

An External Evaluation of the ALTC Funded Program:

***“Community, domain, practice:
facilitator's catch-cry for revitalising
learning and teaching through
communities of practice”***

Final Report

March 2012

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The external evaluation of the Australian Learning and Teaching Council (ALTC) funded program at the University of Southern Queensland was commissioned by Associate Professor Jacquie McDonald and undertaken by the TEDI Evaluation Unit, Teaching & Educational Development Institute (TEDI) at The University of Queensland.

The role of the ALTC has been assumed by the Office for Learning and Teaching within The Department of Education, Employment and Workplace Relations (DEEWR). References to its predecessor remain unchanged for the purposes of this document.

The TEDI Evaluation Unit website is at <http://www.tedi.uq.edu.au/evaluations/index.html>

Acknowledgements

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
A: INTRODUCTION	6
1. BACKGROUND AND CONTEXT	6
2. About the evaluation	6
2.1 <i>Evaluation objectives</i>	6
2.2 <i>Investigation questions</i>	6
2.3 <i>Evaluation approach</i>	7
2.4 <i>Informants</i>	10
3. About this report	10
3.1 <i>Audience</i>	10
3.2 <i>Structure</i>	10
B: DATA COLLECTION AND ANALYSIS PROCESS	11
1. SURVEY OF FACILITATOR WORKSHOP PARTICIPANTS	11
1.1 <i>Sampling</i>	12
1.2 <i>Data collection strategy</i>	12
1.3 <i>Analysis</i>	12
2. EXPERT TESTIMONY - SEMI-STRUCTURED, FACE-TO-FACE INTERVIEW	18
2.1 <i>Selection</i>	18
2.2 <i>Data collection strategy</i>	18
2.3 <i>Conducting the face-to-face interview</i>	18
2.4 <i>Analysis</i>	18
3. EXPERT TESTIMONY - REVIEW OF FACILITATOR WORKSHOP	20
3.1 <i>Selection</i>	20
3.2 <i>Data collection strategy</i>	20
3.3 <i>Analysis</i>	20
4. WHEEL OF INFLUENCE	21
5. PRO-FORMA	22
C: FINDINGS	23
Values	23
A. <i>Needs of the impacted population</i>	23
B. <i>Resource economy</i>	24
C. <i>Fidelity to alleged specifications</i>	25
D. <i>Professional standards</i>	25
<i>Afterword on values, KEC and evaluation</i>	25
<i>Concluding remarks from the external evaluator</i>	26

D: REFERENCES	27
E: APPENDICES	29
Appendix: 1: THE RELATIONSHIP BETWEEN THEORY OF CHANGE, LOGIC MODEL, DATA COLLECTION AND EVALUATION OF THE FELLOWSHIP	29
Appendix 2: SURVEY QUESTIONS	32
Appendix 3: SURVEY INVITATIONS	33
Appendix 4: SEMI-STRUCTURED FACE-TO-FACE INTERVIEW	34
Appendix 5: PRO-FORMA	36

EXECUTIVE SUMMARY

Support to those in receipt of Australian Learning and Teaching Council (ALTC) funded programs includes access to resources that both help in, and are required for, the delivery of the aims of the program. One of these is a resource on evaluating projects. In evaluating an ALTC Fellowship the guidance and assistance provided by the resource is sufficient and perfectly adequate to make judgements about a project.

In planning for and managing the conduct of the Fellowship however, Associate Professor Jacquie McDonald determined that an external evaluation of the program be undertaken. The final form of the external evaluation not only takes these requirements into account, but also applies a broader evaluation framework that includes data collection and analysis by an independent evaluator.

This evaluation framework is grounded in well-established and recognised techniques in evaluation theory and practice; the theory of change, logic models and the Key Evaluation Checklist.

Investigation questions were established which then guided the identification of the data required for the evaluation. These data comprise a pre- and post-survey of participants in the major workshop activity of the Fellowship, testimony by two recognised experts in the field of Communities of Practice, examples of the impact of the Fellowship both locally and further afield and the level of the achievement of stated deliverables and conformance to the requirements of the ALTC. The data, collected and analysed independently were then used as criteria for making judgements that are presented in this report's findings.

Based on the data collected it can be said that, overall, the ALTC Fellowship "Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice", conducted by Associate Professor Jacquie McDonald met the goals that it set out to achieve, in particular:

The skills of Communities of Practice facilitators have been enhanced;

Resources that encourage the development of Communities of Practice and enhance the skills of Communities of Practice facilitators have been created and made accessible;

Expert testimony has endorsed the level of quality of the conduct and outcomes of the Fellowship;

There is evidence of the reach of the Fellowship in providing support to others in the area of Communities of Practice;

Levels of quality required by the ALTC have been achieved.

A: INTRODUCTION

1. BACKGROUND AND CONTEXT

The ALTC fellowship, “Community, domain, practice: facilitator’s catch-cry for revitalising learning and teaching through communities of practice” was conducted by Associate Professor Jacquie McDonald in 2010/11. This report documents the external evaluation that was undertaken for the Fellowship. The focus of the evaluation was on gathering evidence of the achievement of the aims and outcomes of the Fellowship. The Fellowship project seeks to identify key aspects of the facilitator’s role in communities of practice, critically analyse the role and further develop workshops that serve to build capacity in the skills required of communities of practice facilitators.

The adopted external evaluation strategy aimed to support the success of achieving these objectives by providing an independent assessment of the impact of the proposed workshops and a summative assessment of the lifecycle of the Fellowship.

2. ABOUT THE EVALUATION

The external evaluation was commissioned by Associate Professor Jacquie McDonald, University of Southern Queensland as the client. The evaluation plan was submitted to, and agreed by, the client and the reference committee that has overseen the Fellowship. The evaluation was conducted by Jon Edwards, the Senior Evaluation Officer of the TEDI Evaluation Unit (EU) in the Teaching and Educational Development Institute (TEDI) at The University of Queensland.

2.1 EVALUATION OBJECTIVES

In answer to the question, “What is evaluation?” the Evaluation Trust, a UK-based, charitable body that supports voluntary sector and community organisations in evaluating their activities and programs proposes the answer “... what difference does the work make...” This is the key principle that has guided the evaluation of the ALTC fellowship “Community, domain, practice: facilitator’s catch-cry for revitalising learning and teaching through communities of practice” conducted by Associate Professor Jacquie McDonald, University of Southern Queensland. The primary objective of this evaluation has been therefore to answer the question “... what difference did the *Fellowship* make...?”

In order to achieve this objective the evaluation process sought to gather evidence in two areas; firstly evidence that the suite of activities envisaged by the terms of reference of the Fellowship had created opportunities for Communities of Practice facilitators to engage in facilitation skills development and secondly evidence of activities consistent with the requirements of an ALTC fellowship.

NB Reference made in this document to “program” is derived from evaluation theory for which, in this particular case, the term “Fellowship” can be substituted.

2.2. INVESTIGATION QUESTIONS

This evaluation has aimed to investigate the following broad questions:

In what ways has the Fellowship met or not met the aims and objectives it set out to achieve?

To what extent has the Fellowship met or not met the evaluation requirements of the ALTC?

It is important to note that whilst this type of evaluation shares with social science research similar underpinnings, methods, terminology and other characteristics, its conduct is distinctive in both form and function. Thus there is not only a need to collect evidence that planned activities have taken place but also to attempt to establish what sort of impact and outcomes are demonstrated by this evidence. This distinction is also recognised in the reporting requirements for the ALTC as the

Fellow's Final Report – Part 2 provides for self assessment of the Fellowship under the headings "Dissemination of Fellowship Outcomes" and "Potential for Systemic Change".

2.3. EVALUATION APPROACH

The selection of a particular evaluation approach reflects two important considerations; timing and practicality. An external evaluation report is required at the end of the Fellowship period. This limits the scope of assessment to "activities" and "short-term results" (see Appendix 1). Ideally an evaluation would extend to "medium-term results" and "ultimate impacts" but this is precluded by the requirement to report at a specified time. Furthermore, the reach of the Fellowship and budgetary constraints place limits on the number of consumers that can be approached in order to provide evidence for the evaluation.

In seeking to meet its objective an evaluation approach was used which draws on three underpinning concepts in evaluation theory and practice:

- Theory of Change
- Logic Model
- Key Evaluation Checklist

Theory of Change

This concept "... refers to the ideas or underlying/tacit assumptions about how the activity ... designed will bring about the changes ... hope[d] for" (Saunders 2001). It presupposes that the activities are not only worthwhile in themselves but that benefits will result subsequent to the provision of these activities.

Such an approach has been used by Hegedus and Jernigan (2010) in the evaluation of communities of practice (CoPs) themselves and by the University of Sheffield (Levy et al 2007). The latter draws on the EPO (enabling, process, outcome) approach to performance indicators of Helsby and Saunders (1993). It uses the following three questions to establish the relationship between activities and change as follows:

<u>Question</u>	<u>Descriptor</u>
What is needed to undertake the activities leading to the desired outcomes?	Resources and Enablers
What steps need to be taken to achieve the desired outcomes?	Activities and Processes
What will the program have achieved by its end?	Desired Outcomes

Theory of change concerns itself with the "what", i.e. in order to create desired outcomes, what activities and processes need to be produced through the use of resources and enablers.

Logic Model

The logic model initially occupies similar territory to the theory of change. It is used however to provide the "how" of change.

A combination of two approaches has been used here.

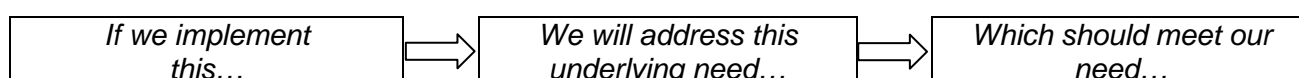
The model developed by the University of Wisconsin Extension can be found in Appendix 1. This graphical representation begins by showing the logical relationships between the resources that go

into a program, the activities the program undertakes and the changes or benefits that result, or alternatively stated Inputs, Outputs, Outcomes-Impact. These three headings are expanded to enable a more detailed exposition of the connections between the interdependent parts that together make up a systemic whole. The logic model provides a lens through which to engage with the evaluation of the program at the correct level of granularity by answering the following questions:

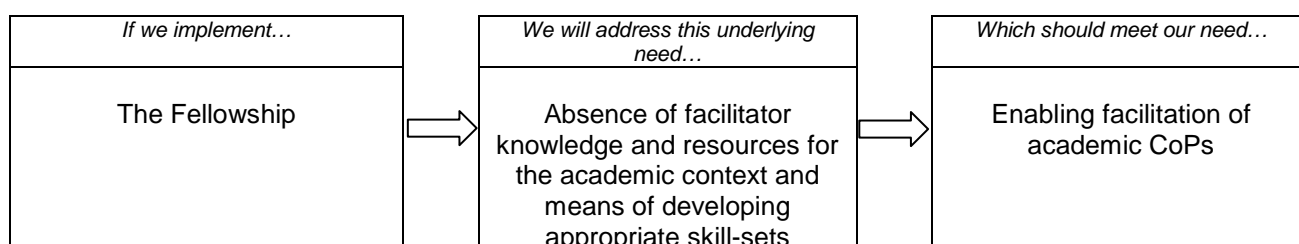
<u>Evaluation requirement</u>	<u>Question</u>
FOCUS	What will we evaluate?
QUESTIONS	What do you want to know?
INDICATORS-EVIDENCE	How will we know it?
TIMING	When should we collect data?
DATA COLLECTION:	
SOURCES	Who will have this information?
METHODS	How will we gather the information?
SAMPLE	Who will we question?
INSTRUMENTS	What tools shall we use?

This model has been adapted with the addition of two categories in order to enhance the relevance to evaluation of the Fellowship.

Davidson (2005) p38 uses the logic model in a different but equally effective way. The generic logic model that is presented is as follows:



Using this type of model reveals the underlying logic for the Fellowship:



By drawing attention to needs, suitable criteria can be developed that are used to judge the extent of the level of satisfaction of those needs. These evaluation criteria have a checkpoint in the Key Evaluation Checklist and are known as **values**.

Key Evaluation Checklist

The Key Evaluation Checklist (KEC) has been developed by Scriven (2007) and its most recent version has been used for this external evaluation. Further articulation of the principles involved was made by Davidson (2005). The approach has been commonly used to evaluate programs, plans and policies. It provides a structure and a procedural framework, based around questions and checkpoints, that governs the conduct of an evaluation. It is predicated on concepts such as theory of change and logic models and deals rigorously and comprehensively with all facets that an evaluation should contain.

At the heart of the KEC is the “Values” checkpoint. Values, in this context, are those criteria that address the following questions:

“On what basis will you determine whether the ... [program] ... is of high quality, is valuable, and so forth? Where will you get the criteria, and how will you determine “how good is good?” (Davidson 2005:24).

Scriven (2007) identifies 18 values that would be relevant to most independent evaluations. From these, four have been selected, in consultation with the client, as being most fitting in measuring the effectiveness of the Fellowship in achieving the key objectives that are set out in the Fellowship proposal document:

- A. Needs;
- B. Resource economy;
- C. Fidelity to alleged specifications;
- D. Professional standards.

Greater detail on these evaluation criteria is presented in section C: FINDINGS.

Data

The following tools have been adopted to collect primary data for the purpose of evaluation:

1. The knowledge, attitudes and practices study method was used to guide item development for pre- and follow-up surveys of the facilitator workshop participants. It derives from health education and related disciplines and has been used in informing evidence based practice in nursing (Witzke et al 2008), also finding application in other sectors such as environmental projects (Eckman and Walker 2008) and agricultural studies;
2. Expert testimony was provided by Milton Cox¹ via a semi-structured interview;
3. Expert testimony was provided by Etienne Wenger² via a critical review of the workshop resources and report;

1 Milton D. Cox, Project Director, FIPSE Project on Faculty Learning Communities
Center for the Enhancement of Learning, Teaching and University Assessment , Miami University, Oxford, Ohio

2 Etienne Wenger has been described by HERDSA as “...a globally recognized thought leader in the field of communities of practice and their application to organizations. A pioneer of the “community of practice” research...”

4. The wheel of influence tool, developed by the Centre for Inter-Professional E-learning at Coventry University (King, 2010), has been used to track the influence of the Fellowship on the communities of practice landscape. This diagrammatic representation of the connections and influences of the Fellowship has been used to document the breadth and depth of the influence of the workshops on existing and potential facilitators to engage in CoP initiation or development;
5. A pro forma approach has been taken to measuring the Fellowship's deliverables. Two pro forma documents have been used, informed by the Key Evaluation Checklist and the ALTC Grants Scheme "Evaluating Projects" document (<http://www.altc.edu.au/extras/altc-gsep/index.html>).

The relationship between theory of change, logic model, data collection and evaluation of the Fellowship is presented graphically in Appendix 1.

2.4. INFORMANTS

The following groups of individuals were identified as evaluation informants.

a. Instigators

This group was viewed as those who would contribute most directly to the conduct of the Fellowship, namely Jacquie McDonald and Milton Cox (for the February 2011 workshops).

b. Direct consumers

This group was viewed as those who would benefit directly from the activities of the Fellowship e.g. attendees at the facilitator workshop, attendees at the Introduction to CoP workshop, CoP convenors.

c. Indirect consumers

This group was viewed as those who would have a close interest in the conduct and outcomes of the Fellowship, namely the Fellowship Reference Group, CP Squared, existing USQ CoP facilitators, experts and "critical friends", USQ and Etienne Wenger.

3. ABOUT THIS REPORT

3.1. AUDIENCE

It is anticipated that this report will be of interest to all of the above informants. This report will be appended to the Fellowship Final Report as informed by Section G, part e "Evaluation" in the document Fellowship management information, Fellowships Scheme Version 4.0 – October 2010.

3.2. STRUCTURE

This report has been structured with the above audience in mind. It offers an overview of the external evaluation approach and method, an overview of the data collection strategies and a synthesis of findings and conclusions. It should also be noted that Scriven's (2007) framework requires reporting of an evaluation in a particular manner which is also reflected in the format.

Copies of the data collection tools used are available in the Appendices.

B: DATA COLLECTION AND ANALYSIS PROCESS

Using the principles of the Key Evaluation Checklist, an evaluation framework was developed that informed the identification of sources of data. Three distinct data sources were selected in order to provide evidence for the evaluation.

1. SURVEY OF FACILITATOR WORKSHOP PARTICIPANTS

In keeping with the evaluation approach a survey of the Fellowship's direct consumers was undertaken. Participants in the 2.5 day workshop were identified as the most appropriate sample to use for this purpose. The knowledge attitudes and practices (KAP) study method was adopted as a research protocol to inform the survey. The method had been featured by the American Evaluation Association (AEA) in April 2010. Its advocate describes the method thus:

"KAP studies ... measure changes in human knowledge, attitudes and practices in response to a specific intervention... KAP studies focus specifically on the knowledge, attitudes and practices (behaviors) for a certain topic [:] ... Knowledge refers to [the] understanding of that topic. Attitude refers to ... feelings ... as well as ... ideas [towards the topic]. Practice refers to the ways in which [people] *demonstrate their knowledge and attitudes through their actions*. Understanding these three dimensions will allow a project to track changes in them over time ... KAP should be conducted twice, both pre- and post-intervention, *in order to measure impact*."

Eckmann (2008) Emphasis added

Key to the Fellowship was development of "Activities...designed to nurture and build the capacity of CoP facilitators...".The KAP study approach accords well with the Fellowship's intention to build "new levels of expertise [through] transformative rather than informative..." activities.

The items in the questionnaire are derived from Hulsebosch and Wagenaar (2008). They set out 11 principles to guide facilitation of a learning community informed by CoP theory.

The knowledge dimension is measured using an adaptation of the Participant Perception Indicator (PPI) approach of the Collaboratory for Advanced Research and Academic Technologies at the University of Wisconsin which includes the measurement of confidence. The scale is 1 = Low, 5 = High.

The attitudes and practice domains are measured on a scale of 5 = Strongly Agree to 1 = Strongly Disagree.

An online survey of those enrolled in the workshop was conducted. A copy of the survey questions is available as Appendix 2.

1.1 SAMPLING

Twenty-five delegates enrolled for the workshop. All remaining individuals were contacted and given the opportunity to undertake the survey, amounting to a census rather than a sample.

1.2 DATA COLLECTION STRATEGY

An invitation to participate in the pre-workshop survey was released on February 11th 2011. (see Appendix 3). The invitation was released to the twenty five delegates. None of the emails was rejected, neither were out-of-office messages returned. Two individuals advised non-attendance. Their details were removed leaving 23 potential participants. Two reminders to participate were issued on February 15th 2011 and February 16th 2011. The survey was closed on February 16th 2011 prior to the scheduled start of the workshop at 4:30 pm. There were 20 valid respondents, resulting in a response rate of 87%.

An invitation to participate in the post-workshop survey was released on February 22nd 2011. (See Appendix 3). The invitation was released to the twenty delegates who had completed the pre-workshop survey. None of the emails was rejected, neither were out-of-office messages returned. Two reminders to participate were issued on February 25th 2011 and February 28th 2011. The survey was closed on March 3rd 2011. There were 17 valid respondents, resulting in a response rate of 85%.

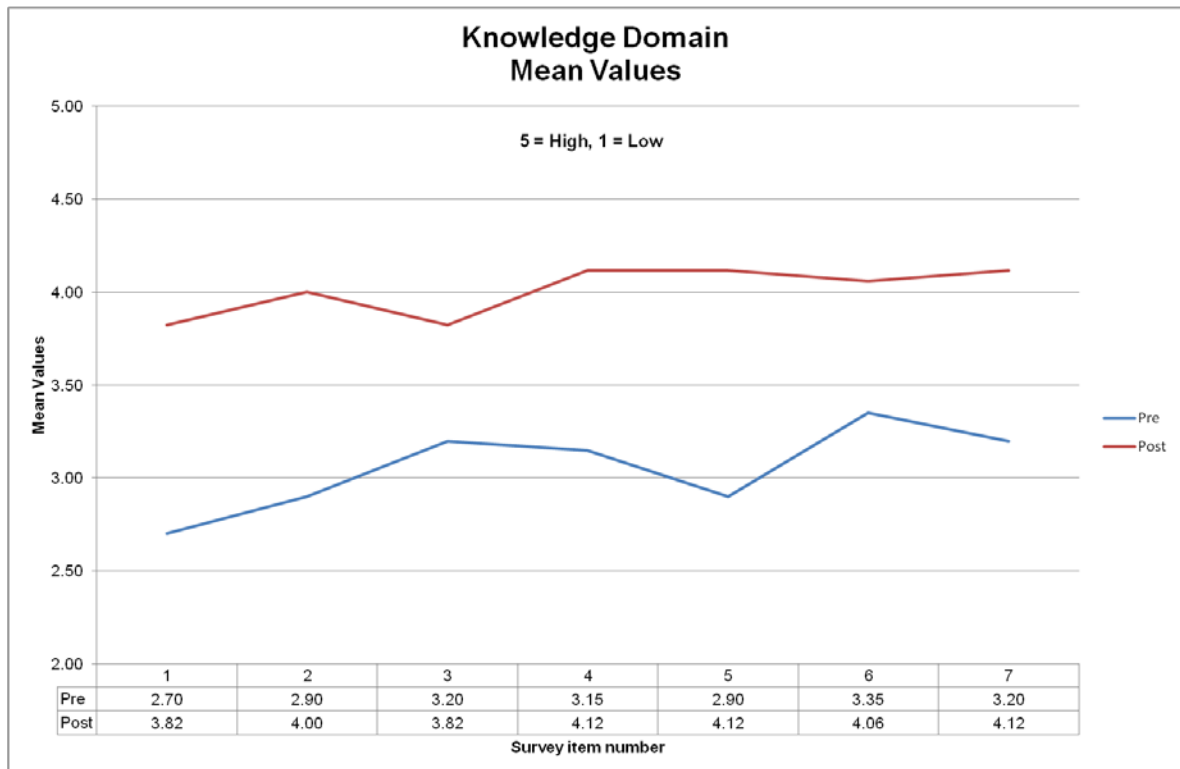
1.3 ANALYSIS

The external evaluator collected and collated the data from the surveys and conducted a descriptive statistical analysis to calculate mean values.

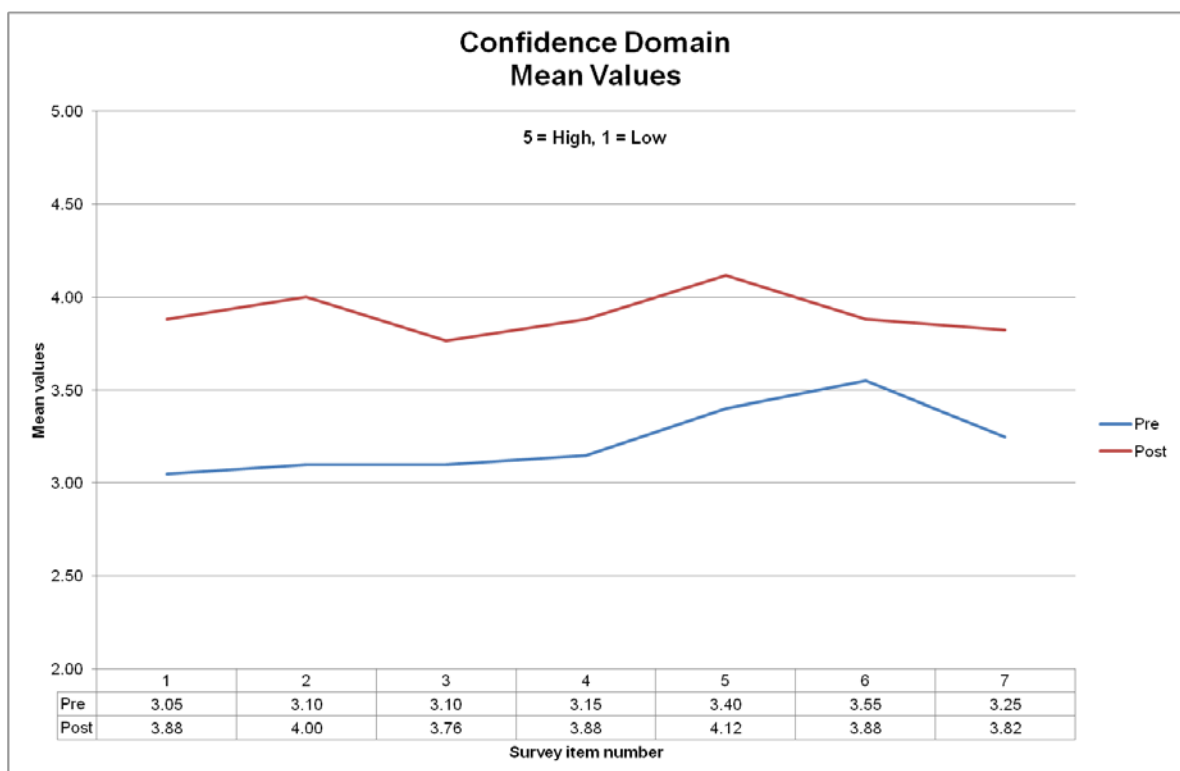
Measures of percentage agreement were also calculated. Percentage agreement indicates the number of respondents who indicated “Agree” and “Strongly Agree” to a particular survey item, expressed as a percentage of the total number of respondents. In this case the approach, for equivalence, was also extended to the knowledge and confidence dimensions as they were measured on the scale 5 = High and 1 = Low.

The comparative results are displayed graphically below. All data are based on N =20 for the pre-workshop survey and N =17 for the post-workshop survey. The survey item wording can be found in Appendix 2.

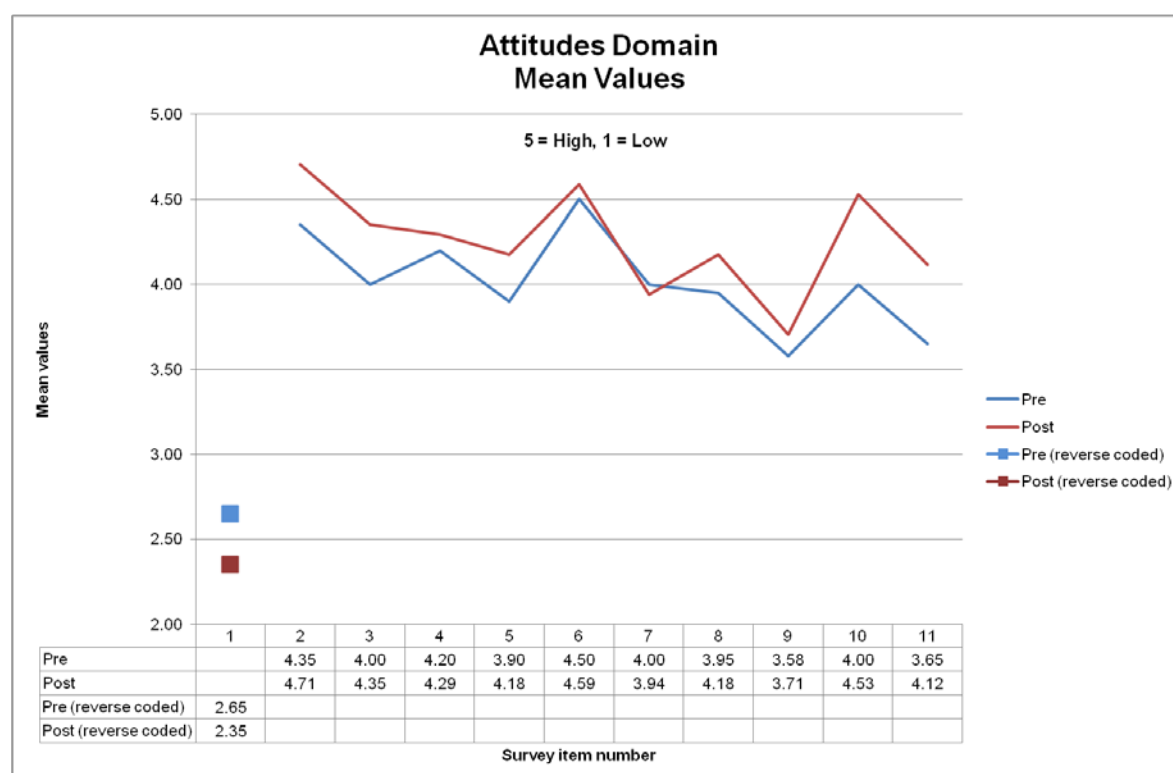
Analysis of response: mean values



All seven knowledge items showed an increase, ranging from +0.62 to +1.22 variance.

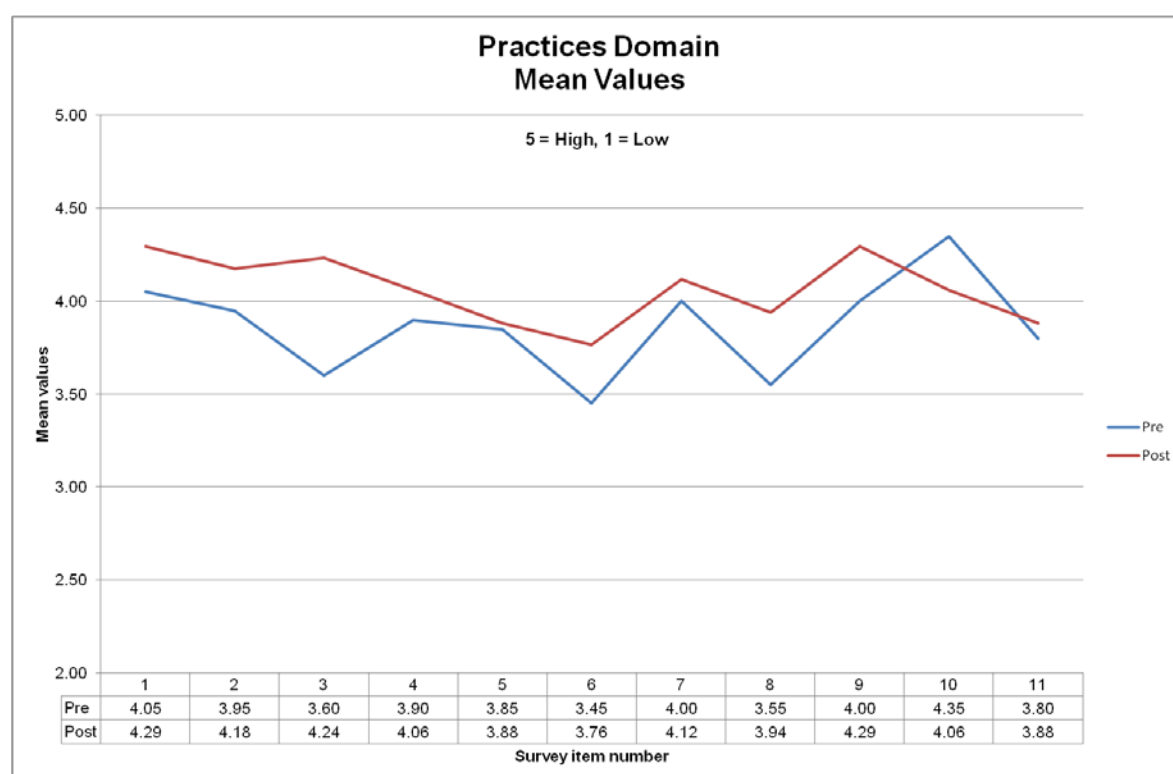


All seven confidence items showed an increase, ranging from +0.33 to +0.90 variance.



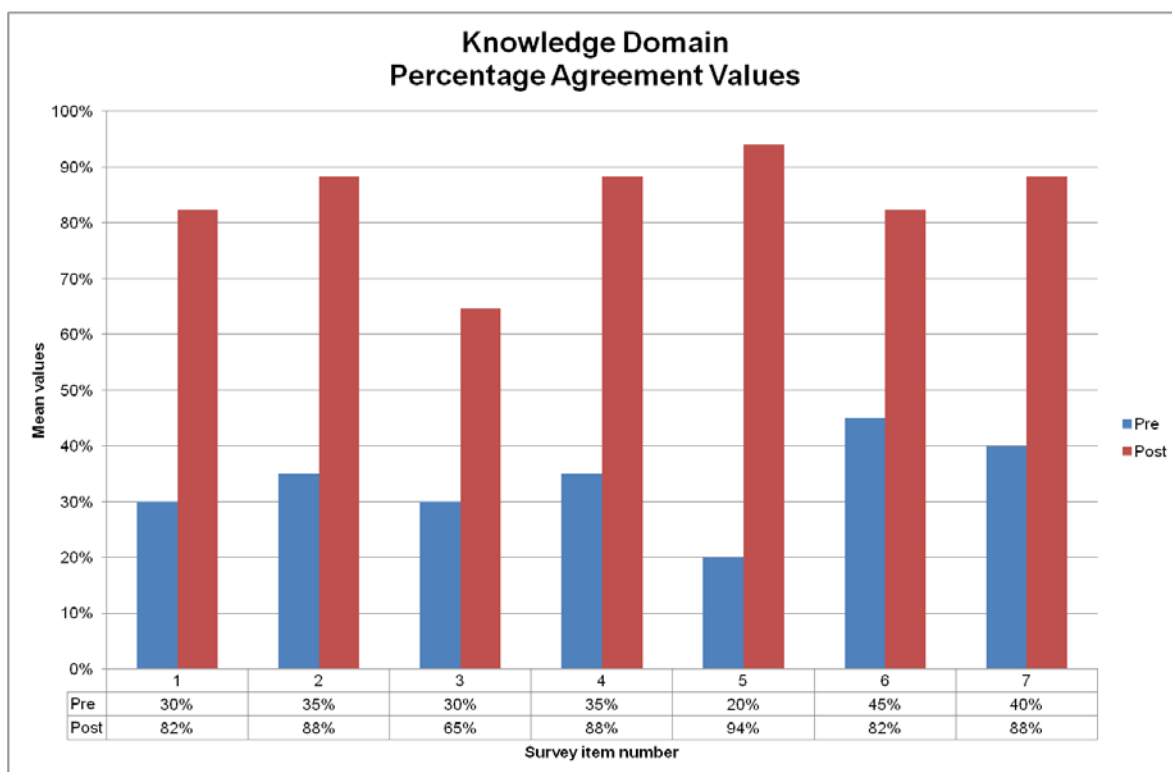
NB Item 1 in the Attitudes Domain is *reverse coded*.

Of the eleven attitudes items, ten showed an increase, ranging from +0.09 to +0.53 variance. One item showed a decrease, -0.06 variance.

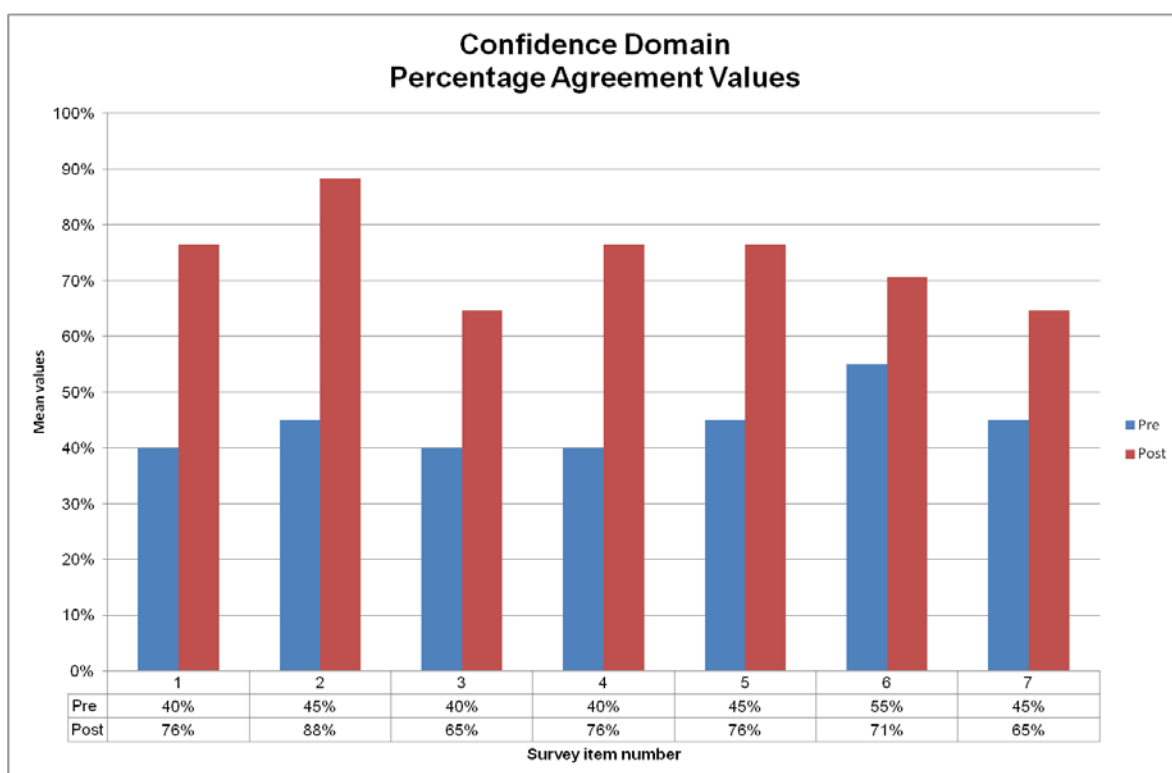


Of the eleven attitudes items, ten showed an increase, ranging from +0.03 to +0.64 variance. One item showed a decrease, -0.29 variance.

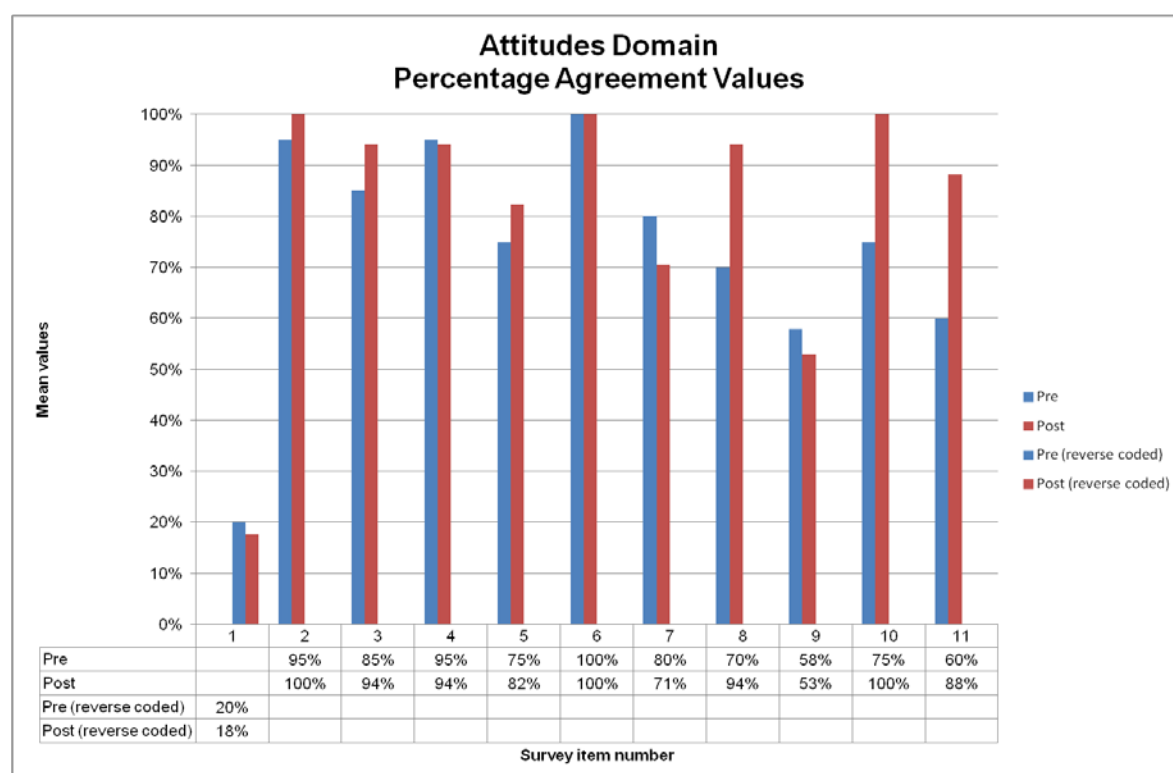
Analysis by percentage agreement



All seven knowledge items showed an increase, ranging from +35% to +74% variance.

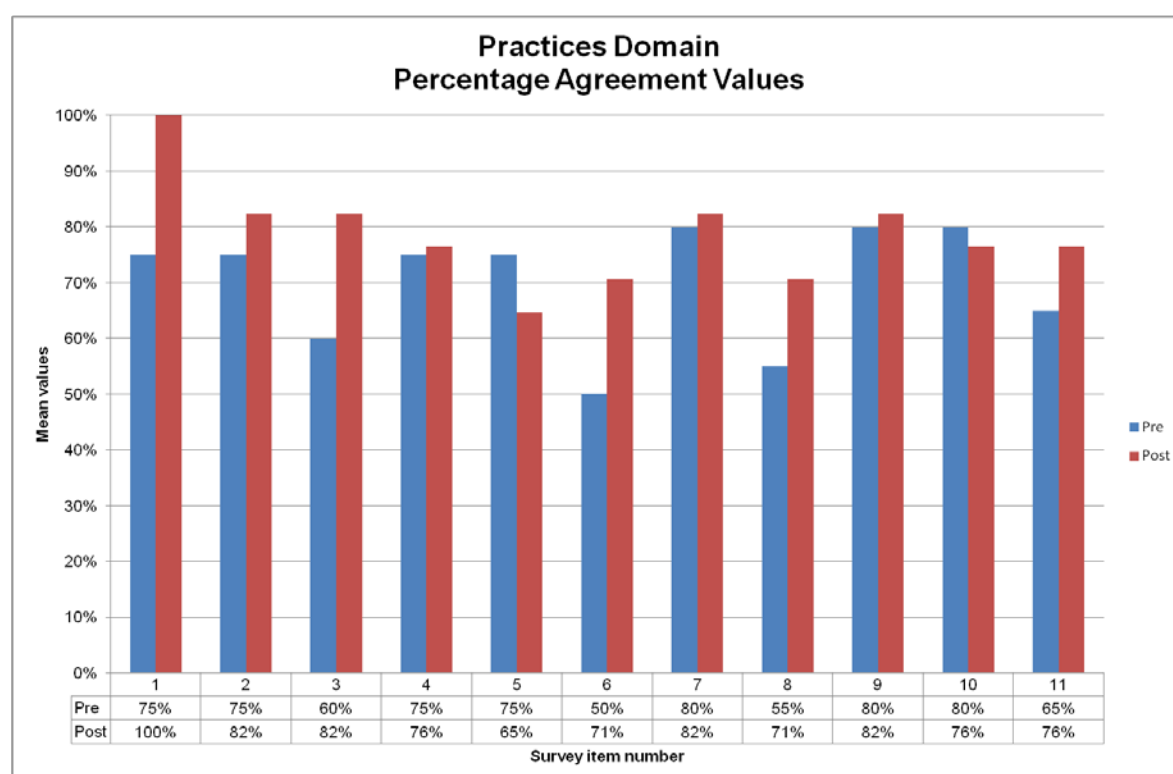


All seven confidence items showed an increase, ranging from +16% to +43% variance.



NB Item 1 in the Attitudes Domain is *reverse coded*.

Of the seven attitudes items, seven showed an increase, ranging from +5% to +28% variance. One item remained unchanged, three showed a decrease, ranging from -1% to -9% variance.



Of the eleven attitudes items, nine showed an increase, ranging from +1% to +25% variance. Two items showed a decrease, -4% and -10% variance.

An External Evaluation of the ALTC Funded Program:

"Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice"

The summary data and the de-identified original qualitative and quantitative data were shared with the Fellow for the purpose of formative evaluation of the workshop.

This evidence is applicable to values A, B and C in section C: FINDINGS.

2. EXPERT TESTIMONY - SEMI-STRUCTURED, FACE-TO-FACE INTERVIEW

2.1 SELECTION

Milton Cox has 30 years experience of development, leadership and delivery in Faculty Learning Communities (FLCs). FLCs are a structured approach to developing learning communities amongst academic staff in a university environment. Although by contrast, CoPs are organic, self-directed and self-prescriptive the goals of the Fellowship are similar to those of the work of Milton Cox, i.e. encouraging the development of communities of learning that incorporate staff who are located in teaching and learning in higher education. The lessons that he has learned are transferable to the Fellowship aim of “revitalising learning and teaching through communities of practice”. As such, Milton Cox is an ideal informant for the process of evaluation of the Fellowship. His expertise in a similar, related but independent field puts him in a position to provide credible evidence on the strengths and weaknesses of the Fellowship.

2.2 DATA COLLECTION STRATEGY

No theoretical frame chosen to analyse the responses; interpretation of the external evaluator acting in the role of independent, (hypothetical) omniscient observer who attempts to discern an objective reality by adopting a level of disinterest in the conduct and content of the interview.

The objective was to encourage Milton Cox to talk openly from his perspective. An introduction by the external evaluator prefaced the interview, explaining its nature and scope. The purpose of the interview was to seek an expert review of the Fellowship as a whole, be they positive or negative, with examples provided to support assertions.

Interview questions were formulated based on concepts and characteristics found in Stuckey and Smith (2006) and Rixon et al (2006).

2.3 CONDUCTING THE FACE-TO-FACE INTERVIEW

The complete interview was conducted face to face in two parts on 24.02.2011 and 18.03.2011 at a time agreed by the interviewer and the interviewee. The second interview was undertaken using an electronic audio visual medium via the World Wide Web. The interviews ran to 42 minutes and 77 minutes respectively. Audio recordings were made. The interviews were conducted by the external evaluator.

2.4 ANALYSIS

The approach taken here is to condense the key aspects of the interview into an easily presentable form. The essential findings from the interview are presented in a table as a series of single responses on a Likert-type scale. It is therefore by nature unfortunately rather reductionist. The rating on the scale is the external evaluator’s interpretation of the interview content. See Table 1 below.

Table 1: Summary of Expert Testimony from Milton Cox

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Fellowship activities have encouraged CoP facilitators to...					
... sustain the community's being together around practice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... maintain boundaries around the community that are clear, permeable and distinctive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... draw nourishment from the environment and respond to environmental challenges creatively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Fellowship activities foster story-telling and reflection on story-telling within CoPs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Fellowship activities have encouraged the development stages of curiosity, spontaneity and choice amongst facilitators?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Fellowship activities have provided...					
... encouragement for facilitators to engage with working with uncertainty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... encouragement for facilitators to enable the achievement of outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... means to foster learning about facilitation rather than instruct or inform?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This evidence is applicable to values A and B in section C: FINDINGS.

3. EXPERT TESTIMONY - REVIEW OF FACILITATOR WORKSHOP

3.1 SELECTION

Etienne Wenger is the recognised worldwide expert on communities of practice. There is no greater authority on this topic. To be able to command his time to secure an assessment of a key aspect of the Fellowship is testament to the reputation that Associate Professor McDonald has in this field.

3.2 DATA COLLECTION STRATEGY

Etienne Wenger was invited by the Fellow to provide a critical review of the 2.5 day workshop in report format.

3.3 ANALYSIS

Feedback from this expert will invariably be made by reference to the highest standards. Furthermore seeking to interpret, condense and present that assessment feedback in an external evaluation is challenging. Yet it is important to find a means to convey this feedback in a convenient form as it provides crucial evidence. The approach taken here is therefore by its nature unfortunately rather reductionist. The essence of Wenger's report is presented in a table as a series of single responses on a Likert-type scale prefaced by and postscripted by direct quotations from the feedback. The rating on the scale is the external evaluator's interpretation of the text. See Table 2 below.

Preface quote:

"We have reviewed the workshop material through the theoretical lens of social learning. We have also used the practical lens of the following community design principles, ...^[A]... which we have developed and used in our own design and delivery of workshops for leaders of communities of practice:

1. Bringing in the voice of practice: Is participants' practice a key resource in the curriculum, in both shaping the agenda and providing input?
2. Taking the learning agenda forward: In what ways are participants pushing their thinking and practice? Where do they find the resources they need? Are they going to be able to work on their issues and concerns and continue the process when the workshop is over?
3. Shaking the mix: To what extent were people stretched in their comfort zone through new ways of doing or looking at things?
4. Creating a shared memory: Is a shared memory of the knowledge created during the workshop that can be archived or used as a resource in the future?
5. Engaging in critical reflection: Is there an ongoing cycle of collective reflection throughout the workshop enabling participants and workshop presenters to make adjustments to the process?"

Table 2: Summary of Expert Testimony from Etienne Wenger

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
^A Agenda structure: three elements of communities of practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. "Learning by doing"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. "Pushing the practice forward"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. "Going beyond the comfort zone of structured activities"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. "Use of technology: creating a collective memory"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "Reflection and feedback"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Postscript quote:

"The workshop was very well designed to convey the knowledge and experience of the facilitators. It was also extremely well received by participants according to their feedback. So our suggestions for improvement should be taken more as possibilities than recommendations. The theme of this review is to leverage every opportunity to make the experience of the workshop itself part of the curriculum by making more explicit use of the workshop structure as a pedagogical device and by striving toward a closer approximation of the learning of a community of practice."

This evidence is directly applicable to value A and indirectly to value B, in section C: FINDINGS.

4. WHEEL OF INFLUENCE

The data that would be used in a Wheel of Influence graphic are simple in nature. It consists of a list of impactees (usually individuals but not exclusive; it can also be groups, organisations and so on), some indication of evidence that they exist, e.g. a valid email address, and a categorisation scheme that places a particular impactee in a particular sphere of influence.

A cost/benefit decision was taken by the Fellow not to compile the necessary data that would to support its presentation in a wheel of influence. This departure from the original brief is of no concern. Sufficient other data have been collected. The reason for including this section in the report without the Wheel of Influence graphic is as follows. The Fellow had been encouraged to collect this type of data and has provided examples. If the data were to be compiled they would present a compelling picture of both the breadth and depth of the impact of the Fellowship.

Here are three examples from many others that support this view:

1. In Appendix 5.1 under Stage 2 Activities there is a deliverable (Evaluation and dissemination) "Submit paper to HERDSA 2011 conference". The presentation session of this paper was attended by 36 individuals, exceeding the number of seats available.
2. In August 2011 Associate Professor Jacquie McDonald was the special guest at the Communities of Practice launch at CQUniversity. She worked with their CoP Champions as a part of her 2010 Teaching Fellowship activities. The launch was an opportunity to learn from her experience. She provided a workshop for the CoP Facilitators/Champions. There were 23 individuals captured in the image included in the media release from CQUniversity. A YouTube video of CQUniversity CoP Champions entitled "CQUniversity Communities of

Practice" (http://www.youtube.com/watch?v=e1JOdYieCAs&feature=player_embedded) has been created with the potential to reach a worldwide audience.

3. In November 2011 Associate Professor Jacquie McDonald gave a presentation "Establishing and Sustaining Communities of Practice" at Griffith University as part of the university's "Celebrating Excellence in Teaching Week".

From the above it can be seen that the Fellowship has reached 59 individuals directly, two universities and indirectly one professional association in the teaching and learning space. Since this represents a fraction of the data that is in existence it is legitimate to state that the Fellowship has achieved a high level of participation outputs.

Such evidence would be applicable to value A in section C: FINDINGS.

5. PRO-FORMA

The Fellowship Evaluation Proposal identified the need to collect and analyse data on the achievement of fellowship activities. Two sources were identified, measuring achievement of deliverables and conformance to ALTC requirements for fellowship evaluation.

Evidence is comprised of two separate pro-formas; the first derived from the Fellow's submission documentation "section D. Description of proposed fellowship activities and outcomes" and the second derived from the ALTC Grants Scheme "Evaluating Projects" document (<http://www.altc.edu.au/extras/altc-gsep/index.html>). A summary of the evidence is provided here. For a comprehensive view of the data see Appendix 5.1 and Appendix 5.2 respectively.

1. Deliverables

The relevant ALTC document uses the term deliverable in the same way as the term in the generic Logic Model: Deliverables. The definition here is "What is produced".

Using the completed section D. document as a template, some activities that would be considered as inputs for the purposes of the external evaluation have been omitted. Furthermore, some of the items under "Evaluation and dissemination" heading are considered as deliverables for the purposes of the external evaluation.

In summary the evidence shows a high level of achievement of the planned deliverables and a recognition of the factors contributing to under-achievement.

2. Conformance

The relevant ALTC document has been condensed to its main headings, as the detail provided in the sections is addressed by the Evaluation Approach section 2.3 above.

In summary the evidence shows a high level of conformance with the requirements of an ALTC Fellowship program.

This evidence is applicable to values C and D in section C: FINDINGS.

C: FINDINGS

For the KEC process “evaluation’ is taken to mean the determination of merit, worth, or significance...” and the “determination of merit, of worth, and of significance [are the] **values** of evaluation”.

In order to clarify what is understood by values in the evaluation context and establish appropriate and relevant values for an evaluation process, Scriven (2007) expresses this as a series of questions:

... is this the best ... ? (or some other comparative/superlative) e.g. Is this the best way for CoP facilitators to become better facilitators?

... do we really need... (the Fellowship)?

... is the ... (i.e. the Fellowship) really worth what it cost to fund?

For Davidson (2005), values are derived through answering an alternative set of questions;

“On what basis will you determine whether the [Fellowship] is of high quality, valuable, and so forth? Where will you get the criteria, and how will you determine “how good is good”?”

These values therefore become the yardstick against which the Fellowship is judged. The following section deals with values in the context of the external evaluation.

VALUES

The following list of values was agreed for the Fellowship. They are listed in their order of importance, with the higher level values carrying greater weight than the lower level values:

- A. needs of the impacted population;
- B. resource economy;
- C. fidelity to alleged specs;
- D. professional standards.

Further detail on the meaning and significance of these values is set out below.

A. NEEDS OF THE IMPACTED POPULATION

Scriven (2007) asserts that a needs assessment will illuminate what the needs of the impacted population are. He distinguishes between, but does not define, performance needs and treatment needs. Davidson (2005) assists here. A performance need is “a state of existence or level of performance that is required for satisfactory functioning ... a ‘need to do’ something, a ‘need to be’ something or a ‘need to be able to do something’.” An instrumental need is “the product, tool or intervention that is required to address the performance need”. Both categories are applicable to the Fellowship.

The measurement of this value was to be based upon changes in:

- knowledge (amongst participants);
- resources (deliverables);
- skill set (amongst participants).

The data collected from the survey indicates an increase in knowledge and skills. The data collected from expert testimony indicates improved skills. Resources have been created that will assist new impacttees and continue to assist existing impacttees.

