eLSID Post-Training Evaluation

Plan, implementation, analysis, and recommendations by Lodge McCammon & Lauren Caruso
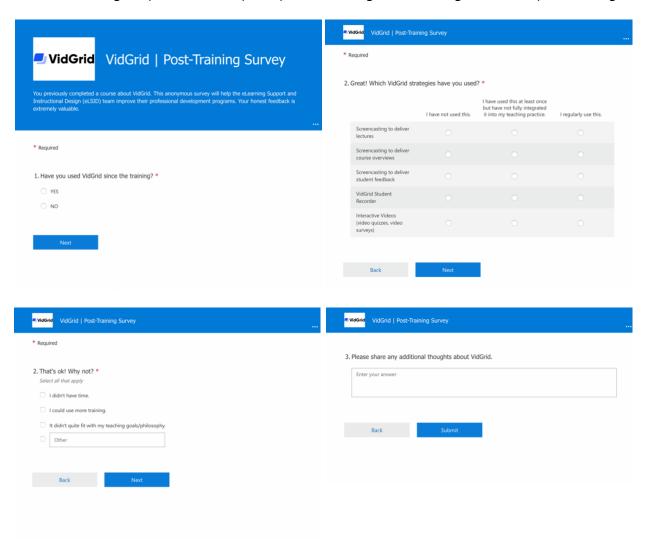
Plan

An evaluation plan begins with curiosity and ends with action. We start by asking, "What do we want to know that we don't already know?" Then we determine what we will do with the information once we have it. Finally, we act. Such a plan can be great for improving our products as well as giving us powerful data-stories that we can use to market the team.

Below are four questions we have about our PD courses, along with some suggestions for what we can do with the information once we have the answers to these questions.

1. What percentage of participants are using the ideas presented in our PD courses?
    ⇒ These data would allow us to determine which courses have a large impact on behaviors. We can promote these courses and use them as templates when we create new courses. It will also help us determine which courses have a small impact on behaviors. We can use what we know from the large impact courses to redesign our small impact courses.
2. If participants report they are using the ideas presented in our PD courses, which specific strategies have they actually implemented?
    ⇒ These data would allow us to determine which strategies have a large impact on behavior. We can look closely at how these strategies are presented and what they have in common, so we can use them as templates when we present other strategies. They will also help us determine which strategies have a small impact on behavior. We can use what we know from the large impact strategies to redesign, or simply remove the small impact strategies. Removing small impact strategies can create more efficient training.
3. How are participants using the strategies? Are they experimenting or have they fully integrated them into their teaching practices?
    ⇒ These data would allow us to determine what percentage of participants integrate the strategies fully (as intended). We can look closely at how the fully implemented strategies are presented and what they have in common, so we can use them as templates when we present other strategies.
4. If participants are not using the ideas presented in our PD courses, why not?
    ⇒ These data would allow us to determine what percentage of participants report that they don't have time. If a large number report that they don't have time, we can look into more efficient methods of training, freeing up time for the participants. We can also consider focusing on strategies that are time-savers. They will also help us determine what percentage of participants report that they need more training. If a large number report that they need more training, we can make sure that we are sending follow-up resources and designing/advertising "next-level" courses. Finally, they will help us determine what percentage of participants report that the ideas do not align with their teaching goals/philosophy. We can use these data to identify an "Overton Window" of sorts for the type of ideas that connect with our community of educators. It's possible that faculty are not ready to implement some new/innovative ideas. This would allow us to look at trends that can help us scaffold institutional change.
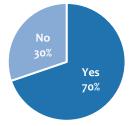
Implementation

To gather answers to the questions above, we sent this survey to participants (n=108) who completed the Engaging Students with VidGrid course prior to April 2021. The purpose of collecting these data is to get a picture of how participants are using the knowledge and skills, post-training.
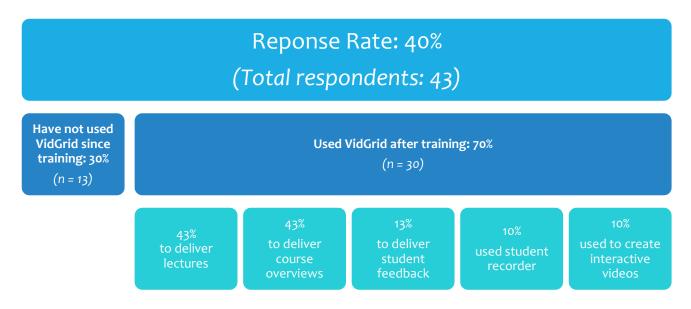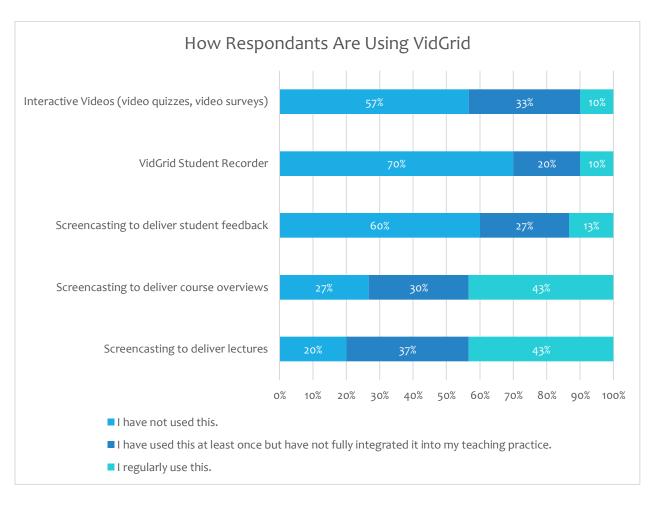

What follows is a summary of the findings and ideas for how the use these data to drive decisions. These data provide us a starting point, so when we make informed changes to the training, we will be able to track and measure the impact of our efforts.

Have you used VidGrid since the training?

Analysis

Reponse Rate: 40%

(Total respondents: 43)

Have not used VidGrid since training: 30%

(n = 13)

Used VidGrid after training: 70%

(n = 30)

43% to deliver lectures	43% to deliver course overviews	13% to deliver student feedback	10% used student recorder	10% used to create interactive videos

How Respondants Are Using VidGrid

	I have not used this.	I have used this at least once but have not fully integrated it into my teaching practice.	I regularly use this.
Interactive Videos (video quizzes, video surveys)	57%	33%	10%
VidGrid Student Recorder	70%	20%	10%
Screencasting to deliver student feedback	60%	27%	13%
Screencasting to deliver course overviews	27%	30%	43%
Screencasting to deliver lectures	20%	37%	43%

- I have not used this.
- I have used this at least once but have not fully integrated it into my teaching practice.
- I regularly use this.

Recommendations

➢ To increase the response rate, consider giving away a gift card. If participants complete the survey, they will be in the running for the gift card.

➢ In the email to the participants with the survey link, we told them that it would take under 2 minutes to complete. We want to make sure, if we add any questions, that we update the amount of time it might take.

➢ 13 respondents (30%) reported that they have not used VidGrid since the training. Respondents indicated that they didn't find it useful (n=1), didn't have time (n=4), could use more training (n=2), and that they haven't had a chance yet (n=6). It might be helpful to put together a quick reminder training on VidGrid and send that out at the end of each semester. That might help instructors who indicated that they need more training, and it would refresh the skills for instructors who have not had a chance to use it since the training.

➢ It would be helpful to know how many instructors were already using video in their courses and will be using VidGrid instead of another video tool/platform. It would also be good to know how many instructors started using video in their course because of the training. To find this out, we could add a version of the following question to the survey: Had you created video for your courses before taking this training?

➢ We could remove the lessons in the training that cover student feedback and the student recorder. This would make the training shorter and more focused on video lectures and course overviews. This might help instructors fully integrate those two strategies.

➢ We could extend the training, giving participants more practice with the student feedback, student recorder, and interactive videos. This might help instructors attempt those strategies.

➢ We could leave the current training as is to introduce participants to VidGrid, and then develop short, follow-up trainings that reinforce specific VidGrid skills.