



# Sharing the Value of Connected Learning Through Outcomes and Assessments

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# PRESENTATION OVERVIEW

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- Introduction
- Outcomes
- Assessment Tools
- Using and Sharing Results
- Reflect on Your Programs



**REFLECTION:**

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**What ways do you currently  
assess your programs?**

**What do you do with the  
information you gather?**

# PLANNING WITH OUTCOMES

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## WHAT ARE OUTCOMES?

- Outcomes are what will be learned, gained, or achieved through a program

## CHOOSING OUTCOMES

- Reflect and highlight community values and needs
- Focus on elements of Connected Learning

## RE-FRAMING THE QUESTION

- How will the program support interests, offer opportunities, or build relationships?
- What knowledge, skills, or literacies will participants gain or practice?
- What does success look like?

# EXAMPLE OUTCOMES

## Dungeons & Dragons Club

- Interpersonal Skills
- Leadership Skills
- Creativity

## Art Anthology

- Creativity
- Self Expression
- Community
- Opportunity



**INTERESTS,  
RELATIONSHIPS,  
OPPORTUNITY**

**REFLECTION:**



**Think about a Connected Learning program, current or future, you would like to assess. What are a few outcomes of that program?**

# USING ASSESSMENT TOOLS

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## WHAT ARE ASSESSMENT TOOLS?

- Assessment tools are ways to look for indications that the outcomes are being achieved.

## QUANTITATIVE VS. QUALITATIVE DATA

- Quantitative data is information that can be captured with numbers
- Qualitative data captures more abstract, personal results

## CHOOSING ASSESSMENT TOOLS

- Consider what information you want to capture
- Use a variety of tools
- Tailor tools to specific programs or outcomes

# SURVEYS

## 4. At D&D Club...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I feel confident sharing my thoughts and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to compromise with others to include everyone's input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made a new friend or gotten to know someone better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel welcome and included	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable asking questions or asking for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident helping others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident DMing/leading an adventure, or would be interested in trying it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Allows participants to offer feedback and share their experiences
- Allows library staff to seek specific information



# TALKBACK BOARDS

- A simple, passive tool for capturing participant feedback

What aspect of the club do you enjoy the most?

Spending time with friends

Being creative

Leadership

Trying New Things

Other

sometimes i like leading but mostly i like letting people hear my plans.

The image shows a digital interface for a 'Talkback Board'. At the top, the question 'What aspect of the club do you enjoy the most?' is displayed. Below the question, the board is divided into five categories: 'Spending time with friends', 'Being creative', 'Leadership', 'Trying New Things', and 'Other'. Each category contains several hand-drawn shapes: circles and ovals. Some shapes are highlighted with a green outline. In the 'Leadership' category, there is a pink text box containing the feedback: 'sometimes i like leading but mostly i like letting people hear my plans.' On the left side of the board, there is a vertical toolbar with icons for drawing tools: a pencil, an eraser, a selection tool, a text tool, a shape tool, and a zoom tool.

