

BEGINNERS' GUIDE TO EVALUATING PUBLIC ENGAGEMENT

PARTICIPANT WORKBOOK

PROGRAMME OUTLINE

Introduction & welcome
Why evaluate?
What are you aiming to do?
What do you want to find out?
What do you need to do?
Collecting your data
Analysing your data
Making use of your evaluation
Plenary, questions and close

INTRODUCTION TO THE WORKSHOP

This interactive workshop will encourage you to think about why evaluation is important and what it can tell you. The day will cover important topics including:

- Why evaluate your activity?
- How do you get started?
- How to engage your audiences in evaluation
- Creative ways to evaluate
- Where can you get help and support for your evaluation?

By the end of the session we hope you will have:

- Developed an understanding of the value and importance of evaluating public engagement
- An understanding of the process of successful evaluation and collecting evidence
- Explored the issues and challenges of evaluating public engagement
- Continued to develop personal and professional skills, for example communication, planning and critical reflection
- Gained practical experience in developing an evaluation plan and using new, alternative approaches to evaluating public engagement
- An understanding on the uses of evaluation including improving activities, sharing good practice and reporting
- Gained an increased confidence in the use of evaluation.

INTRODUCTION: WHAT IS EVALUATION?

Evaluation and research are closely related but serve different purposes. Evaluation is the systematic assessment of the worth or merit of some object - activity, project, programme, policy.

The two main types of evaluation are:

- Formative: initiated to improve an ongoing activity or project (i.e. to learn and modify as you go along)
- Summative: to document the successes and failures of a project or event; normally done after the activity is over.

There are also many evaluation methodologies or sub-types, some of which may be useful to learn more about for your particular field or area. These approaches may use a range of methods, both qualitative and quantitative.

BENEFITS OF EVALUATING YOUR ENGAGEMENT ACTIVITY

Benefits include:

- Offers opportunity to improve your practice
- Demonstrates impact of activity
- Helps with funding applications / secure funding
- Proves value and benefits of your activity
- Focuses on what you want to achieve and how you will know if you have been successful
- Provides you with evidence
- Provides a record of your achievement
- Demonstrates value for money
- Can inform future activities and improve them
- If shared, can inform practice of others.

PURPOSE OF EVALUATING YOUR ENGAGEMENT ACTIVITY

It is important to think about the purpose for your evaluation. What you are evaluating. Is it a process, an outcome, or are you looking to evidence impact over a period of time? The type of evaluation you choose will depend on the questions that you would like to answer.

For example:

- Do I want to capture change over time or is this a one-off exercise?
- Do I want to establish a set of targets and then measure whether we've completed them?
- Do I want to compare what we are doing with what others are doing?
- Do I need external verification, or can this be an internal exercise?
- Are we interested in finding out how individuals and their community partners best collaborate for mutual benefit?
- Do we want to measure engagement from a community perspective?

WHAT ARE YOU AIMING TO DO? WHAT DO YOU WANT TO FIND OUT?

WHAT IS AN EVALUATION PLAN?

An evaluation plan is a step-by-step guide of your evaluation. It summarises what you are going to do, why you are doing it and how you will undertake the process. It is a summary of your evaluation process and therefore does not need to be a long document. You would normally develop your evaluation plan alongside your project plan – and the two are linked. Your evaluation plan should include:

1. **Aim:** What do you want to achieve? The big picture!
2. **Objectives:** What you need to do to achieve your aim?
3. **Stakeholders/Audience**
4. **Evaluation questions:** What do you want to know?
5. **Methodology:** What strategy will you use?
6. **Data collection:** What techniques will you use to collect your evidence?
7. **Data analysis:** How will you analyse your data?
8. **Reporting:** Who will be reading your report?

A blank evaluation plan and an example of completed plans can be found on pages 9-11.

AIM AND OBJECTIVES

Aim: Your aim is what you want to achieve – the big picture.

Objectives: Your objectives should reflect those in your project plan. Remember they need to be SMART:

- **Specific** - straight forward, focused and well defined with emphasis on action. Something you can actually do that will help you to achieve your aim.
- **Measurable** - how you will measure progress toward the attainment of each objective you set. You need to think about how you will know whether the objective has been, or is being, achieved.
- **Achievable** – can you get the objectives done? Make them stretch you, but not so far that you become frustrated and lose motivation. Will make you think about how much money you need, what skills you and your team need and how long it will take to plan and run the activity.
- **Relevant** – must be something you can actually do that will help you to achieve your aim, taking into account the resources you have for your activity including financial, personnel and time resources.
- **Time defined** - must have deadlines but they need to be both achievable and realistic.

EVALUATION QUESTIONS

Evaluation questions are what you want to know and may include what your funder or institution wants to know. Remember to think about questions that not only measure outputs but also outcomes and possible impact.

What is meant by output, outcome and impact?

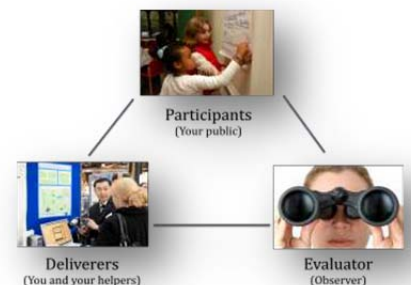
- **Outputs** = results of you activity e.g. How many took part? What type of people took part? How many sessions were delivered? How could it be improved?
- **Outcomes** = overall benefits, effects or changes e.g. Did people change their behaviour or attitudes? Acquire new knowledge or skills? How did your activity achieve these outcomes? How could it be improved?
- **Impact** = can mean the same as outcomes or refer to longer term effects, influences or benefits. You need to look at the definition of the “impact” you are being asked to evidence.

WHAT DO YOU NEED TO CONSIDER WHEN PLANNING YOUR EVALUATION?

When thinking about how you are going to conduct your evaluation consider:

TRIANGULATION

Triangulation combines different approaches and asks different people in order to develop a deeper picture of the activity. Based on the Mosaic Approach, it involves capturing different perspectives on your activity e.g. from the public (*the participants*), your own (*the deliverer*) and a neutral observer who can be a helper or colleague (*the evaluator*), and using a variety of collection techniques. This coupled with being systemic and structured in your approach, can help reduce bias.



CREATING A BASELINE

It is important to create a baseline from which you can measure and evidence any change. To know if people’s knowledge or attitudes have changed you need to know where you are starting from. Where possible build this into the activity itself.

QUANTITATIVE AND QUALITATIVE DATA

Ideally you should be collecting a mixture of both quantitative data (e.g. responses to factual questions) and qualitative data (e.g. responses to open questions). The latter allowing you to explore and understand what is happening in more depth.

SAMPLING

You do not have to evaluate everyone and every activity – just a representative sample. A large sample takes longer to analyse and is often not likely to give you any more information. Quantitative data usually involves larger sample sizes (e.g. 40-60) and you should ask at least 100 people before expressing results as percentages. Qualitative data involves smaller sample sizes (e.g. 10-20) but provides more depth.

ETHICAL QUESTIONS

When collecting data consider the following ethical issues:

- RESPECT - treat participants with respect
- HONESTY - inform people that evaluation is taking place and the purpose of the evaluation
- OWNERSHIP - ask permission to record
- INTEGRITY – be honest about constraints influencing decisions & do not leap to conclusions without evidence
- CONFIDENTIALITY - consider data protection.

HOW WILL YOU COLLECT YOUR DATA?

When deciding how you will be collecting your data, remember to consider the following:

- Suitability for the audience
- Questions you are trying to find the answers to (i.e. your evaluation questions)
- Time (of both evaluators and participants)
- Space and location
- Situation (e.g. difficult to get people to fill in a questionnaire at railway station).

There are various collection techniques you can use from the traditional questionnaire to the more creative artwork or vignettes. There are pros and cons of each, and these are described in more depth on pages 12-14.

Examples include:

- Comment cards, postcards
- Questionnaires
- Interviews
- Focus Groups
- Graffiti walls
- Video or photographs
- Observation
- Letters, emails
- Artwork and sculpture
- Role play/acting
- Vignettes/case studies.

ASKING QUESTIONS

There are two types of question:

OPEN QUESTIONS

Open questions have no predetermined set of responses, and participants are free to answer however they choose. An obvious advantage is that the variety of responses can be richer and more truly reflect the opinions of the respondents. This increases the likelihood of you receiving unexpected and insightful suggestions.

Open questions do have several disadvantages:

- There is no way to automatically tabulate or perform statistical analysis on them
- They are also open to the influence of the reader, for no two people will interpret an answer in precisely the same way
- They require more thought and time on the part of the respondent. Whenever more is asked of the respondent, the chance of tiring or boring the respondent increases.

CLOSED QUESTIONS

Closed questions are usually multiple-choice question. They offer many advantages:

- Time and money
- By restricting possible answers, it is easy to calculate percentages and other statistical data.

WRITING A GOOD QUESTION

When writing questions consider:

- **Clarity:** Questions must be clear, succinct, and unambiguous. Eliminate the chance that the question will mean different things to different people. For example, if asking a question about frequency, rather than supplying choices that are open to interpretation such as: Very Often, Often, Sometimes, Rarely, Never. It is better to quantify the choices, such as: Every Day or More, 2-6 Times a Week, About Once a Week, About Once a Month, Never.
- **Leading Questions:** A leading question is one that forces or implies a certain type of answer. It is easy to make this mistake in the choice of answers. A closed question must supply answers that not only cover the whole range of responses, but that are also equally distributed throughout the range. For example these answer choices are weighted more towards a favourable response: Superb, Excellent, Great, Good, Fair, Not so great. A better way is to offer a more balanced set of responses e.g. Totally agree, Partially agree, Neither agree or disagree, Partially disagree, Totally disagree.
- **Phrasing:** Most adjectives, verbs, and nouns in English have either a positive or negative connotation. It is advisable to try to use words that have neither strong negative or positive overtones.
- **Hypothetical Questions:** Avoid hypothetical questions because they ask for conjecture.
- **Prestige Bias:** Prestige bias is the tendency for respondents to answer in a way that make them feel better. There is little that can be done to prevent this.

When thinking through good questions, a good tip is to ask yourself ...

- Do you need to know this information? (Data protection)
- Will your questions provide the information?
- Can the question be misunderstood?
- What assumptions does it make?
- Is it time specific?
- How personal is the wording? Is it too direct and threatening?
- Will respondents answer truthfully?
- Is the question relevant to the respondents?
- Does it contain unclear terminology?
- Will your questions collect data in a reliable and valid way?

HOW WILL YOU ANALYSE YOUR DATA?

This stage involves analysing, interpreting and reflecting on the evidence you have gathered. Generally there are 3 steps to follow when analysing data but often this is an iterative process, moving back and forth within the three steps.

1. *Noticing and collecting*

The first stage of analysis may involve: filling in gaps your evidence; following up any vague or cryptic comments; downloading recordings; typing up transcripts; labelling the data collected; conducting debriefing meetings with team.

2. *Sorting and thinking*

This stage of analysis may involve: listening to any recordings; reading notes; reading transcripts; inputting any quantitative data into spreadsheets and/or databases.

3. *Critical analysis and interpretation*

The final stage of analysis may involve: comparing and contrasting results by individual questionnaires, interviews, observations and/or focus groups; exploring emerging themes/patterns from your data; producing tables, charts and/or graphs to illustrate your findings; describing the findings thematically; using quotes to illustrate the findings; examination of a topic from many different angles.

It is important to:

- Allow plenty of time
- Refer back to your original aim, objectives and evaluation questions
- Look for patterns and group data (i.e. coding)
- Use highlighters to mark key points
- Find representative quotes
- Look for contradictory data
- Be critical of your interpretation of data
- Be reflective - What worked well? What didn't work well? What would you do differently?

USING CODING AND FRAMEWORKS

Coding is a method by which you can quantify qualitative data – to group the data into categories that can then be counted. You can code any questions where respondents have entered their own answers. It can be simple (such as negative and positive comments) or more complex. Coding frameworks are often used for reporting. For example the Generic Learning Outcomes (museums).

MAKING USE OF YOUR EVALUATION

There is no point in spending energy on collecting data unless you use the information, learn from it and share it with others.

There are various ways to present what you have learnt but there are some key things to remember:

- Think about who will be reading your report and tailor the content to their needs
- If possible remember to feedback findings to those involved, value their contribution and thank them
- Make sure the findings are acted upon.

If you are producing a more formal report then it may contain the following:

- Summary
- The context of the evaluation

- Aim, objectives and evaluation questions
- Description of activity/event
- Methodology
- Summary of evidence (data itself may form an appendix)
- Overview of the activity/event
- Conclusions and recommendations.

APPENDIX

RESOURCES

A few examples of resources and opportunities available to you to help support your evaluation.

