



Designing our Tomorrow Personal-Professional Development Modules

Summative Evaluation Report

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Introduction

As part of the project, *Designing our Tomorrow—Mobilizing the Next Generation of Engineers* (DOT), OMSI developed a set of professional development (PD) training modules as a resource for educators in informal science education (ISE). The intended impacts for the evidence-based PD included:

1. Educators will gain confidence using elements of storytelling as a facilitation tool.
2. Educators will gain an understanding of engineering practices used at exhibits.
3. Educators will gain skills helping visitors connect or strengthen the connection between engineering practices used at exhibits to the usefulness and relevance of engineering in their lives and their communities.

The PD materials consist of three self-guided, web-based modules designed to explore engineering, engineering practices, and storytelling as a facilitation approach to foster personal sense-making. The first module focuses on expanding the definition of engineering to highlight how individuals and communities perceive and use engineering and engineering practices in their day-to-day lives to achieve goals. The second module introduces the evidence- and theory-based Collaborative Practices at Interactive Engineering Challenge Experiences (C-PIECE) Framework (Randol et al., 2023) developed by the DOT team during the project's first research study to highlight the engineering practices that can be afforded by exhibits and how educators can support visitors' awareness and use of engineering practices. Finally, the third module presents storytelling as a tool educators can use with visitors to foster personal sense-making and connections with engineering and engineering practices. Each module contains videos, reflection worksheets, and opportunities to engage in group discussion. All three modules are available in English with bilingual (English and Spanish) captions.

Research Questions and Methods

The summative evaluation of the professional development modules was conducted by OMSI's Engagement Research & Advancement (ER&A) division in order to investigate the extent to which the resources have achieved the outcomes identified in the logic model. Research questions included:

- Do the modules increase participants' knowledge, understanding, and awareness of engineering and engineering practices at exhibits?
- Do the modules and support materials increase participants' confidence in using storytelling as a facilitation tool?
- Do the modules and support materials increase participants' ability to help visitors connect engineering practices used at exhibits with their everyday lives and their communities?
- Are the modules and support materials relevant and useful to participants' work?
- What additional materials and resources would be helpful to support the work of informal educators?

To answer these questions ER&A staff worked with education staff at OMSI and Fleet Science Center to recruit a total of eight education staff members across both institutions. Five educators from OMSI and three from Fleet agreed to participate in the study. Seven out of the eight participants completed all study activities which included reviewing and completing the three PD modules, completing a short reflection survey at the end of each module along with an overall reflection after completing all of the modules and participating in a 30-minute interview through Zoom to share additional feedback about the PD modules. One participant from Fleet did not respond or complete any of the evaluation activities after recruitment. Two out of the five OMSI educators were bilingual (English and Spanish) and engaged with the modules in Spanish.

Findings

Overall Reception

Five educators from OMSI and two educators from Fleet completed the evaluation of the DOT PD materials during March and April of 2024. Interviews were conducted during April and May 2024. Overall, the reflections and feedback shared by participants were positive. Educators appreciated the self-paced exploration of the materials and found the materials accessible, easy to navigate, and interesting (see Figure 1). The most relevant, valuable, or useful ideas across the modules highlighted by educators included:

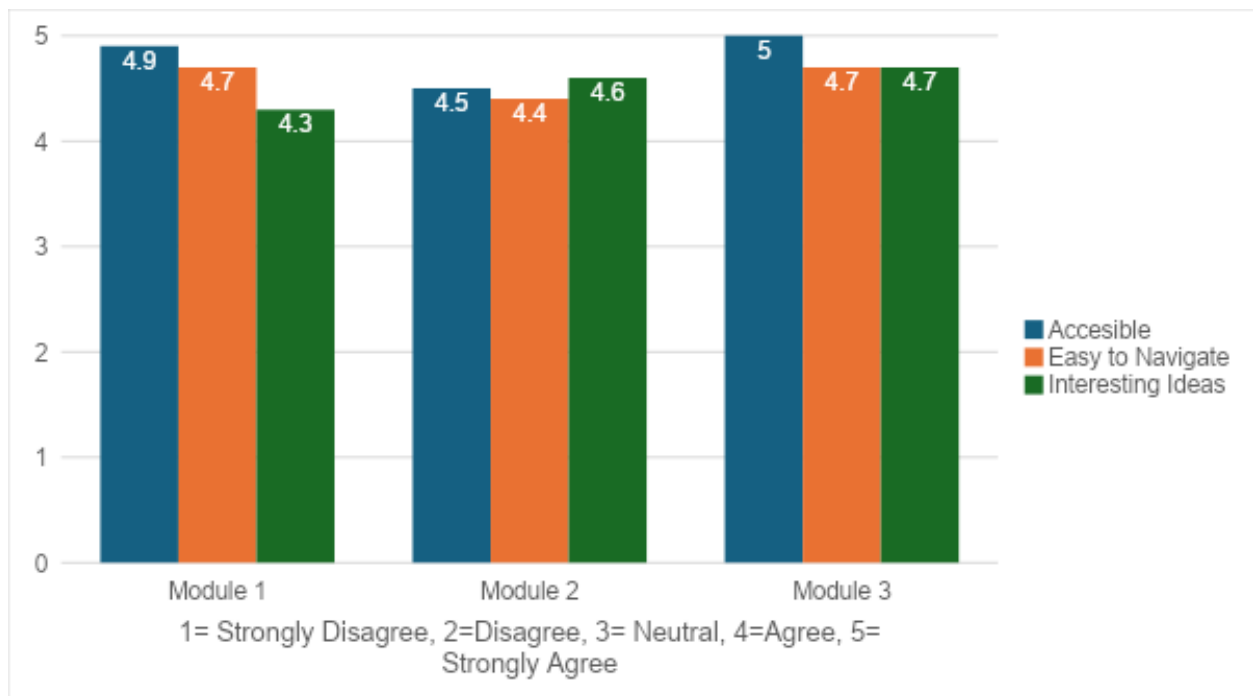
- Access to new tools and resources
- Awareness and knowledge of the C-PIECE framework
- Increased understanding of engineering and engineering practices
- Honoring and encouraging different views and perspectives

Two educators in particular highlighted the value of expanding their definition of engineering, sharing:

[I learned] that engineering is for everyone. Many people do not have a desire to engage with science, engineering, or math for a whole host of reasons. These modules show that we can demonstrate to our visitors that they are taking part in engineering at home every day and that they can therefore take the next step toward learning more about it.

The idea that stuck out to me the most was that everyday tasks involve engineering practices. I had mainly thought about engineering in terms of the design process, but I like how many more concrete practices the C-PIECE framework brings to mind. I think that gives me a lot more tools to use when speaking to a wide variety of learners and sharing with them the different ways they are already engineers.

Figure 1. Participants' Reflections of PD Module's Accessibility, Ease of Navigation, and Level of Interest



Broadening Ideas about Engineering

All educators participating in the evaluation reported having some understanding or familiarity with engineering prior to participating in the study. For many of the educators, this initial knowledge and understanding stemmed from experiences in their lives either through schooling, work experience, or having family members who are engineers. Despite having some initial familiarity and understanding of engineering, most educators reported some changes in their views of engineering after engaging with the professional development modules (see Figure 2), especially the first module focused on defining engineering. The reported changes were mostly focused on broadening their ideas or perceptions about what counts as engineering and connecting engineering to their everyday lives.

[The module] expanded my understanding of engineering to include things like rearranging a room and planning daily activities around the naps of an infant.

Having an engineering background, I've always enjoyed the process of finding creative solutions and tackling problems. However, this module served as a valuable reminder that engineering is for everyone and serves as a powerful tool to solve everyday challenges.

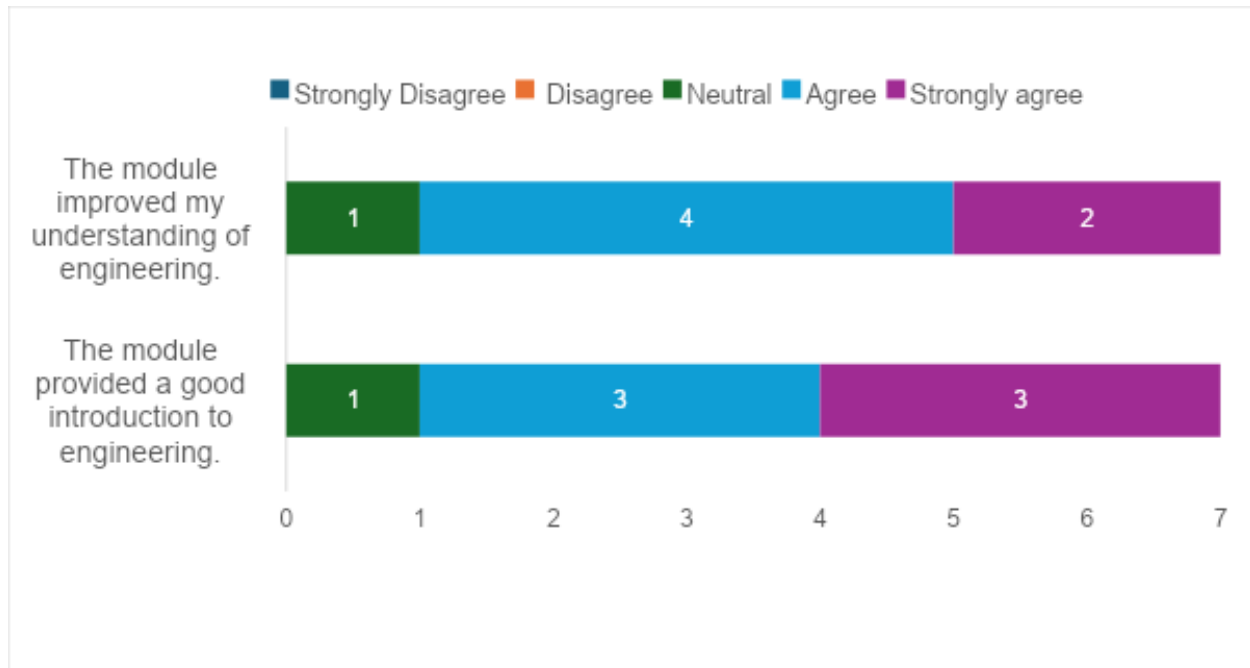
Two of the educators also shared that they appreciated learning about the public perception of engineering through exercises on the worksheets and reflected on ways that they could make engineering more accessible to visitors.

[The module] is useful because it encourages us to be self-aware at work, and to examine how we approach and solve problems. This is something we can encourage visitors to do.

I really liked how engineering was framed in the video, likening room rearrangement to an engineering task. I also thought it was neat how, in the worksheet, we were asked to look up engineering to gain a general impression through the internet rather than looking for a definition. I felt this

was grounded in real lives and therefore relevant. I work as an educator at the museum, frequently interfacing with the public to deliver lessons, which often involves demystifying big topics, so they are more approachable. I previously have defined engineering as 'applied science', which while perhaps correct, is not a very accessible definition for a kid. I found the approach here to engineering one that would be especially useful when doing floor demos or working in the lab.

Figure 2. Participants' Reflections on Engineering



Value and Challenges of Understanding Engineering Practices

The second professional development module focused on introducing educators to engineering practices through the C-PIECE framework. Six of the seven educators agreed or strongly agreed that this module presented interesting ideas, provided a good introduction, and improved their understanding of engineering practices (see Figure 3). Educators particularly enjoyed seeing videos of families engaging with engineering at exhibits and felt that these videos provided practical examples of the engineering practices that they may see through their interactions with visitors. They also particularly enjoyed being encouraged to conduct observations on the museum floor.

I thought this was lovely. Going back to the same data set (video) with increasing information both reinforced my understanding of this concept AND illustrated the cyclical nature of engineering problem-solving. Taking these thoughts 'into the wild' of the museum to enhance our engagement brought me back to doing field biology work, which was appreciated.

Learning about the C-PIECE framework and how to observe participants has provided me with a valuable tool to ensure that the activities we present in our maker space align effectively with the engineering design process.

One educator reported feeling neutral about the module and how it could support changes in their understanding of engineering practices. This educator also felt that the module was not accessible or easy to navigate. In general, while educators seemed to appreciate the module, there were some mixed opinions across the evaluation about the accessibility and ease of navigation of the materials along with some confusion about the relationship between the C-PIECE Framework and the engineering design process that was included in the materials.

One particular concern for educators centered around the balance between theory and practice in the module. Some felt that it was confusing, and it included some terms that were hard to understand.

It was confusing especially at the beginning. There was a lot of technical vocabulary used in the instructions and too much information to digest within a tight timeline.

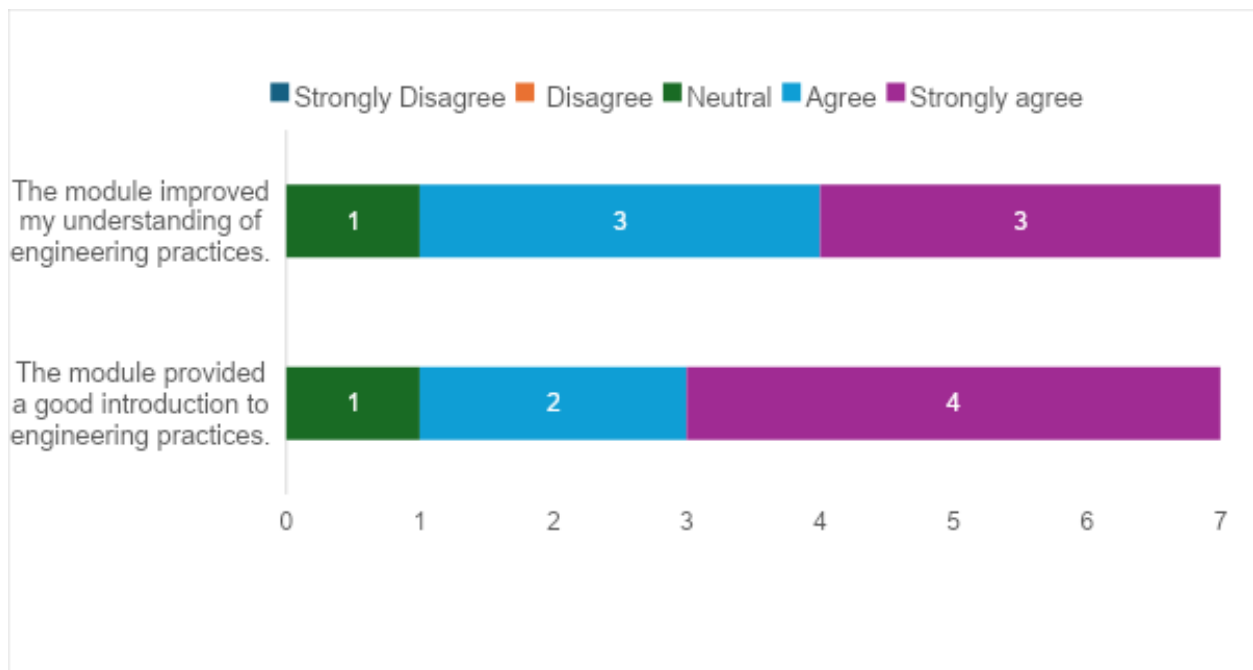
The C-PIECE framework in general seemed to be received well by educators with many of them being excited about having a framework they could use to understand visitors' actions and behaviors at exhibits. However, as mentioned above, some educators reported being unsure about how it connected to the engineering design process and how to use the framework in their work. A few of the educators mentioned using the framework, especially the levels of proficiency (beginner, intermediate, and informed) as a way to scaffold lessons or assess where visitors may be during an interaction to promote movement in the level of proficiency.

I like how the C-PIECE framework defines a lot of the behaviors I see frequently at work, either in exhibits or in classroom programs. It also helps me to think about how to scaffold the classes I teach more effectively, which have learners at different levels of proficiency, so that I can create lessons that can be engaging for all of them.

Knowing these processes and considering the different levels of engagement will help me meet guests where they're at with engineering or other iterative tasks. For example, if I see someone doing the "beginner" behaviors and struggling, I might not dive all the way into the most "informed" behavior with them right away.

I found the C-Piece a little less easy to conceptualize application than the cycle. I feel that the C-Piece allows us to identify where individuals are at in a fairly specific and almost clinical way, whereas the cycle, in its generality, offers more flexibility in its application. I would love to see the two frameworks combined into a more descriptive cycle.

Figure 3. Participants' Reflections on Engineering Practices



Storytelling as a Facilitation Approach

The third module, focused on storytelling as a facilitation approach, seemed to be the most well-received by educators. All educators agreed or strongly agreed that the module provided a good introduction to storytelling as a facilitation approach and to help visitors connect to engineering (see Figure 4). Some of the educators (n=4) reported already being familiar with and using storytelling as a facilitation approach in their work, while others reported not being as familiar or using this approach prior to engaging with the professional development modules. Regardless of the level of familiarity with storytelling, educators highlighted a variety of learnings across the module including the importance of using storytelling to increase the relevance of engineering, broaden visitors' perspectives around what engineering is and highlight engineering practices. They also highlighted the importance of storytelling in building relationships with others.

Sometimes, especially in science and engineering contexts, qualitative data such as storytelling can feel like it has less of a place than the more normalized quantitative approaches. However, stories that create relevance to people and places allows for anyone to connect to an experience, opening the door to understanding.

By sharing my personal everyday experiences with others, we can find a common ground of what it feels like to do a similar activity. When this happens, we create a bridge between that allows us to speak the same language. Therefore, this can help people understand that they are already doing engineering practices.

In addition to learnings related to storytelling and engineering, educators appreciated the story planner included in the third professional development module as a way to think about crafting stories. Educators expressed both curiosity about developing and sharing stories and discussed some possible challenges to incorporating storytelling as a facilitation strategy. During engagement with the professional development module, three educators shared that they would be interested in learning more about how to create “effective” stories that connect

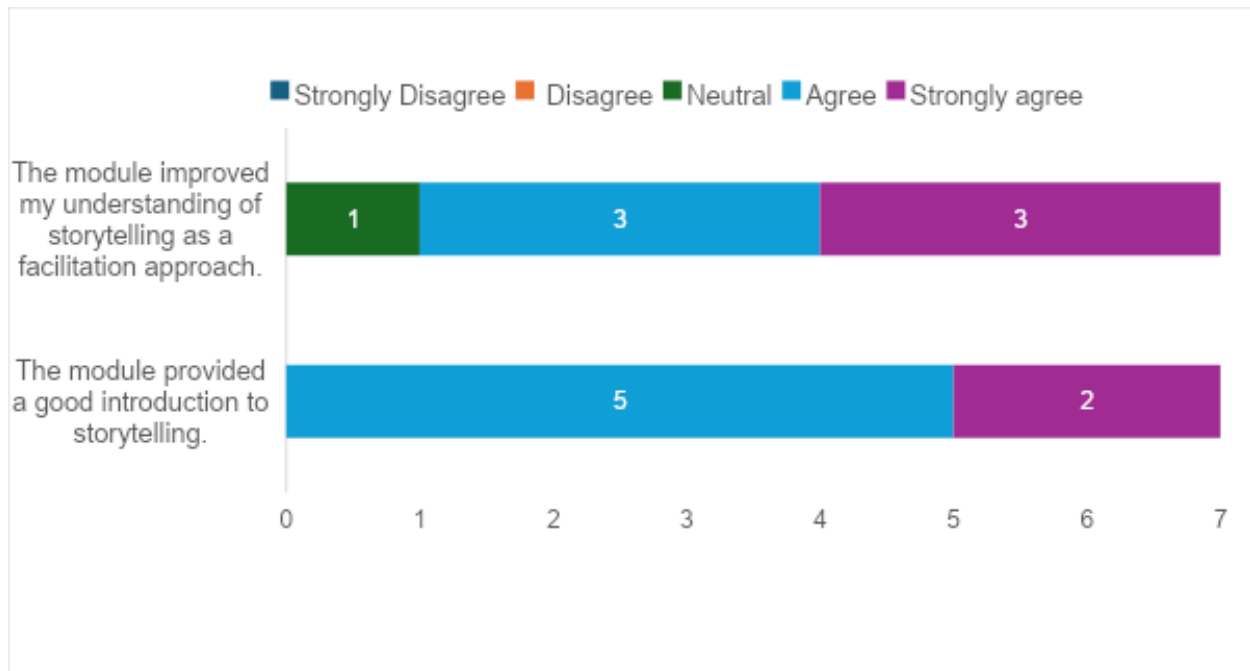
with visitors and how to structure the story in ways that are engaging to visitors from different backgrounds.

Storytelling is an art, so having some resources about how to do compelling storytelling (like workshops, literature, etc.) would be great. Especially if you are interacting with different cultures and backgrounds, having some exposure to different types of storytelling, symbolism, and important elements would be helpful.

I would have been interested to hear more about the research process of figuring out how to make the stories more effective, and maybe seen an example of a draft and then revised story so I could apply that to how to make my own better.

Some of the challenges that educators described related to storytelling included educators not feeling like they are “natural” storytellers and being able to develop the skills needed to be an effective storyteller. Two educators in particular felt that they were more reserved in terms of personality and didn’t feel like they could engage visitors in a natural and authentic way through storytelling. Other educators expressed concern related to time, both in terms of the time that it would take to prepare to engage visitors in this way and the limited amount of time they may have to interact with visitors since a lot of their interactions are fairly short. Regardless of these concerns, all educators appreciated the content and ideas in the module.

