Big Categories (*=discussed in small groups)

- **Advocacy (and Value)***
- **Community Building ***
- **Sharing and Access***
- **Common Outcomes ***
- **Better Measures ***
- **Aggregation ***
- **Professional Development ***
- **Evaluation as a Learning Process**
- **Focus on Science Learning**
- **IRBs**
- **Broadening Our View**

Advocacy and Value

- NSF POs build evaluation capacity and are more thoughtful about evaluation (foundations too)
- Broader buy-in of new directions in evaluation (from/by funders, practitioners, etc.)
- Articulate the value of evaluation, push back on pressure to make it research
- Evaluation IS ingrained in the educational infrastructure
- Clear distinction of research and evaluation

Sharing and Access and **Community Building**

Sharing and access:

- Making learning visible – remove barriers to gathering and publishing images, video of learners in action
- Easily accessible evaluation and research data and JUDGEMENT (← don't be data rich and judgment poor)
- Better coordination for collecting, consolidating and disseminating results (maybe prof. orgs. → systemic solution)
- FOIA on OPMS via Industry Orgs (VSA, ASTC, AAM, AEA)
- Infrastructure for sharing and aggregating data
- More publications about ISE valuation learning (findings) and method innovations and proposals, too! (as to PRIME)
- Access to data and findings (some reports are subscription only)
- Cyber platforms and tools for sharing, capturing, and analyzing to be generative for P & R & E.
- More collaboration, less competition among ISE evaluation community

Community Building:

- Organization/journal for the communication of evaluators, researchers and practitioners
- Sustained conversation on evaluation
    - Connect federal evaluation group to non-feds
    - Broader range of participants

    - Maybe a roundtable
- More evaluation convenings, either with PIs or separate
- Research/evaluation conference (or strand)
    - Questions
    - Methods
    - Results

Common Outcomes, Better Measures, and Aggregation

Common Outcomes

- Common goals and objectives
- Set of outcomes and indicators exciting to ISE as a field
- (A super set) common set of "independent" and "dependent" variables (e.g. what do we mean by a science center experience)
- Agree upon "atlas" of ISE program types and identify best practices and challenges for each type
- Further development and use of common tools of program quality and effect
- Identify and agree upon marker assessments for engagement, identity, interest (etc.) for inclusion in ISE evaluations
- Less division between formal and informal science learning as overlap

Better Measures

- Multiple types (both internal and external) of evidence valued (study, micro-tested interactions and attractions → understanding, aggregate
- Strengthen EVIDENCE to
    - Build knowledge
    - Understand impact
    - Improve programs
- Better "measures" for the hard-to-measure
    - For example, affective, choice, identity
- Measures that "fit" the ISE contexts
    - Theory-based
    - Evidence-based
    - Align w/ ISE outcomes
    - Address subjectively and brokerage mind-body affective-cognitive

Aggregation

- Aggregation of model outcomes and indicators
- More comparative studies within ISE types and across ISE types (e.g. exhibits, afterschool)
- More intentional relationship between project level to generalize
- Preparing the field for meta-analysis and sharing of results (e.g. conferences)

Professional Development

- Systematic PD trajectories for newer evaluators of ISE (review registry VSA, AEA, materials, etc.)
- Professional development around ISE evaluation for evaluators and non-evaluators

- Think of ourselves as applied researchers…
    - Draw on diverse theories and research areas
    - Share practices, instruments and outcomes
    - Build the "ISE evaluation" field
- Greater professionalization of the field in evaluation (for all stakeholders)
- Start system of PD
    - Across the full spectrum
    - Widely known, affordable, accessible
    - NOT certification
    - Connect with existing areas (e.g. AEA, VSA)
- Improve quality evaluation training/education/mentorship
- Improve education of practitioners, program officers in using ISE evaluation
- Cultural competency as an urgent issue (i.e. broadening participation)
    - (Part of registry, resources, PD trajectories)
    - Something concrete?
- Selection of relevant readings from other fields (e.g. sociology, cultural anthropology) (posted by evaluators in ISE based on what they found useful)

Evaluation as a Learning Process (Evaluators, researchers, funders)

- Improve usefulness of ISE evaluations
- Accepted alternative to current summative evaluations of projects'
- Shift from summative evaluation as rating work to generating knowledge
- Evaluation as learning and accountability
- Evaluators as partners with varied skills
    - Moved to center and away from margins
    - Thought partners
- Learning more from failures, program and in evaluation

Focus on Science Learning

- Dialogue about evaluation based on understanding of learning

IRBs

- IRB reasons, guidelines, and examples (NOT an approval-system but to help PIs and evaluators [and IRBs unfamiliar with informal settings] see the need, importance and some current practice)
- Guidelines for IRB
    - The common rule and relevance to evaluation

Broadening Our View

- De-emphasize the "s" in the ISE (and make new friends)
- Intentional strategies for including more informal learning environments (settings) (e.g. don't be focused on museums)
- Explore overlap of "evaluation" and "social impact" (expanding out so evaluation connects more)

- Incorporation of operating data in evaluation—the key difference twixt informal and formal