Appendix A

Initial Evaluation Framework Interview Sheet

Meeting with: ______________________________; Date: __________________________

Question:

Are we making a difference? More specifically, what kind of impact do our services and initiatives have on pedagogy (broadly put) and consequently on the student learning experience?

Audience:

- The TLSS; our community; the senior administration

Prospective Framework:

Adaptation of the Theory of Change approach (Hart et al., 2009) and Guskey’s 2002 Education Impact Framework.

Questions:

TC1 - What are the services offered? Who are they offered to and what is their scale (e.g. indiv, departmental, faculty, other services, external)?
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TC2 - What changes/impacts do these services aim to achieve in the long run (macro-level)?

TC3 – What are the outcomes necessary to achieve these impacts (meso-level)?

TC4 – What are the inputs, processes, and outputs (micro-level) needed to achieve these desired outcomes?

(inputs e.g. financial, physical, human; outputs e.g. frequencies, availability)
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TC5 - What are facilitating and inhibiting factors for the success of the services?

G1 – Indicators of satisfaction and opinions

What data do you collect (and via what data collection mechanisms)?

What data would be optimal (and how might we collected it)?

G2 – Indicators of learning (changes in thinking, conceptualisation, motivation and attitudes as a result of the service)

What data do you collect (and via what data collection mechanisms)?

What data would be optimal (and how might we collected it)?
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G3 – Indicators of action and application (changes in practice because of the service)

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<th>What data do you collect (and via what data collection mechanisms)?</th>
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What data would be optimal (and how might we collected it)?

G4 – Indicators of effects of actions (ripple effect or change beyond immediate beneficiary of the service)

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Appendix A

Other thoughts: