

# Toolbox for measuring impact of science communication

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Compiled by IMPACTLAB.

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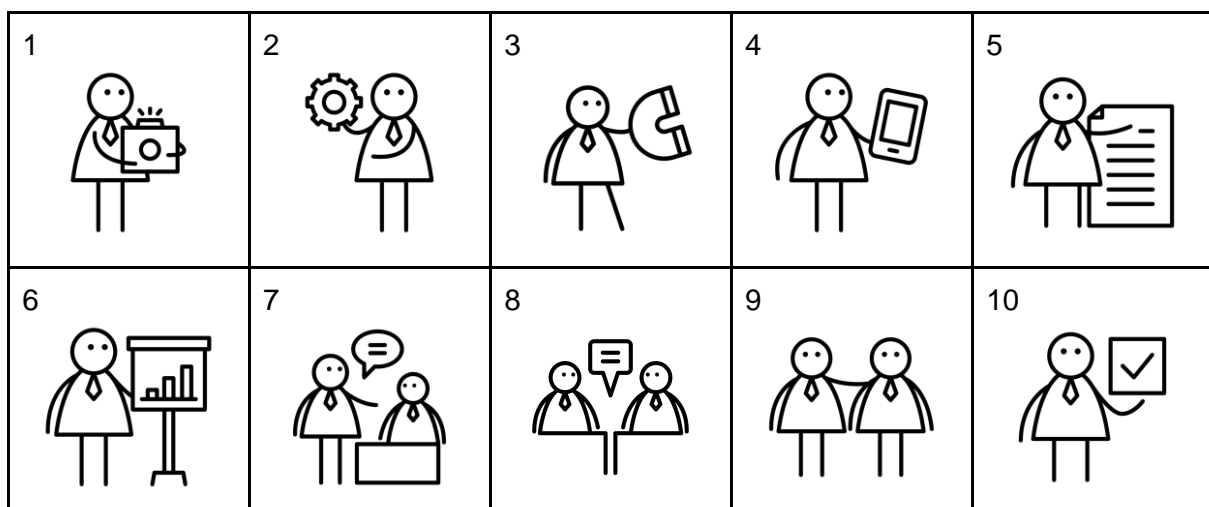
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## Introduction

This overview contains more than thirty tools for measuring the effect of science communication activities. With each instrument you will find a short description, labels that indicate what you can use a certain tool for and links with additional information, templates and/or examples. You can also use the [decision tree](#) (online) to find out which tools are best suited to your activity.

### 10 types of tools

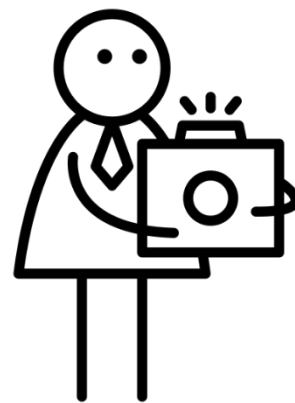
1. **Audio-visual observation:** monitoring behaviour and recording reactions (short or long term)
2. **Concept analysis:** collecting participants’ opinions on the content and set-up of your event
3. **Creative techniques:** collecting participants’ overall impressions, raising response rate and participation
4. **Data analysis:** gathering spontaneous reactions and media reach of your event
5. **Surveys:** collecting detailed information (quantitative or qualitative)
6. **Feedback:** collecting participants’ first or overall impressions and gathering information using short questions (quantitative or qualitative)
7. **Focus groups:** collecting in-depth qualitative data from a small number of participants
8. **Interviews:** collecting qualitative thoughts and impressions of a medium-sized group
9. **Personal observation:** monitoring behaviour and reactions, keeping track of participant numbers
10. **Voting:** collecting data on a small number of questions



## Category 1

### Audiovisual observation

Tools for monitoring behaviour and recording reactions  
(short or long term)



<b>Diaries</b>	
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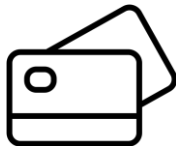
<b>Description</b>	<p>A method that requires participants to record their experiences, thoughts, emotions or everyday lives in a log, diary or journal for a fixed period of time. These entries can revolve around a specific activity or can be part of a longer process.</p> <p>Researchers can perform content analysis to evaluate participants' (change in) behaviour and attitudes.</p>
<b>Good for measuring</b>	<p>Behaviour &amp; skills Attitude &amp; awareness</p>
<b>Labels</b>	Audio-visual observation
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Work load (participant)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/logsanddiaries">https://www.betterevaluation.org/en/evaluation-options/logsanddiaries</a></p>

<b>Photo diaries</b>	
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<b>Description</b>	<p>This method requires participants to take photos and provide captions or comments on what they photograph. Visual methods can draw out perspectives, thoughts or emotions that may be difficult to articulate through words.</p> <p>Photo diaries can be used during an event, where participants take photos of the activities they found most interesting, captivating or moving. They can post them on social media or send them privately.</p> <p>This is a method that can also provide a way to capture events in a person's life. The data generated can be used to study change over time.</p> <p>It is possible to discuss the photos afterwards with participants to understand their thought processes.</p>
<b>Good for measuring</b>	Behaviour & skills
<b>Labels</b>	Audio-visual observation Data analysis
<b>Data type</b>	Response data Trace data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-12-photograph-diary.pdf">https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-12-photograph-diary.pdf</a></p> <p>(EN) <a href="https://learningspacetoolkit.org/needs-assessment/data-gathering-tools-2/photo-interviews/index.html">https://learningspacetoolkit.org/needs-assessment/data-gathering-tools-2/photo-interviews/index.html</a></p> <p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/photographyvideorecording">https://www.betterevaluation.org/en/evaluation-options/photographyvideorecording</a></p>

<b>Calendar scribes</b>	
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<b>Description</b>	<p>Participants can track their activities, thoughts or experiences in a calendar-style format. This provides information on when participants are engaging with activities or content, how long they do so and how they report on it.</p> <p>This method is used most often in longitudinal research. Researchers can perform content analysis to evaluate participants' (change in) behaviour over time.</p>
<b>Good for measuring</b>	Behaviour & skills
<b>Labels</b>	Audio-visual observation Creative techniques
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.betterevaluation.org/en/evaluation-options/timeseriesanalysis">https://www.betterevaluation.org/en/evaluation-options/timeseriesanalysis</a></p> <p>(EN)  <a href="https://www.europlanet-society.org/outreach/europlanet-evaluation-toolkit/evaluation-tool-thematic-coding/">https://www.europlanet-society.org/outreach/europlanet-evaluation-toolkit/evaluation-tool-thematic-coding/</a></p>

<b>Punch cards / Reward cards</b>	
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<b>Description</b>	<p>Provide participants with a card that contains all the different aspects or activities they can take part in. This method can incentivise participants to explore all aspects of the activity as it allows them to track their progress and (possibly) receive rewards.</p> <p>It allows researchers to collect evaluation data as well as track participants' movements through the different steps of the activity.</p> <p>You can regard punch or reward cards as a participant's progress report. On these cards, you can leave room for extra feedback from participants.</p>
<b>Good for measuring</b>	Behaviour & skills
<b>Labels</b>	Audio-visual observation Feedback
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)</p> <p><a href="https://www.publicengagement.ac.uk/whats-new/blog/how-do-you-know-your-public-engagement-made-difference">https://www.publicengagement.ac.uk/whats-new/blog/how-do-you-know-your-public-engagement-made-difference</a></p>

<b>Video diaries</b>	
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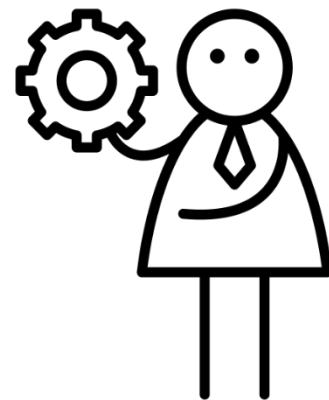
<b>Description</b>	<p>This method requires participants to take videos and provide commentary on what they see or film.</p> <p>This visual method allows people to voice their perspectives, thoughts or emotions as they are moving through an activity or are out in the real world.</p> <p>Video diaries are also a way to capture events in a person's life. The data generated can be used to illustrate change over time.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness Behaviour &amp; skills</p>
<b>Labels</b>	<p>Audio-visual observation Data analysis Feedback</p>
<b>Data type</b>	<p>Response data Trace data</p>
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/photographyvideorecording">https://www.betterevaluation.org/en/evaluation-options/photographyvideorecording</a></p>




## Category 2

### Concept analysis

Tools for collecting participants' opinions on the content and set-up of your event

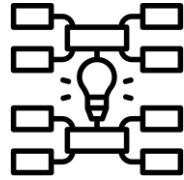


<b>Concept mapping</b>	
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<b>Description</b>	<p>Concept mapping is a general method that can be used to help any individual or group to describe their perspectives, ideas or experiences about a topic or activity. Participants are often asked to group cards with concepts/topics/ideas together and draw meaningful connections between them.</p> <p>This method allows you to study if participants see the meaningful connections between different aspects of the activity and understand its structure.</p>
<b>Good for measuring</b>	<p>Knowledge &amp; understanding Attitude &amp; awareness</p>
<b>Labels</b>	Concept analysis
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://conjointly.com/kb/concept-mapping/">https://conjointly.com/kb/concept-mapping/</a></p> <p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/concept_mapping">https://www.betterevaluation.org/en/evaluation-options/concept_mapping</a></p>

<b>Card sorting</b>	
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<b>Description</b>	<p>This is a method that requires participants to sort a series of cards, each labelled with a specific topic that is relevant to the activity, into groups that make sense to them.</p> <p>It provides insights into participants' conceptualisation of the activity and the relevance of each individual topic/aspect that is touched upon.</p>
<b>Good for measuring</b>	<p>Knowledge &amp; understanding Attitude &amp; awareness</p>
<b>Labels</b>	<p>Concept analysis Creative techniques</p>
<b>Data type</b>	<p>Response data</p>
<b>Work load (research)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Work load (participant)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.usabilitybok.org/card-sorting">https://www.usabilitybok.org/card-sorting</a></p> <p>(EN) <a href="https://www.usability.gov/how-to-and-tools/methods/card-sorting.html">https://www.usability.gov/how-to-and-tools/methods/card-sorting.html</a></p>

<b>Mind mapping</b>	
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<b>Description</b>	<p>A mind map is a diagram that enables participants to visualise the connections they see between topics and concepts. They can also show how they organise or hierarchically group topics and concepts together.</p> <p>You can give participants the topics and ideas they can organise, or let them come up with the labels themselves after they took part in an activity.</p> <p>Mind maps are often handwritten or drawn. Participants are, therefore, freer to make their own decisions on the organisation of the topics or ideas that are part of the activity.</p>
<b>Good for measuring</b>	<p>Knowledge &amp; understanding</p> <p>Attitude &amp; awareness</p>
<b>Labels</b>	<p>Concept analysis</p>
<b>Data type</b>	<p>Report data</p>
<b>Work load (research)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Work load (participant)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://blogs.otago.ac.nz/ouassa/mind-mapping-why-you-should-be-doing-this/">https://blogs.otago.ac.nz/ouassa/mind-mapping-why-you-should-be-doing-this/</a></p> <p>(EN)  <a href="https://www.mindmeister.com/blog/students-guide-to-mind-mapping/">https://www.mindmeister.com/blog/students-guide-to-mind-mapping/</a></p> <p>(EN)  <a href="https://www.ayoa.com/imindmap/articles/mind-maps-for-pre-and-post-assessment/">https://www.ayoa.com/imindmap/articles/mind-maps-for-pre-and-post-assessment/</a></p>

<b>Q method</b>	
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<b>Description</b>	<p>The Q method is a technique that helps you reveal and describe the different views in a group of participants as well as the areas in which there is consensus. Participants sort cards that have specific statements on them about the activity or about the topic. Based on how important they think some aspects or topics in an activity are, or based on their experiences, you can make a ranking.</p> <p>This method uses a specific technique for analysis (see link below)</p>
<b>Good for measuring</b>	<p>Behaviour &amp; skills Attitude &amp; awareness</p>
<b>Labels</b>	<p>Concept analysis Feedback Voting</p>
<b>Data type</b>	<p>Response data</p>
<b>Work load (research)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Work load (participant)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Links with information, templates and/or examples</b>	<p>(EN) Video <a href="https://qmethod.org/resources/how2q/">https://qmethod.org/resources/how2q/</a></p> <p>(EN) Video <a href="https://qmethod.org/2016/01/08/leeds-metropolitan-quick-q-animation/">https://qmethod.org/2016/01/08/leeds-metropolitan-quick-q-animation/</a></p>

## Category 3

### Creative techniques

Tools for collecting participants' overall impressions, raising response rate and participation



#### See also

- Calendar scribes (p. 5)
- Card sorting (p.10)
- Post it wall (p. 25)
- Postcards (p.26)
- Whiteboard / graffiti wall (p. 27)
- Container feedback (p. 41)
- Dotmocracy (p. 42)

<b>Rich pictures</b>	
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<b>Description</b>	<p>Participants draw their impressions of a topic or an activity. They can detail the connections they see, the way they feel about certain aspects of the topic or highlight their personal experiences or perspectives.</p> <p>Rich pictures can be highly conceptual. Participants are free to interpret this activity in any way they like.</p>
<b>Good for measuring</b>	Attitude & Awareness
<b>Labels</b>	Creative techniques
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Work load (participant)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.betterevaluation.org/evaluation-options/richpictures">https://www.betterevaluation.org/evaluation-options/richpictures</a></p> <p>(EN)  <a href="https://elabor8.com.au/rich-pictures-and-catwoe-simple-yet-powerful-scope-modelling-techniques/">https://elabor8.com.au/rich-pictures-and-catwoe-simple-yet-powerful-scope-modelling-techniques/</a></p>

<b>Stories</b>	
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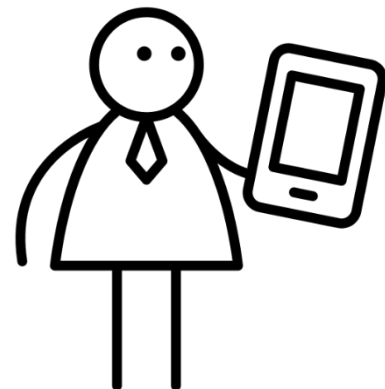
<b>Description</b>	<p>Together with the participants, usually children, you create a story. The organizers start by giving a situation, a character or an event. During or after the activity, the participants can build on this by adding a new action or event that has something to do with the topic or situation. Make the story revolve around the topic of your activity and find out what the target audience's ideas, expectations, or learnings are.</p> <p>The progress of the story is tracked on a board or on a screen so that everyone can continue to follow the story. Events, actions or details are added in chronological order so that it is clearly visible to the children how the story has progressed so far.</p>
<b>Good for measuring</b>	Attitude & awareness
<b>Labels</b>	Creative techniques
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	(NL) <a href="https://www.talent3xl.nl/hb-onderwijs/jonge-kind-verhalen">https://www.talent3xl.nl/hb-onderwijs/jonge-kind-verhalen</a>



## Category 4

### Data analysis

Tools for gathering spontaneous reactions and media reach of your event




#### See also

- Photo diaries (p. 4)
- Video diaries (p. 7)

<b>Data analysis: Reach</b>	
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<b>Description</b>	<p>Track all the unique viewers of your tweets, Instagram posts, YouTube videos and Facebook posts. You can also track how many people talk about your event by tracking the hashtags for your activity.</p> <p>By tracking reach it is not only possible to determine how many people engage with your content, but it is also possible to determine if there are changes in the number of tweets, posts or hashtags before and after an event.</p> <p>You can also track the number of followers your activity is gaining or losing over time.</p>
<b>Good for measuring</b>	Behaviour & skills
<b>Labels</b>	Data analysis
<b>Data type</b>	Trace data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://brand24.com/blog/how-to-measure-social-media-reach/">https://brand24.com/blog/how-to-measure-social-media-reach/</a></p> <p>(EN)  <a href="https://sproutsocial.com/insights/social-media-metrics/">https://sproutsocial.com/insights/social-media-metrics/</a></p> <p>(EN) Tool  <a href="https://socialert.net/twitter-analytics">https://socialert.net/twitter-analytics</a></p>

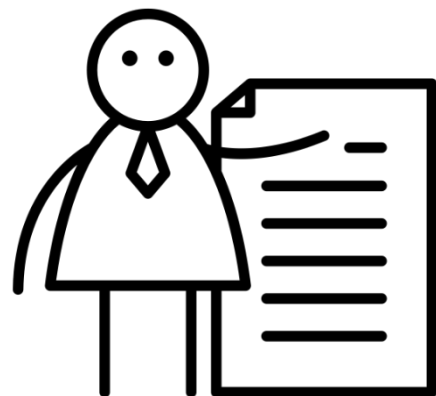
<b>Data analysis: Content</b>	
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<b>Description</b>	<p>Analyse the content of social media posts and hashtags, either automatically or manually, to determine what people are talking about.</p> <p>By analysing content, you can determine which topics participants found most or least engaging and how they report on it on social media. You can also track what other people are commenting on these posts.</p>
<b>Good for measuring</b>	<p>Behaviour &amp; skills Attitude &amp; awareness</p>
<b>Labels</b>	Data analysis
<b>Data type</b>	Trace data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-14-tweet-sentiment-visualisation.pdf">https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-14-tweet-sentiment-visualisation.pdf</a></p> <p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/content_analysis">https://www.betterevaluation.org/en/evaluation-options/content_analysis</a></p> <p>(EN) <a href="https://writing.colostate.edu/guides/page.cfm?pageid=1310&amp;guideid=61">https://writing.colostate.edu/guides/page.cfm?pageid=1310&amp;guideid=61</a></p> <p>(EN) Tool <a href="https://socialert.net/twitter-analytics">https://socialert.net/twitter-analytics</a></p>

## Category 5

### Surveys


Tools for collecting detailed information (quantitative or qualitative)



## General surveys / Questionnaires



<b>Description</b>	<p>Surveys or questionnaires include short, mainly closed answer and multiple-choice questions on a range of topics that deal with the activity.</p> <p>Most commonly, they are used to measure the general effects or outcomes of activities or events. Nevertheless, they can also be used to capture overall sentiment or knowledge about a topic before an activity takes place. Surveys can be used for pre- and post-testing to measure changes in knowledge, behaviour or awareness.</p> <p>Surveys are often time consuming to fill in. The chance for participants to ask questions is also often limited.</p>
<b>Good for measuring</b>	<p>Knowledge &amp; understanding</p> <p>Behaviour &amp; skills</p> <p>Attitude &amp; awareness</p>
<b>Labels</b>	Surveys
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="http://evaluationtoolbox.net.au/index.php?option=com_content&amp;view=article&amp;id=58">http://evaluationtoolbox.net.au/index.php?option=com_content&amp;view=article&amp;id=58</a></p> <p>(EN)  <a href="https://agrilife.org/od/files/2010/04/Questionnaire-Design-Publication-E-227.pdf">https://agrilife.org/od/files/2010/04/Questionnaire-Design-Publication-E-227.pdf</a></p> <p>(EN)  <a href="https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/">https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/</a></p>

<b>Online / offline quizzes</b>	
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<b>Description</b>	<p>Participants answer content questions on the activity or on a specific topic. Questions are most often closed-ended or multiple-choice.</p> <p>Quizzes of this nature are often distributed during or after an event takes place to measure if participants picked up on the necessary information or training.</p>
<b>Good for measuring</b>	Knowledge & understanding
<b>Labels</b>	Surveys
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Work load (participant)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.coursepath.com/tips-for-creating-test-questions">https://www.coursepath.com/tips-for-creating-test-questions</a></p> <p>(EN) tool <a href="https://kahoot.com">https://kahoot.com</a></p> <p>(EN) tool <a href="https://quizlet.com">https://quizlet.com</a></p>

<b>Entry / exit quizzes</b>	
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<b>Description</b>	<p>Quizzes about what people know as they arrive at an event, and what they know upon leaving can be compared (statistically if there are sufficient numbers involved) to infer changes in their understanding of the matter. It is also possible to gauge participants’ opinions rather than their knowledge about a topic, but this is not very common.</p> <p>When asking the same questions in the pre- and post-event phase, it is possible to study overall sentiment changes or individual growth.</p> <p>Entry and exit quizzes are often performed in-person, with a limited set of questions and a clear objective.</p>
<b>Good for measuring</b>	<p>Knowledge &amp; understanding</p> <p>Attitude &amp; awareness</p>
<b>Labels</b>	Surveys
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)</p> <p><a href="https://www.k-state.edu/assessment/toolkit/measurement/Special-Report-designing-better-quizzes.pdf">https://www.k-state.edu/assessment/toolkit/measurement/Special-Report-designing-better-quizzes.pdf</a></p>

## Category 6

### Feedback


Tools for collecting participants' first or overall impressions and gathering information using short questions (quantitative or qualitative)




#### See also

- Punch cards / Reward cards (p. 6)
- Video diaries (p. 7)
- Q method (p.12)
- Snapshot interviews (p. 36)
- Vox pops (p. 37)
- Container feedback (p. 41)



<b>General feedback forms</b>	
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<b>Description</b>	<p>Participant feedback matters. Understanding what participants want, how they think, and where they would like to see improvements can help grow your activity and improve participant response and uptake.</p> <p>General feedback forms can be used to make participants answer specific questions about the set-up or organisation of the activity. Questions are often Likert-scale questions, multiple-choice or close-ended.</p>
<b>Good for measuring</b>	Attitude & awareness
<b>Labels</b>	Feedback Voting
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.eventbrite.co.uk/blog/academy/event-evaluation-template-free-download-ds00/">https://www.eventbrite.co.uk/blog/academy/event-evaluation-template-free-download-ds00/</a></p> <p>(EN)  <a href="https://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html">https://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html</a></p>

<b>One-minute paper</b>	
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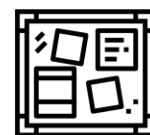
<b>Description</b>	<p>A one-minute paper is a method in which participants are asked to take one minute to answer two questions: what was the most important thing they learned from the activity and what still remains unclear to them.</p> <p>It is possible to ask what participants would like to see improved or what they would like to see in follow-up activities.</p>
<b>Good for measuring</b>	Behaviour & skills Attitude & awareness
<b>Labels</b>	Feedback
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://provost.tufts.edu/celt/files/MinutePaper.pdf">https://provost.tufts.edu/celt/files/MinutePaper.pdf</a></p> <p>(NL) <a href="https://www.uu.nl/sites/default/files/feedbackformulier_one_minute_paper_april_2015_.pdf">https://www.uu.nl/sites/default/files/feedbackformulier_one_minute_paper_april_2015_.pdf</a></p>

<b>Post it wall</b>	
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<b>Description</b>	<p>A post it wall is a popular way to collect feedback from a large number of participants. People can write their feedback on a sticky note and stick it on a wall or an object (in theme of the activity). It is possible to ask an evaluative question that people can answer. However, this is not necessary.</p> <p>Post it walls can be useful to study whether your activity has achieved its goals and objectives. Take into account that feedback is likely to be superficial.</p>
<b>Good for measuring</b>	<p>Behaviour &amp; skills Attitude &amp; awareness</p>
<b>Labels</b>	<p>Feedback Creative techniques</p>
<b>Data type</b>	<p>Response data</p>
<b>Work load (research)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Work load (participant)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf_method_-_sticky_wall.pdf">https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf_method_-_sticky_wall.pdf</a></p> <p>(EN) <a href="https://warwick.ac.uk/fac/soc/sociology/staff/jensen/ericsen/evaluation/#siren_call">https://warwick.ac.uk/fac/soc/sociology/staff/jensen/ericsen/evaluation/#siren_call</a></p>

