

Lab Sixteen: Evaluating Media Projects

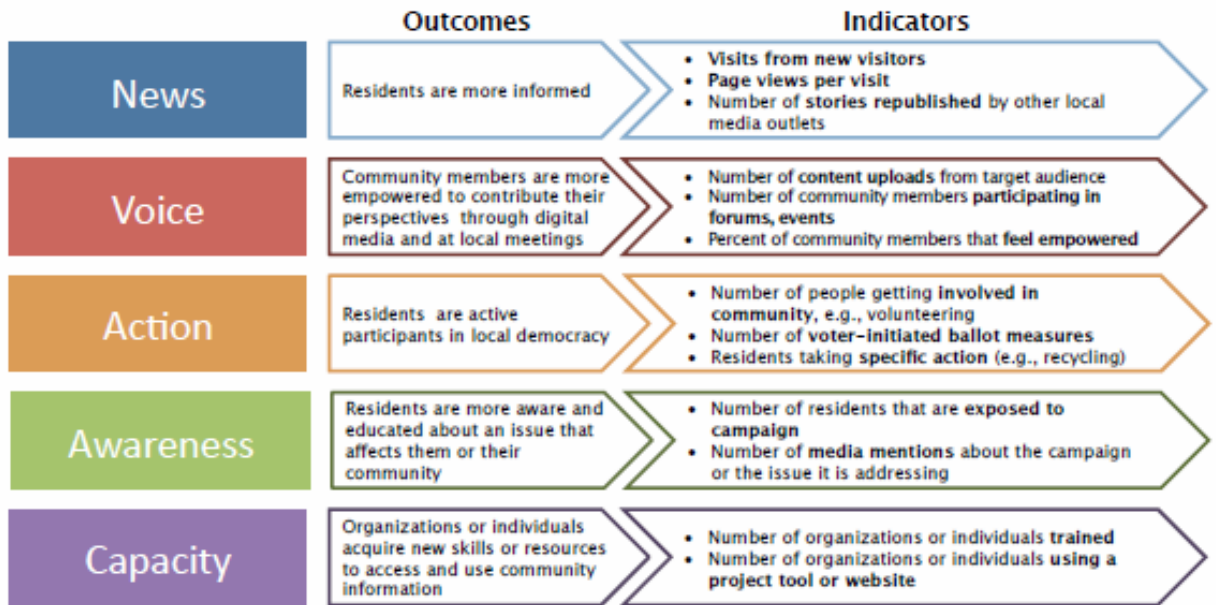
001	<p>Activity - Personality Types</p> <p>Myers-Briggs Test "The Myers-Briggs Type Indicator (MBTI) is an introspective self-report questionnaire designed to indicate psychological preferences in how people perceive the world and make decisions. The MBTI was constructed by Katharine Cook Briggs and her daughter Isabel Briggs Myers. It is based on the typological theory proposed by Carl Jung who had speculated that there are four principal psychological functions by which humans experience the world – sensation, intuition, feeling, and thinking – and that one of these four functions is dominant for a person most of the time. The MBTI was constructed for normal populations and emphasizes the value of naturally occurring differences. "The underlying assumption of the MBTI is that we all have specific preferences in the way we construe our experiences, and these preferences underlie our interests, needs, values, and motivation." https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator</p>
002	<p>Myers-Briggs Indicators The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.</p> <p><i>"Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills."</i></p> <p>In developing the Myers-Briggs Type Indicator [instrument], the aim of Isabel Briggs Myers, and her mother, Katharine Briggs, was to make the insights of type theory accessible to individuals and groups. They addressed the two related goals in the developments and application of the MBTI instrument:</p>
003	<p>The identification of basic preferences of each of the four dichotomies specified or implicit in Jung's theory. The identification and description of the 16 distinctive personality types that result from the interactions among the preferences." Excerpted with permission from the <i>MBTI® Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator®</i></p> <ul style="list-style-type: none"> • Favorite world: Do you prefer to focus on the outer world or on your own inner world? This is called Extraversion (E) or Introversion (I). • Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called Sensing (S) or Intuition (N). • Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F). • Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P). • Your Personality Type: When you decide on your preference in each category, you have your own personality type, which can be expressed as a code with four letters. <p>The 16 personality types of the Myers-Briggs Type Indicator® instrument are listed here as they are often shown in what is called a "type table." http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/</p>
004	<p>TAKE THIS TEST "Procedure: This test has 60 items in two sections. In the first section, each of the items consists of two opposing personality descriptions (e.g. honest a liar) put on two the ends of a five point scale. For each item you must select an interval on that scale that you think best reflects your personality; from all of one, to a mix of the two, to all</p>