Figure 4. Participants' Reflections on Storytelling



Broad Application of Learnings

While the work of education staff at science centers can be varied, dynamic, and sometimes unpredictable, all of the educators who participated in the study talked about how the content and ideas that were part of the professional development modules connected to their work and how they may use those learnings moving forward. Some of the ideas for how they may apply learnings included:

- Exploring different ways to approach challenging topics like engineering with visitors
- Using personal stories to connect, build relationships with visitors, and increase the relevance of topics and experiences
- Having a better understanding of public perceptions or barriers to engagement that exists related to STEM and specifically engineering
- Fostering and practicing problem-solving skills with visitors
- Designing and developing new lessons, curriculum, and experiences
- Developing additional facilitation moves to support visitor interactions
- Training other education staff
- Evaluating and assessing learning outcomes at experiences
- Reflecting on their roles as educators

Among the educators there were mixed opinions about the use of the professional development materials themselves. Some educators did not see a lot of opportunities with their current job tasks to return to or use the materials. For example, educators who work in the labs or in areas that mostly serve children under five years old didn't see current opportunities to return to the materials. Educators who engage in tasks like developing lessons and curriculum or are involved in training staff, shared that they hope to return to and use the materials.

Yes, I would use the resources. Both the C-PIECE framework and the module on storytelling. And I might use the worksheets. Filling out the worksheets was a good way to review what I know. I also might use it as training materials for the volunteers in our studio - because at the beginning people don't really know how to engage with the public, and because there are not many good resources for training volunteers.

Feedback about Future Professional Development Materials

As part of this study, educators were also asked to provide feedback on the format of the professional materials and to give recommendations for future professional development efforts. In terms of the DOT professional development materials and resources, educators appreciated:

- The ability to engage with the content in a self-paced way
- The multi-modality of the materials, especially having a combination of worksheets, videos, and readings
- Seeing videos of visitors and families interacting at exhibits
- Ability to print and complete worksheets
- Ease of access and navigation of the modules
- Having the material available in English and Spanish

Educators provided some suggestions for the team to consider in the future. One of the most common suggestions included providing opportunities to work with other educators and colleagues and discuss the information, especially for certain components like the C-PIECE framework, engineering practices, and storytelling. A couple of educators suggested that engaging in discussions about these topics during professional development could have helped their understanding. Similarly, according to one educator, it would have been helpful to have a message or comment board where they could post questions and ideas creating a community

with other educators. A couple of educators also suggested working with other museum educators during the development of instructional materials to include additional examples of what the topics and ideas could look like when interacting with visitors. For example, one educator shared that for the DOT materials, it would have been helpful to include more examples of educators using storytelling with visitors and educator interactions with visitors where educators highlight engineering practices at play during the interactions.

Conclusion

Overall, the DOT PD materials were well-received by both OMSI and Fleet educators. Educators found the modules to be accessible and easy to navigate. In general, they appreciated the multi-modality of the materials and the ability to engage with the content in a self-paced manner. One educator who reviewed the materials in Spanish also shared appreciation for the bilingual nature of the materials, remarking that there are few professional development resources available for science center educators in Spanish.

In terms of content, educators appreciated expanding their perspectives and ideas about engineering and saw opportunities to connect engineering and engineering practices to daily lives. Many educators appreciated learning about the C-PIECE Framework and enjoyed seeing and identifying engineering practices both in the videos included in the modules and while conducting informal observations on the museum floor. While there was discussion of some challenges in understanding the framework and its connection to the engineering design process, many educators were still overall excited about utilizing the framework as a tool for facilitation and curriculum design. Similar to engineering and engineering practices, educators also found the module about storytelling to be helpful and valuable when engaging visitors with challenging or complex topics like engineering. There was even some curiosity expressed by educators about how to continue to explore this topic and how to craft stories that can appeal to a diverse audience.

In addition to the overall value and use of the PD materials, educators had some mixed opinions about future use of the resources mostly due to the many roles that education staff often take in a science center. Educators involved in the design of experiences and curriculum, and training other education staff saw themselves returning to the materials in the future while educators working with young children

or in spaces where visitors mostly engage with other disciplines (e.g., chemistry, physics, earth science) were not sure how often they would use the materials. Regardless of future use, educators provided suggestions for the development of other professional development resources. Most of these comments related to opportunities to connect with other educators to create a community and discuss and practice topics and approaches that are part of professional development efforts.

In general, the DOT professional materials seemed to be a valuable resource for OMSI and Fleet informal science education staff, positively impacting their knowledge and understanding of engineering, engineering practices, and the use of storytelling as a facilitation tool. These materials have the possibility of being a valuable asset to a broader set of educators.

