

## Appendix 4 - Companion to Evaluation Tool

Area	Pre-program task	Instruction	Post-program evaluation	Evidence of planning and evaluation
<b>People</b>	Define an attract the target group for this program	Consider age, location, culture, socio-economic status, etc.	Our participants were (mostly) from the target group	Demographics data from registrations form with basic demographics; Tally of registrations and attendance
	Establish means of communicating with participants	Consider non-digital forms of communication for digitally excluded participants	Were we able to keep in touch with participants for the duration of the program	Advertisements for the program; social media activity; e-newsletters; feedback surveys (e.g. how did you hear about the program?)
	Assess the existing level of digital ability	Consider using the self-evaluation tool	Participants' self-assessment of digital ability improved	Digital ability self-evaluation tool (pre and post scores)
	Allocate suitable facilitators for this program	Consider level and type of expertise, teaching approaches to match learners, etc.	Facilitators were well matched with participants	Feedback from participants (e.g. rate yours facilitator's expertise); Induction materials for facilitators; accreditation of facilitators
	Define appropriate method of grouping participants and facilitators	Consider group sessions, one-on-ones, peer-to-peer, younger-older pair, etc.	Participants and facilitators were well matched and relationships were productive	Show how self-assessment tool was used to group participants into classes; Post program survey (e.g. rate content and process)
<b>Content</b>	Define an appropriate theme or topic of the program	Consider technology-based (e.g. using an iPhone or android) and interest-based (e.g. photography or gardening) content	The content kept participants' interest throughout the program	Participant reflection/testimonial (e.g. satisfaction and learnings); Program plan showing scope to tailor content to participant needs
	Pitch content to the existing level of digital ability in the group	Consider different approaches for different participants of varying ability (e.g. splitting groups up, allocating extra resources, etc.)	The content helped people to leverage existing knowledge and learn new skills	Participant survey, reflection or testimonial (as above)
	Ensure content is able to be effectively delivered by facilitator	Consider facilitator's own skill level and knowledge of theme/topic as directed to target participants	The facilitator confidently and effectively delivered the content	CV of facilitator; Position Description facilitators; Organisational statement (vision, mission, values, etc.) showing support and resources for facilitators; Policy and procedure for pairing mentors with mentees
	Clearly define what skills participants should learn during the program	Ensure these skills are socially-situated, i.e., technical skills used for the purpose (e.g. using Google to research a recipe)	Participants acquired practical skills for a purpose	Program plan (including weekly activities) showing what people will learn, in what order, and for what purpose; For 'drop in' model of delivery, state principles/approaches that drive lessons (e.g. use self-assessment tool as goal planner)
<b>Technology</b>	Select device(s) suitable for the people and content involved	Consider both on-premises devices and BYODs	Participants had sufficient access to devices to complete the program	List of available devices (or the BYODs people bring) and other supporting technology; Photos/videos of technology in use
	Select software and platforms suitable for the people and content involved	Consider using familiar and practical software and platforms (e.g. Facebook, banking app, etc)	Participants learned how to access and use software and platforms relevant to their everyday lives	Program plan showing how different devices and content are included (e.g. use Qld Gov apps on different on tablets than PC); Program plan that is participant-centred rather than technology-centred
	Select a suitable venue	Ensure there is sufficient space, internet connection, etc.	The program was sufficiently resourced	Program plan showing justification for holding course in particular space and place (e.g. geographically accessible); Participant survey (e.g. rate the facilities)
	Select technology that is accessible and affordable to participants	Consider the device, software and platform subscription fees	Participants had sufficient access to technology and will continue to after the program	Program plan showing that demographic factors (e.g. budget) have been considered
<b>Community</b>	Assess ways this program 'fits in with' other programs in the community	Consider social and health programs (e.g. U3A, health programs, etc.)	The program fits into broader ecosystem of learning in the community	Program planning showing relevance of program to the target community
	Assess community impact	Consider how broader households and the community (not just individuals) will benefit from the program	The program contributes to community development	Outside sources (e.g. paper article, awards, testimonials) demonstrating value for your community (social, educational, cultural, economic)
	Make a plan to share learnings from this program	Consider sharing within your organisation and with other organisations	The program learnings were shared with others to inform future programs	Learning statement provided to Qld Gov for sharing (e.g. case study, data, learning principles)

