

# Designing an Impact Evaluation of Learner-Centered Education.



Dana E. Gerstein, MPH, RD  
UCB, Center for Weight & Health  
<http://nature.berkeley.edu/cwh/>

# Learner-Centered Education Evaluation:

*Study Design, Goals &  
Objectives.*



# Why is this project *really* important?

- Environmental change within community-based organizations necessary to promote childhood & adulthood obesity prevention efforts.



# Goals

1. **Impact Evaluation:** Is LC approach more effective than traditional, didactic approach for changing F/V consumption behaviors in WIC families?
2. **Process Evaluation:** Is it feasible to implement & sustain LCE in CA WIC agencies?

# Goal 1 (Behavioral Outcome) Objectives

*Evaluate differences between intervention & control  
WIC families in:*

- Reported consumption of F/V.
- Movement in stage of change, self-efficacy, attitude, perceptions & perceived barriers with respect to F/V consumption.
- Exposure to & preference for F/V.



# Goal 2 (Process Evaluation)

## Objectives

*Evaluate differences between intervention & control in:*

- Extent to which LCE principles & practices have been incorporated into F/V classes before & after FTW.
- Costs associated w/ implementing LCE classes.
- Teachers' satisfaction w/ education process & their perception of role of learner.
- Participants' satisfaction w/ learning & their perception of their role as learner.

# Study Design

Pre-intervention data collection.



Intervention:

*Learner-centered Fruit & Veg Class*

OR

Traditional, didactic Fruit & Veg Class.



Post-intervention data collection.

# 10 Agencies, matched on:

- Agency size/caseload:  
Small, Medium, or Large,
- Geographical Region  
(Urban vs. Rural), &
- Primary Language spoken by  
participants  
(English, Spanish & Vietnamese).

# Challenges in Designing Evaluation

- Not possible to randomize.
- Every CA WIC agency has had some exposure to LCE.
- WIC participants' exposure limited to one F/V class.
- Needed to be consistent with FTW timeline (to maintain integrity of FTW).

# Evaluation Tools

## Agency Leaders:

- Leader Interest Survey
- Cost Survey

## WIC Teachers:

- WIC Teacher Survey
- Class Design Tool
- Class Observation Tool

## WIC Participants:

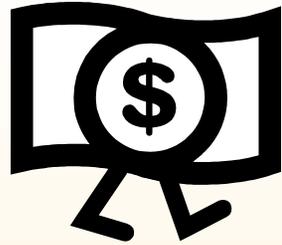
- WIC Participant Survey
- WIC Participant Focus Groups

# Leader Interest Survey

## *Purpose*

To identify:

- Leaders' perception of strengths & barriers that may affect sites' ability to implement participatory education (LCE) &
- Programs or events that might influence participants' F/V consumption.



# Cost Survey

## *Purpose*



To identify agencies’:

- Costs of implementing & sustaining LCE as compared to traditional education.

# WIC Teacher's Survey

## *Purpose*

To identify teachers':

- Perceptions about learning process: their role as teacher & WIC participant's role as learner,
- Satisfaction with education process &
- Perceptions of support they receive from their agency to implement LCE.

# Class Design & Observation Tools

## *Purpose*

To describe extent to which:

- Class design adheres to LCE principles & practices &
- LCE principles are demonstrated in class.

# WIC Participant Survey

## *Purpose*

To assess:

- Impact of LC approach on group education sessions for variety of factors associated with WIC families' F/V consumption behaviors.

# WIC Participant Focus Groups

## *Purpose*

To identify changes in participants':

- Satisfaction with WIC classes &
- Perceptions of the learning process & their role as learner.

# Timeline



1. Planning (Oct – Dec '04).
2. Training & Leaders & Teachers Pre-intervention data collection (Jan - June '05).
3. Participant Pre-intervention data collection (Jul – Aug '05).
4. Intervention (Sept - Nov '05)
5. Post-intervention data collection (Dec'05 - Feb '06)
6. Data Analysis & Dissemination Plans (Mar '06 – Sept '07).

# Consider what you have heard about FTW and its evaluation.

## *Question*

What 1 thing can you take away from this to use in your program?