B. RESOURCE ECONOMY

For Scriven (2007) this value is about “how low impact is the program with respect to limited resources of money, space, time, labor, contacts, expertise and the eco-system”. Davidson (2005) provides no definition.

Resource economy is about the relationship between outlay and return. Participants, in seeking to have their performance needs met, make an assessment of the cost/benefit involved of favouring one provision over another. Considerations of outlay/return and cost/benefit in this context are however non-monetary.

Measurement of this value was to be undertaken by interpretation of expert testimony and participant feedback i.e. did participants believe that “it was worth it?”

There is no shortage of positive assessment of the resource economy of the Fellowship from both participants and experts. Some alternatives for comparison are listed in Table 3 below. It lists the providing organisation, source of information, offering and cost. The table is correct as at 19th March 2012.

The data are presented in the following format:

Provider	Cost
Source	
Type of provision	

Table 3 Other providers of personal development resources in relation to CoPs.

Oxford Brookes University, Oxford Centre for Staff and Learning Development	100.00 GBP
http://www.brookes.ac.uk/services/ocsld/online/benefits_challenges/index.html	
Webinar (one day equivalent)	
The Consultants-E, Online Training and Development Consultancy	145.00 €
http://www.theconsultants-e.com/training/courses/enetworks.aspx	
Two-week online course (5 hours per week)	
CPsquare - The Community of Practice on Communities of Practice	995.00 USD
http://cpsquare.org/edu/foundations/	
Online, weekly meetings over six weeks	

Whilst the deployment of the Fellowship funds to individuals would result in a defined number receiving personal development opportunities in a generic way, funding of this particular Fellowship has produced deliverables and impacts to potentially greater numbers in a targeted and tailored way. The data indicate that the resource *economy* of the Fellowship is high.

C. FIDELITY TO ALLEGED SPECIFICATIONS

Scriven (2007) sees this value in terms of “authenticity,” “adherence,” “implementation,” or “compliance”. For Davidson (2005) it is the extent to which the actual program reflects what is offered to participants and consumers as a whole and what was specified in the original design.

For the measurement of this value it was seen to be necessary to list all of the deliverables from the Fellowship with criteria that are indicative of achievement of the deliverable.

The data presented in Appendix 5 indicate the level to which plans and objectives were able to be realised.

D. PROFESSIONAL STANDARDS

For Scriven (2007), this means professional standards (i.e. standards set by the profession) of quality that apply to the Fellowship. Davidson (2005) emphasises the need to meet any relevant guidelines (e.g. professional association guidelines).

Measurement of this value was to be the completion of the ALTC checklist.

The data presented in Appendix 5 indicate the level to which the ALTC guidelines were met.

AFTERWORD ON VALUES, KEC AND EVALUATION

The ALTC guiding documentation on Evaluating Grant Projects makes reference, in section 11 Useful References, to the term “Program Logic” and Program Evaluation and to the checklists available via The Evaluation Center at Western Michigan University. Using the Theory of Change approach, a Logic Model and Value checkpoints is in keeping with this philosophy of evaluation.

The goal within this philosophy, theoretically, is to condense the evaluation findings to a single figure, e.g. the program, based on its logic model, achieved “9 out of 10” or the program achieved 88% of its intended outcomes. This goal is not applicable here due to factors already mentioned that differentiate a Fellowship from other forms of program. A lack of reduction to a single, overarching measure does not detract from the achievements of the Fellowship. The advantages of this type of approach however more than outweigh this shortcoming, providing opportunities for a learning journey, accompanied by an independent observer and guide. It is here that the approach adopted comes into its own by distinguishing between the *act* of evaluation and the *process* of evaluation. Referring once more to Davidson (2005), the act of evaluation will judge something as good, bad or indifferent. It is through an evaluation process that the judgement, “How good is good?” can be made.

CONCLUDING REMARKS FROM THE EXTERNAL EVALUATOR

Associate Professor Jacquie McDonald is to be commended. The ALTC Fellowship documentation that had been produced as a requirement of the Fellowship was, where useful to the planning and conduct of the external evaluation, easily transferable and beneficial. This indicated a well-thought out project, mindful not only of the deliverables and impacts that it intended to create but also of a deep understanding of what was necessary for these to be achieved. Thus the Fellow was clear from the outset “...*what difference the Fellowship would make...*”.

There is an adage in project management, “No project is completed on time, within budget and to its quality standards”. This should be borne in mind in any reflection on this external evaluation. The intention behind the particular approach adopted by this external evaluation is not one of a deficit model, therefore whilst it is important not to shy away from the things that were not achieved, reflect on them and on their underlying causes, it is important that the lessons learned be carried forward to inform future endeavours.

The external evaluation sought to answer the question “How good is good?”. The preceding pages provide an answer to that question.

The final comment is provided by one of the impactees of significant standing. It has been chosen judiciously.

“Dear Jacquie,

You are amazing. Im dying to see the final review but truthfully the outcomes already and your presentations have been so valuable. I have our pictures up in my room.

Warm wishes”

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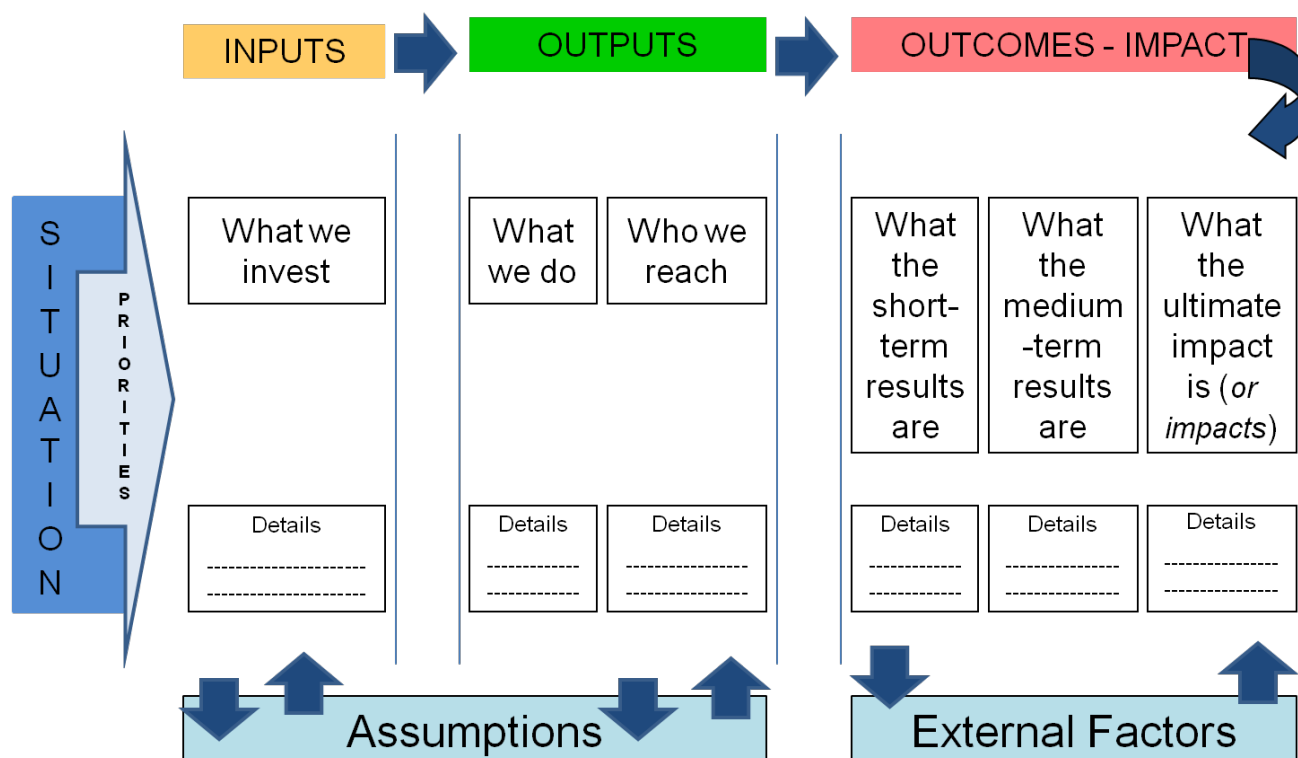
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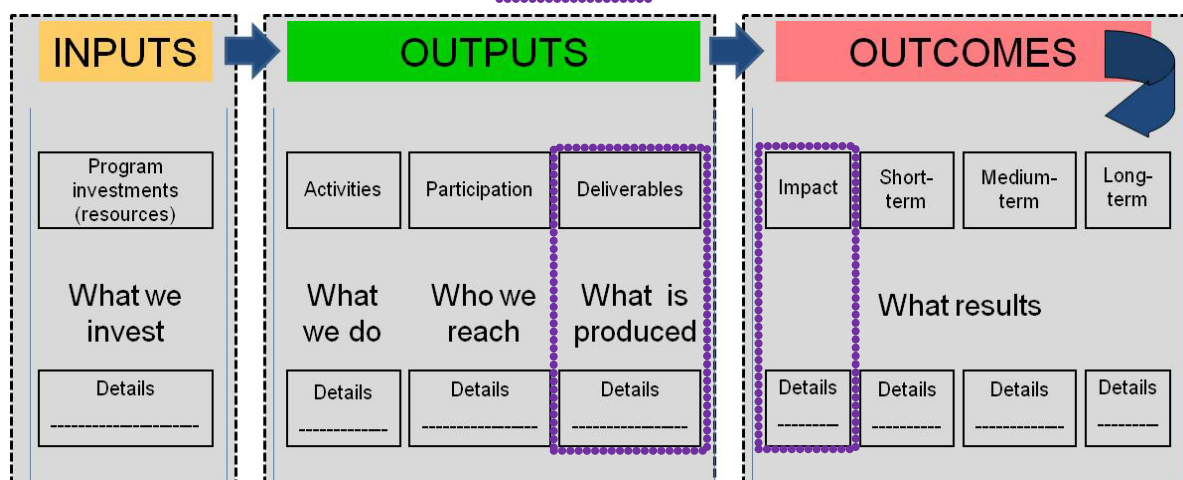
E: APPENDICES

