

Innovation in Evaluation in the 21st Century: A Human Centered Approach

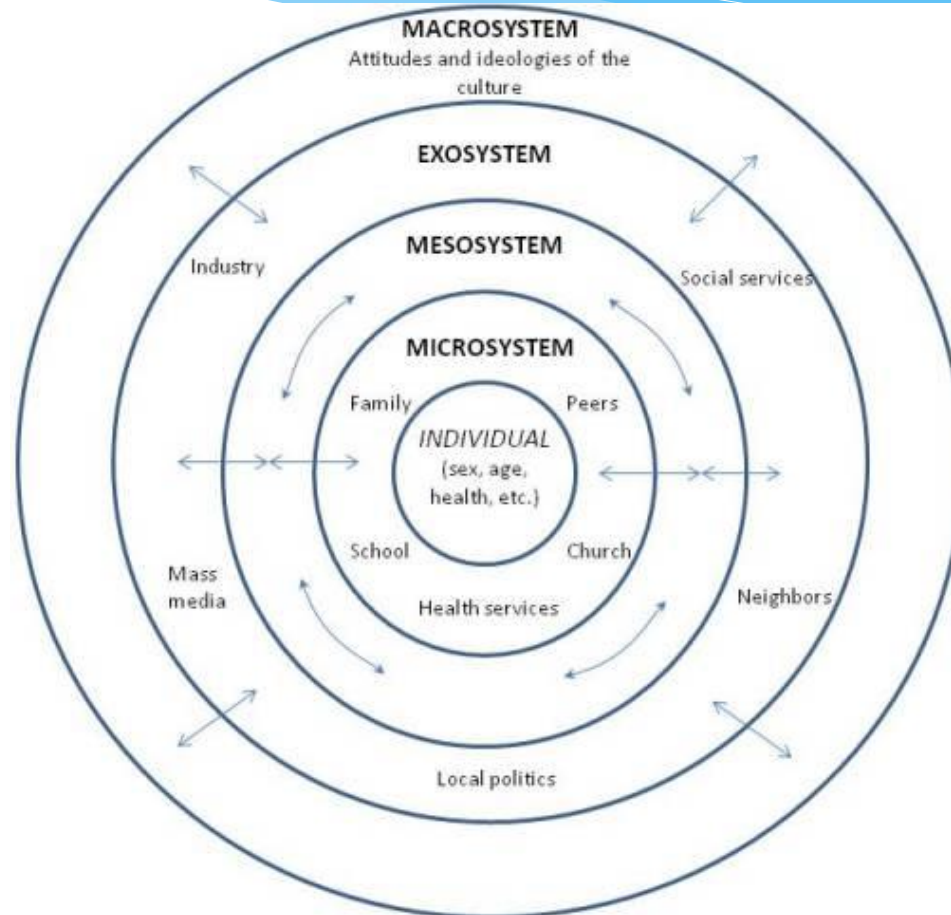
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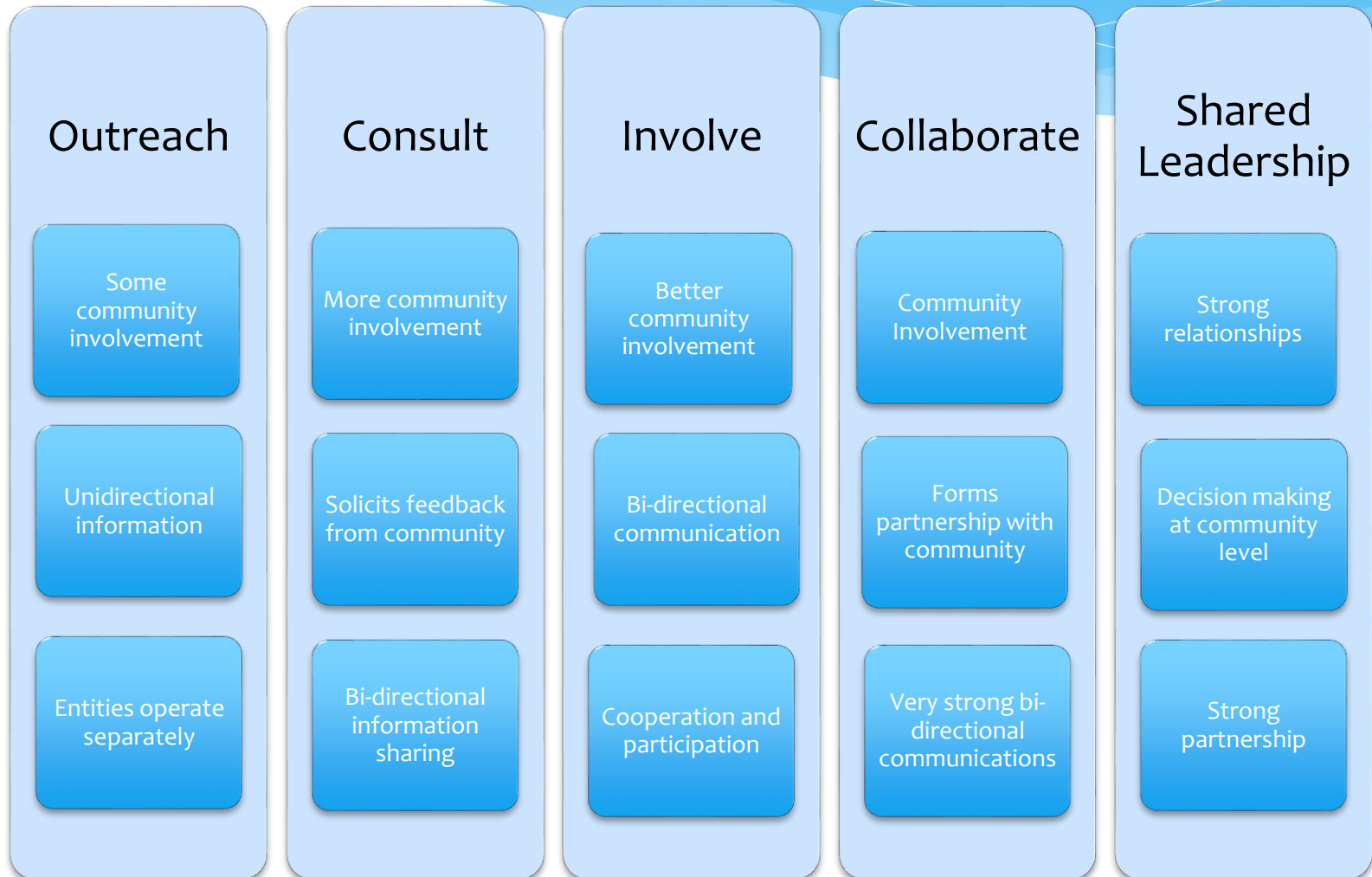
Some Changes in the Field of Evaluation in the 21st Century