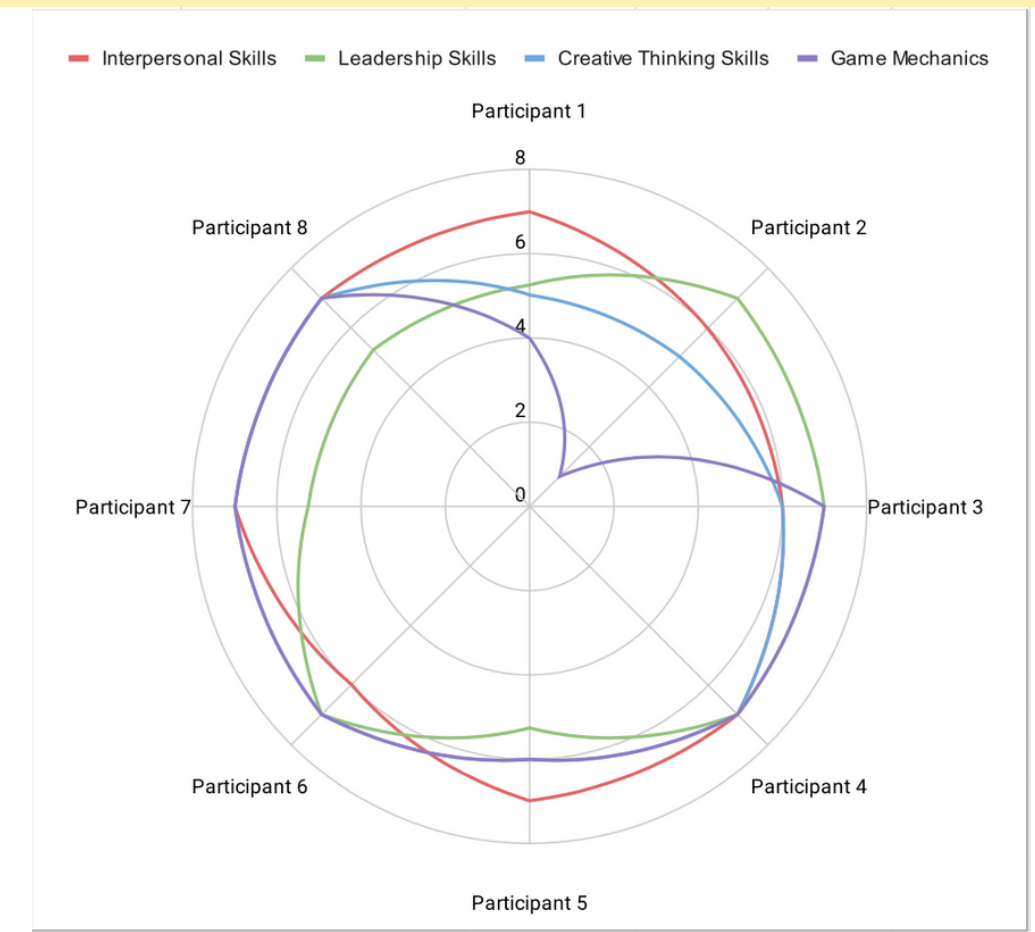
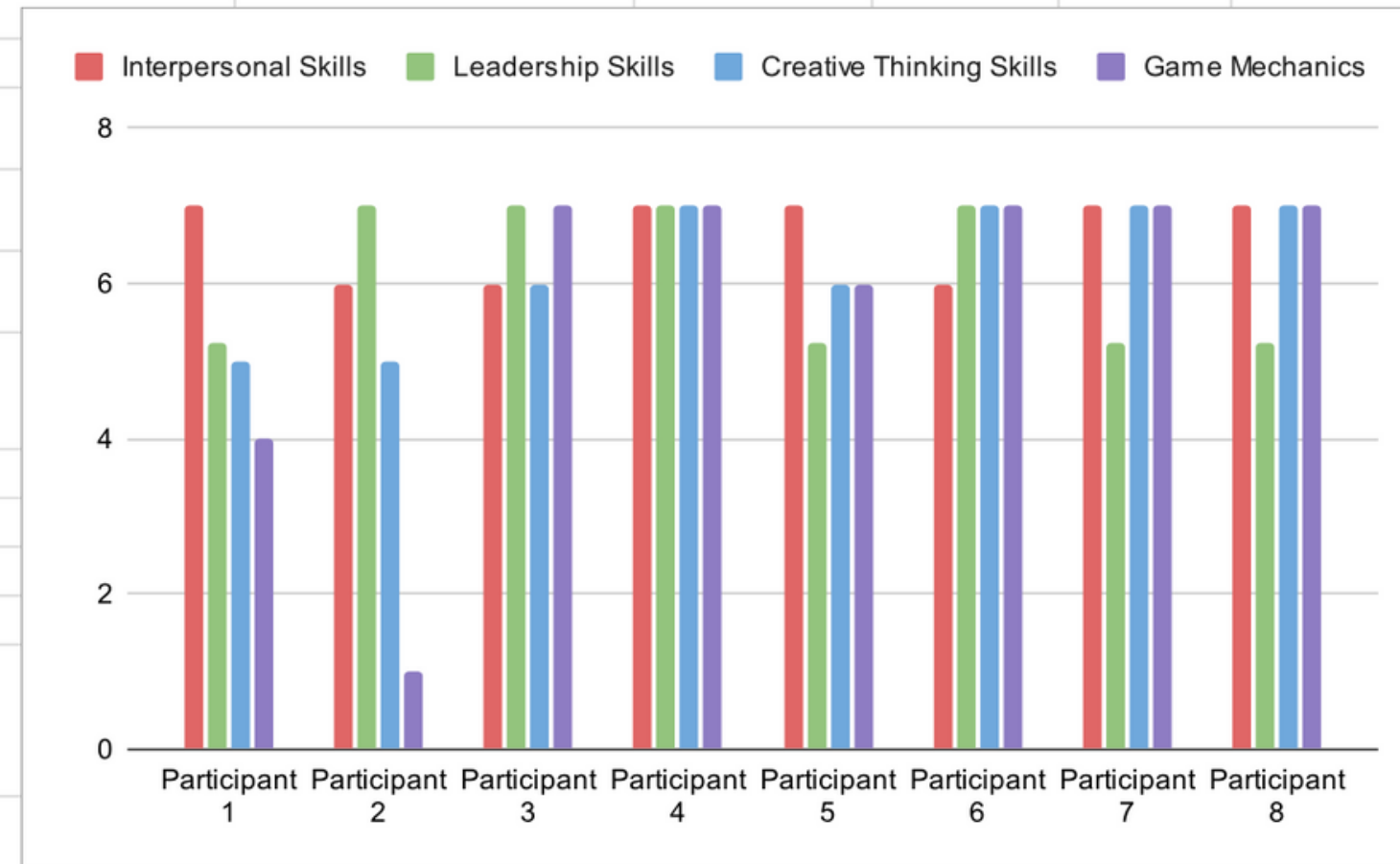
# OBSERVATIONS

