



Advancing Technician Education through Evidence-Based Decision-Making



Session Facilitators



Marcia A. Mardis, Ph.D.
Florida State University
mmardis@fsu.edu



David Bouvin, Ph.D.
Chipola College
bouvind@chipola.edu



Faye R. Jones, Ph.D.
Florida State University
faye.jones@cci.fsu.edu

Session Outline (45 minutes)

- ❖ **What is Evidence-Based Decision-Making (EBDM)?**
 - ❖ **Why is evidence important for decision-making?**
 - ❖ **Small Group Discussion**
 1. **What evidence do you use to make decisions?**
 2. **Which evidence do you wish you had?**
 3. **How can assessment and evaluation be aligned to assist you in EBDM?**
 - ❖ **Wrap-Up and Next Steps**
- 10 minutes
- 25 minutes
- 10 minutes

Session Goals

In this session, participants will:

- ❖ Identify new or promising strategies for making evidence-based decisions;**
- ❖ Gain strategies to use or transform current data to make informed decisions;**
- ❖ Interact with other project leadership on lessons learned and useful tips for implementing evidence-based programs; and**
- ❖ Explore ways in which assessment and evaluation can inform decision-making.**

What is EBDM?

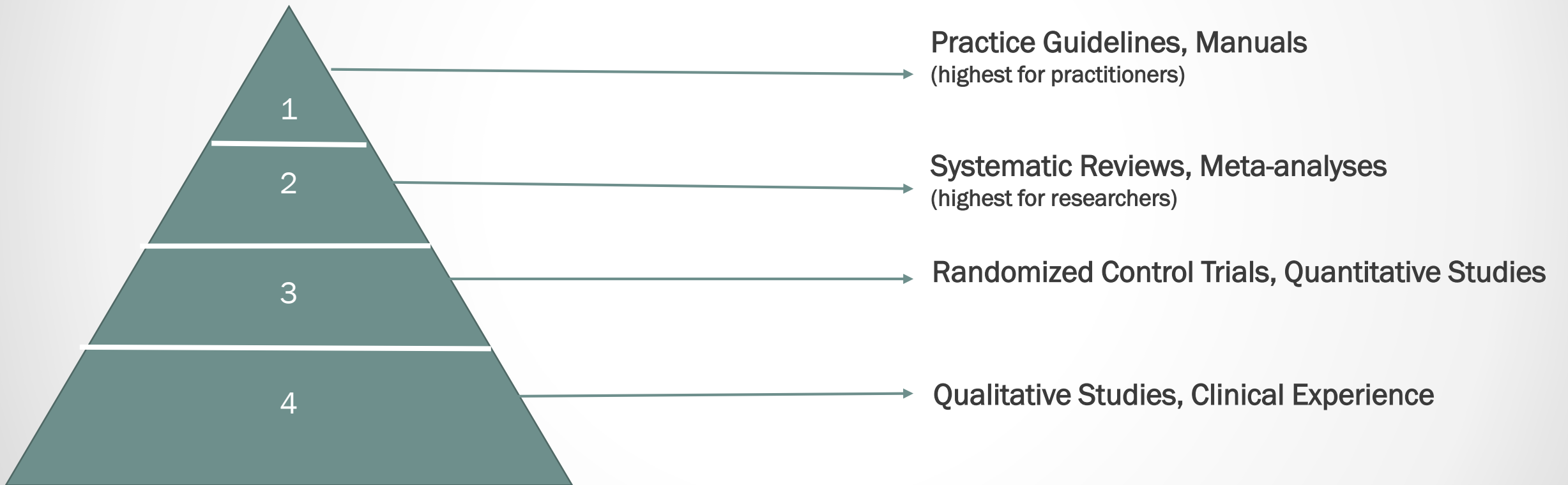
- ❖ **Originated in medicine, expanded to other fields**
 - ❖ Objective
 - ❖ Based in empirical research
 - ❖ Link more closely research and practice
- ❖ **Related to evidenced based practice (EBP)**
 - ❖ conscientious use of the current best evidence in making decisions or
 - ❖ any concept or strategy that is derived from objective evidence.
- ❖ **Based on needs for evidence and types of evidence**

What is EBDM?

| | |
|---|--|
| EVIDENCE FOR PRACTICE | FOUNDATION <i>Informational</i> Existing formal research provides the essential building blocks for professional practice. |
| EVIDENCE IN PRACTICE Applications/Actions | PROCESS <i>Transformational</i> Locally produced evidence—data generated by practice —is meshed with research-based evidence to provide a dynamic decision-making environment. |
| EVIDENCE OF PRACTICE Results—impacts and outcomes; evidence of closing of gap | OUTCOMES <i>Formational</i> User-reported evidence shows changes as a result of inputs, interventions, activities, and processes. |

Needs for Evidence

What is EBDM?



(Paynter, 2009)

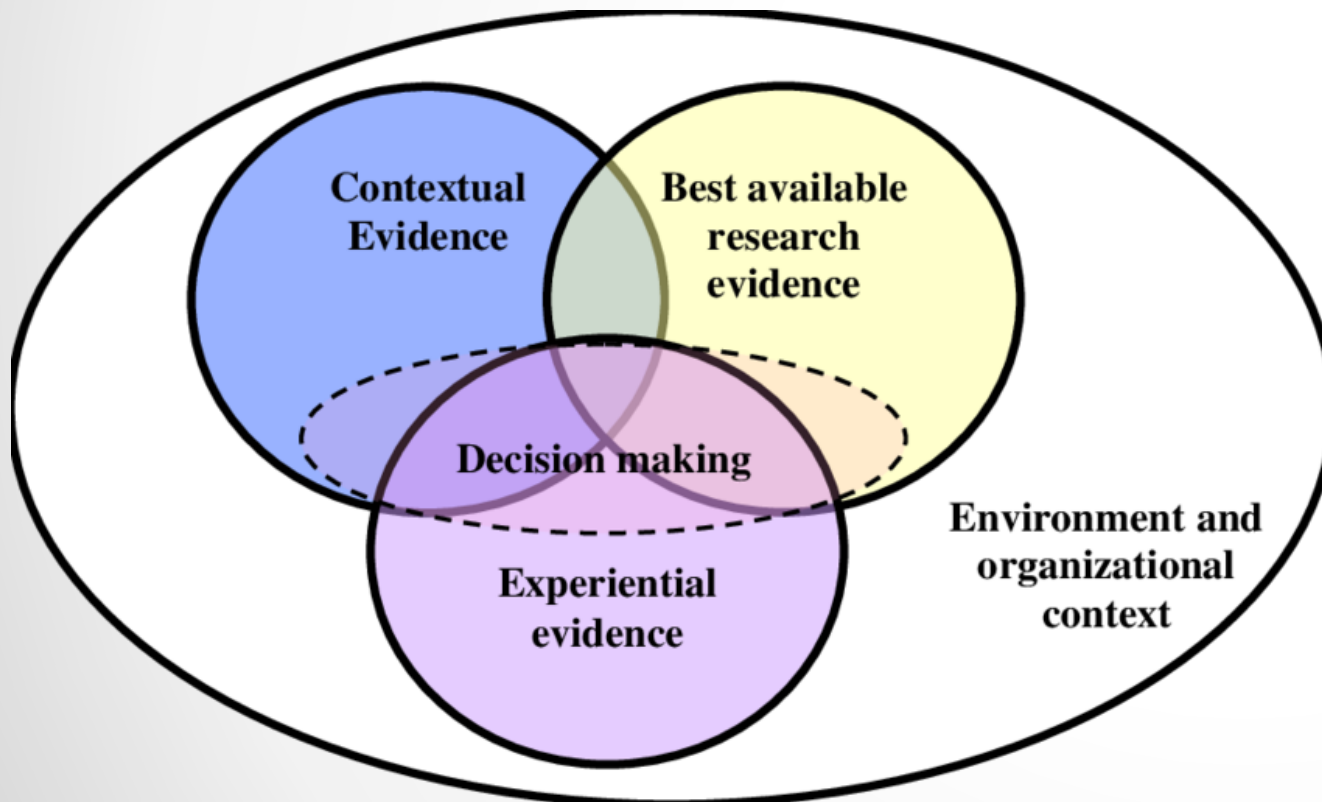
Types of Evidence

ATE Conference 2018



What is EBDM?