References

Randol, S., Benne, M., Herrán, C., Ramos-Montañez, S., & Shagott, T. (2023). The C-PIECE Framework: Documenting Group Engineering Practices Elicited by Design Challenge Exhibits. *Visitor Studies*, 27(1), 49–75.
<https://doi.org/10.1080/10645578.2023.2250534>

Appendix: Instruments

Reflection Surveys Module 1: What is Engineering?

Welcome Page

Thank you for participating in Module 1: What is Engineering? The module can be accessed through this link. Please make sure you complete the module including watching the videos and completing the module's worksheet. Once you have completed it, please let us know what you thought about it by answering the following questions.

Reflection Questions:

1. How much time (approximately) did you spend on this module? [Drop down menu with options]

- a) Less than 5 minutes
- b) Between 10-20 minutes
- c) 30 minutes
- d) 40-60 minutes
- e) More than one hour

2. Did you complete the following components: [Yes/No/Partially]

- a) Reading the text
- b) Watching the video
- c) Completing the worksheet

0. In your own words, what did you think was the theme or main message of this module?

0. To what extent do you agree with the statements below? (5-point Likert scale for agreement)

- The module and its materials were accessible for me.
- The module was easy to navigate.
- The module presented new and/or interesting ideas.
- The module provided a good introduction to engineering.
- The module improved my understanding of engineering.
- The module presented content and ideas that are useful and relevant for my work.
- The module has information and/or practical applications for my work.

5. Please specify how, if at all, the module improved your understanding of engineering.

6. Please specify how, if at all, the content and ideas presented in this module are useful or relevant to your work.

7. Any additional feedback on this module or information you would like to share?

Thank you for taking this survey. Your feedback is important to us.



Reflection Surveys Module 2: Engineering Practices at Exhibits

Welcome Page

Thank you for participating in Module 1: What is Engineering? The module can be accessed through this link. Please make sure you complete the module including watching the videos and completing the module's worksheet. Once you have completed it, please let us know what you thought about it by answering the following questions.

Reflection Questions:

1. How much time (approximately) did you spend on this module? [Drop down menu with options]

- a) Less than 5 minutes
- b) Between 10-20 minutes
- c) 30 minutes
- d) 40-60 minutes
- e) More than one hour

2. Did you complete the following components: [Yes/No/Partially]

- a) Watching the video of families at Wild Creativity
- b) Exploring the C-PIECE framework
- c) Making observations at the museum

3. In your own words, what did you think was the theme or main message of this module?

4. To what extent do you agree with the statements below? (5-point Likert scale for agreement)

- The module and its materials were accessible for me.
- The module was easy to navigate.
- The module presented new and/or interesting ideas.
- The module provided a good introduction to engineering practices.
- The module improved my understanding of engineering practices.
- The module presented content and ideas that are useful and relevant for my work.
- The module has information and/or practical applications for my work.

5. Please specify how, if at all, the module improved your understanding of engineering practices.

6. Please specify how, if at all, the content and ideas presented in this module are useful or relevant to your work.

7. Is there any additional material or information that would be helpful to you or your colleagues to better understand or apply the knowledge of the C-PIECE engineering practices?

8. Any additional feedback on this module or information you would like to share?

Thank you for taking this survey. Your feedback is important to us.



Reflection Surveys Module 3: Storytelling for Connections

Welcome Page

Thank you for participating in Module 1: What is Engineering? The module can be accessed through this link. Please make sure you complete the module including watching the videos and completing the module's worksheet. Once you have completed it, please let us know what you thought about it by answering the following questions.

Reflection Questions:

1. How much time (approximately) did you spend on this module? [Drop down menu with options]
 - a) Less than 5 minutes
 - b) Between 10-20 minutes
 - c) 30 minutes
 - d) 40-60 minutes
 - e) More than one hour

2. Did you complete the following components: [Yes/No/Partially]
 - a) Module 3 worksheet
 - b) Story planner
 - c) Watching the video examples from the storytellers

3. In your own words, what did you think was the theme or main message of this module?

4. To what extent do you agree with the statements below? (5-point Likert scale for agreement)
 - The module and its materials were accessible for me.
 - The module was easy to navigate.
 - The module presented new and/or interesting ideas.
 - The module provided a good introduction to storytelling.
 - The module improved my understanding of storytelling as a facilitation approach.
 - The module presented content and ideas that are useful and relevant for my work.
 - The module has information and/or practical applications for my work.

5. Please specify how, if at all, the module improved your understanding of storytelling as a facilitation approach.

6. Please specify how, if at all, the content and ideas presented in this module are useful or relevant to your work.

7. Is there additional material or information that would be helpful to you or your colleagues to better understand or apply storytelling as a facilitation approach?