- Allows library staff to see outcomes in action in addition to responses participants share

Participant 1		Participant 2		Participant 3	
Interpersonal Skills		Interpersonal Skills		Interpersonal Skills	
Check the box	Outcomes	Check the box	Outcomes	Check the box	Outcomes
<input checked="" type="checkbox"/>	Conveys thoughts and ideas clearly to others	<input checked="" type="checkbox"/>	Conveys thoughts and ideas clearly to others	<input checked="" type="checkbox"/>	Conveys thoughts and ideas clearly to others
<input checked="" type="checkbox"/>	Listens to the thoughts and ideas of others	<input checked="" type="checkbox"/>	Listens to the thoughts and ideas of others	<input checked="" type="checkbox"/>	Listens to the thoughts and ideas of others
<input checked="" type="checkbox"/>	Collaborates with others to generate ideas/advance the story	<input checked="" type="checkbox"/>	Collaborates with others to generate ideas/advance the story	<input checked="" type="checkbox"/>	Collaborates with others to generate ideas/advance the story
<input checked="" type="checkbox"/>	Works with others to solve problems	<input checked="" type="checkbox"/>	Works with others to solve problems	<input checked="" type="checkbox"/>	Works with others to solve problems
<input checked="" type="checkbox"/>	Compromises to include input from all team members	<input type="checkbox"/>	Compromises to include input from all team members	<input checked="" type="checkbox"/>	Compromises to include input from all team members
<input checked="" type="checkbox"/>	Builds relationships with other players	<input checked="" type="checkbox"/>	Builds relationships with other players	<input checked="" type="checkbox"/>	Builds relationships with other players
<input checked="" type="checkbox"/>	Respects the turns of others	<input checked="" type="checkbox"/>	Respects the turns of others	<input type="checkbox"/>	Respects the turns of others
7		6		6	

Participant 1		Participant 2		Participant 3	
Leadership Skills		Leadership Skills		Leadership Skills	
Check the box	Outcomes	Check the box	Outcomes	Check the box	Outcomes
<input checked="" type="checkbox"/>	Assists others with questions	<input checked="" type="checkbox"/>	Assists others with questions	<input checked="" type="checkbox"/>	Assists others with questions
<input type="checkbox"/>	Is willing to lead an adventure	<input checked="" type="checkbox"/>	Is willing to lead an adventure	<input checked="" type="checkbox"/>	Is willing to lead an adventure
<input checked="" type="checkbox"/>	Advocates the needs of self and others	<input checked="" type="checkbox"/>	Advocates the needs of self and others	<input checked="" type="checkbox"/>	Advocates the needs of self and others
<input checked="" type="checkbox"/>	Stays positive when things don't go as hoped	<input checked="" type="checkbox"/>	Stays positive when things don't go as hoped	<input checked="" type="checkbox"/>	Stays positive when things don't go as hoped
3		4			

Participant 1		Participant 2		Participant 3	
Creative Thinking Skills		Creative Thinking Skills		Creative Thinking Skills	
Check the box	Outcomes	Check the box	Outcomes	Check the box	Outcomes
<input checked="" type="checkbox"/>	Creates a character and develops it beyond the minimum functions of the game	<input checked="" type="checkbox"/>	Creates a character and develops it beyond the minimum functions of the game	<input checked="" type="checkbox"/>	Creates a character and develops it beyond the minimum functions of the game
<input type="checkbox"/>	Continues to develop the character as the game progresses	<input checked="" type="checkbox"/>	Continues to develop the character as the game progresses	<input checked="" type="checkbox"/>	Continues to develop the character as the game progresses
<input checked="" type="checkbox"/>	Describes actions, thoughts, and ideas of character to explore the game setting and add to the shared story	<input checked="" type="checkbox"/>	Describes actions, thoughts, and ideas of character to explore the game setting and add to the shared story	<input checked="" type="checkbox"/>	Describes actions, thoughts, and ideas of character to explore the game setting and add to the shared story
<input checked="" type="checkbox"/>	Solves in-game logic or strategic puzzles	<input type="checkbox"/>	Solves in-game logic or strategic puzzles	<input checked="" type="checkbox"/>	Solves in-game logic or strategic puzzles
<input type="checkbox"/>	Generates solutions to in-game challenges (how to bypass traps, infiltrate a castle, react to a monster, etc)	<input type="checkbox"/>	Generates solutions to in-game challenges (how to bypass traps, infiltrate a castle, react to a monster, etc)	<input type="checkbox"/>	Generates solutions to in-game challenges (how to bypass traps, infiltrate a castle, react to a monster, etc)
<input checked="" type="checkbox"/>	Is willing to try new things/take risks in game	<input checked="" type="checkbox"/>	Is willing to try new things/take risks in game	<input checked="" type="checkbox"/>	Is willing to try new things/take risks in game
<input checked="" type="checkbox"/>	Generates ideas or content beyond the scope of the adventure (creates items/monsters/spells/maps, plans adventures, draws art, etc.)	<input checked="" type="checkbox"/>	Generates ideas or content beyond the scope of the adventure (creates items/monsters/spells/maps, plans adventures, draws art, etc.)	<input checked="" type="checkbox"/>	Generates ideas or content beyond the scope of the adventure (creates items/monsters/spells/maps, plans adventures, draws art, etc.)
5		5			





