



USING THE LEARNING GAIN TOOL® TO EXPLORE IMPACT

IVE APPLIED CREATIVITY LAB

RE-VISION: YOUNG PLACEMAKER'S PROGRAMME



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USING THE LEARNING GAIN TOOL TO EXPLORE IMPACT 'RE-VISION: YOUNG PLACEMAKER'S PROGRAMME'

The IVE Re-Vision: Young Placemaker's Programme

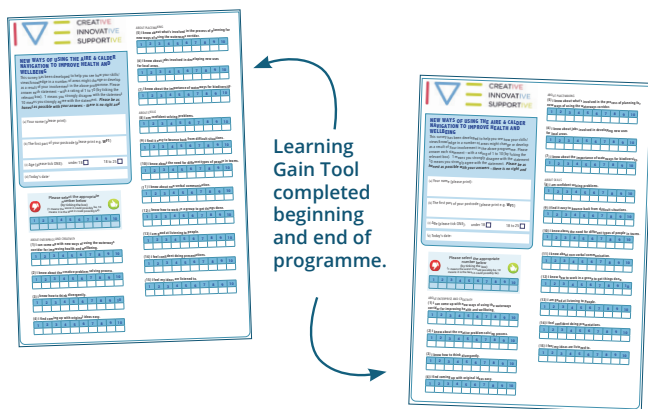


In response to requests from young people to find creative solutions to real world challenges, IVE have developed their Applied Creativity Lab model. This intensive programme is designed to empower young people to come up with their own creative and often STEAM-related* solutions to real world challenges.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

How the Learning Gain Tool was used on the Re-Vision: Young Placemaker's 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 programme. These questions were administered by the programme team as part of the first workshop session, and again as part of the final programme event. The bank of questions focused on understanding linked to enterprise and creativity, placemaking 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.



Learning Gain Tool completed beginning and end of programme.

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.



About the data



This was an intensive programme, working with a small group of young people. Data were collected from 4 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

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



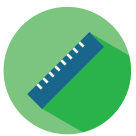
Percentage increases



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: Re-Vision: Young Placemaker's Programme).

For example, the change in value of question 13 (*I am good at listening to people*) moves from an average of 8.50 to 9.75 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 15% increase at the end of the programme.

Greatest Learning Gains reported



The greatest learning gains reported by participants on the Re-Vision: Young Placemaker's Programme were linked to placemaking and creative/enterprise thinking.

“... My group and I were tasked with improving health and wellbeing in a dedicated section along the canal and we really went all-out in preparing our idea: we had surveys, drawings, quotes, and an awesome presentation.”

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 (Q1) a considerable increase in their ability to develop new ways of using the waterways corridor to improve health and wellbeing. Thinking divergently about issues had also increased dramatically by the end of the programme (Q3), as had their understanding of the creative problem-solving process (Q2).

“... I would really encourage young adults to take part in this project as you will have great fun meeting and connecting with new people, including professionals who have a lot of knowledge to offer.”

↑76%



Q1 I can come up with new ways of using the waterways corridor for improving health and wellbeing.

↑57%



Q3 I know how to think divergently.

↑54%



Q2 I know about the creative problem-solving process.

About placemaking

Knowledge and understanding of issues around placemaking secured huge gains by the end of the programme. At the beginning of the programme participants had very limited understanding of the process for planning new uses for waterways. By the end of the programme their understanding of waterway planning had grown considerably (Q5), as had their understanding of the importance of biodiversity in and around waterways (Q7).

↑267%



Q5 I know about what's involved in the process of planning for new ways of using the waterways corridor.

↑133%



Q7 I know about the importance of waterways for biodiversity.

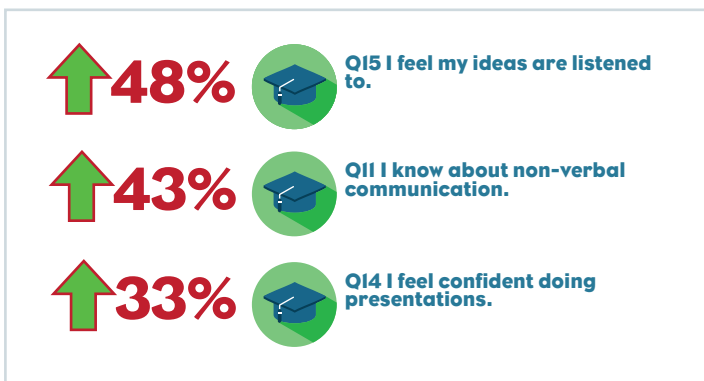


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About skills

By the end of the programme participants had a much greater sense that their ideas were listened to (Q15). In addition, non-verbal communication skills (Q11) and confidence in presenting work to others (Q14) received considerable gains by the end of the programme.

“... Throughout this project, team-work was championed and voicing all our ideas (including the crazy ones!) was thoroughly encouraged by the We Are IVE team...”



“... we were given the invaluable chance to pitch our ideas to professionals and experts across various industries who gave us some really great constructive feedback; we were even given the chance to take our ideas further and possibly make them a reality!”

| Pre | Post | Change % |
|-----|------|----------|
|-----|------|----------|

ABOUT ENTERPRISE AND CREATIVITY

| | | | |
|---|------|------|------|
| (1) I can come up with new ways of using the waterways corridor for improving health and wellbeing. | 5.25 | 9.25 | ↑76% |
| (2) I know about the creative problem-solving process. | 6.00 | 9.25 | ↑54% |
| (3) I know how to think divergently. | 5.75 | 9.00 | ↑57% |
| (4) I find coming up with original ideas easy. | 6.75 | 7.50 | ↑11% |

ABOUT PLACEMAKING

| | | | |
|---|------|------|-------|
| (5) I know about what's involved in the process of planning for new ways of using the waterways corridor. | 2.25 | 8.25 | ↑267% |
| (6) I know about jobs involved in developing new uses for local areas. | 3.75 | 7.50 | ↑100% |
| (7) I know about the importance of waterways for biodiversity. | 3.75 | 8.75 | ↑133% |

ABOUT SKILLS

| | | | |
|--|------|------|------|
| (8) I am confident solving problems. | 7.75 | 8.25 | ↑6% |
| (9) I find it easy to bounce back from difficult situations. | 7.75 | 8.00 | ↑3% |
| (10) I know about the need for different types of people in teams. | 9.25 | 9.50 | ↑3% |
| (11) I know about non-verbal communication. | 5.75 | 8.25 | ↑43% |
| (12) I know how to work in a group to get things done. | 8.75 | 9.50 | ↑9% |
| (13) I am good at listening to people. | 8.50 | 9.75 | ↑15% |
| (14) I feel confident doing presentations. | 6.00 | 8.00 | ↑33% |
| (15) I feel my ideas are listened to. | 6.25 | 9.25 | ↑48% |

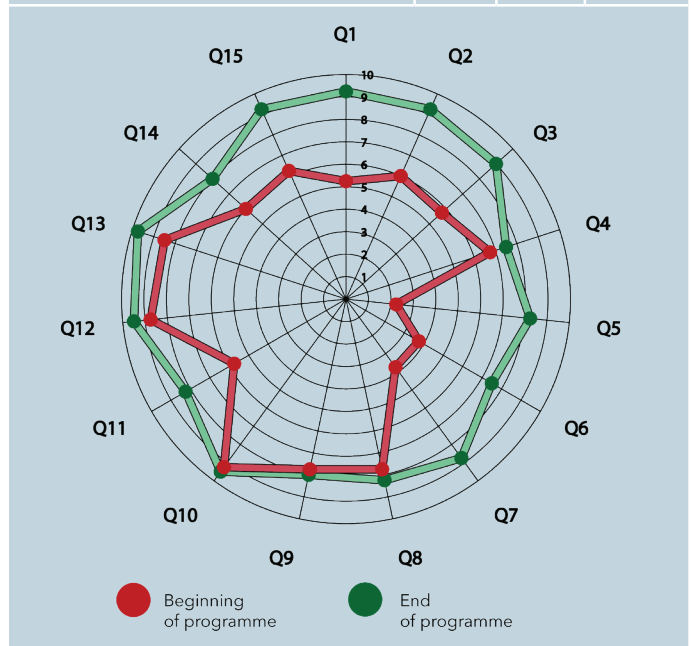


FIGURE 1: Learning Gain statement analysis: Re-Vision: Young Placemaker's Programme



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| | Pre | Post | Change % |
|---|------|------|----------|
| (5) I know about what's involved in the process of planning for new ways of using the waterways corridor. | 2.25 | 8.25 | ↑267% |
| (7) I know about the importance of waterways for biodiversity. | 3.75 | 8.75 | ↑133% |
| (6) I know about jobs involved in developing new uses for local areas. | 3.75 | 7.50 | ↑100% |
| (1) I can come up with new ways of using the waterways corridor for improving health and wellbeing. | 5.25 | 9.25 | ↑76% |
| (3) I know how to think divergently. | 5.75 | 9.00 | ↑57% |
| (2) I know about the creative problem-solving process. | 6.00 | 9.25 | ↑54% |
| (15) I feel my ideas are listened to. | 6.25 | 9.25 | ↑48% |
| (11) I know about non-verbal communication. | 5.75 | 8.25 | ↑43% |
| (14) I feel confident doing presentations. | 6.00 | 8.00 | ↑33% |
| (13) I am good at listening to people. | 8.50 | 9.75 | ↑15% |
| (4) I find coming up with original ideas easy. | 6.75 | 7.50 | ↑11% |
| (12) I know how to work in a group to get things done. | 8.75 | 9.50 | ↑9% |
| (8) I am confident solving problems. | 7.75 | 8.25 | ↑6% |
| (9) I find it easy to bounce back from difficult situations. | 7.75 | 8.00 | ↑3% |
| (10) I know about the need for different types of people in teams. | 9.25 | 9.50 | ↑3% |

FIGURE 2: Learning Gain statements ranked by largest learning gain