	<p>of the other. In the second section, you will be given items in the first person (e.g. "I love ice cream") and asked to rate how much you think each is true. It should take most people about 5-7 minutes." http://personality-testing.info/tests/OEJTS/</p>
005	<p>Discussion</p> <ul style="list-style-type: none"> • Gather everyone together and use the whiteboard for a creative thinking brainstorm. • Based on what you have identified in your personality type, what kinds of activities do you think will support and sustain different types of learners in preparation for the exam? • Can you devise a creative learning activity for a colleague who is not the same kind of learner as yourself? • What media would you use to support learning differences and self-directed study?
006	<p>IMPACT: A Practical Guide to Evaluating Community Information Projects</p> <p>Purpose of This Guide: This guide aims to help organizations collect useful information about the effectiveness and impact of their community information projects by highlighting aspects of the evaluation process that are unique, challenging or critical in a community information context. It also describes and includes relevant and meaningful tools that can be used to assess community information projects. The guide is not meant to be a comprehensive how-to guide on evaluation; many books and resources on evaluation practice already exist elsewhere. For any of the community information activities described above, this guide is designed to help you chart your progress and achievements toward those goals. http://cmsimpact.org/wp-content/uploads/2015/11/IMPACT-A-Practical-Guide-to-Evaluating-Community-Information-Projects-Resources-case-study.pdf</p>
007	<p>How to Use This Guide</p> <p>This guide will take you through the essential steps for designing an evaluation of your community information project. These steps explain what to do and consider at different stages of the evaluation process:</p> <ol style="list-style-type: none"> 1. Describe your project and identify your target audience. 2. Identify the evaluation's purpose and key questions. 3. Design the evaluation using effective methods. 4. Communicate and report the evaluation findings to make decisions and take action.
008	<p>What changes in your community are you hoping to achieve?</p> <p>Understanding what your project is and what it hopes to achieve can be facilitated by articulating a Theory of Change (TOC). A TOC is a graphic representation of your assumptions and beliefs about how your project will effect the changes that you hope to see. There are three major elements of a TOC:</p> <ol style="list-style-type: none"> 1. Assumptions/Need – answers the questions, What is the issue? Who is affected by it? Why are you taking action? 2. Activities – answers the question, What are you doing to address the issue? 3. Outcomes – answers the question, If your project is successful, what change, among which members of the community, do you hope to see?
009	<p>Identify the Evaluation's Purpose and Key Questions</p> <p>Focusing the evaluation requires identifying what the evaluation is going to be used for (i.e., the purpose of the evaluative inquiry) and what the key evaluation questions will be. An evaluation of community information projects may prioritize questions that are important for project design, implementation or future strategy, or for external stakeholders, such as funders.</p> <p>What is the purpose of your evaluation?</p> <p>An evaluation may be used to advance strategic learning, to refine project design and/ or implementation, or for accountability. Examples of purpose statements from community information evaluations include:</p> <ul style="list-style-type: none"> • To improve the quality and usefulness of information and media content produced. • To determine the composition and diversity of contributors and readers.

- To identify the strengths and weaknesses of a new outreach or engagement strategy in order to modify and refine the strategy.
- To assess the progress a project has made toward achieving its goals and intended outcomes.

010

Figure 4. Example Outcomes and Indicators by Project Type



A successful community information project will likely have an effect on individuals, organizations and institutions beyond the project's intended goals. These emergent outcomes are important to consider and document when evaluating your information project as well. A few examples are show in the box below.

011

What are your resources?
What resources do you have to work with?

012

What activities have you been using?
What is the project doing with its resources?

013

What are the outputs?
What are the tangible products of your activities?

014

What are the short-term outcomes?
What changes do you expect to occur within the short-term?

015

What are the long-term outcomes?
What changes do you hope to see over time?

016

What is your news?
What are your readers/users better informed about?

017

What is the voice?
What are your readers/users more empowered about?

018

What kinds of action have become possible?

	<i>Are your readers/users more likely to be civically active?</i>
019	What issues are readers/users more aware of? <i>What have your readers/users become more aware of or learnt about?</i>
020	Is there an improvement in capacity? <i>What new skills and resources have been gained by your readers/users?</i>
	References: