

# Evaluating KE and impact

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# Planning

- 1. Who is likely to engage with/ be affected by your research?**
  - Partners, Audiences, Users, Beneficiaries
- 2. What will be done to enable impact?**
  - Linkages, communication, applications, ...
  - What can you/ your partners and beneficiaries do?
- 3. What difference would your research make to them?**
- 4. How will you monitor progress/ judge success?**
- 5. What are the resource implications?**

# Evaluation process

- **Understand the activity** (aims, rationale, approach, conceptualisation of KE) from different perspectives
- **Identify questions** for the evaluation and build evaluation in process (including cost)
- Reflect on **criteria and indicators** of success (see diversity of outcomes)
- Monitor activity, **collect and analyse** data using mix of methods and as part of the process of KE
- **Draw conclusions, feed back**

# What to evaluate?

**Relationships:** Have relationships been established and strengthened as intended?

**Activities:** Have the activities been carried out as planned? How well?

**Objectives:** Have the objectives been met? How fully?

**Impact:** Have (all) partners benefitted from the project? In what ways? To what extent? What are the implications for their clients and beneficiaries? What difference has the project made?

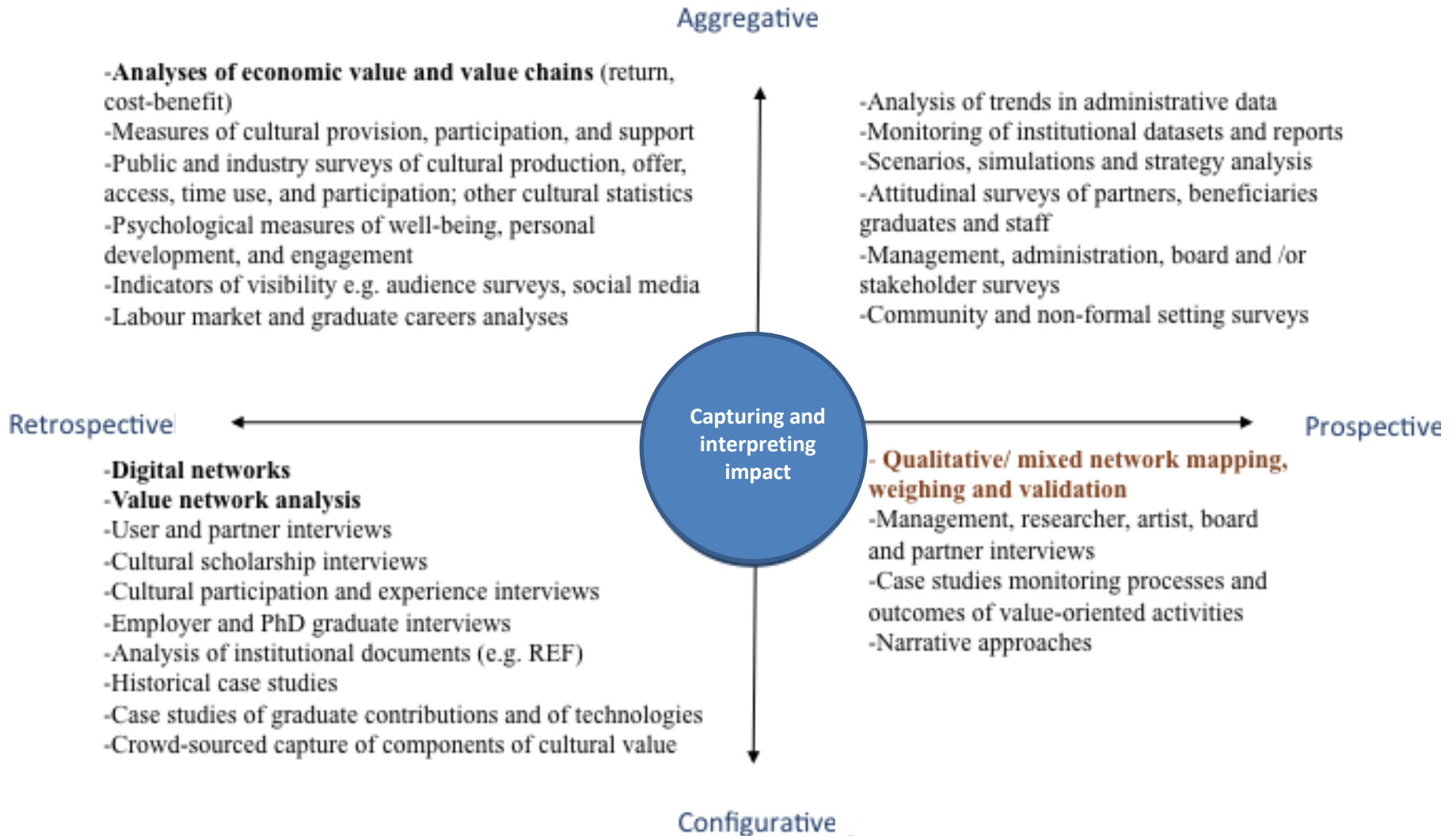
# Evaluation designs

- *Timeframe*: prospective --- retrospective
- *Goal*: summative --- formative
- *Scope*: cross-sectional --- longitudinal
- *Organisation*: external --- participative

# Methods and instruments to capture...

- **Participation**: e.g. analysing administrative data, questionnaires, network analysis, observation
- **Move to action**: e.g. organisational scales and questionnaires, focus groups, observation, text mining...
- **Specific outcomes** (such as skills, attitudinal changes, satisfaction, knowledge...): e.g. scales, questionnaires, (quasi) experiments, interviews
- **Processes of KE**: e.g. established instruments to assess adoption, utilization, and innovation; capacity and application; but see also co-production, collaboration and interaction

# The methodological landscape of impact capture (Oancea, 2014)



# Some publications

- (2014) Research assessment in the United Kingdom: past experience and current challenges. *ZfE - Zeitschrift für Erziehungswissenschaft*, 23. (in press)
- (2013) Interpretations of research impact in seven disciplines, *European Educational Research Journal*, 12(2), 242-250.
- (2013) Buzzwords and values: The prominence of “impact” in UK research policy and governance. *Research Trends*, 33, 6-8
- (2012) Assessing research impact in academic clinical medicine: a study using Research Excellence Framework pilot impact indicators. *BMC Health Services Research*, 12:478.
- (2009) Trends in research policy in the United Kingdom – implications for South African higher education research. *South African Journal of Higher Education*, 23(2) .
- (2009) Performative accountability and the UK Research Assessment Exercise. *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies* (NZ), vol. 27 (1 & 2).
- (2007) From Procrustes to Proteus: Trends and practices in the assessment of education research. *International Journal for Research Methods in Education*, 30(3), pp. 243-269.
- (2007) Expressions of excellence and the assessment of applied and practice-based research. *Research Papers in Education*, 22(2), pp. 119–137.
- (2007) Tailored suit or straitjacket? A framework for analysing research evaluation. *Scientific Bulletin*, Pitesti.
- (2007) *Assessing Quality in Applied and Practice-Based Research*. London: Routledge (with J. Furlong)