

## How we evaluate learning outcomes at UWW

Universities Without Walls ([www.uwow.ca](http://www.uwow.ca)) evaluation framework includes learning outcomes and civic engagement outcomes.

**Learning outcomes** are measured by applying a pre-post intervention instrument adapted from Brocklehurst & Rowe (2003)<sup>1</sup> and Kayser & Kayser (2016)<sup>2</sup> that measures awareness/knowledge, skills and experience at baseline and at the end of the intervention.

In this adapted model, each learner rates themselves in a scale that ranges from Novice, to experts in the areas of knowledge, skills, and experience (Brocklehurst & Rowe 2003).

**Civic engagement outcomes** of learners are measured by adapting measures of youth leadership, empowerment, participation in politics (broadly understood, e.g. becoming a Board Member in a nonprofit organization), and actions pertaining social justice. These questions are adapted from Shera & Murray (2016)<sup>1</sup>, Peterson et al. measures for youth empowerment (2011)<sup>2</sup>, the 5 Cs of positive youth development: competence, confidence, connection, character, and caring (Bowers et al. 2008),<sup>3</sup> and measures proposed by Valente & Pumpuang (2007)<sup>4</sup>.

In a focus group, a number of questions can be included to measure the progress of civic involvement such as “How has the activity changed your intention to ‘speak up’ regarding the specific topic?”, “How do you feel about sharing your knowledge about [specific topic] among co-workers, classmates, or social network?”, and “How will the knowledge and skills acquired with the [learning activity] influence your future decisions about work, studies or socializing?”.

**Experiential learning** or learning-by-doing is grounded in adult learning theory (Knowles, 1983), experiential learning theory (Kolb, 1984), critical pedagogy (Freire, Giroux, & McLaren, 1988), and heutagogy for lifelong learning theory (Blaschke, 2012).

It will be measured by asking the Investigaytors to self-report on items such as “meeting and working with persons they believe they would not have access to otherwise” (e.g., persons in high rank positions, queer intellectuals, persons in the sex trade, etc.) and “perceiving a growing appreciating for person who seem outside their moral or social realm” (e.g., persons who use substances, persons in open intimae relationships, etc.).

Forming “opinion leaders” is a Knowledge, Transfer and Exchange (KTE) strategy widely used since the 1990s. “Opinion Leaders” are persons that by virtue of their social and labor networking have influence, diffuse innovation, and can be early adopters. They are seen as impartial, well-informed and trustworthy.<sup>5</sup> <sup>6</sup>(Also see <https://www.cdc.gov/hiv/research/interventionresearch/rep/packages/pol.html>). The development as opinion leaders will be measured following experts’ latest advice,<sup>7</sup> for example, by

“observing the communication patterns” of Peer Researchers and their activities during and after the learning activity.

## References

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