

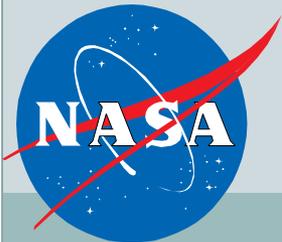
NICE Evaluator Webinar

September 20, 2012

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TRI-AGENCY COMMON EVALUATION FRAMEWORK

PLEASE NOTE: To reduce the amount of background sound, **please mute your telephones after dialing in by pressing *6** (or by using a manual mute button on your phone). To unmute, press *6 again. Thank you!



Announcements

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- Lots of NICE & tri-agency climate education sessions coming up at the American Evaluation Association annual meeting in Minneapolis – hope to see you there!
- Currently scheduling speakers for our January and March 2012 evaluator webinars – email ann.m.martin@nasa.gov if you're interested!
- PI Meeting postponed: next tri-agency climate change education in-person meeting will take place in October 2013. Series of online talks planned for Spring 2013. More information to come!

Agenda

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- **Teresa Lloro-Bidart**, U.C. Riverside
- **Nicole Holthuis**, Stanford University
- Discussion!

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Teresa Lloro-Bidart

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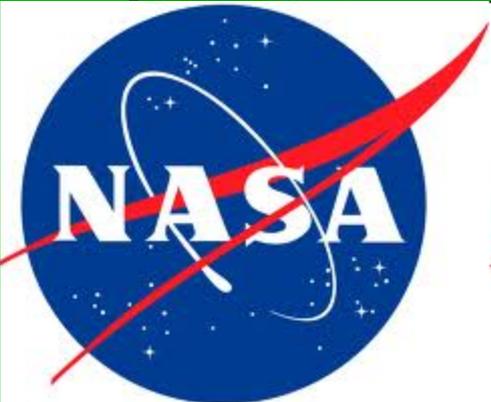
- UC Riverside
- NICE Project: “Down to Earth Climate Change: Teaching Tomorrow’s Leaders Today”
- Email: tllor001@ucr.edu



Down To Earth Climate Change

teaching tomorrow's leaders today

By Teresa Lloro-Bidart
UC Riverside



What does our grant entail?

- An undergraduate climate change course for non-majors (100s of students)
- A community climate fair (100s of guests)
- A science fair mentoring program for K-12 students (appx. 25 students and 20 mentors)

The focus today...

- Evaluating the science fair mentoring program...
- Ethnographic interviewing
- Unstructured (participant)-observations

Why an ethnographic interview?

- Getting the “informant’s perspective” (Spradley, 1979; Mason, 2002)
- Informants can “reconstruct” key events for evaluator (Mason, 2002; Seidman, 2006)
- Collecting data that would have been missed (DeWalt & DeWalt, 2011; Mason, 2002)

What is an “ethnographic” interview?

- Designed to get the perspective of the “informant,” not that of the interviewer
- What distinguishes it from “journalistic” interviewing? (Avoiding leading questions; getting informants to reconstruct experiences important to *them*)
- Why not just use journalistic interviewing?

Some examples...

- **ETHNOGRAPHIC:** Tell me about how you came to be involved as a mentor. (Here listen for the mentors' reasons for getting involved: e.g. wanting to give back or help out in community, love for science that they wanted to share with others, it looks good on grant applications, etc.)
- **JOURNALISTIC:** Did you decide to be a mentor so you could give back to the community or because you like to teach? Or was it some other reason?

More examples...

- **ETHNOGRAPHIC:** How does your science fair project compare with the science you do at school? (Listen here to whether students believe the science project is different and if they are able to make connections between formal “school” science and their project. Do they see the project as more “fun,” more “hands on,” etc).
- **JOURNALISTIC:** Did you think your science fair project was more fun than science you do in school? Why?

What is (participant)-observation?

- Observations v. participant-observation
- Structured v. unstructured observations
- Why unstructured? Advantages?

Why include (participant)-observation in evaluation?

- Establishing rapport with informants (DeWalt & DeWalt, 2011)
- Getting the “informant’s perspective” (Spradley, 1979; Mason, 2002)
- Collecting data that would have been missed (DeWalt & DeWalt, 2011; Mason, 2002)
- Exploring both intended and unintended program effects
- Verifying what’s revealed in interviews and documents, i.e. triangulation (Hammersley & Atkinson, 2007; Merriam, 2009)

References

- DeWalt, K. M., & DeWalt, B. R. (2011). *Participant observation: A guide for fieldworkers* (2nd ed.). Lanham, MD: AltaMira Press.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice*. New York: Routledge.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass
- Mason, J. (2002). *Qualitative researching*. Los Angeles, CA: Sage Publications Ltd.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart and Winston.

Thank you!

- Questions?
- Contact: tlor001@ucr.edu

Nicole Holthuis

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- Stanford University
- NICE Project: “The Science and Policy of Global Climate Change: Professional Development for K-12 Teachers”
- Email:
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- Discussion/ Q&A!