Empowerment Evaluation:

Technological Tools of the Trade

American Evaluation Association

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November 13, 2009
Experiential education and empowerment evaluation: Mars Rover educational program case example

The Journal of Experiential Education | October 1, 2002 | Fetterman, David; Bowman, Cassie

Article: Empowerment evaluation as a social work strategy.

Applying empowerment evaluation as a tool for self-improvement and community development with culturally diverse populations.(FORUM)
Journal of the Community Development Society | July 01, 2000 | Harley, Debra A.; Stebnicki, Mark; Rollins, Carolyn W. | Copyright

AJE's Most Accessed Articles

The American Journal of Evaluation (AJE) remains a publication of choice for top authors to submit their writing. Between November 2007 and November 2008, the following were the top 10 most accessed AJE articles online:

- Empowerment Evaluation: Yesterday, Today, and Tomorrow, by D. Fetterman, A. Wandersman; June 2007
Selected Additional References


International

<table>
<thead>
<tr>
<th>Brazil</th>
<th>Japan</th>
<th>New Zealand</th>
<th>Spain</th>
<th>United Kingdom</th>
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<tbody>
<tr>
<td>A12 American Rio de Janeiro</td>
<td>Empowerment Evaluation Workshop in Brazil</td>
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CROSS CULTURAL

unicef
What is Empowerment Evaluation?

EE is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination.

Expanded definition: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.
Key Empowerment Evaluation Concepts

Reflective Practitioners → Contribute to the Development of Reflective Practitioners

Community of Learners → Cultivate a Community of Learners

Cycles of Reflection & Action → Establish Cycles of Reflection & Action

Culture of Evidence → Develop a Culture of Evidence

Critical Friend → Identify & Use a Critical Friend

Evidence → Collect Evidence
Coaching
Empowerment Evaluation
3 Steps

1. Mission
2. Taking Stock
3. Planning for the Future
Facilitate development of the mission statement

Group values

Democratic process

Making meaning & giving voice
## Taking Stock
### Part I

- List activities
- Prioritize (dots)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Prioritization with Dots</th>
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<tbody>
<tr>
<td>Communication</td>
<td>⬤⬤⬤⬤⬤</td>
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<tr>
<td>Product Development</td>
<td>⬤⬤⬤⬤⬤⬤⬤</td>
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<tr>
<td>Fundraising</td>
<td>⬤⬤⬤⬤</td>
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Taking Stock
Part II

Rating 1 (low) – 10 (high)

Dialogue

<table>
<thead>
<tr>
<th>Activities</th>
<th>DF</th>
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<th>SEC</th>
<th>Average</th>
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<td>Communication</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>4</td>
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<td>Teaching</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>6</td>
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<td>Funding</td>
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<td>2</td>
<td>1</td>
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<td>Prod. Develop</td>
<td>1</td>
<td>8</td>
<td>4</td>
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<tr>
<td>Average</td>
<td>3.25</td>
<td>5.25</td>
<td>4.25</td>
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</table>
Planning for the Future

- Goals
- Strategies
- Evidence
Baseline, Intervention, Institutionalization

- **Taking Stock** Represents the Baseline

- **Plans for the Future** represent Intervention

- **Interim Measures** - Benchmarks - Launching Internal Measures - Feedback Loops - **Formative Feedback** - **Midcourse Corrections**

- **2nd Taking Stock** is a 2nd Data Point - Comparing **Change Over Time** as a Group

- **Institutionalization**
Technological Tools of the Trade: A Metaphor

- Online Surveys
- Digital Photography
- Blogs
- Picture Sharing
- Docs & Spreadsheets
- Collaborative Web Sites
- Videoconferencing
- YouTube

Align Tools with the Principles of Empowerment Evaluation

Wordle - Word Cloud

Zoomerang - Online Survey

Videoconference YouTube
Online Survey Bar Charts

1. Zoomerang
2. Surveymonkey
3. Zapsurvey
4. Google docs form
Digital Photography

1. Taking Pictures (transferring to computer)
2. Cropping Photos
3. Adjusting Color
4. Exporting into a JPEG
5. Using in a report and web page
Blogs

1. Creating a blog
2. Posting Text and Adding Pictures
3. Settings (interactive or web-like posting)
4. Invitations to blog
Picture File Sharing

1. Uploading pictures
2. Editing photos - cropping, red-eye, contrast
3. Creating slide shows (including embedded slide shows for web pages)
4. Sharing digital photos
## Google Docs & Spreadsheets

### Course Evaluation

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Course this quarter increased my enthusiasm for being a medical student</td>
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<td>2</td>
<td>strongly agree</td>
<td>neutral</td>
<td>strongly disagree</td>
<td></td>
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<td>3</td>
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<td>67</td>
<td>23</td>
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<td>4</td>
<td>Q2 04-05</td>
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<td>5</td>
<td>Q3 04-05</td>
<td>75</td>
<td>16</td>
<td>8</td>
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<tr>
<td>6</td>
<td>Q4 04-05</td>
<td>67</td>
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# Medical Education Research Group

## Announcement

### Journal Club

#### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>September 25, 2008</td>
<td>Daisy Grewal and</td>
<td>Emotional Intelligence and Graduate Medical Education</td>
</tr>
<tr>
<td></td>
<td>Heather Davidson</td>
<td></td>
</tr>
<tr>
<td>October 23, 2008</td>
<td>Neil Gesundheit</td>
<td>Medical School Policies Regarding Struggling Medical Students During the Internal Medicine Clerkships: Results of a National Survey</td>
</tr>
<tr>
<td>January 29, 2009</td>
<td>Gabriel Garcia</td>
<td>Applications of Bloom’s Taxonomy Debunks the &quot;MCAT&quot; Myth</td>
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<tr>
<td>February 26, 2009</td>
<td>Ken Vosti (tentative)</td>
<td>Grade Inflation</td>
</tr>
<tr>
<td>March 26, 2009</td>
<td>Sylvia Bereknyei (tentative)</td>
<td>Enhancing the Informal Curriculum of a Medical School: A Case Study in Organizational Culture Change</td>
</tr>
<tr>
<td>April 30, 2009</td>
<td>Erika Shimahara</td>
<td>Letters of recommendation/residency selection factors in surgery</td>
</tr>
<tr>
<td>May 28, 2009</td>
<td>Alice Edler</td>
<td>The use of disconfirming data</td>
</tr>
<tr>
<td>June 25, 2009</td>
<td>TBA</td>
<td>TBA</td>
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</tbody>
</table>

#### Attachments (4)

- [Grewal Davidson_JAMA2008.pdf](#) 151k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)
- [Neilclerksips.pdf](#) 78k - on Sep 25, 2008 12:45 AM by Medical Education (version 1)
- [Science.MCATmyth.pdf](#) 414k - on Sep 25, 2008 12:49 AM by Medical Education (version 1)
- [emotionalintellig.pdf](#) 394k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)
Videoconferencing

1. iChat
2. iVisit
3. gmail
4. Skype
Extra Web-Treat

1. YouTube

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Salmon Run on the Reservation

Rating: ★★★★★

Views: 1,829

Salmon Run on the Reservation

Jumping Crocodiles in Darwin, Australia
COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION
AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP

Blog  Books & Publications  Controversy

Guides  Tech Tools  Videos
## Summary: Tech Tools

<table>
<thead>
<tr>
<th>Tech Tools</th>
<th>Features</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skype/Gmail Video</td>
<td>Free/Inexpensive</td>
<td>Facilitates Communication</td>
</tr>
<tr>
<td>Blog</td>
<td>User-friendly</td>
<td>Documents &amp; Shares Achievements</td>
</tr>
<tr>
<td>Online Survey</td>
<td>Rigorous &amp; Rapid</td>
<td>Contributes to a Culture of Evidence &amp; Accountability</td>
</tr>
<tr>
<td>Google Docs-Excel</td>
<td>Shared Space</td>
<td>Facilitates Collaboration</td>
</tr>
<tr>
<td>Digital Pictures</td>
<td>Transparency &amp; Immediacy</td>
<td>Gives Voice, Motivates &amp; Engenders Trust</td>
</tr>
<tr>
<td>Picasa &amp; Quicktime YouTube</td>
<td>Shared Experience</td>
<td>Celebrates &amp; Extends the Community</td>
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</tbody>
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Fetterman & Associates