<b>Postcards</b>	
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<b>Description</b>	<p>You can provide participants with postcards with prompt questions that they can fill in at the end of the event. These may be specific (e.g., “What did you think of the event?”) or more abstract (e.g., “I feel...”). Participants can hand the post cards back by pinning them onto a board for other people to see afterwards.</p> <p>Alternatively, you can let participants write to their future selves, to a famous scientist or to the organisers of the event.</p>
<b>Good for measuring</b>	Attitude & awareness
<b>Labels</b>	Feedback Creative techniques
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.betterevaluation.org/en/evaluation-options/postcards">https://www.betterevaluation.org/en/evaluation-options/postcards</a></p> <p>(EN)  <a href="https://www.fasttrackimpact.com/post/2018/11/07/get-longitudinal-impact-data-with-a-postcard-to-your-future-self">https://www.fasttrackimpact.com/post/2018/11/07/get-longitudinal-impact-data-with-a-postcard-to-your-future-self</a></p>

**Whiteboard / graffiti wall**

<b>Description</b>	<p>Similar to post it walls, whiteboard or graffiti walls are useful to collect feedback from a large number of participants. People can write their feedback on a whiteboard, on a wall or on an object with markers. It is possible to ask an evaluative question that people can answer. However, this is not necessary.</p> <p>This method can be useful to study whether your activity has achieved its goals and objectives. Take into account that feedback is likely to be superficial.</p>
<b>Good for measuring</b>	<p>Behaviour &amp; skills</p> <p>Attitude &amp; awareness</p>
<b>Labels</b>	<p>Feedback</p> <p>Creative techniques</p>
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.europlanet-society.org/outreach/europlanet-evaluation-toolkit/evaluation-tool-graffiti-wall/">https://www.europlanet-society.org/outreach/europlanet-evaluation-toolkit/evaluation-tool-graffiti-wall/</a></p> <p>(EN)  <a href="https://yesandyonder.com/how-to-graffiti-wall-research-method/">https://yesandyonder.com/how-to-graffiti-wall-research-method/</a></p>

## Category 7


### Focus groups

Tools for collecting in-depth qualitative data from a small number of participants




#### See also

- In-depth interviews (p. 35)

<b>Delphi method</b>	
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<b>Description</b>	<p>The Delphi method is a process used to arrive at a group opinion or decision by surveying a panel of experts.</p> <p>Experts are asked to respond to several rounds of questionnaires. The responses are then aggregated and shared with the group after each round. The experts can adjust their answer each round, based on how they interpret the "group response" provided to them. The ultimate result is meant to be a true consensus of what the group thinks.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness          Knowledge &amp; understanding</p>
<b>Labels</b>	Focus groups
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.investopedia.com/terms/d/delphi-method.asp">https://www.investopedia.com/terms/d/delphi-method.asp</a></p>

<b>Key informant interviews</b>	
	
<b>Description</b>	<p>Key informant interviews involve interviewing people who have particularly informed perspectives on an aspect of the activity or event that is being evaluated. These can be participants or experts.</p> <p>In contrast to the Delphi method, interviews with key informants commonly are semi-structured and revolve around analysing and evaluating the set-up or content of the activity.</p>
<b>Good for measuring</b>	Attitude & awareness Behaviour & skills
<b>Labels</b>	Focus groups
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.dmeforpeace.org/wp-content/uploads/2017/06/USAID_TIPS-ConductingKeyInformantInterviews.pdf">https://www.dmeforpeace.org/wp-content/uploads/2017/06/USAID_TIPS-ConductingKeyInformantInterviews.pdf</a></p> <p>(EN)  <a href="https://www.evalpartners.org/toolkit/3-4-6-how-to-use-key-informant-interviews">https://www.evalpartners.org/toolkit/3-4-6-how-to-use-key-informant-interviews</a></p> <p>(EN)  <a href="https://www.betterevaluation.org/en/evaluation-options/key_informant_interviews">https://www.betterevaluation.org/en/evaluation-options/key_informant_interviews</a></p>



<b>ORID questions</b>	
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<b>Description</b>	A focus group interview technique that focuses on discussing Objectives (the facts that everyone in the group knows about), Reflection (how people felt about the topic being evaluated, what they liked and disliked), Interpretation (what the issues or challenges were), and Decision (what their decision or response to the activity is).
<b>Good for measuring</b>	Attitude & awareness Behaviour & skills
<b>Labels</b>	Focus groups
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	(EN) <a href="https://pacific-edge.info/2010/08/orid/">https://pacific-edge.info/2010/08/orid/</a>  (EN) <a href="https://www.betterevaluation.org/en/evaluation-options/orid">https://www.betterevaluation.org/en/evaluation-options/orid</a>

