



mEducation



The GSMA mEducation Evaluation Framework

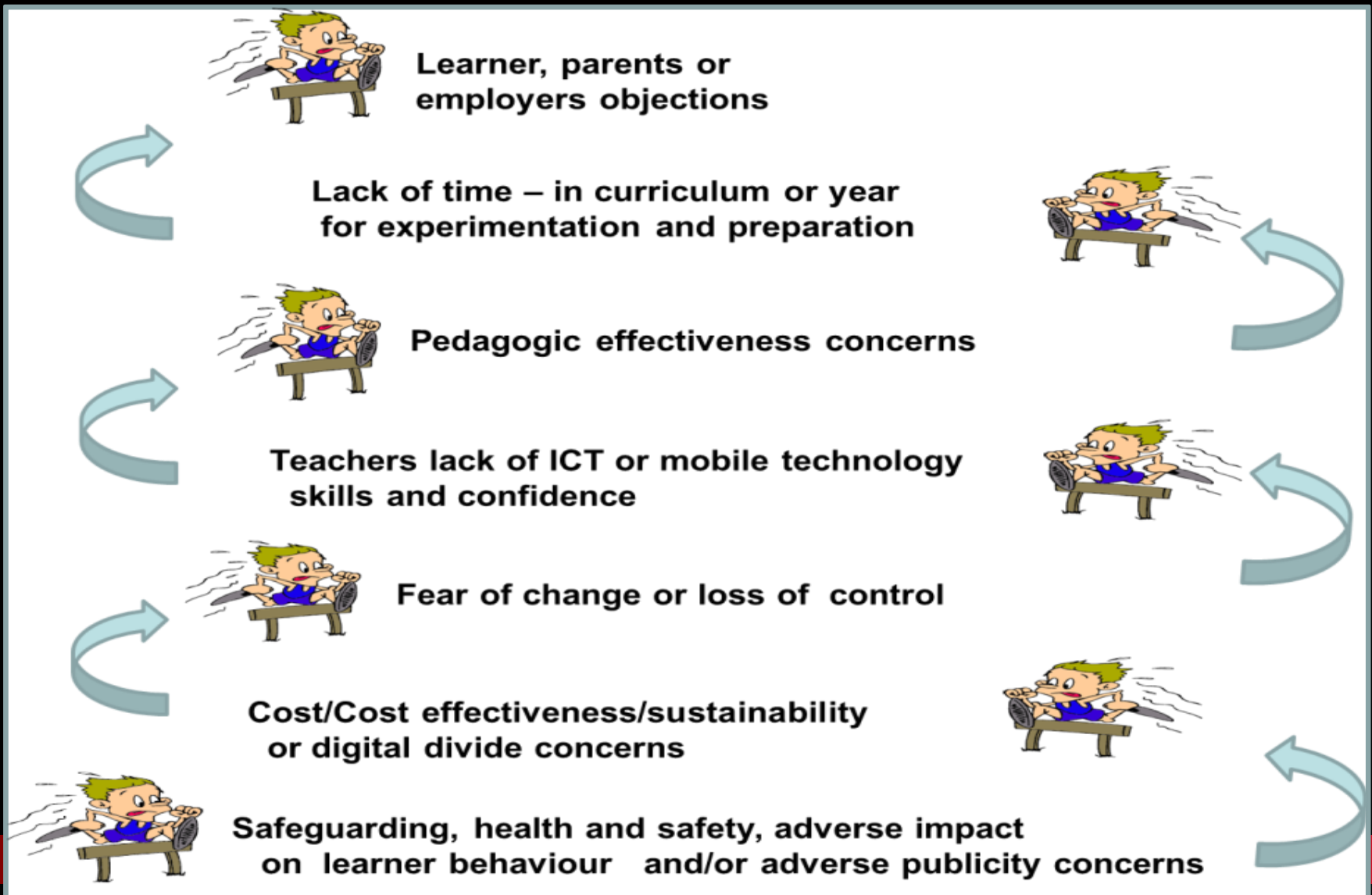
Jill Attewell, GSMA mEducation Specialist

Why Evaluation?



