



Instrument ESSENTIALS for Training Activities

TOPIC

Depending on the type and purpose of the training, the desired outcome is to produce a participant that is informed/educated about the topic, capable of collecting accurate data, and/or has enhanced or acquired skills that will contribute to future community activism.

Assessment may focus on measuring participant knowledge of the topic, confirming data collection accuracy, and/or gauging participant confidence, empowerment and/or satisfaction. It can make sense to evaluate before, during and after the training activity in order to be able to demonstrate pre/post change.

TERMINOLOGY

- × **Data collector readiness:** Testing the ability of each team member to adhere to the instrument protocol in a mock or field test against a pre-determined answer set. Continue practice until everyone can demonstrate the processes and achieve a high accuracy rate (90-100%). Individuals who can't reach this standard should probably be reassigned to other roles where they won't lessen data quality.
- × **Feedback session:** A semi-structured discussion used to gather feedback about audience reactions to educational outreach such as a presentation.
- × **Debrief:** A semi-structured discussion with trainees/participants to gather feedback about their feelings, comments and questions relating to an activity or experience.
- × **Inter-rater reliability:** Rating (or coding) agreement between two or more raters (or coders). The goal of data collector training is that everyone on the team will implement the instrument protocol in exactly the same way, with little variability.
- × **Pre-/post:** Terms commonly used to indicate two waves of assessment done before a training or presentation and then at the end or sometime after an activity/event. The comparison is used to assess change or improvement.
- × **Retrospective pre-test:** An assessment that is administered in a single round – after a training (or intervention) – which asks individuals to recall their behavior or knowledge both before and after the session or program.
- × **Self-reported:** Refers to data that relies on an individual's own assessment of their attitudes, beliefs or actions rather than an objective source external to them (such as a test or observation). While these perceptions of progress and capabilities are commonly used measures of training effectiveness, because of their subjective nature they hold less weight than a knowledge test or observation of accuracy.

USES OF EVALUATION IN EDUCATION/PRESENTATION SETTINGS

Observations are used in education/presentation settings to:

- a. Evaluate audience reactions to the presentation

Measures

- Number and context of people's emotions (laughter, frustration, shock, etc.)
- Content people reacted strongly to (enjoyment, anger or frustration, confusion)
- Questions people had or where they asked for clarification

Target Audience Surveys are used to:

- a. Assess comprehension of the content or key messages
- b. Assess appeal of the topic, presentation style or format, etc.
- c. Assess cultural relevancy of the material

Measures

- Are key messages being clearly communicated?
- Do the materials appeal to this audience?
- Is this the best way to frame/present the issue?

Participant Focus Groups are used to:

- a. Assess appeal
- b. Assess cultural relevancy
- c. Assess "stickiness" (how memorable)
- d. Understand what improvements could be made

Measures

- What people liked/objected to
- Where people were confused or had questions
- Recall of key talking points
- Solicit ideas for improvement

USES OF EVALUATION IN TRAINING SETTINGS

Observations are used in training practice sessions to:

- a. Confirm adherence to the data collection protocol

Measures

- Adherence to the protocol (wording, emphasis, probing, instructions)
- Proper sequencing of components

- Time/duration to complete the task
- Accuracy of coding (inter-rater reliability)
- Competency/confidence
- Data collection readiness

Trainee/Participant Surveys are used to:

- a. Assess comprehension
- b. Assess confidence
- c. Assess training satisfaction

Measures

- Knowledge testing about key concepts
- Self-reported levels of confidence to implement the task
- Utility and/or appeal of training content, timing, facilitator performance, remaining questions, other feedback/comments