

Human Spectrogram

Human Spectrogram

I **love**
evaluation



I **hate**
evaluation



Human Spectrogram

Evaluation is
the absolute
best part of
my work



Evaluation is
the absolute
worst part of
my work



Human Spectrogram

Evaluation is
the **most**
important part
of my work.



Evaluation is
the **least**
important part
of my work.



Human Spectrogram

Evaluation is a
very important
use of time.



Evaluation is a
complete
waste of time.





**Why is evaluation
challenging?**

1-2-4-ALL

(Liberating Structures)

Invitation: What is challenging about evaluating primary prevention of sexual violence?

Reflect by yourself 1 minute

Share with a partner 2 minutes

You + partner share with other dyad.

Begin to notice patterns. 4 Minutes

All group shares patterns and surprises
6 minutes



Analyzing Qualitative Data

Steps

Steps to Analyzing Qualitative Data

1. **Compile the data**
2. Code the data
3. Organize the data
4. Identify themes
5. Summarize themes
6. Interpret findings



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Analyzing Qualitative Data

Interview a Peer

Step 1: Gather Information

Ask your partner the following questions (and take notes):

What has your experience been like during this training?

What are some aspects that have really worked for you?

And some aspects that haven't quite worked for you?



Step 2: Combine Information

Join with another dyad to form a group of 4. Tell the rest of the group your partner's responses to the questions.

What similarities do you notice?

What differences really stand out to you?



Step 3: Make Meaning

What do you make of the similarities? What does that suggest about people's training experiences?

What do you make of the differences? What does that suggest about people's training experiences?

Is there anything significant about what was *not* said?



Step 4: Make Recommendations

Based on all of the previous steps, if this training were to be done again:

What should be done in the same way?

What should be done differently?



Step 5: Evaluate the Process

Reflect on the process of this activity:

What was challenging about collecting, synthesizing, analyzing, or interpreting the information (i.e., data) in this activity? What was easy or seamless about it?

How might this process be different with much more data to collect, synthesize, analyze, and interpret?



Step 5: Evaluate the Process

Reflect on the process
of this activity:

How might you implement a similar process that involves participatory data to collection, synthesis, analysis, and interpretation?



Step 5: Evaluate the Process

Reflect on the process of this activity:

How might this process be different if only one person was collecting, synthesizing, analyzing, and interpreting the data? How is the process impacted by whether or not that person is internal to or external from the process?



Participatory Data Interpretation

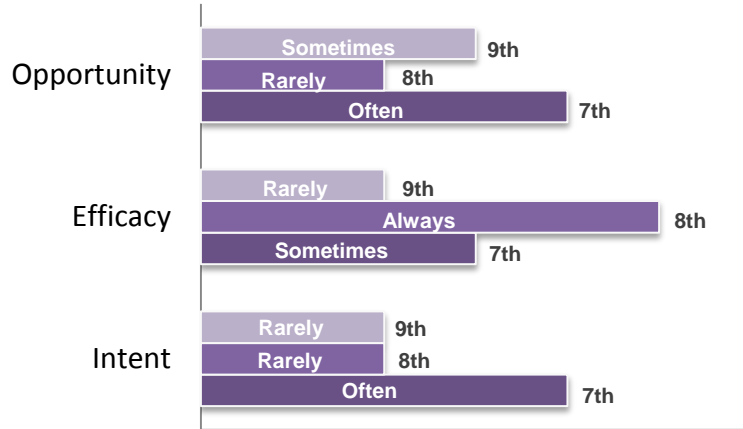
Data Placemats +
What? So What? Now What?

Sample Data Placemat

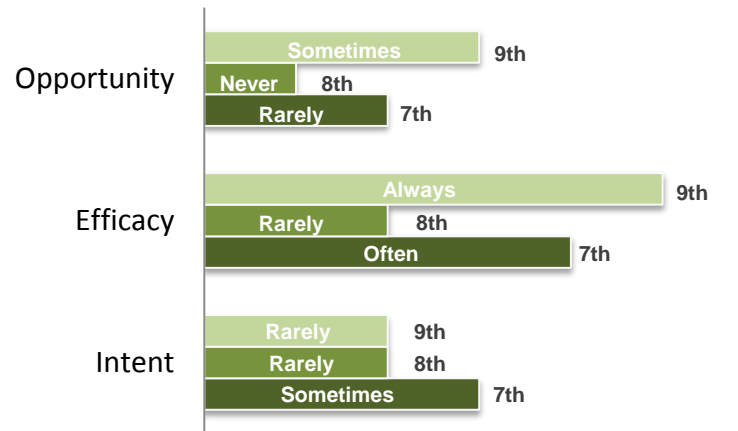
Student Survey

Responses from 7th, 8th, and 9th graders to questions about 3 domains of bystander intervention

Post-Intervention

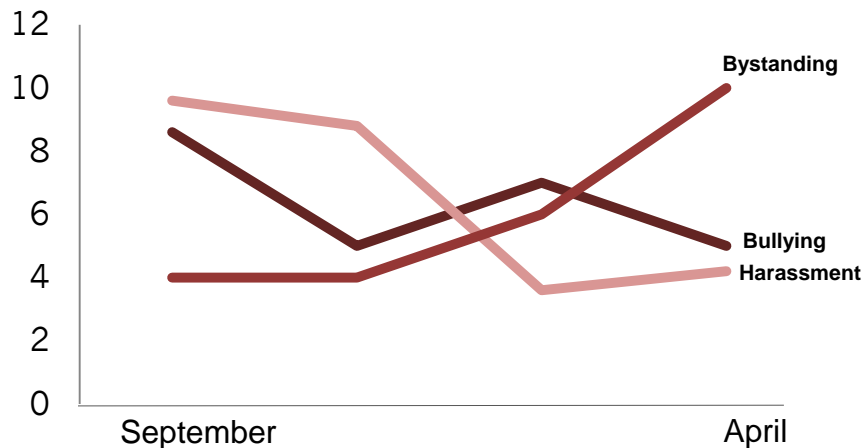


Pre-Intervention



School Data

Incidents from official school reports



Student Focus Group

Quotes chosen to represent preliminary themes in the data

- MOTIVATION**

“Before, I would see these things that would bother me. I didn’t really know why or what to do about it. But now I guess I understand that I can interrupt those things and probably help someone.” -7th grade student
- DISCONNECT**

“Nothing we talked about seemed like real life, you know?” -8th grade student
- NO IMPACT**

“I don’t know. I just feel, you know, like, what’s the point? We learned this stuff, but I don’t see it many any difference.” -9th grade student



**What? So What?
Now What? W³**

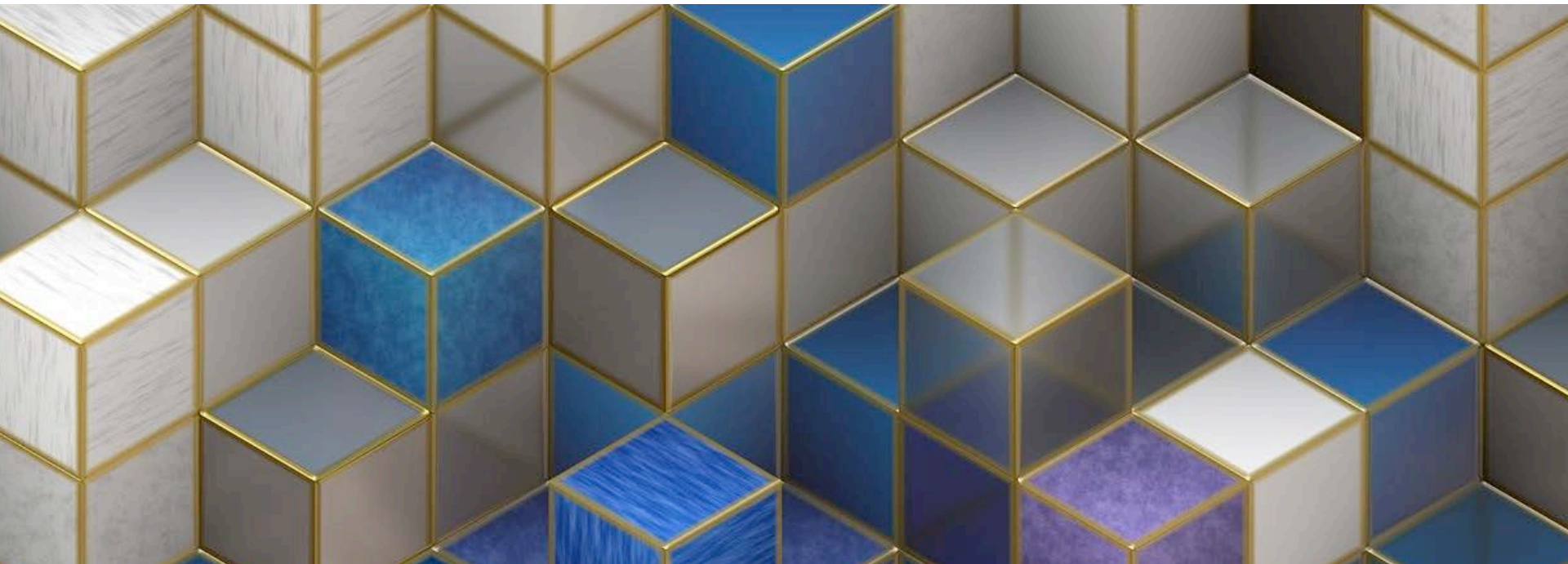
What?

What did you **notice**? What **stands out** to you?
What **happened** here?



So what?

Why does this **matter**? What **patterns** do you see? What are the possible **explanations** for these patterns?



Now what?

What are the **implications** of these data?
What should be **done** in response to them?



1 - 2 - 4 - All

What makes evaluating primary prevention work challenging?

- | | |
|-----------|--|
| 1 Minute | Reflect by yourself. |
| 2 Minutes | Share with a partner. |
| 4 Minutes | You + partner share with another dyad.
Notice patterns. |
| 6 Minutes | All groups share patterns and surprises. |

(Adapted from Liberating Structures. (n.d.). *1-2-4-all*. Retrieved from <http://www.liberatingstructures.com/1-1-2-4-all/>)