Overlapping Evidence = Decision



(Satterfield et al., 2009)

ATE Conference 2018



Why is EBDM Important? Examples

- ❖ Federal/State legislation requires educators to use EB practices in their work (e.g., ESSA) (Evidence **for** Practice)
- ❖ IHEs need to make informed decisions about which services to offer for professional development and education. (Evidence **for** Practice)
- ❖ Universities and colleges adding course content and courses on EBP to prepare their students for professional life. (Evidence **in** Practice)
- ❖ Self-reflection and assessment of group process are keys to learner success (Evidence **in** Practice)
- ❖ Service users and/or their advocates need info on whether they are receiving the best services. (Evidence **of** Practice)
- ❖ Graduation rates identify successful programs (Evidence **of** Practice)

EBDM Small Group Discussion 1

Lightning Discussion! 7 minutes!

What evidence and/or EBDM practices do you use to:

- 1) determine or improve program curricula?**
- 2) broaden or increase student diversity?**
- 3) increase participation of industry?**

Discuss and note each idea on a post-it. Stick to one area of the table or wall.

EBDM Small Group Discussion 2

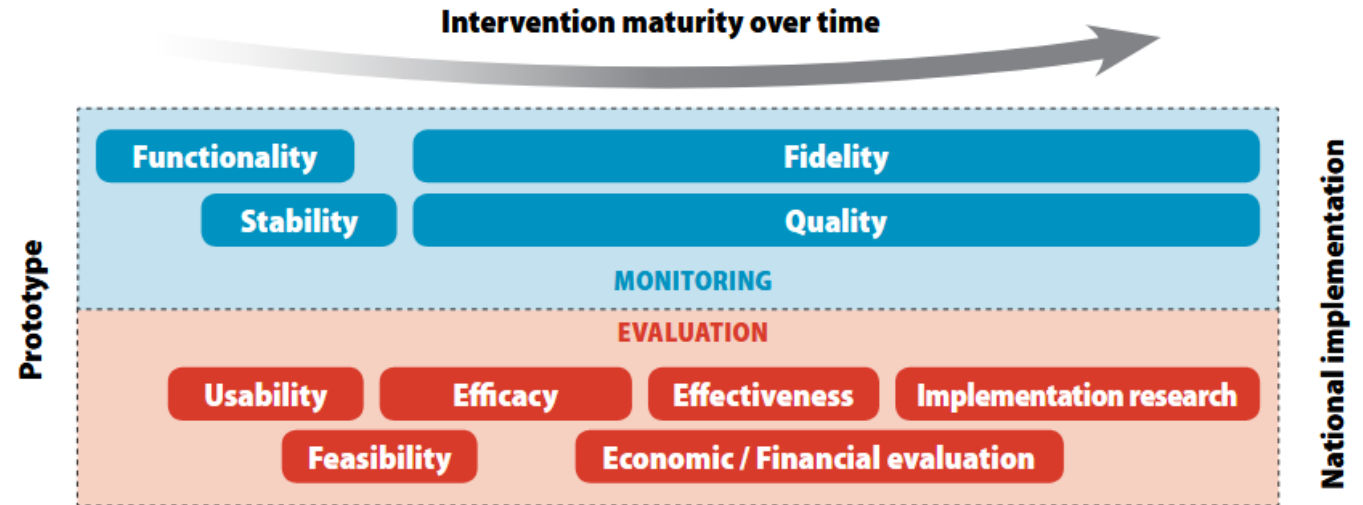
Lightning Discussion! 7 minutes!

