards the end, relevant photos are selected, jointly viewed and discussed with questions like: Which moments/aspects were particularly successful/helpful? Which moments/aspects were difficult/less helpful?

Procedure

❶ Concretise the task/ Define the evaluation questions

❷ Explain the procedure

❸ Distribute instant cameras, if needed

❹ Select the pre-set number of photos per person or group

❺ Collect, transfer, project or print the resulting images

❻ Jointly view and discuss the photos/results

Duration

Photovoice is be used parallel to an event. The introduction takes place at the beginning of an event and lasts approx. 15 mins. The joint concluding discussion should last one to two hours, depending on the number of participants and photos, plus the time that may be needed to transfer the photos.

Group Size

Any size. The actual implementation is carried out alone or, for large groups, in small groups of 2 to 6 people.

Advantages

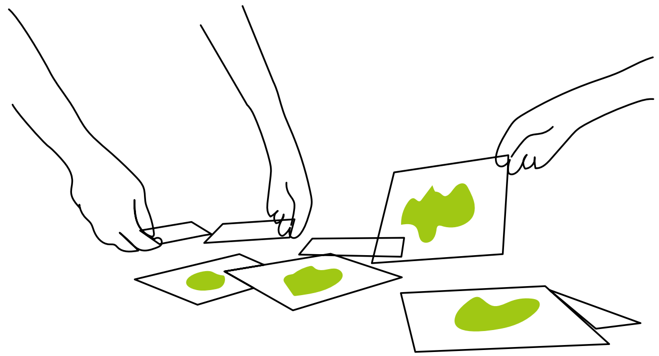
- The possibility to communicate through pictures can be really useful to young target groups, and also to overcome language barriers in a group.
- Pictures make it easier to start discussions and help to remember concrete events.
- The analysis is carried out in the concluding discussion. This way it can be ensured that the perspective of those directly affected is also visible in the results.

When to use

Accompanying survey throughout the entire event with a joint concluding discussion at the end.

What to consider

- Due to non-anonymity, the method requires a good and open atmosphere for discussion.
- If the number of participants is higher, the task can be carried out in small groups. It would then be helpful to take notes of the joint discussion.



Preparation and materials

- Select evaluation questions.
- Determine technical procedure.
- Depending on the procedure:
    - Instant cameras
    - Possibility to print photos
    - Cable for data transfer, computer and beamer/screen or monitor
- Pen and paper or a recording device to minute/ record the concluding discussion

Output

The photos are jointly analysed in the concluding discussion. It is useful to record or minute this process. Thus, the photos and a text document are available for analysis at the end. The results are only conditionally quantifiable.

Example

Examples of Implementation and Evaluation/Linked Indicators

Photovoice is particularly suitable for developing creative and aesthetic skills. For example, during the “Casablanca Sound” project, participants could capture in photography the moments that have increased their motivation to express themselves musically and artistically. The mutual exchange of information on the photos can then in turn help to increase motivation. If everyone takes part in the discussion (only then) is it possible to determine whether at least 75% of the participating young people actually feel motivated to express themselves musically or artistically. Otherwise, only qualitative statements can be made.

8 Image Impulse

Objective

Free associations with the evaluation of a project or a training session.

Description

Series of images are provided. The impulses emanating from them encourage reflection and discussion. Associations with the pictures help to answer pre-defined evaluation questions around cooperation such as: Which aspects are particularly important to you for any cooperation? How do you assess cooperation? What worked well, where have you encountered difficulties?

Procedure

❶ Concretise the task/Define the evaluation questions

❷ Explain the procedure/present images and distribute image series

❸ Independent, individual associations with the image impulses, along with the evaluation questions

❹ Joint discussion of associations

❺ Clustering of results where appropriate

Duration

The introduction takes 5-10 mins. Individual associations should last about 10 mins. The joint reflection afterwards lasts 20-30 minutes depending on the size of the group.

Group Size

Both group sizes, small groups (3-6 people) and large groups (10 people or more)

Advantages

- Abstract images make it easier to join discussions by allowing or stimulating different thoughts.
- Not all associations need to be shared with the whole group.
- Interpretations are individual, there is no right or wrong.
- Participants formulate their perspectives independently. This way it can be ensured that the perspective of those directly affected is also visible in the outcome.