APPENDIX: 1 THE RELATIONSHIP BETWEEN THEORY OF CHANGE, LOGIC MODEL, DATA COLLECTION AND EVALUATION OF THE FELLOWSHIP

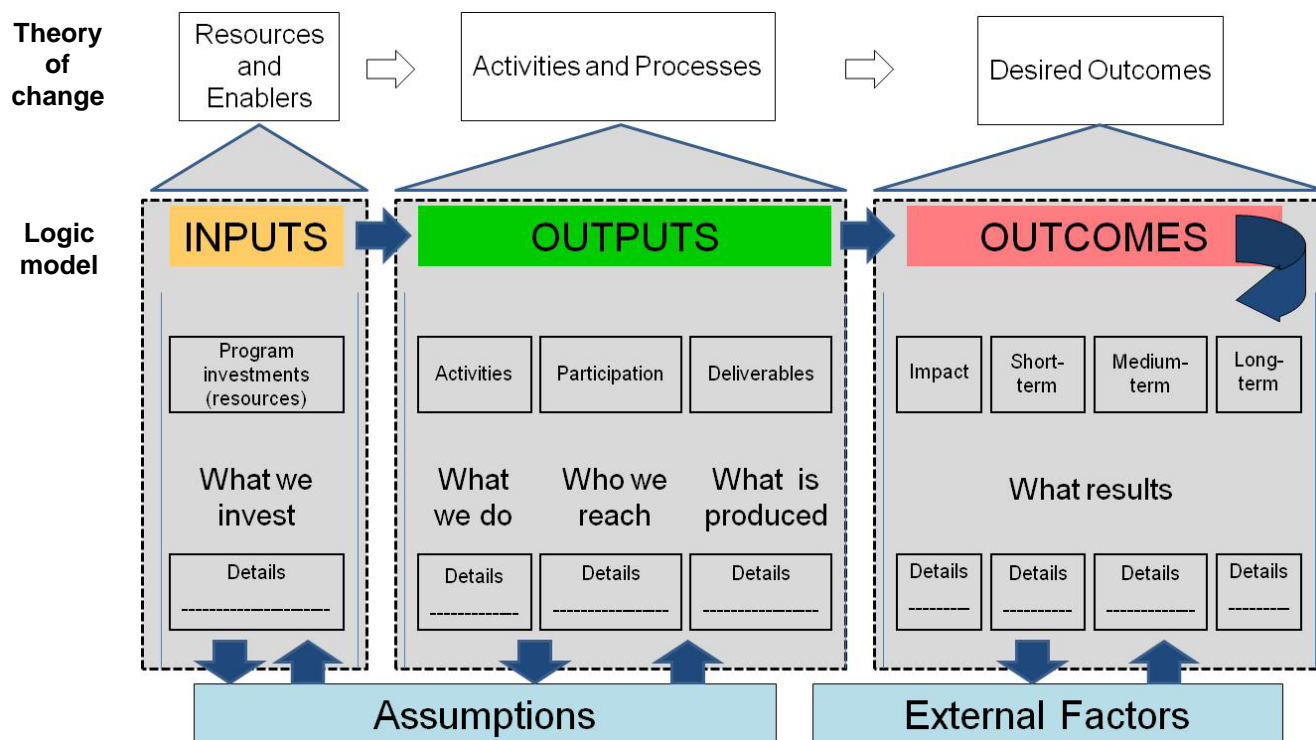
Full Logic Model Framework University of Wisconsin-Extension



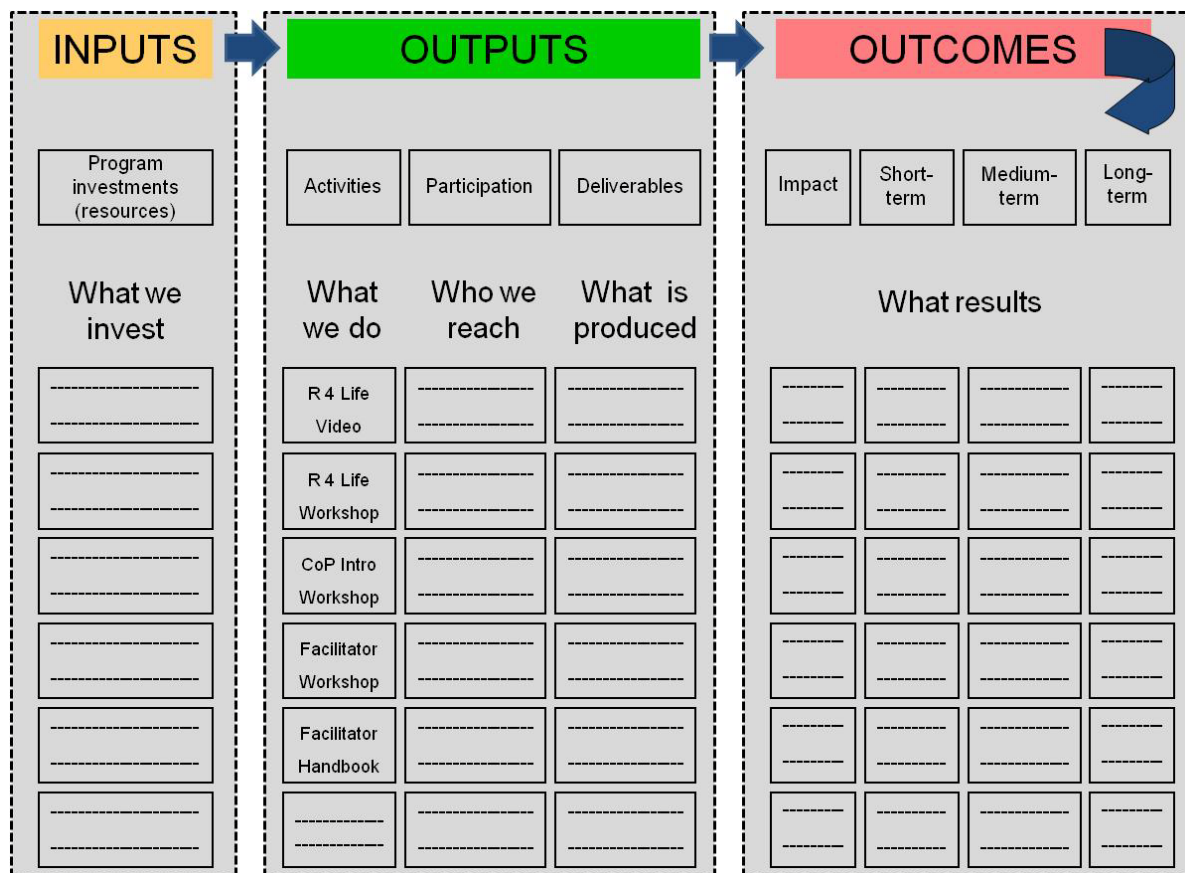
Adapted to include additional categories



Relationship between theory of change and logic models.



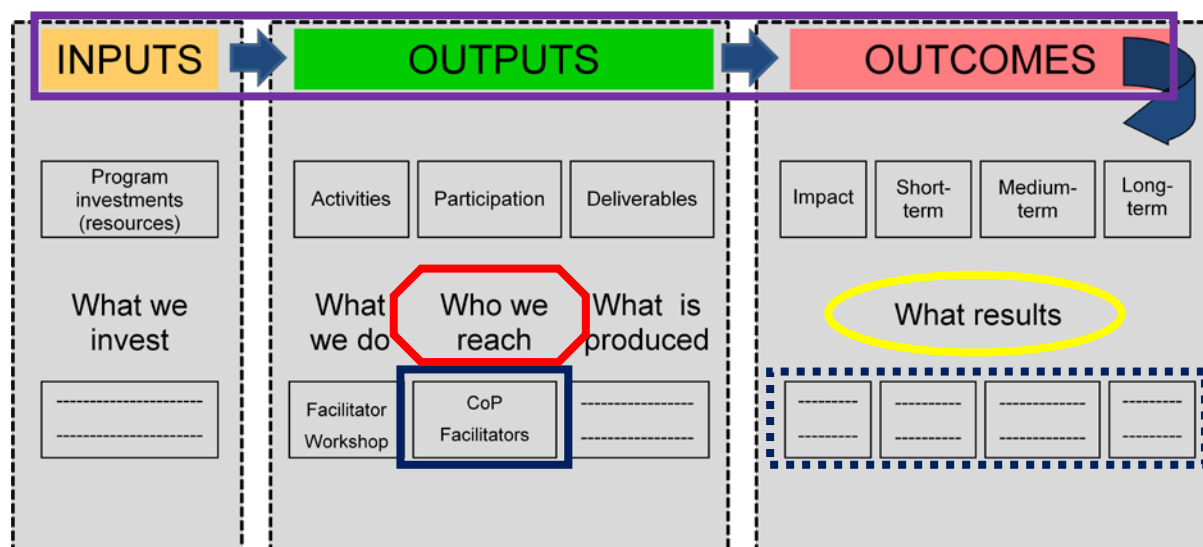
Logic Model for the Fellowship (example)



An External Evaluation of the ALTC Funded Program:

"Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice"

Evaluation of the Fellowship



Symbol	Measurement indicator
	Knowledge, attitudes and practices survey for facilitator workshop participants, pre- and post-event.
	Anticipated outcomes (not captured as part of the external evaluation)
	Expert testimony
	Wheel of Influence
	Key Evaluation Checklist (conformance)

APPENDIX 2: SURVEY QUESTIONS

Knowledge Domain (Scale 1 = Low 5 = High)

Knowledge and Confidence

- Make use of background information/literature in the facilitation of CoP
- Distinguish between CoP facilitation and other leadership roles
- Apply strategies that take account of group dynamics
- Fulfil the facilitator's role in CoP
- Build links with other USQ CoP facilitators
- Appreciate the impact that CoP can have on my own personal scholarship
- Appreciate the potential for other scholarly outcomes that can result from the operation of CoP

Attitudes Domain

(Scale 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree)

In a CoP it is the role of the facilitator to: ...

- ... limit their contribution as practitioner. **(R)**
- ... encourage the emergence of co-facilitators.
- ... embed learning in actual processes.
- ... stimulate self-organisation within the CoP.
- ... encourage private conversations as well as public (i.e. group meetings).
- ... make full use of all aspects of the diversity to be found within the CoP.
- ... balance the focus on tangible and intangible products.
- ... guide meta-level reflections.
- ... distinguish between individual practice and collaborative practice.
- ... manage legitimising relationships (e.g. with sponsors, champions, advocates).
- ... manage the permeable nature of CoP boundaries.

(R) This question is reverse coded.

Practices Domain

(Scale 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree)

In any forthcoming interactions as facilitator with your CoP, what is the likelihood that you will: ...

- ... contribute from your practitioner perspective?
- ... identify other facilitators?
- ... enable actual practice changes to ensue from CoP processes ?
- ... stimulate self-organisation within the CoP?
- ... act to ensure that the dialogues of the CoP are not confined to the meetings of the CoP?
- ... actively combat uniformity within the CoP?
- ... encourage the production of tangible as well as intangible (e.g. learning, reflection) outcomes?
- ... guide meta-level reflections, not just those concerned solely with practice?
- ... work at both improving individual practice as well as collaborative practice?
- ... act as an advocate/champion of your CoP?
- ... broker interactions outside the boundaries of the CoP?

APPENDIX 3: SURVEY INVITATIONS

To: [Email]

From: "j.edwards4@uq.edu.au via surveymonkey.com" <member@surveymonkey.com>

Subject: ALTC Workshop "Designing, Implementing and Facilitating Communities of Practice" 16-18 Feb 2011

Body: Dear [FirstName]

You are invited to undertake a survey following your participation in the above workshop. The survey forms part of the external evaluation strategy for the ALTC Teaching Fellowship entitled; "Community, Domain, Practice: Facilitator's catch-cry for revitalising learning and teaching through communities of practice" of Associate Professor Jacquie McDonald.

Your participation in the survey is valued in both providing information to the workshop organisers and in meeting the evaluation requirements of an ALTC Teaching Fellowship.