- ❖ **Which evidence do you wish you had and for what purposes?**

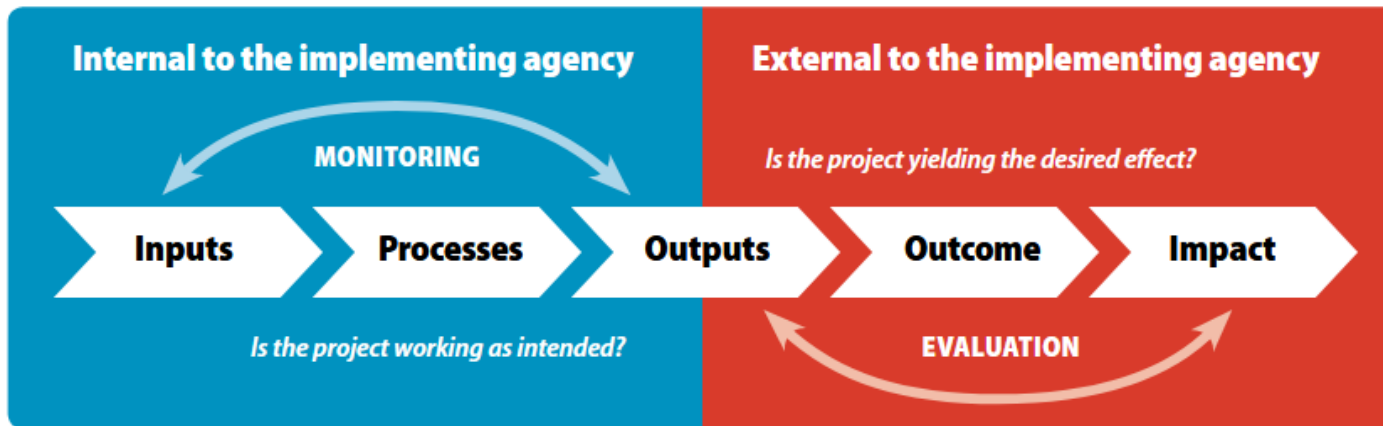
Discuss and note each idea on a post-it.

Stick to one area of the table or wall.

Monitoring/Evaluation



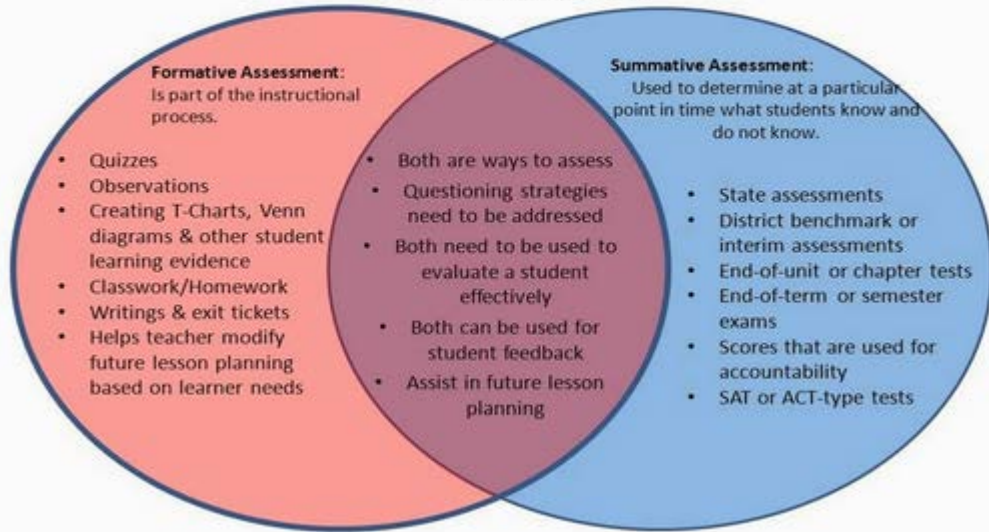
(Lefevre et al., 2016)



Source: adapted from Pritchett et al. 2013 (4).

Formative/Summative Assessment

Formative vs. Summative Assessment



(Handley, 2018)

FORMATIVE SUMMATIVE



WHEN THE CHEF
TASTES THE SOUP



WHEN THE GUESTS
TASTE THE SOUP

@bryanmaltbers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"



EBDM Small Group Discussion 3

7 minutes!

How can assessment and evaluation data assist you in EBDM?

Note each idea on a post-it. Stick to the wall.

Wrap-Up/Q&A

Gallery Walk! 5 minutes!

Make connections among post-its. Which ones are related? How might these items be useful to you or your institution?

References

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Contact Information

Marcia A. Mardis, Ph.D.

mmardis@fsu.edu

Faye R. Jones, Ph.D.

faye.jones@cci.fsu.edu

David Bouvin, Ph.D.

bouvind@chipola.edu



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