Evaluation and Testing (IO5)

Louise Fryer

Utopian Voices Ltd.

ADLAB PRO

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Dept. of Legal, Language, Translation and Interpreting Studies, Section of in Modern Languages for Interpreters and Translators
University of Trieste, Via Filzi, 14 - 34144 Trieste, Italy
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O5 details

- **Full title**: Evaluation and Testing
- **Leading partner**: Utopian Voices Ltd.
- **Contributing partners**: all
- **Other contributors**
  - All participants in ADLAB PRO events
  - AD students/trainers/lecturers/course deliverers/AD providers/users

A Guide to the Evaluation of Training Materials: ADLAB PRO a case study

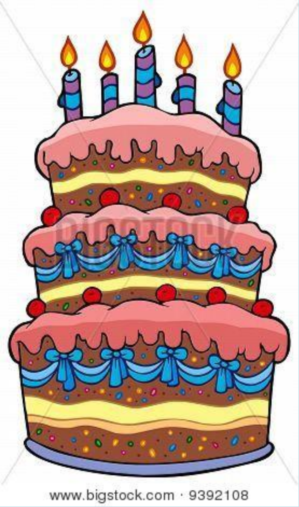
- a digest of the research: strategies, execution & results.
- **Chapter 1: methodological guidelines for evaluation**:
- Who? What? Why? When? & How? of evaluation.
- Chapter 2: Case Study 1: Evaluation of modules in IO3
  - Case Study 2: Evaluation of training materials in IO4
  - Appendix: all EFs used in ADLAB PRO.
  - 240pp. C.60,000 words

Why evaluate?

Evaluation provides evidence that justifies the value and viability of training programmes.

AIMS

- To improve a project. To check that it’s meeting its goals
- To better communicate its achievements
  - Serendipitous gains/unexpected insights
  - To show what we’ve done & to celebrate what we’ve achieved



There are 2 types of evaluation/Assessment

- **Formative** (assessing ongoing activities)
- **Summative** (assessing the end result)

- Formative: the chef tasting the soup as (s)he makes it
- Summative: everyone else tasting the soup when it’s ready

How: Quantitative versus Qualitative Measures

- Quant: Collection and analysis of numerical data.
- Numerical frequencies (percentages; averages – mean mode; standard deviation).
- Objective (large sample sizes overcome individual variation) can be generalised from participants to the population at large.
- Scientific.
- Replicable.
- Determine questions of cause and effect.

Qualitative Measures

- textual data from surveys, interviews, focus groups, (observation and ethnographies).
- Subjective.
- Less scientific.
- Less rigorous.
- Less replicable.
- Less easy to generalise.

But: Qualitative Measures

- Ask questions of real people in real situations (Plumb and Spyridakis, 1992).
- Produce richer data.
- By providing thick description of a specific context, the reader can apply the findings to their own situation.

Qual versus Quant: a comparison

- Quant: takes a hypothesis and tests it. The ideal is a randomised control trial.
- Qualitative uncovers what the hypothesis should be. It’s collaborative. It’s about listening.

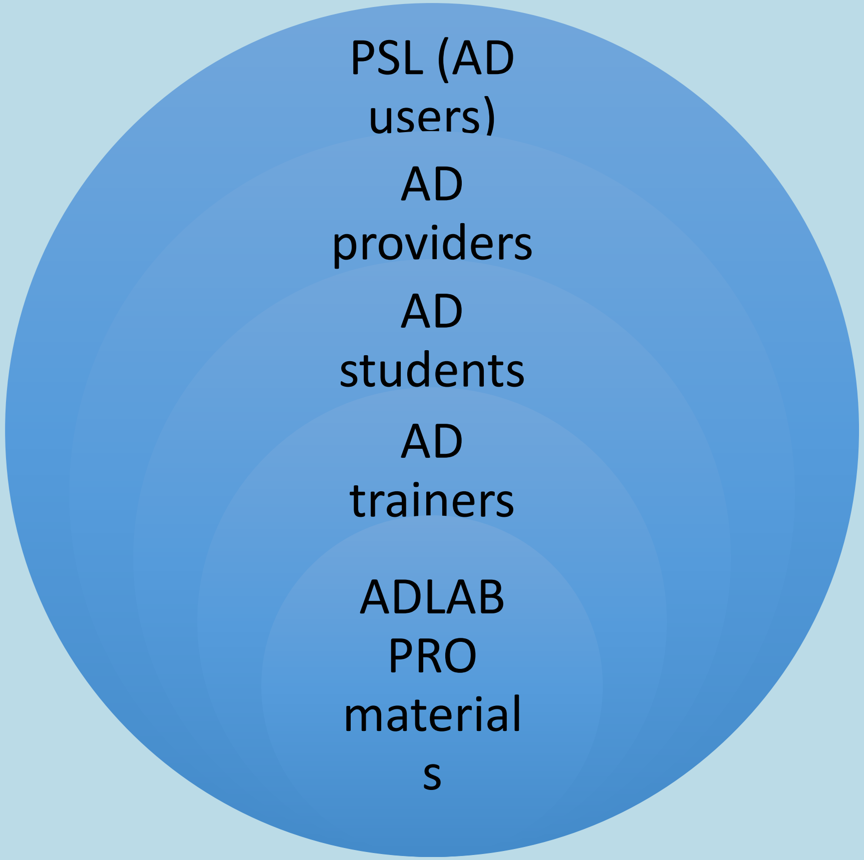
Mixed Methods

- Doesn’t have to be either or
- “Quiet revolution” O’Cathain (2009)
- Number of studies combining Quant & Qual approaches in Health research: 17% in the mid-1990s to 30% in the early 2000s
- Advantage: Intermethod discrepancies.
- Disadvantage: “more time, resources and effort to organize”
- (Collins, Onwuegbuzie & Jiao,2006)

Who? Stakeholders in ADLAB PRO

- “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (Freeman,1984, p.46).
- Students of AD.
- Teachers/Tutors/Trainers/Lecturers.
- Providers of AD.
- Users of AD – principally PSL.

Hierarchy of Stakeholders



PSL (AD users)

AD providers

AD students

AD trainers

ADLAB PRO materials

Challenges

- Sheer number (60 core videos + associated ppt. slides and transcriptions; over 100 additional videos; 6 reading lists; 196 tasks).
- Timeline: Materials ready: March - June 2019.
- Project ends: Aug 2019.

Solution

- Evaluate a prototype for most material types; core videos; reading lists; tasks; introductory videos (formative, using key informants)
- Evaluate selected final examples (summative using stakeholders).

Example: Core videos: Process

- Core video prototype created by UAB
- 2 key informants (ext./formative)
- Accessibility by RNIB & SF (int/formative)
- Field testing (ext/summative)
- Mixed methods: “Shop window” evaluation (ME5) BCN
- Semi-structured interviews (qual.)
- Student evaluation (mixed)
- evaluation by AD Professionals (RTV-SLO)
- Focus Group with PSL (RNIB/UV) (qual.)

Method 1: Core videos: Key informants

- 2 AD trainers in academic environments: one from Poland, one from Spain.
- Experts in screen AD.
- test the acceptability and useability.
- user experience (UX) indicators: engagement and attention. Psychological indicators known to be linked to student success (Christenson, Reschly, & Wylie, 2012).

Quality Indicators (QI's)

1. The video makes a useful contribution to understanding the practice of AD. (/10)
2. The video gives a good overview of the module to students of AD.
3. The video held my attention.
4. The video was succinct.
5. The audio (voiceover) was engaging.
6. If I were running a training course on AD, I would include this video (please give your reasons).

QIs ctd.

7. The duration of the video was too short/too long/about right.

8. The video is well structured.

Text box for evidence/reason for each score.

Other comments.

QI’s marked /10 = total /70

Quantitative Results

- E01: 59/70
- E02: 67/70

- NB: E02 made more suggestions for improvement.

Acting on the evaluation

- “In min. 2 when talking about the examples, maybe add a screenshot of the Swedish TV or a picture from Inglorious Basterds?”

- Real world constraints: Budget, timeframe, copyright.

Another suggestion

- I would try to include a couple of short video examples (10-15 seconds?). In my lessons, some students don't understand the concept until they are shown a video with AST.”

