



USING THE LEARNING GAIN TOOL® TO EXPLORE IMPACT

IVE APPLIED CREATIVITY LAB

IMPROVING MENTAL HEALTH



studio

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USING THE LEARNING GAIN TOOL TO EXPLORE IMPACT IMPROVING MENTAL HEALTH

The IVE: Improving Mental Health Programme



In response to requests from young people to find creative solutions to real world challenges, IVE have developed their Applied Creativity Lab model. This intensive programme is designed to empower young people to come up with their own creative and often STEAM-related* solutions to real world challenges. In addition the programme encouraged youth voice in decisions about mental health, as well as enhancing employability skills for young people.

How the Learning Gain Tool was used on the Improving Mental Health Programme



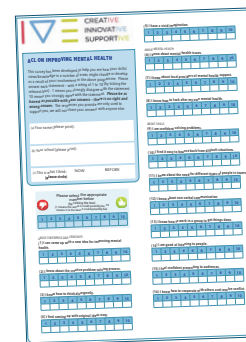
As part of their participation in the above programme, students were asked to respond to a series of statements linked to the Applied Creativity Lab content. Usually, when deploying the Learning Gain tool, questions are administered by the programme team as part of the first workshop session, and again as part of the final programme event. In this programme, it was not possible to do this; instead participants were asked to complete both at the end of the programme. Careful guidance was provided to enable participants to complete one survey indicating their position at the end of the programme. They were then asked to repeat the exercise to reflect their position at the beginning of the programme.

The bank of questions focused on understanding linked to enterprise and creativity, mental health topics and skill development. Questions were developed by Research Toolkit and have been used on other similar outreach and widening participation interventions designed to enhance STEAM, creativity, and employability skills.

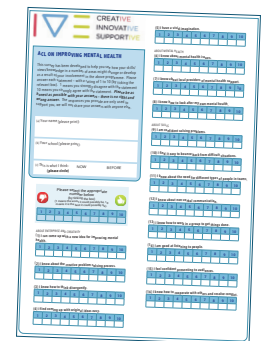
* STEAM relates to Science, Technology, Engineering, Arts and Mathematics.

Learning Gain Tool

The Research Toolkit Learning Gain Tool®, is an interactive resource capable of assessing and measuring impact of educational interventions. It uses pre and post-activity data to explore impact from the perspective of the activity participant, school or stakeholder representative. This tool has been used across a number of outreach programmes and is also used by other widening participation providers regionally and nationally to identify effect, impact and distance travelled of educational interventions.



Learning Gain Tool completed beginning and end of programme.



About the data



This was an intensive programme, working with a small group of young people. Data were collected from 8 participants at the beginning of the programme and the end of the programme. Participant data were combined to produce an average 'score' across the 15 question or statement areas at the beginning and end of the programme. At the beginning of the programme this resulted in the production of a 'temperature reading' of attitude, perceived skill and understanding. The difference in average values (pre- and post-programme) produces a distance travelled or 'learning gain' value.



Learning Gain surveys
BEGINNING OF PROGRAMME



Learning Gain surveys
END OF PROGRAMME



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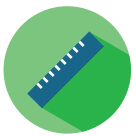
Percentage increases



For the purposes of transparency we include the numeric change in average value - from the beginning of the programme to the end of the programme (see **FIGURE 1:** Learning Gain statement analysis: Improving Mental Health).

For example, the change in value of question 6 ((6) *I know about mental health issues*) moves from an average of 6.88 to 9.13 by the end of the programme. To clarify this movement we have converted the change to a percentage figure; using the beginning of the programme as a base this represents a 33% increase at the end of the programme.

Greatest Learning Gains reported



The greatest learning gains reported by participants on the Improving Mental Health Programme were linked to divergent thinking and creative/enterprise thinking. However, the third largest gain was in the area of developing new ideas for improving mental health. This provides clear beneficial evidence of providing young people with the tools and techniques to enhance their creative and problem-solving skills.

We have ranked all questions by greatest learning gain reported (see **FIGURE 2:** Learning Gain statements ranked by largest learning gain).

Enterprise and creativity

By the end of the programme, participants reported (Q3) that their skills and abilities to think divergently had been considerably enhanced. Through their engagement in the programme, they had also improved their creative problem-solving skills (Q2). As a result of harnessing creative and divert thinking skills, participants were able to develop new approaches for improving mental health (Q1).

↑131%



Q3 I know how to think divergently.

↑103%



Q2 I know about the creative problem-solving process.

↑82%



Q1 I can come up with a new idea for improving mental health.

About mental health

Signposting to mental health support organisations was significantly enhanced by the end of the programme (Q7). Participants also reflected that they had a greater understanding of mental health issues by the end of the programme (Q6).

↑57%



Q7 I know about local providers of mental health support.

↑33%



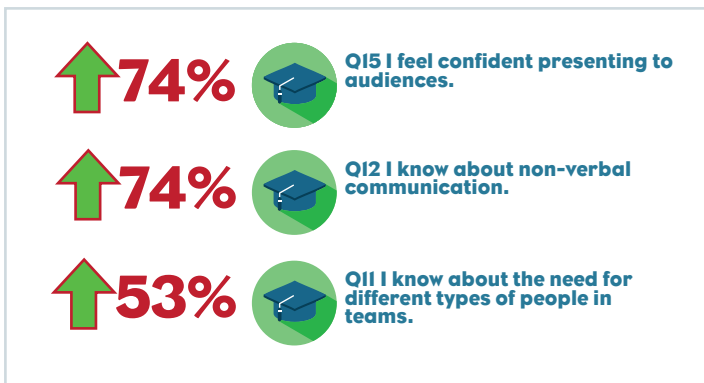
Q6 I know about mental health issues.



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About skills

Participants reported that their confidence to present work to others had increased a great deal by the end of the programme (Q15). This increase was equally matched by participants' enhanced understanding of non-verbal communication (Q12). In addition, the content of the programme had enabled them to appreciate the skills of others when working in teams (Q11).



Pre	Post	Change %
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ABOUT ENTERPRISE AND CREATIVITY

1) I can come up with a new idea for improving mental health.	4.75	8.63	↑82%
(2) I know about the creative problem-solving process.	3.88	7.88	↑103%
(3) I know how to think divergently	3.63	8.38	↑131%
(4) I find coming up with original ideas easy.	4.63	7.63	↑65%
(5) I have a vivid imagination.	5.88	8.13	↑38%

ABOUT MENTAL HEALTH

(6) I know about mental health issues.	6.88	9.13	↑33%
(7) I know about local providers of mental health support.	5.75	9.00	↑57%
(8) I know how to look after my own mental health.	7.13	9.13	↑28%

ABOUT SKILLS

(9) I am confident solving problems.	7.00	8.88	↑27%
(10) I find it easy to bounce back from difficult situations.	5.88	8.25	↑40%
(11) I know about the need for different types of people in teams.	5.88	9.00	↑53%
(12) I know about non-verbal communication.	4.88	8.50	↑74%
(13) I know how to work in a group to get things done.	6.63	9.50	↑43%
(14) I am good at listening to people.	7.25	8.50	↑17%
(15) I feel confident presenting to audiences.	4.75	8.25	↑74%
(16) I know how to cooperate with others and resolve conflict.	5.88	8.88	↑51%

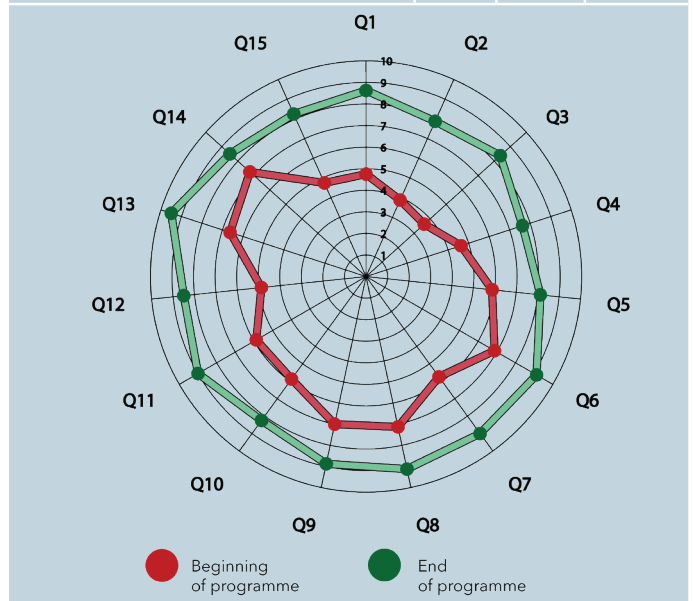


FIGURE 1: Learning Gain statement analysis: Improving Mental Health Programme



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	Pre	Post	Change %
(3) I know how to think divergently	3.63	8.38	131%
(2) I know about the creative problem-solving process.	3.88	7.88	103%
1) I can come up with a new idea for improving mental health.	4.75	8.63	82%
(12) I know about non-verbal communication.	4.88	8.50	74%
(15) I feel confident presenting to audiences.	4.75	8.25	74%
(4) I find coming up with original ideas easy.	4.63	7.63	65%
(7) I know about local providers of mental health support.	5.75	9.00	57%
(11) I know about the need for different types of people in teams.	5.88	9.00	53%
(16) I know how to cooperate with others and resolve conflict.	5.88	8.88	51%
(13) I know how to work in a group to get things done.	6.63	9.50	43%
(10) I find it easy to bounce back from difficult situations.	5.88	8.25	40%
(5) I have a vivid imagination.	5.88	8.13	38%
(6) I know about mental health issues.	6.88	9.13	33%
(8) I know how to look after my own mental health.	7.13	9.13	28%
(9) I am confident solving problems.	7.00	8.88	27%
(14) I am good at listening to people.	7.25	8.50	17%

FIGURE 2: Learning Gain statements ranked by largest learning gain