- The National Coordinating Centre for Public Engagement has a growing set of resources and links to resources for people developing their approach to evaluation www.publicengagement.ac.uk
- UCL Evaluation Toolkit www.ucl.ac.uk/public-engagement/evaluation/toolkits/methods
- RCUK Evaluation Guide www.rcuk.ac.uk/Publications/policy/Evaluation/
- HE STEM www.hestem.ac.uk/evaluation
- Evaluating participatory, deliberative and co-operative ways of working (Interact Working Paper) www.sharedpractice.org.uk/Downloads/Interact_Working_Paper.pdf
- Inspiring Learning For All, Arts Council (NB. currently being revised – to be relaunched summer 2016)
 - Generic Learning Outcomes www.inspiringlearningforall.gov.uk/toolstemplates/genericlearning/
- Making a difference: a guide to evaluating public participation in central government (INVOLVE) www.involve.org.uk/wp-content/uploads/2011/03/Making-a-Difference-.pdf
- Better Evaluation <http://betterevaluation.org/>
- The Wellcome Trust Engaging with Impact: How do we know if we have made a difference http://www.wellcome.ac.uk/stellent/groups/corporatesite/@msh_grants/documents/web_document/wtp052364.pdf
- Heritage Lottery Fund Evaluation Guide <http://www.hlf.org.uk/evaluation-guidance>
- National Youth Agency's The future for outcomes: A practical guide to measuring outcomes for young people <http://www.nya.org.uk/wp-content/uploads/2014/06/Future-for-Outcomes-Guide1.pdf>

EVALUATION PLAN & EXAMPLES

NAME OF PROJECT:	
AIM: <i>What I want to achieve/ the purpose of my project</i>	OBJECTIVES: <i>What I need to do to achieve my aim</i>
STAKEHOLDERS/AUDIENCE: <i>Who is involved in the project</i>	
EVALUATION QUESTIONS: <i>What I want to know (relates to the purpose of the evaluation); what questions I want to ask</i>	
METHODOLOGY: <i>What evidence I need to collect; how I will establish a baseline; how I will sample</i>	
DATA COLLECTION: <i>How I will collect the information; who I will ask; when it will take place</i>	
DATA ANALYSIS: <i>How I will analyse my evidence</i>	
REPORTING: <i>How I will present my report and to whom</i>	

EVALUATION PLAN: Science Spectacular

Project/Event/Activity: one day interactive event for families as part of the Manchester Science Festival

AIM: *What I want to achieve*

- To provide an opportunity for families from Greater Manchester to have fun and explore what science means to them.
- To bring science alive and inspire young people.
- To provide an opportunity for researchers to engage families with current science research.

OBJECTIVES: *What I need to do to achieve my aim*

- To attract over 1,000 people to the event.
- To attract people from different areas of Greater Manchester.
- To provide fun, interactive table-top activities that challenge and inspire young people and their families.
- To provide researchers with the venue, infrastructure and event organisation to deliver an engaging and inspiring activity.

EVALUATION QUESTIONS: *What I want to know*

1. How many people attended the event?
2. Where have the people come from?
3. What did visitors to the event think about the day?
4. How many researchers were involved in the event and from which faculties?
5. What was the key highlight for the researchers?
6. How could the event be improved?

NB. Additional questions asked for by MSF e.g. gender, ethnicity

METHODOLOGY: *What I will do*

Ask questions of stand organisers via email.

Ask visitors for their thoughts via a graffiti wall.

Record where visitors came from using postcode data.

Debrief by the organising team/volunteers 2-3 weeks after the event.

Miscellaneous e.g. unprompted emails, independent evaluation by researchers.

Survey data gathered by the Festival's official evaluators & complete the Manchester Science Festival Observation Sheet.

DATA COLLECTION: *Which data collection technique(s) I will use*

Graffiti wall; Survey Monkey questionnaire; debrief meetings; observation sheet; record sheet.

DATA ANALYSIS: *How I will analyse the data*

Analyse data using Excel; code graffiti wall; use postcode district maps.

Enter observation sheet into the Festival's evaluation.

REPORTING: *Who will be reading my report*

Compile report for internal funders, stallholders and organising team.

EVALUATION PLAN: Manchester Histories Festival

Project/Event/Activity: 10 day programme of events and activities

AIM: *What I want to achieve*

- To engage the people of Manchester with the past (and present) of their city
- To celebrate the familiar, and to reveal new and hidden histories by bringing together the knowledge resources of the academic and cultural organisations with local and special interest societies in the city.