# ARTIFACTS

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## Skagit Sketches

• 2022 •



*Art and writing  
by the youth of Central  
Skagit Library*

- Offers tangible examples or evidence of outcomes

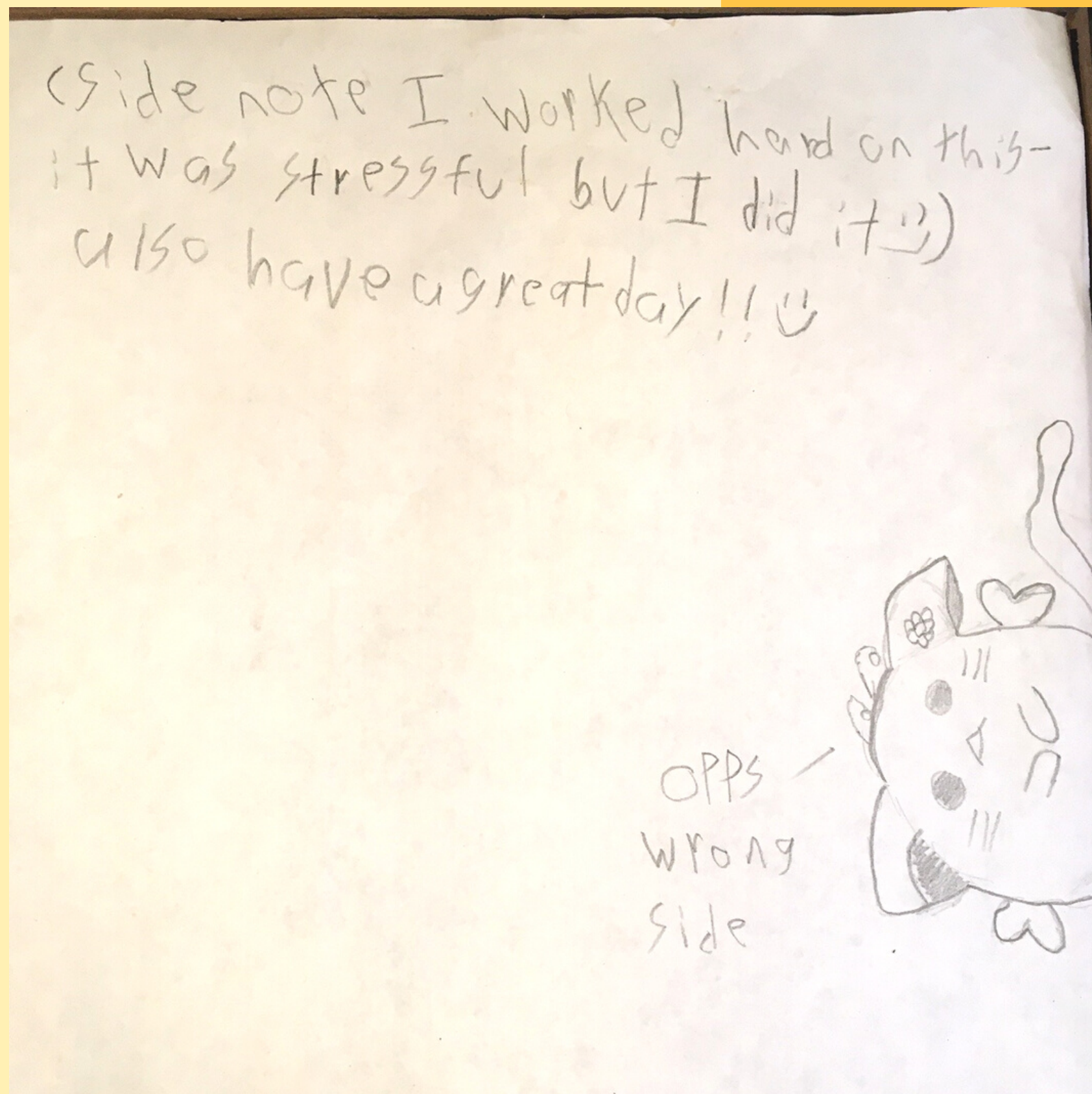




# HIGHLIGHTS

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- Offers personal and memorable examples of the outcomes



# SELF ASSESSMENT

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## Self Assessment Excerpt

- *What were the expected outcomes of the program?*
- *Which outcomes were achieved?*
- *Which outcomes were not achieved or could be improved?*
- *How could the program be changed or improved to better achieve these outcomes?*

- Offers a staff perspective in addition to participant perspective
- Generates staff reflection that can be used to improve or change the program



**SURVEYS, TALKBACK  
BOARDS, OBSERVATIONS,  
ARTIFACTS, HIGHLIGHTS,  
SELF ASSESSMENT**

**REFLECTION:**



**Think about your same  
Connected Learning  
program. What assessment  
tools would you use to  
capture your program  
outcomes?**

# USING AND SHARING RESULTS

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## SHARING RESULTS WITH OTHERS

- Administrators and stakeholders
- Community individuals and groups
- Share the value of the programs

## USING THE INFORMATION YOURSELF

- Iterate and improve programs
- Gain knowledge to move forward
- What does success mean to you?

# QUESTIONS?



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