- To gauge the effectiveness, efficiency and impact of mEducation products, services and approaches
- To inform the development of new products, services, systems, applications and pedagogy
- To inform the development of business models
- To identify good practice in specific contexts for sharing with other practitioners
- To add to the evidence base:
 - to support the promotion and adoption of mEducation
 - to help to overcome barriers to adoption

School stakeholder concerns hurdles to overcome



Why an Evaluation Framework?



To assist

- Operators
- Educators
- Publishers
- Companies
- and other partners

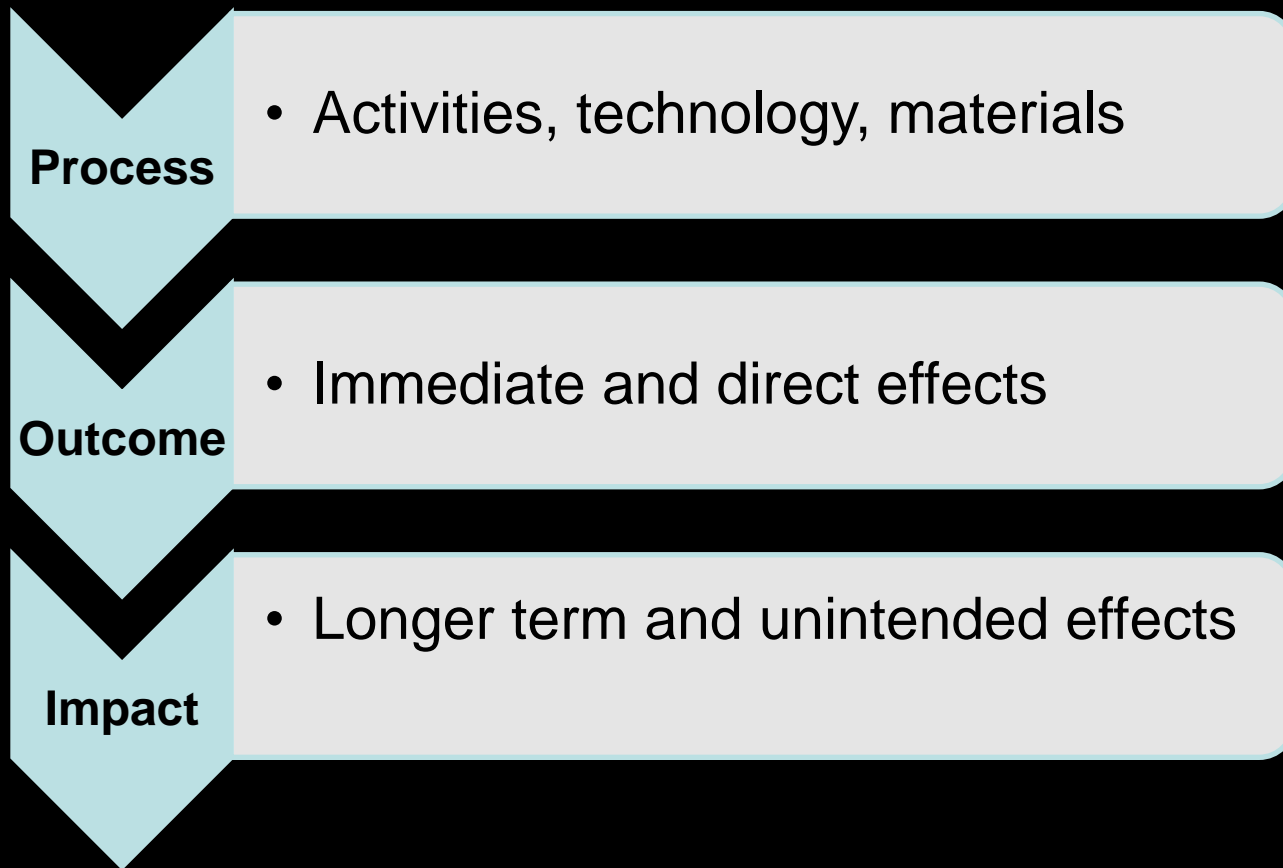
to plan and carry out evaluations

What is evaluation?



- Dictionary definition:
“the process of judging something's quality, importance, or value”
- “Assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness”
and
“Evaluation is the systematic collection and analysis of data needed to make decisions, a process in which most well-run programs engage from the outset.”
(American Evaluation Association)

Types of Evaluation



Getting started – ask questions

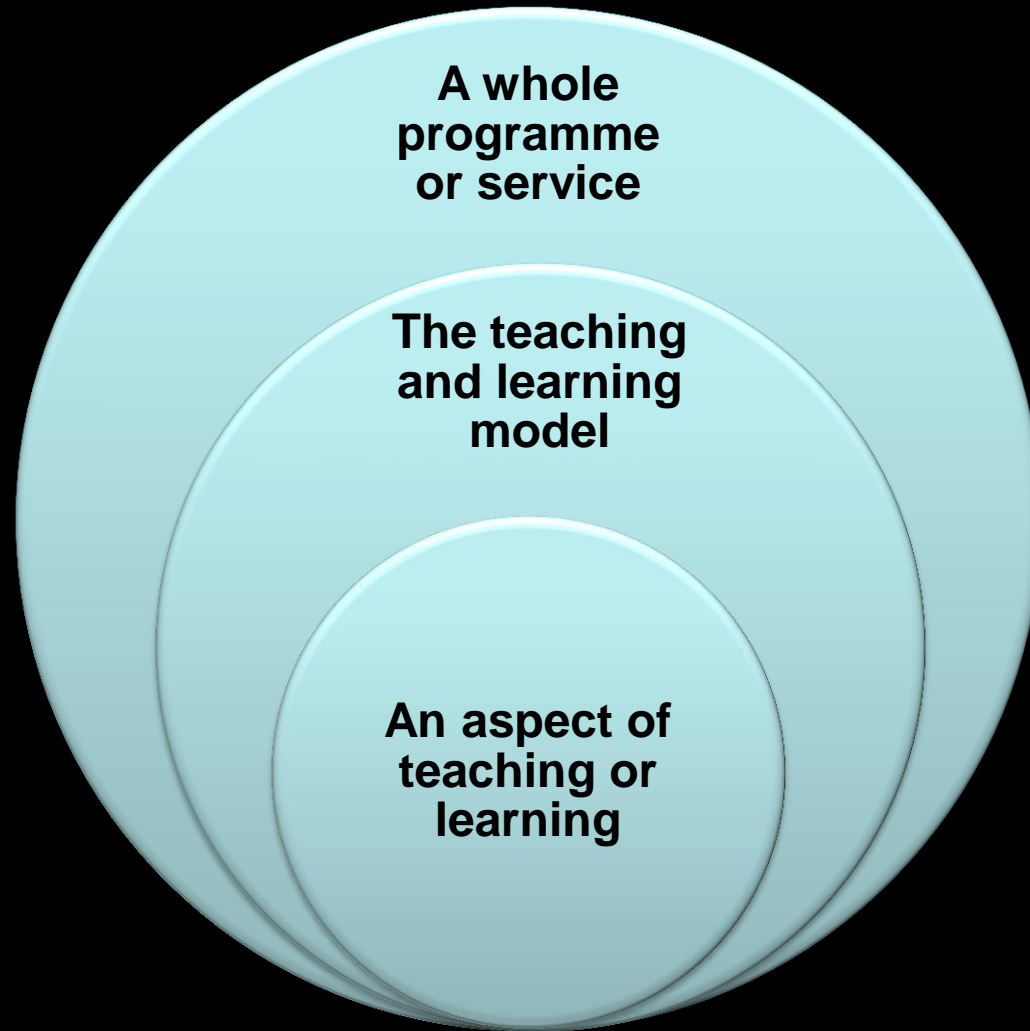


When?