OBJECTIVES: *What I need to do to achieve my aim*

- To attract more than 5,000 visitors
- To stimulate an interest in local histories across all age groups by building a sense of involvement
- To inspire the people of Manchester with a lasting pride in their shared inheritance
- To develop the partnerships between universities, cultural organisations and local/special interest societies
- To increase the two-way sharing of knowledge between universities and local/amateur historians
- To develop an on-going widely available resource for local history.

EVALUATION QUESTIONS: *What I want to know*

1. How many people attended the Festival?
2. What age were they? (16-24; 25-34; 35-44; 45-54; 55-64; 65+)
3. What did they think of the event(s) they attended?
4. What was the highlight of the Festival?
5. How does the Festival benefit partners?
6. How could we improve the Festival?

METHODOLOGY: *Which strategy I will use*

Audience: public participants, Festival organisers, academics, cultural organisations; local history/specialist groups, volunteers

A range of qualitative and quantitative methodologies will be employed

Attendance data from Museums and Galleries in UK (MORI 2005) will be used as a baseline

DATA COLLECTION: *Which data collection technique(s) I will use*

Event/venue logs; visitor survey; volunteers on-line survey; booking data; interviews; social media & website analytics; economic valuation through in-kind support and volunteer hours; community consultation; and case studies

DATA ANALYSIS: *How I will analyse the data*

Identify patterns of themes related to aims and objectives, and lessons learnt

REPORTING: *Who will be reading my report*

A full report will be written to inform and making recommendations for future programme development. It will include 4 short case studies

STRENGTHS OF DIFFERENT DATA COLLECTION TECHNIQUES

www.inspiringlearningforall.gov.uk/export/sites/inspiringlearning/resources/repository/Methods_-_strengths_and_we.pdf

METHOD	STRENGTHS	THINGS TO CONSIDER
Response cards Comments cards Comments books	<ul style="list-style-type: none"> • Are a flexible way of engaging with the public • Can be used as part of a display and other people can be encouraged to read them - it can be made "fun" and interactive to catch attention • Need minimal administration as people can complete the card or write in a comments book themselves • Can encourage people to write, draw or record their comments in their own way and take into account different levels of ability • Can target people engaged in particular activities depending upon where the response cards or comment books are placed 	<ul style="list-style-type: none"> • Posing questions in a comments book or on a card will improve the quality of the comments • Provide good quality pens and paper to indicate to people that their comments are being taken seriously • Place comments cards so that everyone can see them and are encouraged to share their views
Questionnaires	<ul style="list-style-type: none"> • Are good for large-scale collection of evidence where broad information is required rather than in-depth exploration • Are flexible and can be used in a variety of formats - on-site, by email or post • Can include closed or multiple-choice questions as well as open-ended ones • Can be used flexibly - they can be self-completion or administered by deliverers who can help explain questions that may not be straightforward for some people • Collect demographic information for comparison across age / gender • Have the potential to collect information from participants over time 	<ul style="list-style-type: none"> • Questions need careful phrasing to reflect age, language and ability levels of your targeted public group • The 'look' of the questionnaire is important and good design is crucial • Be aware of questionnaire 'overload' - is this method suitable for the public you are trying to reach? • It can be difficult to control who completes self-completion questionnaires • Make them manageable so that users are not put off by (perceived) length or difficulty of questions • It is essential to develop skills in using spreadsheets to analyse information especially for large-scale collection of questionnaires
Interviews	<ul style="list-style-type: none"> • Can take place face to face or on the telephone • Conducted by peers • Used one to one, can provide good information about learning, attitudes, feelings, opinions and behaviour • Have the potential to collect information from participants over time about their experience 	<ul style="list-style-type: none"> • Find ways of setting participants at ease - they need to feel comfortable about sharing their experiences with the interviewer • If language is an issue use a translator or peer interviews where one person could translate for the other • Plan how you will analyse the data in advance – an interview may produce a large amount of evidence that may be time-consuming to analyse unless the interview is structured (then