25 Years
Experience at
Stanford University

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Stanford University

David M. Fetterman is the President and CEO of Fetterman & Associates, an international evaluation consulting firm. He is also a Professor of Education at the University of Arkansas at Pine Bluff and the Director of the Arkansas Evaluation Center. He is concurrently, a Collaborating Professor, Colegio de Postgraduados, Mexico and a Distinguished Visiting Professor of Anthropology at San Jose State University. Formerly, he was the Director of Evaluation in the School of Medicine. Previous to that position, he was the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. For a decade he was the Director of the MA Policy Analysis and Evaluation Program in the School of Education. He was a Professor and Research Director at the California Institute of Integral Studies; Principal Research Scientist at the American Institutes for Research; and a Senior Associate and Project Director at RMC Research Corporation. He received his Ph.D. from Stanford University in educational and medical anthropology. He has conducted fieldwork in both Israel (including living on a kibbutz) and the United States (primarily in inner-cities across the country). David works in the fields of educational evaluation, ethnography, policy analysis, educational technology, and focuses on programs for dropouts and gifted and talented education.
He has conducted extensive multisite evaluation research on local, state, and national levels. David’s multisite work has been primarily in urban settings. He conducted a national evaluation of dropout programs for the Department of Education. He has also conducted research on migrant, bilingual, and individuals with disabilities-oriented education programs. David has conducted evaluations for the University of San Francisco and the University of California, Berkeley. He has also provided Stanford’s Board of Trustees with a variety of evaluations including: Stanford’s Linear Accelerator Center, Stanford University Hospital departments, School of Medicine, the library, and various academic and administrative departments. He also evaluated Stanford’s Teacher Education Program for the President of the University.

He has taught in an inner-city high school, two Hebrew schools, and in various university settings. He also served as the Director of an Anti-poverty Program. Although he is recognized for his contributions to the development of ethnography and ethnographic evaluation, his most recent efforts have focused on developing empowerment evaluation -- to help people help themselves. He has used this approach throughout the United States and in South Africa. Empowerment evaluations have been conducted with the Marin Community Foundation's coordinated health access project, Hewlett Foundations $5 million One East Palo Alto community revitalization project, The Illinois Office of Alcoholism and Substance Abuse and the Office of Mental Health of the Illinois Department of Human Services, Lucille Packard's Children's Hospital, Native American tribal group initiatives, including the Intertribal Council of Michigan, Cambridge College, the California Institute of Integral Studies accreditation, and the $15 million Hewlett Packard Philanthropy Digital Villages.

(continued)
David was elected a fellow of the American Anthropological Association and the Society for Applied Anthropology. He received both the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice - the American Evaluation Association’s highest honors. David also received the George and Louise Spindler Award for outstanding contributions to educational anthropology as a scholar and practitioner, and the Ethnographic Evaluation Award from the Council on Anthropology and Education.

He received the President’s Award from the Evaluation Research Society for contributions to ethnographic educational evaluation. He was also awarded the Washington Association of Practicing Anthropologists’ Praxis Publication Award for translating knowledge into action.

David has also worked on the state, national, and international level in the field of gifted and talented education. He created and organized the first and second Gifted and Talented Education Conference at Stanford University. David received one of the 1990 Mensa Education and Research Foundation Awards for Excellence. Mensa Education and Research Foundation encourages research into the nature, characteristics, and uses of intelligence. The award was made for Fetterman’s book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* and articles on gifted and talented education in *Educational Evaluation and Policy Analysis* and *Gifted Education International*.

Fetterman was appointed by the U.S. Department of Education to serve on a panel to select a national center for the gifted and talented. He was selected in part because of his recommendation to create a national center in his book *Excellence and Equality*. Fetterman was a member of the Center’s Consultant Bank, advising the National Research Center on the Gifted and Talented. Fetterman was also a member of the Board of Trustees for The Nueva School (a progressive school for gifted and talented children).
Dr. Fetterman has taught online for over 10 years in an online Ph.D. program and in classrooms at Stanford University, complementing face-to-face instruction. Dr. Fetterman writes about teaching online and videoconferencing on the Internet in journals ranging from, *Educational Researcher* to *Practicing Anthropology*. He maintains an American Evaluation Association division listserv for collaborative, participatory, and empowerment evaluation. Dr. Fetterman was appointed to the American Educational Research Association's Telecommunications Committee, advising the association in this area.

He has consulted for a variety of federal agencies, foundations, corporations, and academic institutions, including the: U.S. Department of Education, National Institute of Mental Health, Centers for Disease Control, U.S. Department of Agriculture, W.K. Kellogg Foundation, Rockefeller Foundation, Walter S. Johnson Foundation, Annie E. Casey Foundation, Marin Community Foundation, Hewlett Foundation, Hewlett Packard Philanthropy, Knight Foundation, Arkansas Department of Education, Syntex, the Independent Development Trust in South Africa, Early Childhood Research Institute on Full Inclusion, and universities throughout the United States and Europe. He has also consulted for various foreign agencies and ministries such as the Ministry of Education in Japan.