When to use

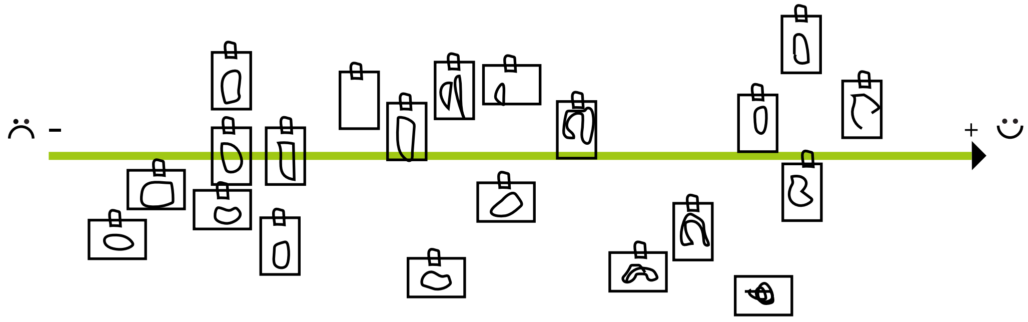
Any time; at the beginning with regard to expectations, as well as in the middle or at the end to gather experiences

What to consider

- This task requires abstraction skills.
- Not all associations can be discussed in large groups

Preparation and materials

- Select evaluation questions
- Find a suitable series of images (abstract images have proved to be successful, otherwise landscapes/objects can also be used)
- Flipchart/pin board to cluster associations, if needed
- Pen and paper or a recording device to minute/record the concluding discussion



Output

The associations are presented. It is useful to record or minute this process. A text document is available for analysis. A quantification is only possible to a very limited extent.

Example

Examples of Implementation and Evaluation/Linked Indicators

Participants in the project “Our Place” consider to what extent the workshops have contributed to promoting the active participation of women in public spaces. They find the image impulse that personally suits them. After an individual brainstorming session, they rank their assessments on a scale from “encouraged” to “discouraged”. Depending on the size of the group, all associations or only individual ones are presented and discussed, if needed. A quantification according to the classification on the scale is possible.

9 Appreciative Interview

Objective

An appreciative interview aims to identify positive experiences and success factors in order to learn from them.

Description

With this method, participants can jointly reflect upon positive experiences during a training session. Following a set of guidelines, participants pair up and ask one other to identify positive aspects/situations/experiences/factors of the training session. The guidelines contain two questions or groups of questions. The following questions have proven to be useful: 1) Describe a situation during the training session that you found particularly successful. 2) What were the factors/causes that led and contributed to the success of the situation? More detailed questions can, of course, be prepared. Accordingly, adequate time should be allowed for the interviews.

Procedure

❶ The procedure and the interview questions are explained.

❷ Participants form pairs.

❸ Each participant is provided with the same guidelines containing the interview questions mentioned above. There should also be enough space on the paper sheets for the interviewer's notes.

❹ First round of the interview: One person from each pair interviews the other. The person who conducts the interview also takes notes on the guidelines handed out earlier.

❺ Second round of the interview: Participants swap roles. Here again, the interviewer takes notes on the second set of guidelines handed out earlier.

❻ The interview results are presented. If there is no time left for a presentation, participants hand in their interview notes on the guidelines.

Duration

Approx. 90 mins in total (depending on the size of the group)

It takes 10 minutes to explain the procedure. After that, about 20 mins (or more) should be allowed for each round of interviewing. The length of the presentation of the interview results depends on the form of the presentation and the size of the group. Depending on the planned time, the respective presentations can be limited to 3 min. or to only one identified successful situation and one identified success factor per person. It is also possible to simply collect the interview notes.

Group Size

Up to 40 people

Advantages

- Focusing on positive aspects and success factors
- Especially suitable for further development of events/projects.
- Focusing away from problems

When to use

The method is to be used at the end of an event or a training session.

What to consider

- Anonymity is not given when the interview results are presented, nor are the notes completely anonymous.
- It is important to ensure that the time frame is respected.
- Results can be presented in small groups. The higher the number of participants, the more complex the evaluation.

Preparation

- Select evaluation questions.
- Print interview guidelines for participants
- Pens and additional paper for participants' notes
- Pen and paper or a recording device to minute/record the presentation of the results/the concluding discussion

Output

The interview results, i.e. the successful situations and success factors are presented or handed over in the form of notes. In case of presentations, it is useful to record or minute this process. A quantification of the answers is only possible to a limited extent.

Example

Examples of Implementation and Evaluation/Linked Indicators

In the "Casablanca Sound" project, for example, the indicator "75% of the up to 40 young people feel empowered to take responsibility after the modules." should be taken into account. To this end, the participants ask each other questions, such as "Do you feel able to take more responsibility? If so, to what extent?" The answers are noted down in key points and presented in small groups. Protocols are collected. They mainly generate qualitative results, but can also – as in the example – provide quantifiable results, provided that everyone answers the question.

10 Interactive Survey

Objective

Direct collection of assessments or opinions about an event or a training session.

Description

For this method the appropriate software (see e.g. https://get.plickers.com/) is needed. Instead of a paper or an online questionnaire that has to be filled out by each person individually, the method offers a shared experience while answering questions anonymously. The questions are projected in a prepared presentation visible to all. By means of an answer code that is designed differently for each person and therefore not comprehensible to others, the answers are announced and directly entered into the presentation. This way the results are immediately visible to all participants and can directly be jointly reflected upon, if needed.

Procedure

❶ The first question is projected onto the wall.

❷ Respondents lift up their pre-printed answer codes.

❸ The evaluator uses the appropriate mobile app to scan all answer codes one after the other.

❹ The survey result is immediately visible to everyone and can be reflected upon or discussed if desired.

❺ The next question is displayed.

❻ The procedure is repeated until all questions are answered.

Duration

About 15-30 mins. (depending on the number of questions)

Group Size

Up to approx. 60 people (depending on the software)

Advantages

- Also suitable for larger groups
- Immediate reflection upon the survey results possible
- Respondents do not need mobile devices or an internet connection

When to use

To be implemented at the end of an event or a training session for evaluation purposes.

What to consider

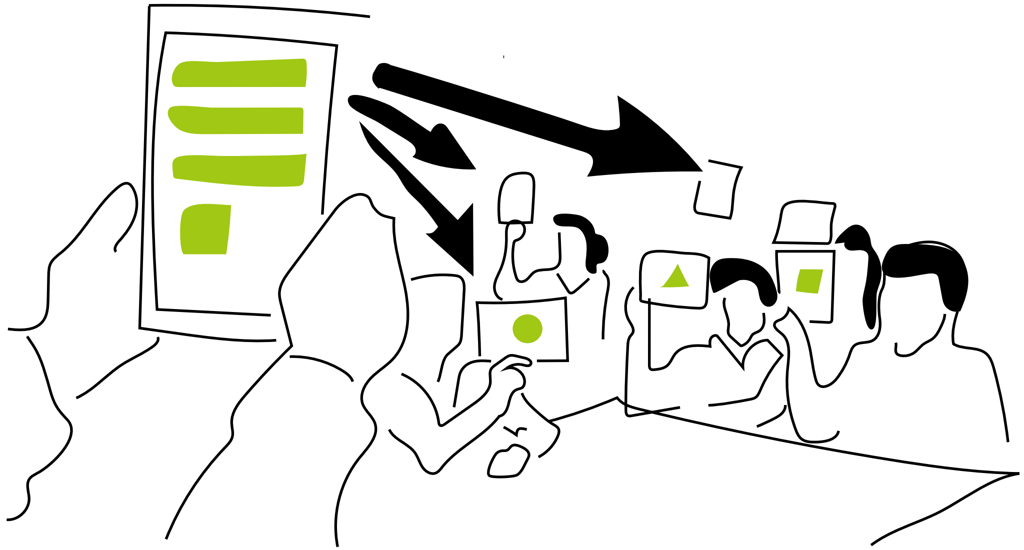
- The questions should not be too complicated, and easy to understand.
- When jointly reflecting upon the results, an open atmosphere for discussion should be ensured.

Preparation and materials

- Questionnaire presentation with appropriate software
- Computer with an internet connection
- Beamer/screen or monitor
- Sufficient number of printed answer sheets (one sheet per person)
- Mobile device with pre-installed app

Output

Graphics of the response ratios



Example

Examples of Implementation and Evaluation/Linked Indicators

Participants of the “Unconference”, for instance, take part in a prepared interactive survey. A number of questions are introduced, including “Can you imagine making a more effective contribution to politico-cultural lobbying through networking? Possible answers could be, for example: “yes, definitely”, “yes, probably”, “no, unlikely”, “no, certainly not”. There would then be a percentage of answers that would allow for a statement regarding the indicator “80% of the participants of the “Unconference” state that they could make a more effective contribution to politico-cultural lobbying through networking”.

IMPRINT

Goethe-Institut Kairo
Dialogue and Transition

Transformation-Kairo@goethe.de
www.goethe.de/dialogundwandel

Regional Director North Africa/Middle East
Susanne Höhn

Consultant for Special Funding Programmes
Anaïs Boelicke

Project Coordinator Evaluation
Silvan Büchler

Editors
EDUCULT, Anaïs Boelicke, Silvan Büchler, Selina Suter

Design
Nancy Majdi Naser Al Deen

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