The survey can be accessed here:
<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Many thanks

Jon Edwards
Evaluation Services Unit
Teaching and Educational Development Institute
The University of Queensland

07 3365 6731

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<https://www.surveymonkey.com/optout.aspx>

To: [Email]

From: "j.edwards4@uq.edu.au via surveymonkey.com" <member@surveymonkey.com>

Subject: ALTC Workshop "Designing, Implementing and Facilitating Communities of Practice" 16-18 Feb 2011

Body: Dear [FirstName]

You are invited to undertake a survey following your participation in the above workshop. The survey forms part of the external evaluation strategy for the ALTC Teaching Fellowship entitled; "Community, Domain, Practice: Facilitator's catch-cry for revitalising learning and teaching through communities of practice" of Associate Professor Jacquie McDonald.

Your participation in the survey is valued in both providing information to the workshop organisers and in meeting the evaluation requirements of an ALTC Teaching Fellowship.

The survey can be accessed here:
<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Many thanks

Jon Edwards
Evaluation Services Unit
Teaching and Educational Development Institute
The University of Queensland

07 3365 6731

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<https://www.surveymonkey.com/optout.aspx>

An External Evaluation of the ALTC Funded Program:

"Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice"

APPENDIX 4: SEMI-STRUCTURED FACE-TO-FACE INTERVIEW

The following questions were put to Milton Cox.

Question

What is your understanding of:

BOAL?

CIT?

Question

What are the key differences in the product that is the Fellowship and your approach to FLCs?

Question

Describe your ideal formal experiences for facilitators.

Question

What in your opinion are the skills of facilitation?

Question

How do the activities of the Fellowship foster those skills?

Give an example.

Question

What words would you expect to hear from respondents who provide feedback on the facilitator workshop.

Question

In what ways do you perceive that the Fellowship can encourage facilitators to:

Sustain the community's being together around practice?

Maintain boundaries around the community that are clear, permeable and distinctive?

Draw nourishment from the environment and respond to environmental challenges creatively?

Question

How does the Fellowship foster story-telling and reflection on story-telling within CoPs?

Scenario

You take the R4life resources back to the USA. How would you facilitate their introduction into FLCs?

Question

What aspects of your work are left undone?

Does the Fellowship fill those gaps?

If so, how?

Question

How would you ascertain whether a Facilitator's CoP is effective?

Question

It has been suggested that the essentials of facilitation play out in three stages:

Curiosity;

Spontaneity;

Choice.

In what ways can the Fellowship be seen to encourage the development stages among facilitators?

Question

In what ways does the Fellowship:

Encourage working with uncertainty?

Encourage the achievements of outcomes?

Foster learning about facilitation rather than instruct/inform?

Question

What are the benefits/concerns in CIT and its application to facilitation and CoP?

Question

What are the benefits/concerns in BOAL and its application to facilitation and CoP?

Question

Why not just CPsquared?

APPENDIX 5: PRO-FORMA

1 Table of Fellowship activities

The table below is derived from the Fellowship proposal documents. The columns **Stage 1 Activities**, **Deliverables** and **Evaluation and dissemination (Deliverables)** represent entries in the ...document.

The following symbols are used in the fourth column:

- ✓ represents fully achieved
- ☹ represents achieved, not as originally envisaged
- represents not achieved

The column **Comments/Evidence** provides the opportunity to link to a source of evidence and/or an appropriate comment.

Stage 1 Activities	Deliverables	Evaluation and dissemination (Deliverables)		Comments/Evidence
Establish communication process with reference group	Effective reference group communication process		✓	Reference group attendance at 2.5 day facilitator workshop. Examples available of correspondence with reference group.
Engage evaluator and develop evaluation plan	Evaluation plan		✓	Accepted 22.10.2010
	HERDSA 2010 Conference Showcase		✓	A wide representation (approximately 55 people) from national and some international institutions at <i>HERDSA 2010 Conference</i> – showcase ALTC Teaching Fellowship and USQ CoP approach entitled ' <i>Communities of practice: Redefining approaches to academic professional development for changing practice</i> '.
Update CoP literature review	Updated existing literature review		☹	Journals and web monitored for literature and digital updates, e.g. Wenger videos to inform Fellowship activities. No separate literature review published

Stage 1 Activities	Deliverables	Deliverables (Evaluation and dissemination)		Comments/Evidence
Transcription of all interviews and subsequent analysis of the data using Grounded theory	Analysis of data from the semi-structured interviews for input into "Rehearsal for Life" workshop preparation		✓	Completed and used to design "Rehearsal for Life" workshop
Data used by BCA3001 students to prepare role play and range of solutions (Boal approach)	Script for "Rehearsal for Life" workshop		☹	Student semester timelines did not co-ordinate with Fellowship timeframe. Workshop prepared by USQ Faculty of Arts lecturer, an experienced Boal workshop facilitator and Fellow – drawing on interview data
Student run "Rehearsal for Life" workshop - video recorded and evaluated	Student run "Rehearsal for Life" workshop - video recorded		☹	Workshop run by USQ Faculty of Arts lecturer. Live video of workshop not recorded, based on request for privacy by some participants.
Video recorded "Rehearsal for Life" workshop piloted with USQ CoP facilitators	Video script prepared by USQ Faculty of Arts lecturer and Fellow and recorded in USQ video studio	Evaluation of revised video	☹	Delay in video recording meant participant evaluation not completed. Reviewed by Fellow, Arts Lecturer and Learning and Teaching Support staff member.
"Rehearsal for Life" w/shop revised, reviewed by reference group and evaluator	Evaluation of "Rehearsal for Life" workshop		☹	Link to video recording sent to reference group for informal evaluation.
		Video "Rehearsal for Life" w/shop	☹	Video available as web resource http://www.usq.edu.au/cops/resources/altcfellows/hip/boal
	Interim report – submitted		✓	Positive feedback from ALTC staff received
Comparison of USQ and 2009 USA CoP facilitator data		Journal article based on comparison of USQ and 2009 USA CoP facilitator data	✓	Chapter abstract accepted
		Interim report to reference group, evaluator and ALTC	✓	Received 25.01.2011

Stage 2 Activities	Deliverables	Evaluation and dissemination (Deliverables)		Comments/Evidence
McDonald & Cox; 2.5 day facilitator workshop USQ participants x 50 + review panel	2.5 day facilitator workshop x 50 staff from 3 USQ campuses		✓	http://www.usq.edu.au/~media/USQ/Communities of Practice/ALTC USQ workshop 14Feb11_agenda.ashx
McDonald & Cox; 1 day Intro to CoP workshop, 50 x participants, including QLD & Northern NSW HERDSA members + review panel	1 day Introduction to CoP workshop x 50 QLD & NSW HERDSA participants		✓	http://www.altc.edu.au/event-introduction-designing-implementing-and-facilitating-communities-practice-australian-learning-
	100 Facilitator's Handbooks for participants		✓	A reference copy was provided to the external evaluator at the time of the 2.5 day workshop
		Workshop evaluation data collated, sent to reference group and evaluator	✓	Provided by external evaluator on 04.03.2011
		Submit paper to HERDSA 2011 conference	✓	http://www.herdsa.org.au/wp-content/uploads/conference/2011/papers/HERDSA_2011_McDonald.PDF

Stage 3: Activities	Deliverables	Evaluation and dissemination (Deliverables)		Comments/Evidence
McDonald & Cox analyse workshop evaluations, plan any required modification of w/shop design for Australian context		Facilitator and Introductory CoP w/shop evaluation data analysed	✓	McDonald & Cox email exchange on evaluation feedback and planned changes to workshop flow if offered again
Revise Facilitator's Handbook	Revised facilitators handbook		☹	Facilitator's Handbook well received and valued by participants. Revision not required as Fellowship web resources are linked directly to Handbook components, giving guided journey through Handbook and digital access to high quality resource
Video recorded "Rehearsal for Life" CoP workshop presented to 2011 USQ CoP facilitators		Evaluation of revised video	—	Delay in video recording meant evaluation not completed.
"Rehearsal for Life" CoP workshop evaluated	"Rehearsal for Life" CoP workshop		✓	Completed stage one
		Participant evaluation of "Rehearsal for Life" CoP w/shop	✓	Completed
Establish facilitators CoP	Facilitators CoP established		✓	Established and meeting monthly, lead by Teaching Fellow
Prepare draft workshop report and circulate to review panel, Etienne Wenger & evaluator	Draft workshop report		✓	Completed

Stage 4: Activities	Deliverables	Evaluation and dissemination (Deliverables)		Comments/Evidence
Comparison of pre and post workshop facilitator data	Report on comparison of pre and post workshop facilitator data, impact of fellowship activities		✓	Completed
Modification of two w/shops for Australian context based on convenor analysis, review panel and evaluator feedback	2.5 day CoP facilitator workshop final version for Australian context		✓	McDonald & Cox email exchange on evaluation feedback and planned changes to workshop flow if offered again
	One day CoP introductory workshop final version for Australian context		—	
	Resources prepared for digital availability		✓	http://www.usq.edu.au/cops/resources/altcfellowship
		Workshop resources on USQ CoP web page	✓	http://www.usq.edu.au/cops/resources/altcfellowship
		Workshop resources placed on the ALTC Exchange Network	✓	ALTC Exchange Network not available, Fellow was advised to host resources on USQ web site
Prepare and present CP2 - International online CoP presentation and online forum	CP2 - presentation & online forum to International CoP		☹	Formal CP2 presentation not delivered, as focus on CoP dissemination was at a National level. International dissemination was via "Linked In" CoP forum - http://www.linkedin.com/groups?home=&gid=78082&trk=anet ug hm

Stage 4: Activities	Deliverables	Evaluation and dissemination (Deliverables)		Comments/Evidence
Prepare final report, circulate to reference group and evaluator	Final report			These deliverables that will post date the publication of the external evaluation report
		Final report to ALTC web site		
		Results of the project published in relevant HEd journals and presented at conferences eg, Lilly (USA), HERDSA and ALTC Fellowship Forums		

2 Table: Summary of “Key Elements In Evaluating ALTC Grant Projects”

The table below is derived from the Fellowship proposal documents.

The following symbols are used in the second column:

- ✓ represents fully achieved
- ◐ represents achieved, not as originally envisaged
- represents not achieved

Element		Evidence
1. What is the nature of the project?	✓	Fellowship documents: 1. Planning documents 2. Interim reports
2. What is the purpose and scope of the evaluation?	✓	Evaluation proposal
3. Who are the stakeholders for the project and the audiences for the evaluation information?	✓	Evaluation proposal
4. What are the key evaluation questions which the evaluation will address?	✓	Evaluation proposal
5. How will the information be collected and analysed?	✓	KEC
6. What are the criteria for making judgements about the findings of the evaluation?	✓	KEC
7. What resources and skills are required to conduct the evaluation?	✓	External evaluator employed
8. How will the evaluation findings be disseminated?	✓	Dissemination strategy included in Fellowship proposal documentation
9. What is the timeline for the evaluation activities?	✓	Evaluation proposal
10. Is the evaluation plan internally coherent and of high quality?	✓	Evaluation proposal KEC