



How does the developmental magic happen?

A case study and dialogue between
evaluators and end users

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Outline

- The Players
- The Context
- A Brief Word About the Project
- Elements of Success
- So What Is the Magic?
- Questions for Discussion



The Players



Sharla King (End-user)

Experienced administrator & researcher, pushed to think more broadly about evaluation & evidence



Gail Barrington (Senior Evaluator)

Recognized evaluator, pushing for innovation & reflective practice



Fred Bertrand (Evaluator)

Newcomer with a smart toolbox, pushing to mix surveys, advanced tools & artistic influence

2nd project together

Gail becoming an evaluation instructor

10+ years of collaboration

Growing experience with the DE approach

The Context

- In 2010 the University of Alberta's Faculties of Education and Health Science jointly created a Master of Education in Health Sciences Education (MEd HSE) .
- The program goal is to extend the knowledge & skills of health sciences educators in educational pedagogy, educational research, & interprofessional leadership within the collaborative context of educational communities of practice.
- See website: uab.ca/medhse

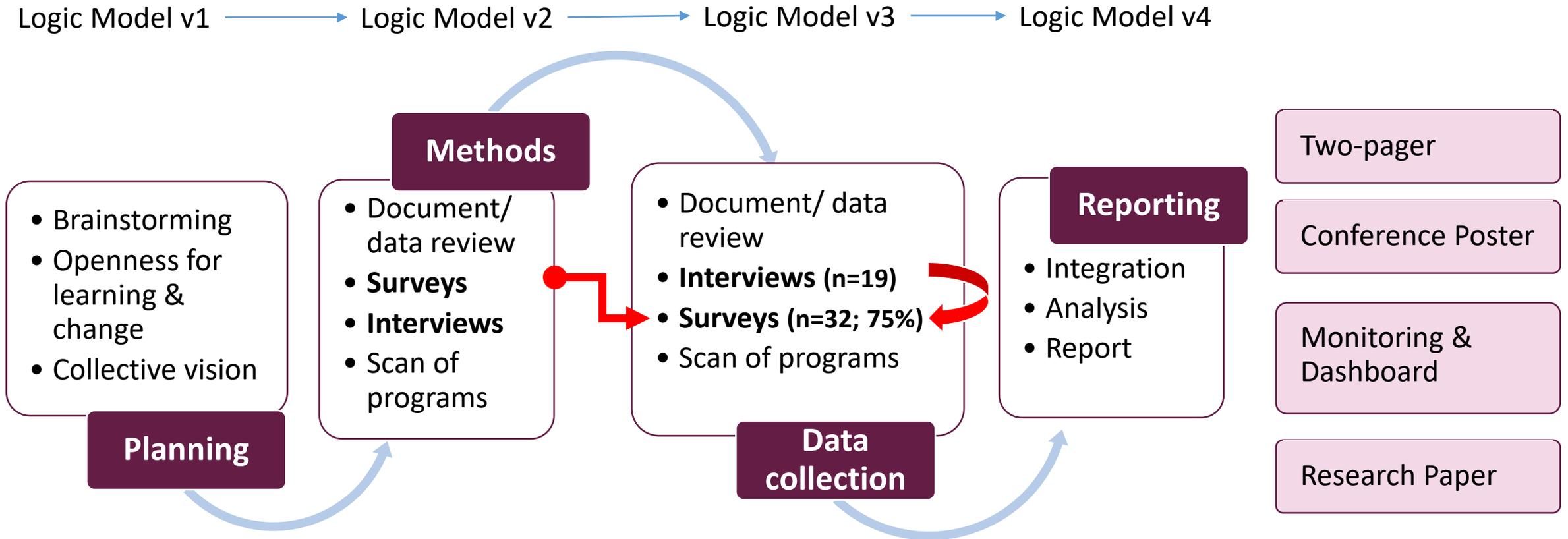
MEd HSE Program Features

- Flexible & part-time delivery
- Blended delivery format (online and on-site)
- <20 students per cohort
- Quality educational curriculum & instruction
- Educational pedagogy to reflect program philosophy
- Students prepared to conduct educational research
- Interprofessional teamwork & leadership promoted

The Context

- In 2016, the first external program evaluation was commissioned to Barrington Research Group, Inc.
- Sharla expected the evaluation to be monochromatic, boring & academic. She admits that she underestimated the power of evaluation.
- The result was surprisingly positive:
 - A mutually beneficial relationship
 - A highly successful project
- But the final report was not the end of the story. It has been a stepping stone to program change, ongoing monitoring & continuing communication.
- We asked ourselves: What was the magic? Why can't every evaluation be this successful?