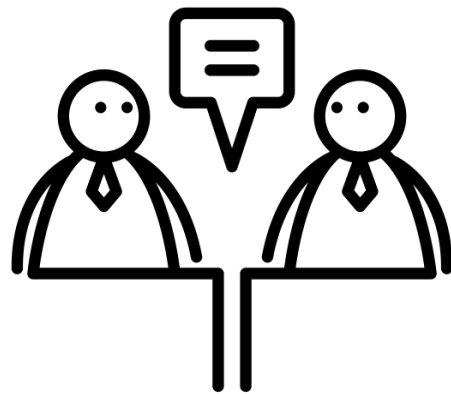
<b>Panel discussions</b>	
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<b>Description</b>	<p>Panel discussions are used to manage big groups. Rather than having all participants discuss their experiences or ideas, a smaller panel is selected that will have a discussion while other people can follow without interrupting them.</p> <p>Panel discussions are easier to manage than open group discussions. This method is also appropriate for addressing controversial topics.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness Behaviour &amp; skills</p>
<b>Labels</b>	Focus groups
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.betterevaluation.org/en/evaluation-options/fishbowltechnique">https://www.betterevaluation.org/en/evaluation-options/fishbowltechnique</a></p> <p>(EN) guide for panel chairs <a href="https://www.procurement.govt.nz/assets/procurement-property/documents/guide-evaluation-panel-chairs.pdf">https://www.procurement.govt.nz/assets/procurement-property/documents/guide-evaluation-panel-chairs.pdf</a></p>

## Category 8

### Interviews

Tools for collecting qualitative thoughts and impressions of a medium-sized group



<b>Convergent interviews</b>	
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<b>Description</b>	<p>Convergent interviewing is a method that allows you to gather new information. It is most valuable when you are in doubt about what kind of information you want to collect. In this sense, this interviewing technique is majorly explorative.</p> <p>Interviews are often not structured or semi-structured to allow participants to voice their opinions and experiences freely. Researchers can study recurring themes and topics through content analysis.</p> <p>Information obtained from convergent interviews can serve as the basis for more focused, semi-structured interviews or surveys.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness                  Behaviour &amp; skills                  Knowledge &amp; understanding</p>
<b>Labels</b>	Interviews
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="http://www.aral.com.au/resources/coin.pdf">http://www.aral.com.au/resources/coin.pdf</a></p> <p>(EN)  <a href="http://www.aral.com.au/resources/iview.html">http://www.aral.com.au/resources/iview.html</a></p> <p>(EN)  <a href="https://www.researchgate.net/publication/230036591_Convergent_interviewing_a_tool_for_strategic_investigation">https://www.researchgate.net/publication/230036591_Convergent_interviewing_a_tool_for_strategic_investigation</a></p>

<b>In-depth interviews</b>	
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<b>Description</b>	<p>An intensive one-on-one interviewing method with a small number of participants to explore their perspectives on a particular idea, topic or experience.</p> <p>You can ask questions about participants' expectations, thoughts they have concerning the set-up or management of the activity, outcomes, and personal involvement.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness</p> <p>Behaviour &amp; skills</p>
<b>Labels</b>	<p>Interviews</p> <p>Focus groups</p>
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="http://www2.pathfinder.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf">http://www2.pathfinder.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf</a></p> <p>(EN)  <a href="https://www.betterevaluation.org/sites/default/files/FY39300.pdf">https://www.betterevaluation.org/sites/default/files/FY39300.pdf</a></p>

<b>Snapshot interviews</b>	
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<b>Description</b>	<p>Snapshot interviews are very brief, focused interviews of 3-4 questions, taking no longer than 2 minutes to complete.</p> <p>They can be used for a range of purposes, e.g., to gather impressions of why people have come to an event, or to find out what they thought of the experience.</p> <p>Snapshot interviews happen on-site and in-person, most commonly when people have visited the event.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness</p> <p>Behaviour &amp; skills</p>
<b>Labels</b>	<p>Interviews</p> <p>Feedback</p>
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN)  <a href="https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-6-snapshot-interviews.pdf">https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-6-snapshot-interviews.pdf</a></p> <p>(EN)  <a href="https://thetoolkit.me/the-quick-1-2-3-method/c-quick-appraisal-or-self-evaluation-for-ngdos/step-3-building-on-your-initial-findings/#snapshot">https://thetoolkit.me/the-quick-1-2-3-method/c-quick-appraisal-or-self-evaluation-for-ngdos/step-3-building-on-your-initial-findings/#snapshot</a></p>