Solution

- Create an additional video: much freer than the tightly structured core videos. More space for examples.

What does the Evaluation Process show?

- Intermethod discrepancies:
- “Is it succinct?”: assumed to be a positive indicator.
- 95% agreement that it was succinct. (Caveat: only two respondents)
- Qualitative comments showed it was not necessarily a positive indicator. Yes…but…
- “Maybe even too succinct. I'd prefer a 10-minute video including some video examples which allowed internalising at least the basic concepts.”

Evaluator Commitment

- Responded to the request.
- Responded in detail.
- Formative suggestions.
- Committed to improving the quality.

Method 2: Core videos ME5 "Shop window" evaluation

- M2_U5 time & space; M1_U6
- Evaluators: ME participants
- Session 1: UAB introduced IO4, the typology of materials and their main features. Examples of: reading lists; trainer's guides; an introductory video.
- Session 2: UAB presented : **core videos**, tasks, and additional videos.
- Data by hard copy questionnaire (Online also available).

Participants ME5 Session 2

- Practicing describers (3)
- AD user (1)
- Academic/researcher (8)
- AD Tutor/Teacher/Lecturer (1)
- Provider of AD content (3)
- Student (5)
- Multiple (14) (39%)
- Total = 36.

From

- Europe = 30
- Asia = 2
- Australia = 2
- North America = 1
- South America = 1

Results (Quant)

- Likert scale 1 – 5
- I find the core videos…
- …Interesting m = 4.58; s.d. = .649
- …well-structured m = 4.57, s.d. = .85
- …confusing m = 1.42, s.d. = .906
- …easy to understand m = 4.50, s.d. = .941
- …increased my understanding of AD m = 4.39, s.d. = .899

Results Qual

- Liked most/least:
- Positive Keywords
- “simple, easy to understand, useful, clear, accessible, short, visually polished.”

- Negative Keywords
- “pace (too quick) delivery (tone naïve), grammatical errors/typos, cheap graphics, too short.”

Method 3: Semi-structured Interviews (Qual)

- 9 interviewees: 3 from Europe/3 from N. America/2 from Australia/1 from Asia
- 4/9 audio describer & trainer.
- All would use the materials in a future training course and recommend them to other trainers (9/9)

Strengths

- “The opportunity to see how other people approach it, how other people frame it in terms of competencies is really useful.”
- “I'm working in Hong Kong. I want some references from outside the Chinese community.”
- “freely available under a creative commons licence.”
- **“**I find them hands on, varied, creative and based on experience - both teaching experience professional experience and connections with the people, with the users.”

weaknesses

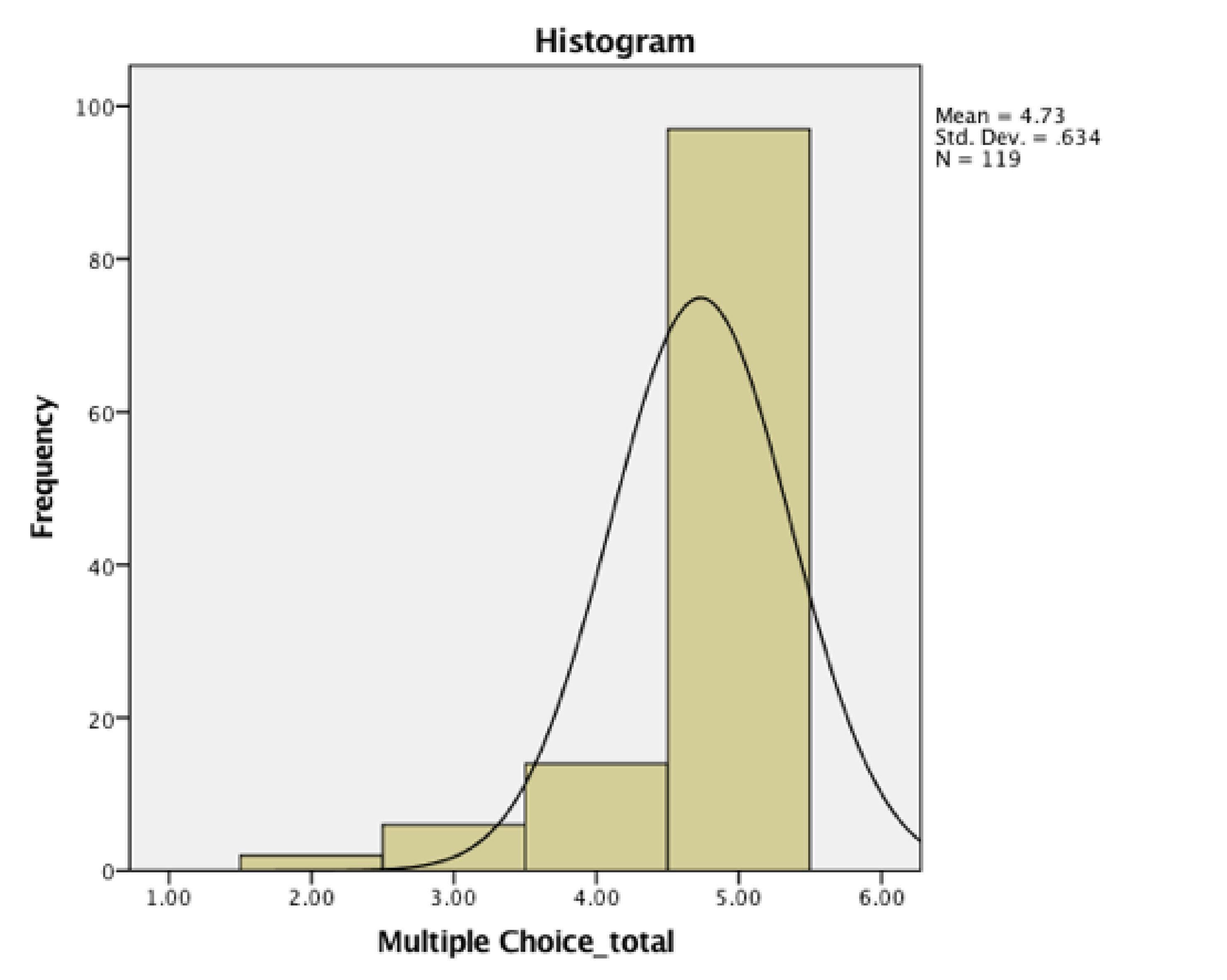
- "It seemed most suited for a university or academic kind of setting and I’m not coming from that place really.”
- “I as a broadcaster was a bit disappointed with the sound quality of the audio.”

Method 4: Course evaluation with students (UNITS)

- Core Video (Module 4 Unit 3: AD for static arts)
- Participants 119 Italian students studying Theory and history of translation with a very basic knowledge of AD.
- Method: watch the Core Video.
- Complete a Multiple Choice (MC) task.
- Fill in the evaluation form.

Results: The contents (are…)

- Clearly presented **m= 4, s.d.= .64, mode = 4**
- Effectively organised **m = 4, s.d. = .56, mode = 4**
- Easy to understand m = 3.9, s.d. = .68, mode = 4
- Provide appropriate guidance on the topic m = 3.78, s.d. = .78, mode = 4
- Increased my knowledge of the topic m = 3.9, s.d. = .71, mode = 4
- Developed my skills in this subject **m = 4.0, s.d. = .79, mode = 4**



Results (MC)

97 (81.5%) students got 5/5;
14 (11.8%) got 4 /5;
6 (5%) got 3 /5;
2 (1.7%) got 2 /5.
No one got 1 or 0 out of 5

Possible interpretations

- The Core Video is fairly comprehensible.
- The video is an excellent teaching tool.
- The multiple choice is too easy. Especially Q4 (100% correct).

Core Videos: Results Qual

- Liked most/least:
- Positive Keywords
- clear, good organization and/or structure, easy to understand, increase of knowledge, interesting content and/or topic, short, easy vocabulary; pleasant voice and/or presentation, good pace

- Negative Keywords
- boring, no pictures, not enough examples, too fast pace, graphics, layout, rather bad audio quality

Method 5: student/professional comparison

- Participants:
- Six students AMU, Poland: Range of familiarity with AD: 1 = 1 AD = completely new to me -5 = 2 (extremely familiar).
- Four experienced audio describers at RTV Slovenija.

- AMU: CV_M2_U2: (Process)
- RTV-SLO: CV_M3_U3 (what to describe in a live performance.)
- CV_M6_U2 (the technology used to deliver AD).

QIs

- A 7-point Likert scale was used to measure 8 QIs: attention; comprehension; accuracy of recall (general); accuracy of recall (specific); how easy the core videos were to follow and views on pace; interest; difficulty.

- All the points were labelled. A 9-point unlabelled scale was used for mental effort. This was to conform with the evaluation of cogniive load (CL) by Paas et al. (2003)

RTV-SLO Results

Did you think your comprehension was… (1 = “very poor”; 7 = “very good”): Min = 5; Max = 7; **mode = 6 (good)**; mean = 6; SD = .63

- How accurately can you remember general information? (1 = “not at all”; 7 = “extremely”): Min = 3; Max = 7; **mode = 5 (very)**
- How accurately can you remember specific information ? (1 = “not at all”; 7 = “extremely”): Min = 4; Max = 7; **mode = 5 (very)**

RTV-SLO Results

- How easily were you able to follow? (1 = “not at all”; 7 = “extremely”): Min = 4; Max = 5; mode = 4 (neither with difficulty nor easily)
- **Pace** (1 = “very fast”; 7 = “very slow”): Min = 4; Max = 4; mode = 4 (neither fast nor slow)
- **Interest** (1 = “very boring”; 7 = “very exciting”): Min = 4; Max = 4; mode = 4 (neither exciting nor boring)
- **Difficulty** (1 = “very difficult”; 7 = “very easy”) Min = 4; Max = 4; mode = 4 (neither with difficulty nor easily)

Cognitive Load: RTV-SLO Results

- How much mental effort did you put into following the core videos? (1 = “minimal effort”; 9 = “extreme effort”):
- Min = 5; Max = 6; mode = 5

Comparison AMU – RTV-SLO

- independent samples t-tests
- Significant differences were found for:
- pace F (4,6) = 1.265, p= .001
- mental effort F (4,6) = 6.741, p= .032
- professional describers finding the pace slower, yet feeling they had to expend more mental effort than the students.

Liked best/least RTV-SLO

The thing I liked best …

- Theoretical concepts are explained on practical examples
- Structure, content
- Systematically organized and structured materials
- Very good materials to use in different courses

There were no negative comments.

Method 6: Qualitative Focus Group (RNIB)

- 5 PSL attended. All were either employees of RNIB, or worked there as a volunteer. All identified as blind or partially sighted.

- Two identified as trainers, giving talks to community groups and to staff at Transport for London and Transport for All.

- All engaged in this type of advocacy e.g. with local societies for PSL.

Process

- CV_M1_U6 (Target audience for AD)
- Participants watched the video.
- Invited to make comments.
- Audio recording.
- Transcribed by app. Refined by the interviewer.
- Full transcript in the Evaluation Guide.

Results: Target Audience

- I think personally it's a really, it was a really good video that describes what audio description is and all who can benefit. (P02)
- I think the emphasis should be more, well not *should* be but some more emphasis *could* be put on blind people. (P02)

Memorability: Results

- Memorability: Measure of success of training materials and as a direct variable in the evaluations given by students

- I'm sitting here all evening and that figure of two hundred and fifty three million across the world. Yeah I just thought that was… that's unbelievable. I just, I know there's not as many people getting the support that we get. Yeah. And it's just really sort of quite tragic. (P01)

To sum up

- Formative & summative evaluation
- Mixed methods
- Intermethod discrepancies
- Quite consistent between evaluators & methods.

- Positives for Core videos: clarity; easy to understand; quite easy to remember – especially the general information. Useful to trainers. As training materials, they're pretty good.
- Negatives: as AV-productions they're not great.

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Available to download from the ADLAB PRO website.

https://www.adlabpro.eu

Final comment from one of the ME5 interviewees

- This is good stuff for anybody anywhere.