- * Evaluation more complex than ever (e.g., Systems)
- * Shift in the role of the evaluator
- * Communities as partners rather than simply recipients
- * Focus on culture and context, rather than at the margins

Systems Perspective: Bronfenbrenner's Ecosystem Model



Community Engagement (National Institutes of Health, 2011)



Evaluation Approaches Can Address Complexity

- * Some examples:
 - * Culturally Responsive Evaluation (CRE)
 - * Systems Theory and Culture
 - * Tribally Driven Participatory Research
 - * Democratic Evaluation
 - * Empowerment Evaluation
 - * Transformative Evaluation

Evaluation as an Intervention Focused Endeavor

- * Evaluation has arguably traditionally focused on the evaluand, rather than the *recipients* of the evaluand.
- * Focus has been on the effectiveness, efficacy, or efficiency of the program, policy, etc.
- * Needs of participants are by-products
 - * Traditional methodology may address this focus but it does not necessarily address the needs of people and communities

Innovation in Research and People- and Community-focused Evaluation

- * Suggest that the focus of evaluation should be on the needs of people and communities.
- * Evaluand should be an *outcome* of the focus of the needs of communities.
- * All evaluation has to start with the community/participants
 - * What are their needs?
 - * What is of value to them?

Root Cause versus Symptomology: Getting to the Bottom of the Problem

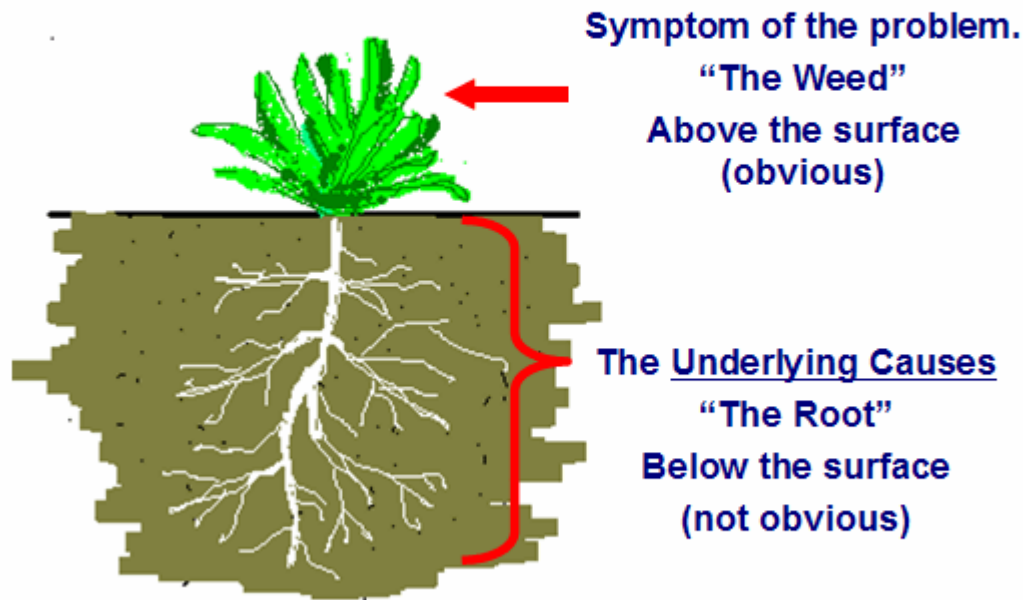
- * A good deal of programs and policies are in reaction to overt identifiable symptoms
 - * But these are a result of something deeper
- * Getting to a root cause versus symptomology helps us to :
 - * Determine what happened.
 - * Determine why it happened.
 - * Figure out what to do to reduce the likelihood that it will happen again.

Root Cause: Getting to the Bottom of the Problem

- * Three types of root causes:
 - * Physical causes – Tangible, material items failed in some way
 - * Human causes – People did something wrong, or did not do something that was needed. Human causes typically lead to physical causes
 - * Organizational causes – A system, process, or policy that people use to make decisions or do their work is faulty

Root Cause

Root Cause Analysis Basics



The word root, in root cause analysis, refers to the underlying causes, not the one cause.

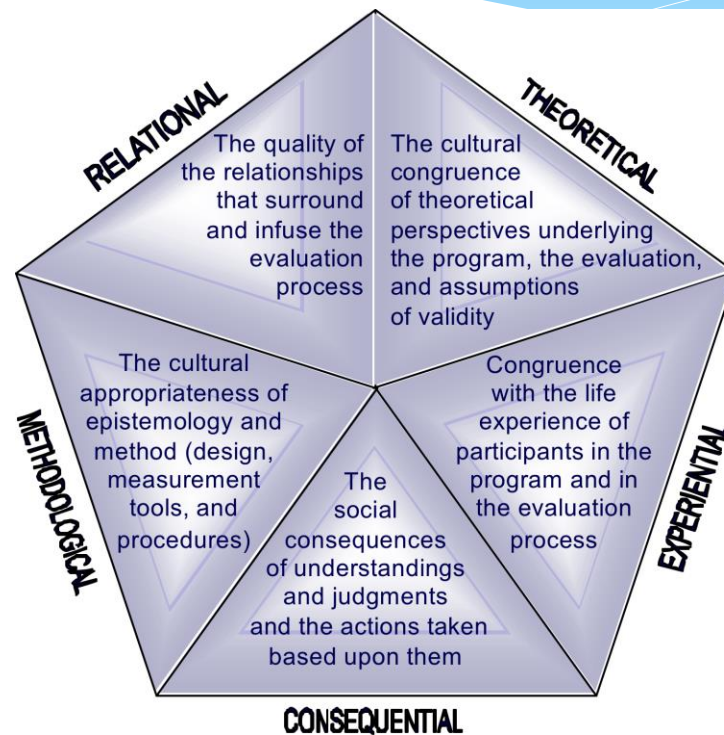
Multicultural Validity

- * Karen Kirkhart (2013) contends that valid measurements can only be accomplished by the consideration of culture within every part of the evaluation framework
- * Intentional *commitment* to conducting a culturally responsive evaluation.
- * Validity is framed by culture and context.

Multicultural Validity

- * Affected by justifications and threats. Five areas in which justifications and threats need to be considered:
 - * (1) The life and situational experiences of the community and key stakeholders;
 - * (2) The relationship between participants and environment;
 - * (3) The type of method used to assess their truth;
 - * (4) The theoretical foundation (including stakeholder theory) upon which that “truth” is based; and
 - * (5) The consequences of the information gathered to support the claims.

Multicultural Validity



Multicultural Validity Checklist Kirkhart (2013)

* Kirkhart has developed a checklist of aspects that need to be considered in a multi-culturally valid evaluation:

- * History
- * Location
- * Power
- * Voice
- * Relationship
- * Time
- * Return
- * Plasticity
- * Reflexivity

The Self as Part of the Evaluative Process

- * It is an ethical imperative to conducting sound, credible, and valid evaluation.
- * The self needs to be situated in terms within the cultural and evaluative context.

Integral Evaluator Model Symonette (2009)

- * Discusses calibration and cultivation of the interpersonal self as a responsive instrument. Specifically the evaluator operates in four quadrants at the individual and collective level, as well as within the interior and exterior environments.
 - * Self-awareness
 - * Research task management
 - * Social awareness
 - * Relationship/process management

Cultural Responsiveness

- * Effective and ethical use of evaluation requires respecting different worldviews (AEA, 2011)
- * Program standards and criteria, interventions, and measures, are designed so they are relevant, specifically tailored, credible, and valid for the unique groups and communities of focus (Hopson, 2009).
- * Empathetic view and consideration of the context (Mathison, 2005).

Cultural Humility

- * Is the ability to be empathetic and other oriented.
- * Most concerned with focusing on aspects of cultural identity that most important to the culture/person
- * Focus is on self-humility within the cultural context (open to continuous learning; no achieved level of skill or competence)

Design Innovation

- * Design innovation can help facilitate collaborative, creative and responsive evaluations

Design Innovation

- * IDEO has perfected the use of design thinking in product development; we can use these principles to help design responsive community-based evaluations.
- * https://novoed.com/design-kit-q3-2015/?catalog_id=design-kit-q3-2015

Design Thinking: What is It?

- * Is a process to create new and innovative ideas and solving problems.
- * Is transdisciplinary– it cuts across all sectors and thus is not limited to a specific industry or area of expertise.
- * Is a human-centered approach to innovation that places the needs of people at the center of the solutions

Why Use Design Thinking in Evaluations?

- * Greater sensitivity to the context
- * Increasing empathy with consumers/stakeholders/end-users
- * Places people who are key to the outcomes (if not *the* outcome) at the center of the evaluation
- * Increase sensitivity, accuracy, and credibility of the methodology
- * Increases collaboration and partnerships with communities

Focus on the Partners/Participants of the Evaluation

- * Use of both sympathy *and* empathy to design a responsive evaluation
 - * Empathy-to respect and give credence to the lived experience of participants/partners. Understand from the perspective of the participants
 - * Sympathy-to put ones self in another's shoes to experience it as if one is in the place of the participant.

Developing a Point of View: How Might We Design an Evaluation That....?

- * In design thinking a point-of-view (POV) is about reframing of a evaluation design challenge into an actionable problem statement that will launch the designer into generative ideation.
- * A POV Statement can is usually framed into How-Might-We (HMW) questions based on your POV.
- * Most of all, your POV captures your evaluation design vision – your responsibility and opportunity as a designer is to discover and articulate the meaningful challenge.

Developing How Might We's as a Way to think Responsively About Evaluation

- * Use HMW statements to think creatively about the design of evaluation methodology.
- * How might we consider the unique perspectives of participants?
 - * What are the unique issues of communities that need to be considered?
 - * What is the history?
 - * Who are the end-users of and end-recipients of the evaluation?
 - * Are they the same? If not, who benefits most? Who benefits least?

Brainstorming

- * Brainstorm about possible “pain points” that communities might experience in the evaluative process.
 - * How are these pain points grouped?
 - * What are the themes?
 - * How does this inform how you as an evaluator might enter a community?

Brainstorming Session

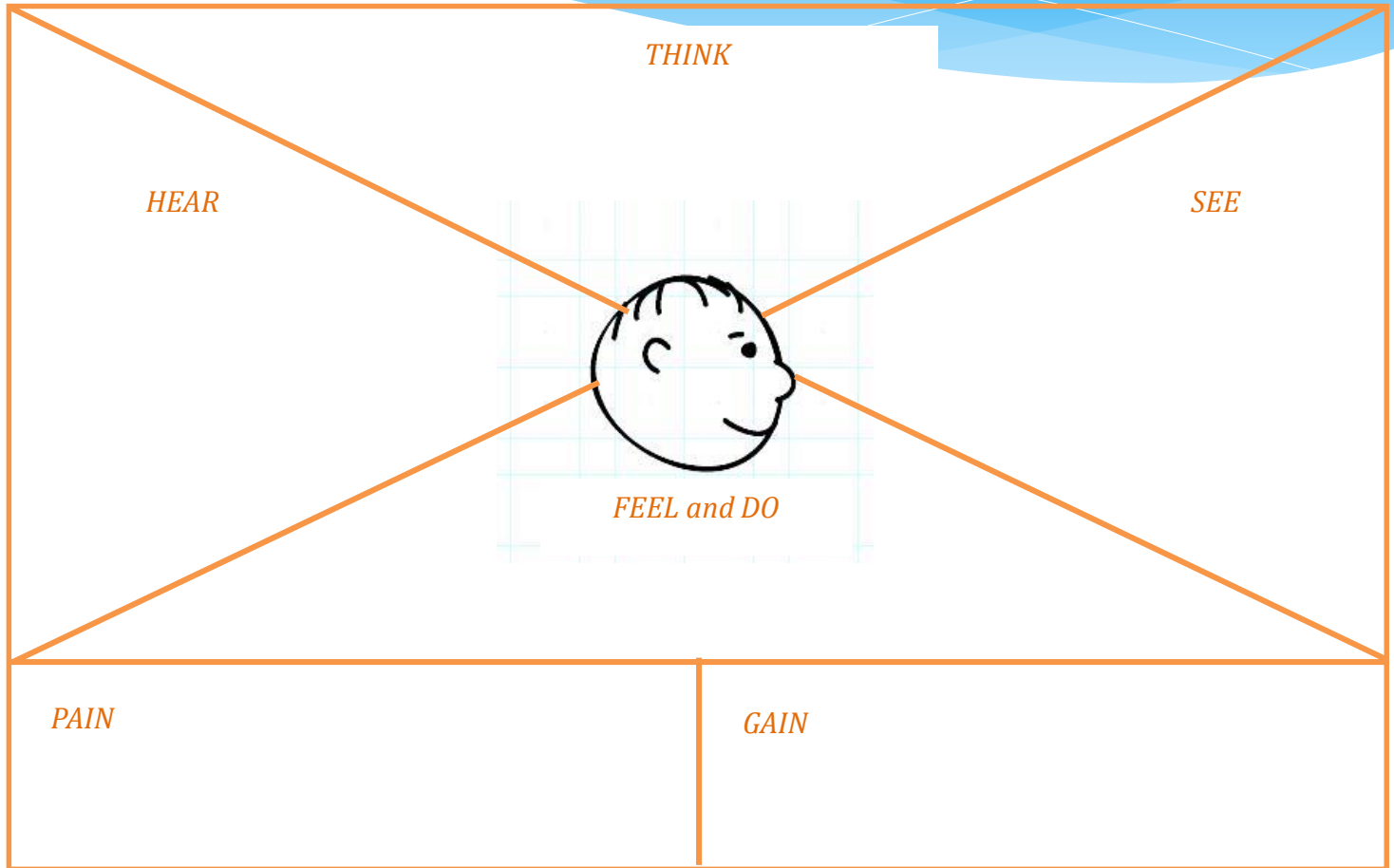


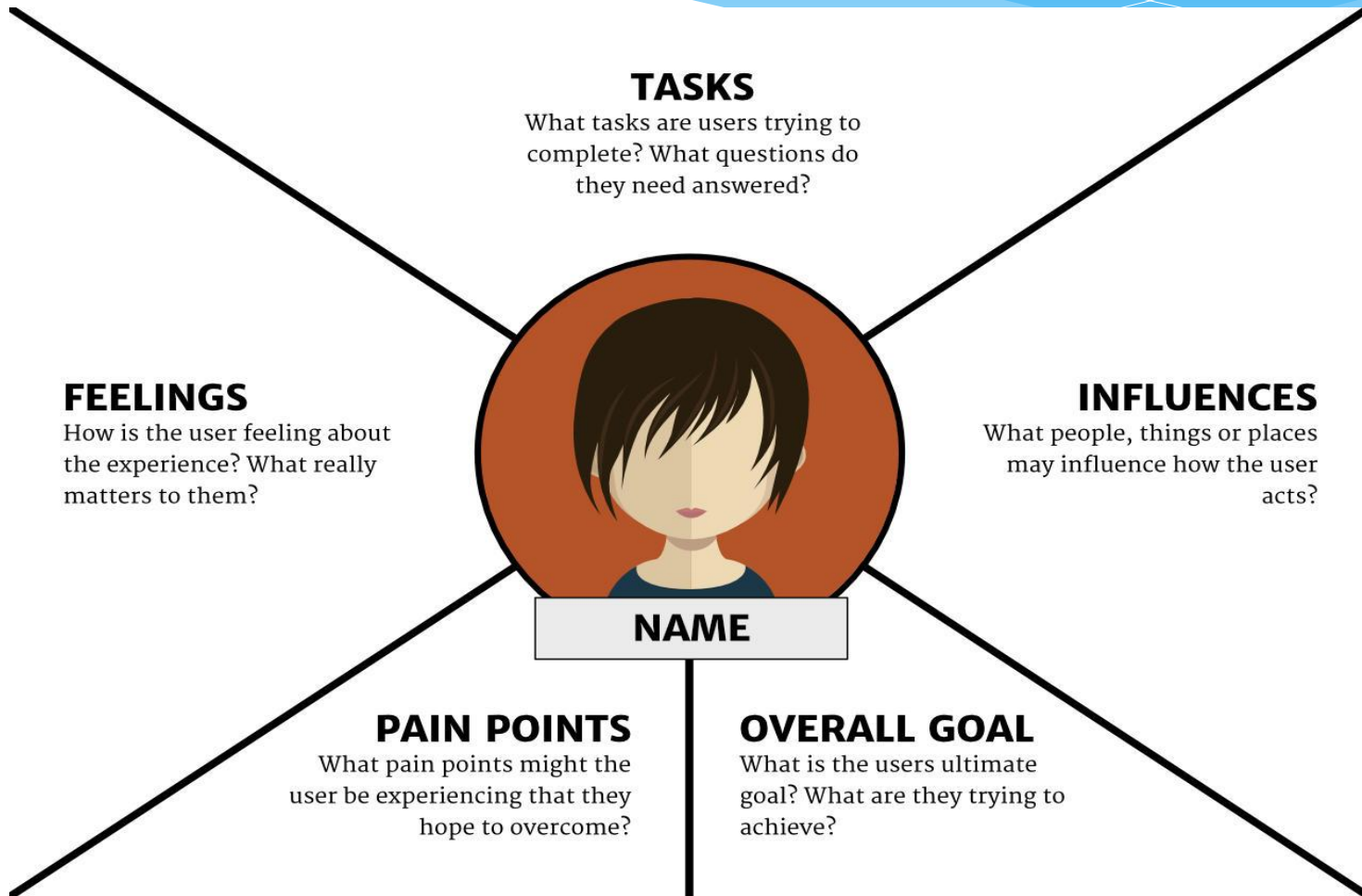
Empathy Mapping: Getting to the End User Experience

- * In design thinking, good design is grounded in a deep understanding of and empathy for the person for whom you are designing the evaluation.
- * An Empathy Map is but one tool to help synthesize observations and draw out unexpected insights about the process.

Walking a Mile in the Evaluation Participant's Shoes

- * Create an empathy map of the end-user's experience in the evaluative setting.
 - * What might be possible concerns that end-users have?
 - * What emotions might be experienced in the evaluative setting?
 - * What are possible “pain points” that end-users might experience?





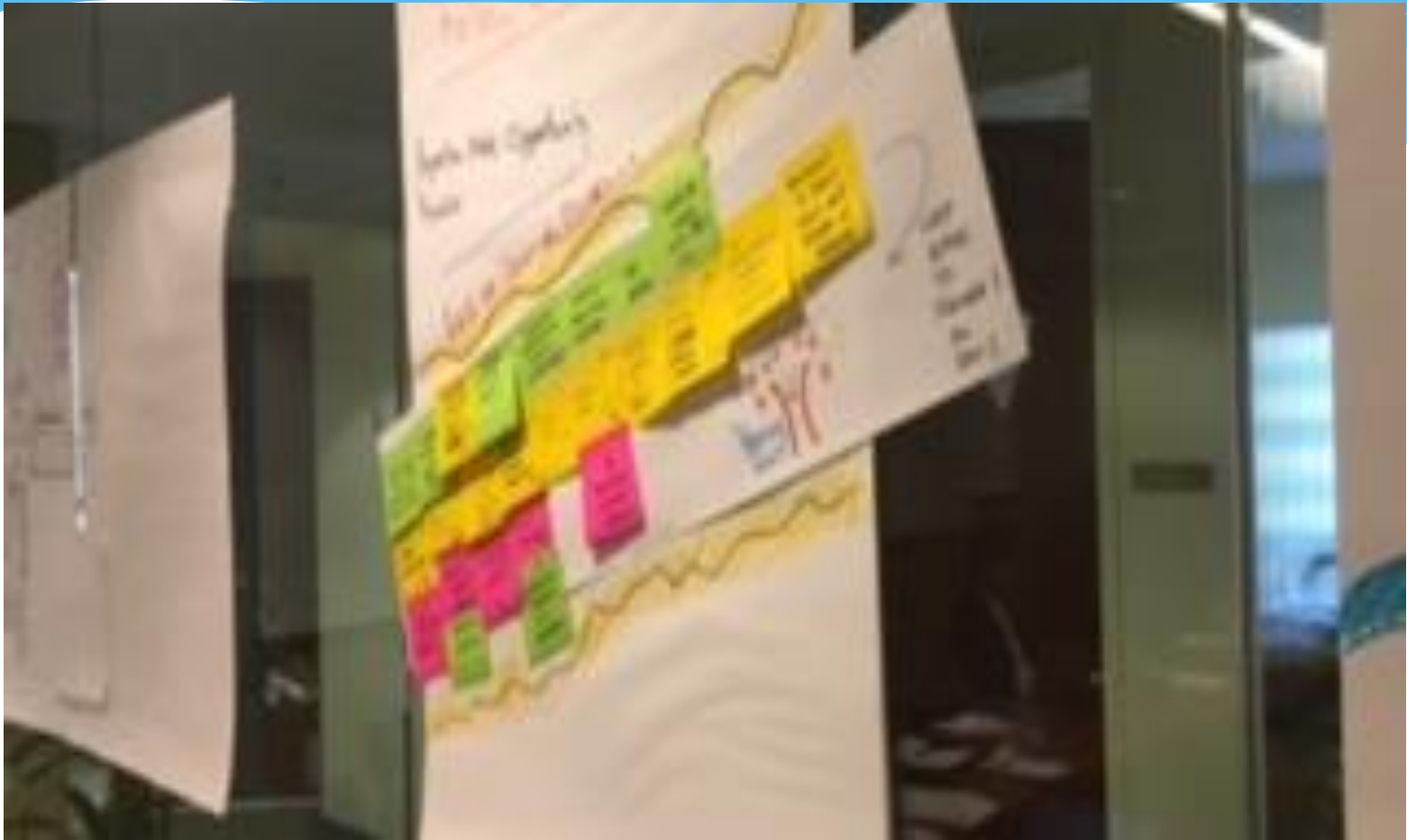
Current Example: Development of Program Theory

- * Working with Kansas City businesses and community
 - * Brainstorming
 - * Conducted observations
 - * Initial conversations with community
 - * Empathy mapping
 - * Development of evaluation team that includes community members
 - * Up next: Empathy mapping of the evaluation