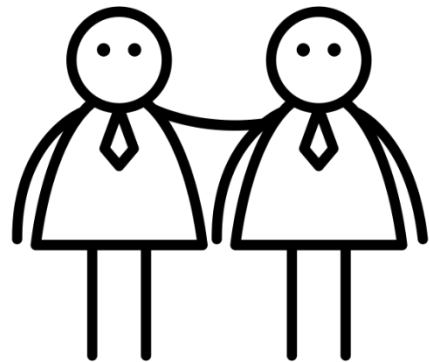
<b>Vox pops</b>	
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<b>Description</b>	<p>Short video interviews with participants in public engagement events or activities, asking for their feedback on an activity, their opinions on a topic or their thoughts on a debatable statement.</p> <p>Vox pops often only include one question. These interviews take place on-site and in-person, most commonly during an event.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness Behaviour &amp; skills</p>
<b>Labels</b>	<p>Interviews Feedback</p>
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - <b>3</b> - 4 - 5
<b>Work load (participant)</b>	1 - <b>2</b> - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.voxpops.com/how-to-write-a-vox-pop-questionnaire/">https://www.voxpops.com/how-to-write-a-vox-pop-questionnaire/</a></p> <p>(EN) <a href="http://www.deadready.co.uk/2011/06/conduct-vox-pop-interviews-events/">http://www.deadready.co.uk/2011/06/conduct-vox-pop-interviews-events/</a></p>

## Category 9

### Personal observation

Tools for monitoring behaviour and reactions, keeping track of participant numbers





## Observation of participants

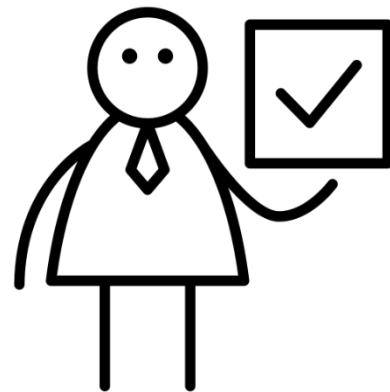


<b>Description</b>	<p>A method from ethnography enabling researchers to learn about the activities of participants, their movement and reactions during an event.</p> <p>This method revolves around observing actions and natural conversations. Interviews, checklists, questionnaires, and unobtrusive methods including walkabouts (focusing on specific locations or behaviours), can also be part of this activity.</p>
<b>Good for measuring</b>	Behaviour & skills
<b>Labels</b>	Personal observation
<b>Data type</b>	Response data Trace data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://thetoolkit.me/123-method/metrics-based-evaluation/metrics-step-3/participant-observation/">https://thetoolkit.me/123-method/metrics-based-evaluation/metrics-step-3/participant-observation/</a></p> <p>(EN) <a href="https://www.betterevaluation.org/evaluation-options/nonparticipantobservation">https://www.betterevaluation.org/evaluation-options/nonparticipantobservation</a></p> <p>(EN) overview <a href="https://programs.online.american.edu/msme/masters-in-measurement-and-evaluation/resources/observation">https://programs.online.american.edu/msme/masters-in-measurement-and-evaluation/resources/observation</a></p>

## Category 10


### Voting

Tools for collecting data on a small number of questions




#### See also

- Q-method (p. 12)
- General feedback forms (p. 35)

<b>Container Feedback</b>	
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<b>Description</b>	<p>Participants receive a little object that they can drop in a box or jar to indicate what they think about a specific statement or question.</p> <p>It is a quick, easy, and highly visual way to get feedback from participants. This method is suitable for every age group and can be an incentive for participation.</p> <p>Keep in mind that there is no chance for you to ask follow-up questions. It might, therefore, be difficult to know why people voted the way they did.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness Behaviour &amp; skills</p>
<b>Labels</b>	<p>Voting Creative techniques Feedback</p>
<b>Data type</b>	<p>Response data</p>
<b>Work load (research)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Work load (participant)</b>	<p>1 - 2 - 3 - 4 - 5</p>
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-8-pebble-in-boxes.pdf">https://www.europlanet-society.org/wp-content/uploads/2019/08/tool-8-pebble-in-boxes.pdf</a></p>

<b>Dotmocracy</b>	
<b>Description</b>	<p>Dotmocracy is a method to make participants vote on a series of statements, using dot stickers or markers. In a dotmocracy, participants vote on their chosen options using a limited number of votes.</p> <p>This method is useful to rank debatable statements about the topic or activity and gain insights into participants' preferences.</p> <p>Like with other voting tools, there might be limited time and space for you to ask follow-up questions. It might, therefore, be difficult to know why people voted the way they did.</p>
<b>Good for measuring</b>	<p>Attitude &amp; awareness Behaviour &amp; skills</p>
<b>Labels</b>	<p>Voting Creative techniques</p>
<b>Data type</b>	Response data
<b>Work load (research)</b>	1 - 2 - 3 - 4 - 5
<b>Work load (participant)</b>	1 - 2 - 3 - 4 - 5
<b>Links with information, templates and/or examples</b>	<p>(EN) <a href="https://dotmocracy.org/what_is/">https://dotmocracy.org/what_is/</a></p> <p>(EN) <a href="https://dotmocracy.org/steps/">https://dotmocracy.org/steps/</a></p> <p>(EN) <a href="https://toolbox.hyperisland.com/dotmocracy">https://toolbox.hyperisland.com/dotmocracy</a></p>