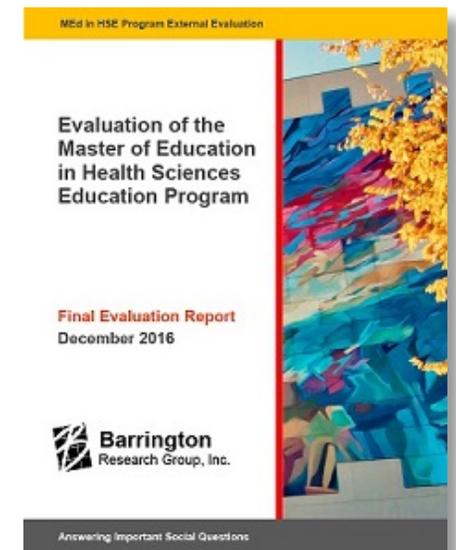
A Brief Word About the Project



Some Evaluation Results

- **The program had a transformational effect** on graduates' career advancement, profile, professional networks, & leadership opportunities.
 - 90% of graduates' expectations were met or exceeded
 - 88% of students/graduates are satisfied with key program aspects
 - 80% of graduates reported that the program had an impact on their competencies & skills at work
- **Graduates linked much of their success to this program:**
 - Using their “new lexicon” for educational pedagogy & research
 - Accessing career options not available otherwise
 - Continuing career advancement
 - Becoming the go-to resource person for educational issues

Evaluation report



Elements of Success

The end-user (Sharla)

- Underestimated the power of evaluation
- Working collaboratively with the evaluators came to see the program in a transformative way
- Used the evaluation to clarify the information needed to re-think & adjust the program
- Found the process to be a dynamic way to communicate effectively with stakeholders about the program:
 - Rationale and value added
 - Outcomes for students and graduates
 - Growth of a community of practice



If You Change, Everything Changes
Ana Parini

Elements of Success

The evaluators (Gail & Fred)

- Welcomed the opportunity to be critical friends & to play an active role in program development
- Became self-reflective about our complementarity
- Used innovative & customized reporting tools
 - 25-page report
 - Two-pager & poster as marketing tools
 - Peer-reviewed article (in progress)
 - Online dashboard (in development)

The team as an adaptive system (end-user & evaluators)

- Mutual respect
- Space to breathe, innovate and reflect on practice



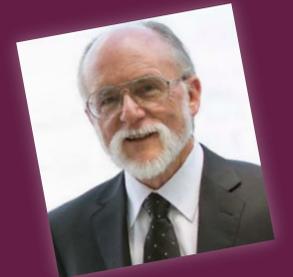
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So What Is the Magic?

- What we experienced fits the characteristics of a developmental evaluation (DE).
- DE provides a way to understand the activities of a program operating in dynamic environments with complex interactions.
- It focuses on innovation & strategic learning rather than standard outcomes, & provides a way to think about programs in context...
- Let's map some of the essentials of DE based on our experience.

Developmental evaluation is based on the insight that evaluative thinking, techniques, practice, and discipline can be a boon...that data systematically collected and appropriately tied to users' goals and strategies can make a difference, even in open-ended, highly complex settings where the goals and strategies are themselves evolving....

Patton, 2016



The Magic

DE Essential	Our Experience
Developmental purpose & context	<ul style="list-style-type: none">• Desire for learning & program improvement• Intentional flexibility planned from the beginning and during the project• Authority/flexibility for Program Director to make change to the:<ul style="list-style-type: none">• Program design & delivery• Evaluation process & deliverables• As cost-recovery program, a need to prove sustainability
Adaptive systems	<ul style="list-style-type: none">• The evaluation team was an adaptive system<ul style="list-style-type: none">• Open to ongoing adaptation of methods• Demonstrating mutual respect of workload & real life issues



We Are What We Think
Ana Parini

The Magic

DE Essential	Our Experience
<p>Utilization focus</p>	<ul style="list-style-type: none"> • Primary user involved throughout all design & analysis activities • Preliminary stakeholder interviews helped frame study tools • Evaluators responsive to user's emerging needs for information • End use kept in mind throughout study
<p>Co-creation</p>	<ul style="list-style-type: none"> • Relationship building & trust • Shift to capacity building <ul style="list-style-type: none"> • Knowledge sharing led to change • Creative thinking resulted in ongoing improvement of the study

UNIVERSITY OF ALBERTA
FACULTY OF EDUCATIONHealth Sciences Education
MASTER OF EDUCATION PROGRAM



Creating Transformational Changes in Health Professional Educators
Using Data for Action and Impact

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SUMMARY

Flexible delivery allows busy working professionals to obtain a Master's from a high quality program that can impact personal, pedagogical and career outcomes.