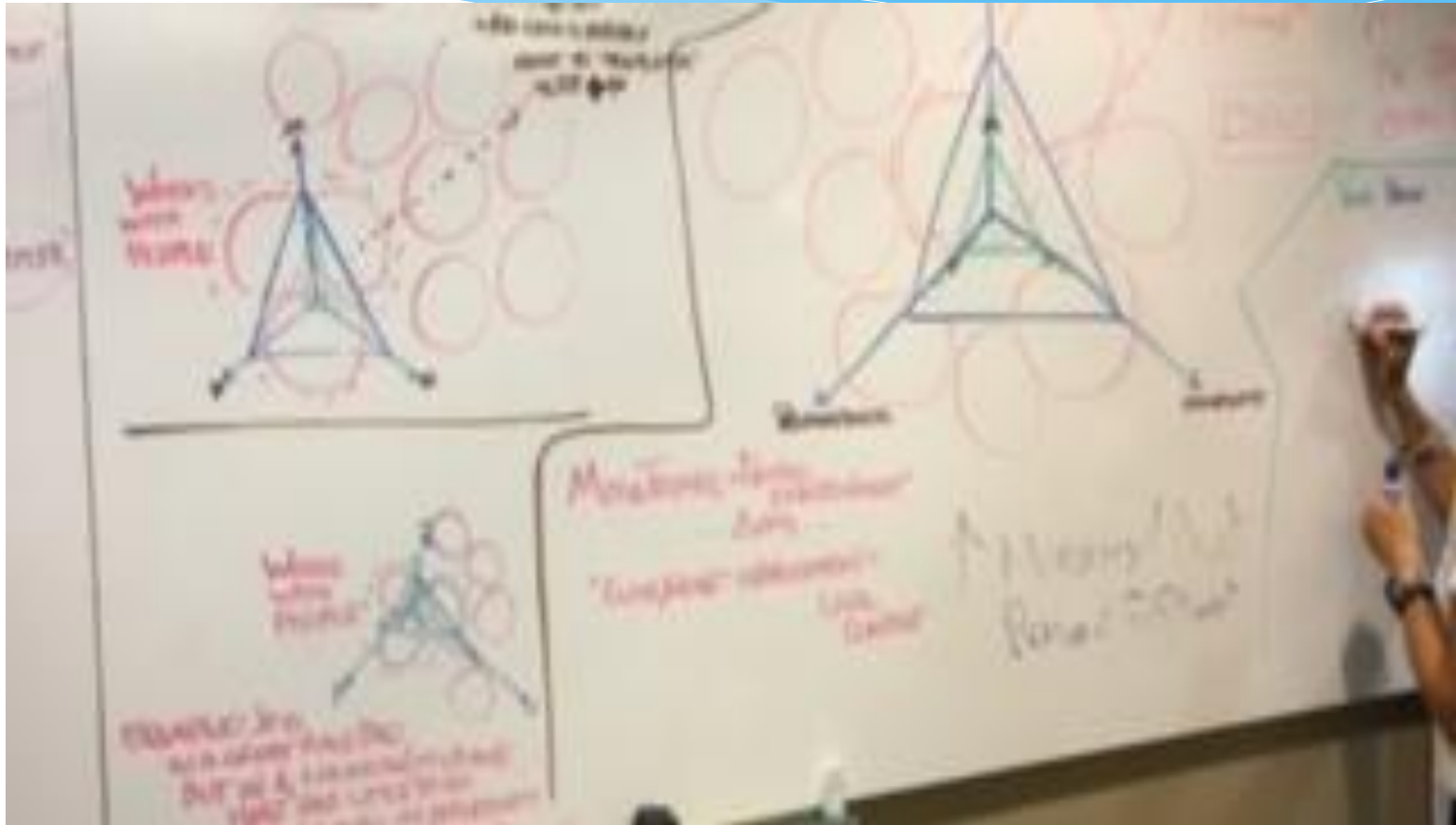
Prototyping the Evaluation: What Does it Look and Feel Like?

- * Ability to envision what the evaluation might look and what it might feel like
- * The pilot test but with a focus on the participant experience

Prototyping Session




Prototyping Session



Some Takeaways and Considerations

- * Evaluation in the 21st century is complex; needs 21st century creativity
- * Need for a paradigm shift in the view of evaluators and their roles
- * Responsive evaluation seeks multicultural validity and;
- * Design Thinking is a helpful process in helping to ensure an responsive evaluation.
 - * Facilitates empathy and sympathy
 - * Helps the evaluator ideate (and prototype) on the most appropriate (and community-focused) design needed for the evaluation



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