8. Any additional feedback on this module or information you would like to share?

Overall Reflection Questions:

1. Overall what were some of the most relevant, valuable or useful ideas to you across the modules?

2. What are one or two ideas you would think of incorporating in your work? How would you incorporate them?

3. Do you have any suggestions for improvements or changes for the modules that would help make them better for other educators?

4. Any other comments you would like to share?

Thank you for taking this survey. Your feedback is important to us.

DOT PD Evaluation– Post-Review Interview Guide

General Interview Tips

- *Ask follow-up questions for depth (when responses are brief), clarity (when you don't understand the response), and completeness (when participants don't answer all of the questions or provide only a partial answer).*
- *Ask all the questions but also be flexible with the order and wording if needed so that the interview is conversational and comfortable for participants.*
- *Be patient and respectful.*
- *Capture participant responses as accurately as possible, even if some of their comments don't seem relevant at the time.*
- *Immediately after the interview, go through your notes and clarify or add anything you missed.*

Date	
Interviewer:	
Interviewee:	
Science Center:	<i>OMSI /Fleet</i>

Welcome

Hello and welcome. My name is ____ and I'm part of OMSI's evaluation team that is gathering feedback about the DOT professional development modules. I appreciate you taking the time to test out the modules and to complete the reflections. Today we are interested in gathering additional feedback about your experience with the modules and discussing aspects that were relevant and useful as well as aspects that in your opinion could be improved. All of the feedback you have shared and will share today is valuable to the team as we continue to think about how we can improve programs and exhibits and create resources that are helpful to educators like you.

First, with your permission, I would like to record today's meeting so that I can take additional notes later. That recording will only be used by myself and other members of the evaluation team, and it will not be shared with other OMSI staff or any other outside parties. We also keep your responses confidential outside this group, meaning we won't use your name or institution in any of the reporting we do. If all of that sounds okay I'll start the recording now.

[Start recording]

Next, I wanted to share just some norms for our conversation.

- All of your feedback is appreciated and there are no correct or incorrect responses. We just want to learn from you as we continue improving our educational materials. This will be approximately 30-minute conversation.

- As we have shared in the past these resources are pretty close to their final form. We may be able to make some small changes to some of the materials so in today’s conversation we will be focusing more on understanding the kind of impact that these resources could have on you and other educators.
- Some questions are focused on future opportunities to better understand what type of professional development resources would be most helpful to you and others as we continue to think about creating more programs and exhibits.

Are there any questions before we begin?

(Conversation Notes)

Engineering and Engineering Practices

The first two modules you reviewed focused on engineering and engineering practices.

1. Did you feel that your knowledge and understanding of engineering and engineering practices changed after engaging with the modules? [Follow up: If so, how? Or If not, why do you think that was?]

(Conversation Notes)

2. What did you think about the balance between theory and practice in the modules? (Probe: Did the modules frame things in a way that was familiar? Did the terminology make sense to you?)

(Conversation Notes)

3. How do you think you would use some of the ideas or concepts in these modules in your work as you engage with visitors?

(Conversation Notes)

Storytelling for Connections

The third module presented storytelling as a facilitation approach to help visitors make connections between engineering at exhibits and engineering in their everyday lives. In the videos, those were formal, scripted stories, but on the floor you may engage visitors through storytelling with more spontaneous sharing of personal experiences or narratives.

4. Have you used storytelling with visitors prior to engaging with the module? How so?

(Conversation Notes)

5. What are some advantages or disadvantages in using storytelling as a way to help visitors connect to engineering? [Possible prompt: Across the review, some folks expressed that their limited time with visitors across interactions was a constraint for using this approach. What do you think about that?]

(Conversation Notes)

Practical Application

Wonderful! Thanks for sharing your opinion. To wrap things up I would like to ask some questions about future use of these resources and the development of additional professional development materials.

6. Going forward, can you see yourself returning to this resource in the future? Probe: In what context? When might this be helpful to you?

(Conversation Notes)

7. This type of PD modules has been a format OMSI has used before to create materials for educators. What did you like about the format, content, media, etc. [Probe: Do you have any suggestions for other professional development opportunities or formats that you and other educators could benefit from?]

(Conversation Notes)

Wrap Up

Thank you so much for taking time to talk to me.

8. Is there anything else that you would like to share to help capture the value of these resources or to highlight challenges - things that perhaps could be addressed in future work?

(Conversation Notes)

Thank you for participating in today's discussion!