

**PROPOSED METHOD FOR MAKING THE IMPACT ASSESSMENT
PROYECTO 50 AREA AT EAFIT UNIVERSITY**

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MEDELLÍN

FEBRUARY 2015

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1. Problem statement

Throughout the life of any person, decisions are made to change something. This not only applies to people but also to companies, institutions and development centers where they work with established methods and aims vary them, or change them, in order to obtain different results usually best.

It is for this reason that a mechanism to determine whether the decisions made are positive or negative influence is necessary and if possible, to what extent it is. This mechanism is known as impact assessment and comprises a set of methods for quantitative, qualitative or mixed analysis for determining both impact achieves a change to a program or a method.

The estimated impact tries to make a difference in any variable that has been chosen as an indicator of program outcomes, including the situation presented by an individual, or change therein, after participating in the program versus the situation in which be found, or change it, if it had not been a beneficiary (Aedo, 2005).

However, sometimes a change in which there is no way of tracking a control group and an experimental group to meet their differences and to determine program outcomes between participants and non-participants is implemented and in turn is known it is impossible for someone to be participating and nonparticipating change.

PROYECTO 50 born in in late 2010 as the center of technological and educational innovation at EAFIT University and aims to enhance the skills of teachers through innovation in the teaching, learning and creative research with the use of ICT.

PROYECTO 50 In certain amount of training offered to teachers in ICT use is managed and have developed another certain amount of projects to serve as support in transforming the traditional method of teaching and learning in students EAFIT University.

The problem centers on some products and services PROYECTO 50 have no record of monitoring and implementation in classrooms so there is no basis for conducting impact assessment.

2. General and specific objectives

2.1. General Purpose

Propose a methodology for impact assessment that fits the specific situation that is handled in PROYECTO 50.

2.2. Specific Objectives

- Make a literature review of implementation of an impact assessment in different centers of educational innovation both inside and outside the country.
- Study different methods that provide solutions to the impact assessment.
- Implement at least one method of impact assessment and analyze whether it is appropriate solution to PROYECTO 50.

3. Background

In the literature are different ways to assess the impact and some tips to do and what not to do depending on what you are looking to do.

A key challenge for the evaluation is to identify where real impact taking place and why.

By its very nature, innovation is risky and unpredictable and seeks to determine factors, about which activity or particular intervention will be useful result or who or who will benefit, exactly when and under what circumstances particular.

It may take considerable time before the effects of a project are evident (Georghiou, 1998), as an innovation process usually requires first a process of acceptance and adaptation another to be able to fully implement.

Evaluative approaches for objective or based on performance indicators can be useful for tracking the status of a project, to ensure that innovative activities remain active and are going more or less on track.

Contemporary authors have linked innovation with risk, ie, it is believed that the higher the risk, the greater the innovation since a significant increased risk taking change happen. This understanding of innovation also implies that being more risky innovation will be more skewed to extreme outcomes, not half results. For example a high risk in innovation in a classroom may improve performance in the notes to students with lower average but in turn has no real meaning in students whose grades are better or may even present circumstance backwards without having to involve all students.

A small number of key impacts caused by a minority of projects or participants can be much more significant than changes (or average) mean scores. Yet, the most common measure of the impact of a program is usually the mean (Perrin, 2001).

In fact, take with skepticism any program that claims to be innovative and display a record of 'success' high. This most likely means that what is being attempted is not very ambitious. The result is rather mediocrity, in contrast to programs that have a high number of 'failures' (Perrin, 2001).

Longitudinal designs should be used, if possible. Otherwise, you have to be very careful with making conclusions about the impact of a program or an innovative project financing.

4. Justification

PROYECTO 50 carries and creating content and training teachers over four years, despite this, in all this time there have been no studies to determine whether the way EAFIT University to create this center for technological and educational innovation to transform teaching in the classroom was positive or if instead only represents more expense to the University.

From this it is necessary to have knowledge about the processes taking place in PROYECTO 50 and how they have contributed, through innovation, to a change in the teaching in the classroom.

Many traditional evaluation methods, including most performance measurement approaches, inhibit true innovation rather than promoting it (how to 2001).

This becomes relevant to be careful when choosing a method that allows to know how much impact has PROYECTO 50 pointing to the objectives for which it was created.

5. Scope

This project is expected to be able to determine a method to assess the impact of PROYECTO 50 which in turn is effective for the surrounding circumstances surrounding the area and if possible make an implementation of it and get a first approximation to an impact analysis.

6. Proposed Methodology

6.1. Working Methodology

Every week, devote 16 hours to the project, eight hours of independent student work which will develop the project, four hours of meetings with individuals who provide information for the project and four hours with the tutor where he advises on progress obtained and the steps are defined.

6.2. Research Methodology

A literature review of the state of the art in implementing methods to assess the impact on different educational innovation centers will also will be reviewed for

different assessment methods so we can determine how to assess the impact is more suited to PROYECTO 50 and why.

They take and organize existing data on projects and trainings that have emerged from the area to implement the method chosen and thus subsequently to analyze the results obtained by the method.

7. Schedule of activities

Book review: Week 1 to Week 4

Study and analysis of existing methods: Week 5-7

Computational implementation: Week 8-10

Analysis of results: Week 11-12

Preparation of final delivery: Week 13-15

8. Intellectual Property

This research work belongs to the operational plan 2015 of PROYECTO 50 and all results will be to expose the area in future reports. Student participation as a partner in the project along with other investigators assigned to the project is recognized.

9. References

Aedo, C. (2005). *Evaluación del impacto*. Santiago de Chile.

Georghiou, L. (1998). *Issues in the evaluation of Innovation and Technology Policy*.

Perrin, B. (2001). *How to — and How Not- Evaluate Innovation*.