		answers may be more predictable)
Focus Groups	<ul style="list-style-type: none"> • Can elicit in-depth information from participants about their views and experiences • May encourage people to share their attitudes, beliefs and experiences more openly through group interaction • Are a good way of collecting and reinforcing evidence of learning from groups participating in the activity/project • Enable you to collect different perspectives of the same experience or at different time periods if focus groups are carried out at different stages 	<ul style="list-style-type: none"> • The facilitator needs to be skilled in leading the discussion and keeping the group focused. He/she needs to ensure that everybody feels comfortable about sharing their experiences and opinions equally • Make practical arrangements clear for all involved including location, maps, furniture and refreshments • You may need to pay for participants attending a focus group or provide an incentive • It may not be easy to extract the individual's experiences from the group's • You will need to take notes or record the discussion
Graffiti Walls	<ul style="list-style-type: none"> • Are interactive as comments can be made to look attractive as part of a display - people can read others' comments and may be encouraged to add their own • POST IT notes can be used as a colourful / cheap way of getting people to share their comments 	<ul style="list-style-type: none"> • Comments need to be fixed strongly to the wall or they might be lost • Provide a posting box for people wanting to keep their comments anonymous
Drawings	<ul style="list-style-type: none"> • Are useful when writing skills are limited and may be more "fun" or engaging particularly with children • Can be used in combination with written comments to aid analysis 	<ul style="list-style-type: none"> • These are challenging to interpret without questioning and mediation
Observation	<ul style="list-style-type: none"> • Observation can work well if participants "talk out loud" about their experiences while the observer walks around with them - an accompanied experience 	<ul style="list-style-type: none"> • May need to be combined with interviews or questionnaires • If people know they are being observed their behaviour may be affected
Video	<ul style="list-style-type: none"> • Is an appealing alternative to traditional comments cards - may be more fun and engaging for some users than writing comments • Is potentially a powerful tool for gathering evidence for advocacy purposes 	<ul style="list-style-type: none"> • Analysis of video may be time-consuming with too much material e.g. from a discussion • Needs to be edited properly • Not easy to set this up unless integrated into the design of a space
Role play\acting	<ul style="list-style-type: none"> • It may stimulate people's memories by asking them to re-live it 	<ul style="list-style-type: none"> • Some participants may be reluctant to act out their experiences so you need to introduce the idea of role-play carefully • Requires a skilled moderator
Photographs/Images	<ul style="list-style-type: none"> • Can act as a memory aid to people • Can be used by people to convey their experiences creatively 	<ul style="list-style-type: none"> • May be difficult to analyse if the context for the photograph is unknown

	<ul style="list-style-type: none"> • Can be used with speech bubbles to convey experiences to others 	
Artwork/Sculpture	<ul style="list-style-type: none"> • Can be used in conjunction with other methods e.g. interviews and focus groups to obtain the context and help articulate the learning 	<ul style="list-style-type: none"> • May be difficult to interpret and analyse if the context is not known
Letters/Email	<ul style="list-style-type: none"> • Letters and emails can show evidence of outcomes 	<ul style="list-style-type: none"> • Unpredictable and ad hoc source of outcomes • Analysis may be time-consuming
Case studies/Vignettes	<ul style="list-style-type: none"> • Could be used as a stimulus to present different experiences to people in interviews or focus groups • Explore people's perceptions, beliefs and experiences in relation to a specific situation • Get people talking and to present a broader view 	<ul style="list-style-type: none"> • Vignettes need to be chosen carefully so that people can relate to the experience • Not used in isolation as it may only give views about the experience contained within it rather than a reflection of their own experiences
Lines	<ul style="list-style-type: none"> • Quick and easy to do as part of the activity • Participatory • Everyone joins in 	<ul style="list-style-type: none"> • No record unless you take notes • Peer pressure (people cluster or won't stand at ends of the line!)
Bulls Eye	<ul style="list-style-type: none"> • Visual • All information in one place 	<ul style="list-style-type: none"> • No qualitative information • If lots of people can take time to participate
Pictures	<ul style="list-style-type: none"> • More creative • Does not rely on reading/ writing • Opportunity to get reflective input from people 	<ul style="list-style-type: none"> • Can inhibit some people • Qualitative only • Need to beware of how you interpret people's images (where possible let them do the interpretation for you.)
Snowball	<ul style="list-style-type: none"> • People enjoy opportunity to discuss the activity • Involves everyone 	<ul style="list-style-type: none"> • Takes long time so good as part of longer course • Strong voices can dominate discussion • Record is only headlines – so you miss the nuanced discussion
Consequences	<ul style="list-style-type: none"> • Good record • Involves everyone • Helps determine how representative comments are 	<ul style="list-style-type: none"> • Can take time – although can do in smaller groups to minimise this • May not cover things of importance to you (although you could participate in the group)
Voting	<ul style="list-style-type: none"> • Can get a high return rate • Can be used at the entrance and exit of an event/activity/exhibition • Electronic voting pads can show immediate responses 	<ul style="list-style-type: none"> • Needs to be policed • Consider the practicalities of how the votes will be cast