

Creative evaluation tools

1. Gallery visit, e.g. finding out which panels, labels, pictures participants like best with post-it feedback (smiley faces☺ and frowning faces☹) – ‘unpick’ placement of post-its.
2. Observation, e.g. use of pilot resources/interactive exhibits
3. Feedback on stimulus (e.g. text, image, website)
4. Brainstorming (‘ideas sharing’) using flipchart
5. Prioritising lists of ideas and issues
6. Statements for discussion
7. Graffiti walls (participants are invited to write comments or draw on a big piece of blank paper on the wall or write or draw on post-it notes to stick on the wall) - prompt questions are needed (e.g. asking people to comment on something in particular that relates to what you want to evaluate)
8. Drawings or other artistic responses (e.g. modelling) - ask participants to explain their work when they have finished
9. Sticky dots for rating on a horizontal line with smiley face☺ at one end and frowning face☹ at the other e.g. how inspired were you by the workshop (excellent for measuring generic learning outcomes). Facilitators need to verbally ‘unpick’ the feedback.
10. Smiley face/weather/traffic light symbols - all can be used when asking a group a question to get their response (participants can choose what to hold up or draw).
11. Playback theatre: a technique where participants (good for young people) act out responses to questions (e.g. ‘what was the worst thing about the workshop or project?’) and other group members can step in to act out alternative outcomes... thereby suggesting solutions
12. Questionnaires - can gather qualitative data if the questions are open-ended but quantitative data if the questions are closed (e.g. did you like the activity?). Examples of open-ended questions in questionnaires include: I didn’t know that.....It made me think that.....I found out that.....I was surprised that.....
13. Personal meaning mapping -a visitor-centred approach used to establish the knowledge, attitudes and feelings participants have about a topic e.g. before and/or after participation in an activity. Participants are given a sheet of paper with a word or image in the centre and asked to note down or draw anything they can think of to do with this. The evaluator then clarifies these words/phrases/drawings and makes additional notes on the sheet using a different coloured pen. If there is a follow-up stage the participants add to or change the same chart in a third colour of pen and the evaluator clarifies in a fourth colour. The two stage process can measure change thus demonstrating new learning. The analysis technique turns qualitative details into quantitative data using four measures.