- Formal evaluation is not typically a pre-requisite when trying a new approach or tool in Education
- Evaluation should be more than just “happy sheets”
- When will data be available? when should you collect?
- If you do not build evaluation in at the beginning, at the end you may not have all the pieces of the data you need to draw conclusions and make decisions



What? effectiveness for and impact on:



- **Recruitment**
contribution to attracting students
- **Intake**
help with diagnostic assessment and induction
- **Instruction**
contribution to meeting educational needs and helping learners to reach their goals
- **Accountability**
the impact on the things the institution or organisation is judged on
e.g. quality, retention, achievement, RoI
- **Engagement and Re-engagement**
contribution to reducing drop out and re-engaging drop outs

The Whats in the Evaluation Plan



- What is the background and context?
- What technology is being used?
- What are the aims and objectives?
- What questions are you trying to answer?
- What will indicate that objectives have been achieved?
- What is needed to answer the questions?
- What data needs to be collected?
- What research methods are appropriate and practical?
- What are the roles and responsibilities of all involved?

Who?



- Who are the stakeholders?
- Who are the gatekeepers?
- Who are the beneficiaries?
- Who will:
 - collect
 - analyse
 - make sense of
the data?

- There is no 'best' method - except the best for your needs, context and resources
- Scientific
more quantitative, experimental, tests hypotheses, yes and no answers
- Social scientific
more qualitative, observations explores, explains, predicts
- Mixed methods

It has been observed that “combining quantitative and qualitative methods in a single study can help elucidate various aspects of the phenomenon under investigation, providing a more holistic understanding of it and resulting in better-informed education policies.

This is particularly true when studying complex social phenomena, such as the attitudes and behavioural reactions of teachers when confronted with an educational reform.”