Evaluation demonstrated program impact on health professionals and resulted in ongoing program enhancement and sustainability.

Personal growth

Skills & competencies

Workplace & career

KEY FINDINGS

90% of graduates' expectations were met or exceeded

- Obtaining the credential & professional advancement
- Learning about theory & practice to be more effective educators
- Gaining research & evaluation theory & skills for evidence based practice

88% of students/graduates are satisfied with key program aspects

- Program model
- Program delivery
- Core courses
- Climate & instructional approach
- Diversity & collaboration

80% of graduates reported that the program had an impact on their competencies & skills at work

- Greater comfort with terminology & concepts
- Applying educational pedagogy & teaching
- Using research skills for evidence based inquiry
- Communicating educational research materials
- Applying interprofessional collaborative practice

MOST SIGNIFICANT PROGRAM IMPACTS

Personal-level

Broader Perspectives
"Better perspectives on how programs can be built from the ground up & the importance of regular evaluation."
"This opened my mind up, especially with the multi-disciplinary approach."
40%

Critical Thinking
"The program introduced a lot of concepts to me regarding evidence-based educational practices & critical thinking that impact my actions daily at work."
"...now I use evidence-based strategies & think about the learning theory behind it that we learned in our courses."
10%

Confidence & Motivation
"Solidified my teaching philosophy and provided evidence for the approaches that I was already using."
"I am confident about what I can offer in my workplace & excited about shifting to educational versus health science focus."
27%

Professional-level

Improved Teaching
"I have been able to teach more theory instead of just clinical."
"It has also improved how I teach in the clinical setting."
13%

Profile/Recognition
"Has a great effect on how coworkers see me as a resource regarding education."
"I have become the resident expert in education."
16%

Leadership Opportunities
"I am working with my professional association to change the way we do assessment for entry level professionals."
"It motivated me to conduct a research project that could potentially impact current teaching."
19%

Career Advancement
"Launched my medical educator career by providing a firm foundation on which to build & broaden my educational scope."
"The degree has directly impacted my career, as it provided me with the credential required to obtain my current position."
34%

Network Development
"My professional network has been significantly expanded by my classmates, instructors & those I have met in my research."
"By meeting classmates & instructors in the health science education world, I have many allies to go to with questions & to collaborate with in the future."
19%

CONCLUSION

The program had a transformational effect on graduates' career advancement, profile, professional networks, & leadership opportunities.

The evaluation also provided evidence to assess impacts & identify areas for improvement.

Graduates linked much of their success to this program:

- Using their "new lexicon" for educational pedagogy & research
- Accessing career options not available otherwise
- Continuing career advancement
- Becoming the go-to resource person for educational issues

ABOUT THE PROGRAM

Goal
The goal of the MEd in HSE program is to extend the knowledge and skills of health science educators in the areas of educational pedagogy, educational research, and interprofessional leadership within the collaborative context of communities of practice of professional educators.

See website: uab.ca/medhse

Features

- Flexible & part-time delivery
- Blended delivery (formal online and on-site)
- <20 students per cohort
- Quality educational curriculum & instruction
- Educational pedagogy reflects program philosophy
- Prepares students to conduct educational research
- Promotes interprofessional teamwork & leadership

Contact us: medhse@uab.ca



This poster and the first external evaluation were proudly prepared by evaluators of the Barrington Research Group, Inc.
www.barringtonresearchgrp.com

The Magic

DE Essential

Our Experience

Innovation

- Reporting for the evaluation was innovative:
 - Final report template shared by an AEA colleague
 - Data visualization inspired by Stephanie Evergreen
- A two-pager and poster were created to showcase both the evaluation & the program
 - Used for communication with manager, instructors and stakeholders
 - Used for an academic conference
- An ongoing monitoring process has emerged from the evaluation experience
 - Development of monitoring tools
 - Online dashboard & program resources

Online Dashboard



The Magic

DE Essential	Our Experience
Timely feedback	<ul style="list-style-type: none">• Evidence tailored, continuous, rapid & rigorous• Provides motivation to incorporate findings into decision making• Other examples of changes that occurred due to the evaluation results:<ul style="list-style-type: none">• Hiring a part-time administrative assistant• Engaging in discussion with instructors to built a community of practice• Exploring opportunities to foster a community of practice with students & graduates• Improving communication about elective courses• Revisiting online program profile• Reporting student/graduate data in an online dashboard• Enhancing support for capping project• Ongoing ...

Questions for Discussion

- Are the programs you evaluate emergent, dynamic, unpredictable?
- Is innovation valued?
- Are your evaluation processes flexible and results-driven?
- Can you use developmental evaluation in your context?



REAL SIMPLE
How To Read People
Ana Parini

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