TECH3501-18 Community Media Leadership

Workshop 013: International Community Media Expo – Evaluation

1 Activity – International Community Media Expo Engaging Participants

- Open the DMU Commons Wiki International Community Media Expo page.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- Open Talk on the DMU Commons https://talk.our.dmu.ac.uk
- Use the topic '**Community Media Expo**' to share ideas about collaborative activities for the expo.
- Use the Community Media Expo category if you want to start other threads that are related.
- Review the information listed and identified on the wiki about International Community Media Projects.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Projects

2 Discussion – International Community Media Expo Development Evaluation

- Use the whiteboard to create a mind map of the status of your planning for the International Community Media Expo – i.e. the 5W's.
- Take extensive notes during this discussion – this is a point at which decisions are taken.
- Can you confirm a venue has been booked?
- Can you confirm an outline schedule for the day?
- Can you confirm who will be involved in undertaking activities during the day?
- Can you confirm who will be invited to participate in these sessions?
- Can you confirm that an outline of the event has been written up on https://civic.our.dmu.ac.uk/projects/international-community-media-expo-2018/
- Do you have sufficient information to maintain regular contact with the people that you want to invite to participate and contribute?
- Have you decided what form the activities you will be holding during the day will take?
- Have you identified how you will communicate with participants, supporters and visitors in the run-up to the day?
- Have you established any key issues that you feel are relevant to the participants and which will benefit from being discussed?
- What do you need to do, and how do you intend to communicate with potential participants that will encourage people to want to attend the events as collaborators?
- What do you need to do that will encourage your potential participants to communicate about the event with their networks and supporters?

3 Activity – International Community Media Expo Activity Planning

- Open the DMU Commons Wiki page for the Expo.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- The information that you have agreed on above needs to be structured as separate organisational sections and activities on the wiki page.
- Divide the wiki page into sections, identify who will take responsibility for which activity.
- What is the likely timescale that these activities will need to be undertaken?
- Identify the themes and issues that you want the communication about the expo to include.
- How can you write this information so that a potential volunteer or guest speaker can read the wiki page and make sense of what is being planned and what they can expect from the forms of communication you are using?
- Log in and open the Expo 2018 page on https://civic.our.dmu.ac.uk
- https://civic.our.dmu.ac.uk/projects/international-community-media-expo-2018/
- What public information can you add to this page that you can use to advise volunteers, guests, supporters, participants, and so on, about the forms of communication that you will be using?

4 Activity – CiviCRM Database Input

- Log-in to https://civic.our.dmu.ac.uk
- Locate CiviCRM on the dashboard.

- Locate the ‘Configuration Checklist’
- Use the Configuration Checklist to ensure that the information contained in CiviCRM is up relevant and up to date.
- If there are any sections that you are unable to complete, note them and tag John and Rob in a post on DMU Talk using the Expo category (https://talk.our.dmu.ac.uk).
- Is each section of CIviCRM set up so that you can add data to the system in coming sessions?

5 Research Activity – Evaluating Communication for Development Projects

- Visit http://www.betterevaluation.org/toolkits/equal_access_participatory_monitoring
- Open the link for **Module 5: Doing qualitative data analysis** (Lennie & Tacchi, 2013).
- http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_5_QDA_for_publication.pdf
- Qualitative data analysis (QDA) is the process of turning written data such as interview and field notes into findings. There are no formulas, recipes or rules for this process, for which you will need skills, knowledge, experience, insight and a willingness to keep learning and working at it. Last week you looked at the core principles of of **Critical Listening and Feedback Sessions** can be applied as objectives in the **AC4SC Framework** [Assessing Communication for Social Change]. This week you will look at the steps involved in undertaking basic qualitative data analysis techniques.

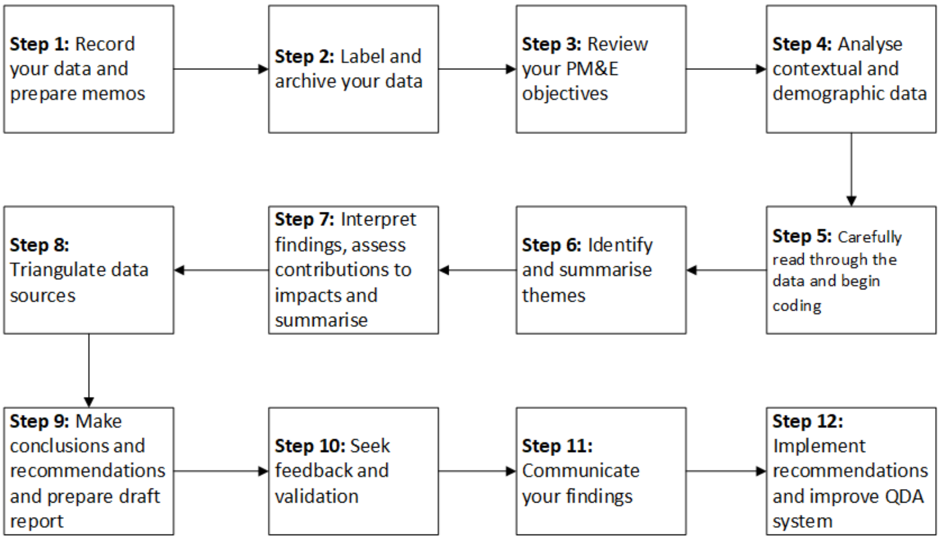
5.1 Why use CLFS?

According to Lennie and Tacchi, “There are many different ways of doing QDA [Qualitative Data Analysis]. They include the case study approach, theory-based approaches, and collaborative and participatory forms of analysis. [They] encourage you to try to involve others in the process and to discuss and review your findings as much as possible. This will help to make your findings more useful and trustworthy. No matter what method of analysis and interpretation is used, your aim should always be to produce good quality findings.”

6 Why conduct QDA in communication for development programs?

According to Lennie and Tacchi, the “good reasons for analysing qualitative M&E data collected about your communication for development programs include:

- To identify any significant changes in people and communities that your programs may have contributed to, whether directly or indirectly, expected or unexpected, positive or negative, and to tell your stakeholders what impacts your programs are having in bringing changes to community people and what people are gaining in the process.
- To better understand the subtle indicators of social change that have emerged from your data, which you and others may not have thought about.
- To identify ways in which your programs can be improved or changed to better meet their objectives and the needs of the community.
- To gain knowledge about emerging issues that can help you to understand your data better and can be included in your programs.
- To enrich your findings with lively and detailed information that quantitative data does not always provide.
- To better understand the culture, experiences, and activities of diverse community members and the context of people’s lives and the communities where they live, which can help or hinder social change.
- To find out about listening patterns related to your programs and changing patterns of media consumption and use.
- To understand who is included and who is excluded from community dialogue, participation and decision making related to the topics discussed in your programs.”



6.1 Step 1: Record your data and prepare memos

"Documentation is an integral part of the research and evaluation process. This means keeping a clear and detailed record of all the data you have collected in the form of detailed notes, transcripts, diagrams, maps or other materials. The more detailed and clear your notes are at the time of doing your research, the easier it will be to use your data later on. Writing up your data in detail can take some time but is a vital part of the qualitative research process. Time in your working day should therefore be allocated to this activity."

During the field visit:

- Prepare rough notes of interviews, FGDs etc. (what is an appropriate form for these notes to be recorded in?)
- Make audio and/or visual recordings (what kind of permissions do you need to get from people to record them?)
- Gather any materials developed during participatory activities (what alternative or creative materials might be used to prompt or generate discussion?)

Immediately after the field visit:

- Type your field notes as soon as possible (a template for field notes may be useful)
- Prepare memos based on an initial analysis by the data collector.
- Listen to the audio tape of your interview, FDGs etc (if made) and note the time into the tape
- that an important or interesting topic was raised then fully transcribe this passage.
- Quotations can then be later used to illustrate key findings in your M&E report.

6.2 Step 2: Label and archive your data

All data must have the following basic information:

- Who? – name of interviewee and researcher
- Where? – location of interview etc.
- When? - date and time of interview
- How? - methods used (i.e. interview and observation)

Record archive - This will help you to find your data

- Create a unique identification number
- Develop a filing system
- Design a record database for basic information

6.3 Step 3: Review your PM&E objectives

Before analysing your data, you should always start by reviewing your evaluation goals, i.e., the reason you undertook he evaluation in the first place. This will help you to organise your data and focus your analysis.

6.4 Step 4: Analyse contextual and demographic data

Demographic data about research participants can be put into a template… and then statistics prepared on the age, gender, caste or ethnic group, occupation, education level and other relevant details about your research participants. This information can later be included in your evaluation report. This will help the readers of your report to understand more about how many people took part in your research, how wide a diversity of people where involved, and what their backgrounds were. Such information also helps to validate your results and conclusions.

6.5 Step 5: Carefully read through the data and begin coding

Begin the process of analysis by carefully reading through all your field notes, interview transcripts etc and making comments in the margins about the key patterns, themes and issues in the data. A pattern refers to a descriptive finding such as 'Most of the participants reported that they lacked time to listen to the radio due to school and household duties'. A theme is a broad category or topic such as 'barriers to listening'…. Coding is more than simply organising data. Coding also helps you to begin the process of systematically analysing it, working out what the data is telling you and the relationships and patterns in your data.

6.6 Step 6: Identify and summarise themes

Once you have an initial list of codes, and agreed definitions of these codes, you can begin organising your data into similar categories such as 'listening patterns', 'feedback on programs', 'program impacts' and 'suggested improvements'. These headings can later be used when you prepare a report on your findings. Next, you can summarise the main themes, drawing on contextual data and other information that can help you to better understand your findings.

6.7 Step 7: Interpret findings, assess contributions to impacts and summarise

The next step involves attempting to put your data into perspective This means comparing your results with what you expected, and with your original program objectives, indicators and research questions. You would then summarise your main findings, under broad headings such as 'Listening Patterns' and 'Program Impacts'. Interpretation goes beyond description. It means attaching significance to what your data is telling you, making sense of your findings, offering explanations, drawing conclusions and lessons learned, and imposing order onto a complex and messy world.

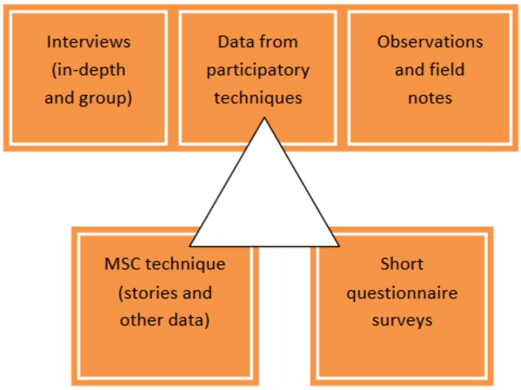
Your findings should aim to do the following:

- Confirm what you know that is supported by the data.
- Get rid of any misconceptions.
- Illuminate important things that you didn't know but should know.

6.8 Step 8: Triangulate data sources

Triangulation of different sources of qualitative data, such as those shown in the diagram below, could involve:

- Drawing on quantitative data from your analysis of short questionnaire surveys to cross-check the findings from your analysis of qualitative data and to indicate how wide-spread certain impacts and outcomes are.
- Using different participatory techniques to measure the same indicator and then comparing the results. If the results are similar they are more likely to be accurate.
- Comparing the themes in your observations (written in field notes) with the themes in interviews and noting any changes over time. Ask participants to explain these changes.
- Checking the consistency of what people say about the same topic over time.
- Comparing the perspectives of people who have different points of view (for example, listener club members, staff of your partner organisations, and parents of young listeners).
- Checking interview and FGD data or MSC stories against program documentation and other written evidence that can verify what interviewees reported.



Triangulation of different sources of data

6.9 Step 9: Make conclusions and recommendations and prepare draft report

Now that you have identified your main research findings and summarised the results of your analysis, you can begin to make some conclusions and recommendations about the ways your programs can be improved and any follow-up research that is needed You should show how your interpretations justify your conclusions and recommendations. In addition, you should translate your recommendations into action plans that set out who will do what and by when.

6.10 Step 10: Seek feedback and validation

Once you have prepared a draft report on your evaluation, it is important to ask program staff and others to critically review your initial analysis, recommendations, learnings and conclusions. The process of cross-checking your findings and evidence of impacts with others is important to enable valid judgements to be made about your findings. This can highlight biases and specific interests and can reveal contradictions in your data that may not be easily explained.

6.11 Step 11: Communicate your findings

Once you have prepared a draft report on your evaluation, it is important to ask program staff and others to critically review your initial analysis, recommendations, learnings and conclusions. The process of cross-checking your findings and evidence of impacts with others is important to enable valid judgements to be made about your findings. This can highlight biases and specific interests and can reveal contradictions in your data that may not be easily explained

6.12 Step 12: Implement recommendations and improve QDA system

Now that you have shared your findings with others and obtained their feedback on your report and its recommendations, those responsible can begin to implement the recommendations. You can also begin to conduct any follow up research that may be needed.

7 Activity – Blogging & Wiki Reflection Coursework C

- Visit the assessment criteria for Coursework C: https://wiki.our.dmu.ac.uk/w/index.php/TECH3501_Community_Media_Leadership#Component_C_-_Running_International_Community_Media_Day_.2830.25.29
- How will you write-up your planning activities in your blogs, so that they illustrate and demonstrate the thinking, researching and planning that you are undertaking?
- What process of evaluation do you need to undertake to understand how the planning and organising for the International Community Media Expo is proceeding?
- How will you undertake these evaluation tasks?
- How will you share your thoughts an insight about the principles you have established for the development of the expo?
- How will you keep a check of your progress?
- Are there any resources or support that you need to help along the way?
- What are your thoughts and feelings about this project and how it is being developed?
- What do you think will be a useful measure of success?

8 References

Lennie, J., & Tacchi, J. (2013). *Evaluating Communication for Development*. London: Routledge.