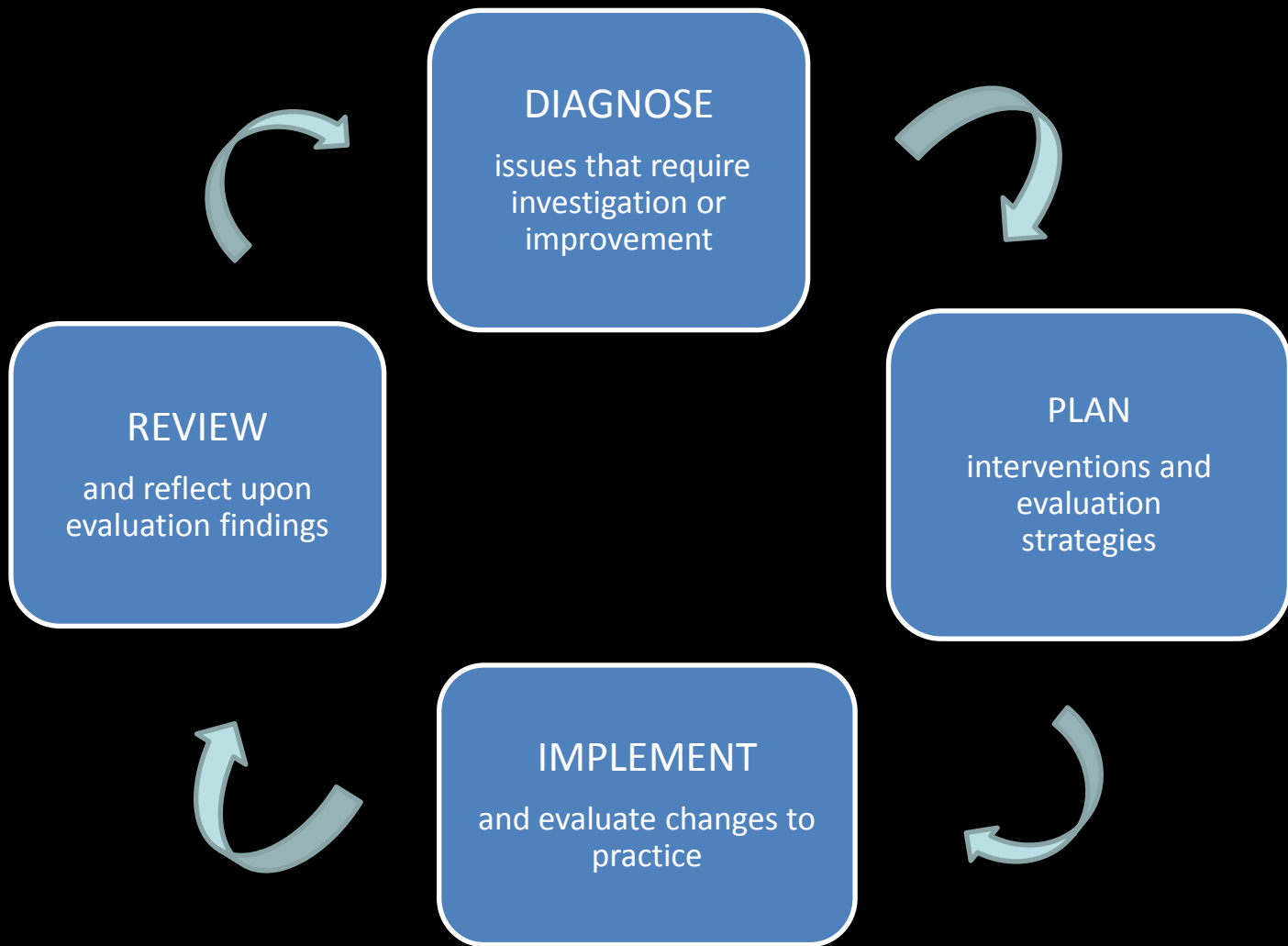
Giannakaki M S, 2003

The importance of professional wisdom



- Evidence-based education is “*the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.*” U.S. Department of Education, Institute of Education Sciences
- Practitioner-led Action Research is “*A research approach with the fundamental aim to help professionals (teachers, managers) to improve practice and to understand change processes. Using a cyclical process to diagnose issues for investigation, plan research strategies, implement, review and reflect upon findings.*”

An Action Research approach to Evaluation



Evaluation

Data Collection

**PRACTITIONER-
LED
ACTION
RESEARCH**
data
and findings

TEACHER
interviews, focus
groups, surveys,
diaries, blogs,
forums, videos,
lesson observation
reports and scores

LEARNER
Interviews, focus
groups, surveys,
SMS surveys,
Diaries, blogs, video
diaries, twitter
Facebook,

**PARENTS AND
EMPLOYERS**
surveys, interviews,
focus groups,
forums, policies,
strategic plans

**PROJECT
MANAGEMENT**
pilot/launch and
evaluation aims,
objectives,
project plan,
progress reports.

**SOCIO-
DEMOGRAPHIC
CONTEXT**
free school meals
data, learners
postcode
analysis

**MANAGEMENT
Administrative
and IT
Departments**
interviews, forums,
strategic
plans, policies

PILOT/LAUNCH
number/types of
partners, learners,
subjects, levels,
learning contexts,
technologies

**ATTENDANCE
RETENTION &
ACHIEVEMENT**
institution records and
estimates,
published data,
previous years data

**INSTITUTION
IMPACT**
Inspectorate
reports and
scores, distance
travelled surveys

- What?
- Why?
- Who?
- How?
 - Selecting an approach appropriate to context, culture and objectives
 - Selecting appropriate evaluation research methods
- A comprehensive approach to data collection
- Ethics, privacy and consent

PART 2: A Practical Approach



- Evaluation planning
- The Context
- The Learners and Stakeholders
- Aims
- Objectives
- Research questions
- Success factors
- Data collection and Analysis
- Selecting the most appropriate evaluation tools and data sources
- APPENDICES - Forms and Checklists

GSMA Evaluation Support and Assistance



- Evaluation planning support
- Practitioner evaluator training and mentoring
- Assistance with monitoring and problem solving
- Data analysis advice
- Interpreting and presenting findings advice
- Assistance with disseminating findings (if appropriate)



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THANK YOU