

Evaluating Outreach



- MeBe: primary outreach
- Outreach with Young Carers

Dr Alex Wardrop

OFFA-Warwick Symposium:

Evaluating Outreach: Methods, Praxis, Standpoints and Policy

Wednesday 23 March – Thursday 24 March 2016,

University of Warwick

MeBe: primary outreach



- Running since 2014
- Working with Year 5 and 6
- Target schools

- Developed *by* outreach team
- Tailored to fit university faculties and programmes



"There is always one moment in childhood when the door opens and lets the future in."

- Graham Greene

MeBe: Aims



- Open up ideas
- Enable vocabulary
- Empower choices
- Explore learning journey

***“University isn’t so bad after all and I would quite like to go there.”
– Daniel aged 11***

***“I learnt what degree I want to do and to pay for university you will have to take out a loan.” –
Marnie aged 11***

MeBe: What happens

- Two-hour session
- Trained student ambassadors
- Small groups
- Game-based activities



Expand vocabulary, comprehension and context for HE study

MeBe: Structure

- Asking – Listening model
- School Vs Uni Game
- Interview a student
- Explore your learning journey
- Make a mortar board and scroll

Empower pupils to know that whether they go to university is their choice!

MeBe: Learning Journey

- University is seen as part of each pupils lifelong learning journey
- A learning journey that is *theirs*
- Providing the tools to *make* that journey
- Learning journey that is fun, active, and creative

“I enjoyed planning my future and getting ready for it and letting my future free!”

MeBe: Evaluation

- Paper-based evaluation
- Did not engage the pupils
- Did not capture changes in students' feeling
 - Did not empower the pupils!

MeBe: Active Evaluation

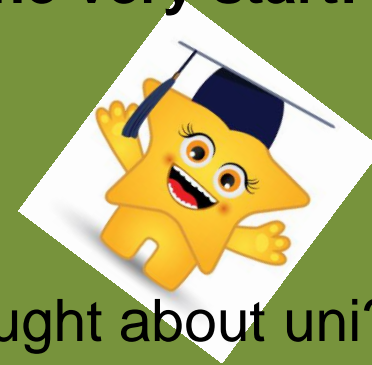
- Active evaluation with pupils at the start and end
- Student Ambassador Observations
- Teacher feedback
- Evaluation seeks to become part of the workshop:

“Sometimes we like to do research, remember there’s no right or wrong answer”.

MeBe: Active Evaluation

- Pupils engage in evaluation at the very start!

- Polling Game:



- “Before today had you thought about uni?”
Yes/No/Maybe
- “Has anyone in your family studied at uni?”
Yes/No/Maybe
- “What do you think about uni?”
Cool/Boring/Smart/Expensive/Anyone
- “Do you want to go to uni?”
Yes/No/Maybe

MeBe: Active Evaluation

- Voting booths at the end of the workshop
- Compare before/after answers:

	What do you think about uni?					Do you want to go Uni?		
	Cool	Boring	Smart	Expensive	Anyone	YES	NO	Maybe
Before	12	2	6	2	3	14	2	9
After	11	1	0	0	18	24	0	3

MeBe: Active Evaluation

Benefits:

- Pupils actively involved in evaluation
- Capture changes
- Becomes part of the learning journey

“I liked the way they made it fun by getting us to be creative! They helped me decide on a plan of what I want to do!”

MeBe: Active Evaluation

Could work better:

- “What do you think about uni?” – answer choices could be improved
- Capturing change in empowered learning
- Pressure to vote ‘right’

“I liked working on what I want to do in uni”

MeBe: Ambassador Observations

- Throughout workshop
 - The games and questions help build the evaluation

What do you know about university?	What do you know about university?	What type of person do you think goes to university?	What type of person do you think goes to university?	Why do people go to uni?	Why do people go to uni?
Pre	Post	Pre	Post	Pre	Post
You learn one certain thing, over 1000 people go, have to do exams, can learn about history, you can pick whatever course you want.	So many degrees, can live with friends or parents, different to school, you can make your own club if you want, you do different amount of years dependent on the course you are studying.	Smart People, adults, people over 15 yrs age, successful people	Everyone can go, smart, dyslexic people	To graduate	to study, to get a better knowledge about their dream job, to get better job
You can learn loads of different subjects, you have to do exams	37,500 different courses, different amount of years for different courses, you can live in different places	Adults, teenagers, successful people	Anyone and everyone	To graduate	to study, to get a better knowledge in a subject you like, to get better job, to have fun

MeBe: Ambassador Observations

Benefits:

- Richer responses
- Specific changes
- Engaging pupils in self-reflection
- Engaging pupils in co-reflection

Could be improved:

- Capturing the variety and complexity of learners (SEN, ESOL etc.)
- Reported answers dependent on ambassador
- Pressure to please...

"I really loved this, the student I worked with was really kind. It was the BEST!"

MeBe: Teacher Evaluation

- Focus on delivery
- “How could we improve future workshops?”
- Themes for future?

“Video of campus showing students engaged in exciting learning”

Could be improved:

- “What has changed in the classroom since the workshop?”
- Encourage more reflection for teachers
- Possible development to involve parents more,

BU: Young Carers

- **Event for 35 local Young Carers**
 - **Campus visit**
 - **Aged 12-13**
- **Two different young carer groups in Poole and Bournemouth**
 - **Part of a week of events for Young Carers**

BU: Young Carers

- Practical icebreakers with first year student social workers
- Two taster sessions throughout the day
- After lunch, split into smaller groups
- Groups were still made up of people from existing youth groups



Open up uni to young carers, showing courses and available support

BU: Young Carers Evaluation

- **Audio recorded evaluation**
- **Monitoring and Evaluation Analyst helped the Graduate Outreach Assistant with the questions**
 - **Student ambassadors from the Faculty of Media and Communications did the recording**
 - **All questions, except for the last few were recorded**

BU: Young Carers Evaluation

Benefits:

- No writing involved: *“It’s better than doing a boring form”*
- Can listen to intonation, response are more ‘alive’ than texts
 - It flowed naturally, as they had spent most of the day in discussions and talking to staff and students
 - Less formal
- Only a few young people said that they felt worried about the voice recorder, but they all said they found it ok once they had done it

Gives a voice to those often denied a voice!

BU: Young Carers Evaluation

Could be improved:

- Environment was loud (in future use multiple rooms)
 - Risks of losing divergent/quiet voices
 - Encourages playful/distraction
 - Time/resource implications
 - Ethical issues (sharing the findings)

“there are so many different possible ways to do things”.