From Saving Lives to Changing Lives: a Non-Clinical Use of DataFax

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RPXP Consulting & The Songwriting Charity

The Cotswolds, England
New Possibilities Discovered

RePateXP at Consulting

The Songwriting Charity

[Image of a building and two mugs]
The Songwriting Charity empowers young people through the art and craft of songwriting, largely targeting the most vulnerable within mainstream schools.

While the primary output of the work is creating new songs written by children, the small team of songwriters and producers are keenly aware that measurable outcomes are also essential for feedback to sponsors and to support the endless cycle of grant applications required of all charities.
Predecessor Workshop:
13 Pages; 10k Participants → SPSS
Workshop Evaluation Form

Please fill in this form so that our workshops are the best they can be and help us to continue to write songs with other children.

What is your name? Abdul
What is your school called? Stammhu Technology College for girls
Are you? A boy [ ] or A girl [X]
How old are you? 12

1. Are you excited about this workshop? [ ] Yes [ ] No [ ] Not sure
2. What do you think you will learn?
   I think we will learn how to deal with bullying and write a song about it...
3. Have you ever written a song before? [ ] Yes [ ] No [ ] Not sure
4. Do you play a musical instrument, sing or rap at all? [ ] Yes [ ] No
5. Do you think you should be able to download music for free? [ ] No because people worked hard to make music.
6. Do you know what bullying is? [ ] Yes [ ] No [ ] Not sure
7. Have you ever been bullied? [ ] Yes [ ] No [ ] Not sure
8. How did the bullying make you feel? ...

9. Have you ever bullied someone? [ ] Yes [ ] No [ ] Not sure
10. If you have bullied someone, why did you do it? ...
11. What do you think we should do to stop bullying in the world?

   We should be friendly towards others and not tease...

12. Have you enjoyed today's workshop? [ ] Yes [ ] No [ ] Not sure
13. How good or bad was today's workshop? [ ] Excellent [ ] Good [ ] Average [ ] Not Good [ ] Not sure
14. Thinking about everything you've done today, what were your favourite bits?
   Tick circle as many as you like
   - Singing on my own
   - Designing my CD cover
   - Singing with my friends
   - Hearing the song at the end of the day
   - Writing a song on my own
   - Recording with the Microphone
   - Writing a song with my friends
   - Playing the instruments
   - Learning about bullying
   - Working with the NTF team
   - Learning how to help others
   - Everything, I loved it all!

15. Thinking about everything you've learnt today, has the workshop helped you to...

   Tick circle as many as you like
   - Learn more about bullying
   - Stop bullying other people
   - Help others who are being bullied
   - Step other people who are bullying
   - Report bullying happening to myself
   - Report bullying happening to other people
   - Be more confident
   - Stay safe and keep away from trouble
   - Feel better about yourself
   - Change your feelings towards bullying
   - Talk about your feelings
   - Tell someone for the first time that you are being bullied

16. When your song is finished and put on websites, would you like people to download it?
   [ ] Yes [ ] No [ ] Not sure

17. Would you like to be paid money when people download your song?
   [ ] Yes [ ] No [ ] Not sure

18. If yes, do you think people should pay to download other people's songs?
   [ ] Yes [ ] No [ ] Not sure

19. Is there anything else you want to tell us?

   [ ] YES, I REALLY ENJOYED THIS WORKSHOP!

Thank you very much for answering these questions. Don't forget that unless we are worried about anything you write, this document is confidential, and will help other children and young people to stop bullying.
Data Entry Backlog Persists

- Fewer pages per participant, but more workshops
2012 Solution: iDataFax!

Pre-Workshop Evaluation Form
This is not a test, there are no right or wrong answers.

Write your initials: [ ]
Are you a boy [ ] or a girl [ ]? [ ]
How old are you? [ ] years

1. Are you excited about this workshop? [ ]
2. Would you like to sing today? [ ]
3. Have you ever written a song before? [ ]
4. Have you had lessons to learn to play an instrument? [ ]
   a. Why did you stop? [ ]
      i. I got bored [ ]
      ii. I found it too hard [ ]
      iii. Doing more important things [ ]
      iv. Too much money [ ]
      v. I moved school [ ]
      vi. Adults said I was doing too much [ ]

5. Do you think people should pay
to download other people's songs? [ ]

6. Please tell us what you think bullying is: ________________________________

7. Have you ever been bullied? [ ]
   a. If you said Yes, when did it stop? [ ]
      i. More than a year ago [ ]
      ii. In the past year [ ]
      iii. It's still going on [ ]
   b. How did the bullying make you feel? [ ]

7c. Did you tell anyone about being bullied? [ ]
7d. If you said Yes, [ ]
   please tell us who you told:
      i. Teacher [ ]
      ii. Parent [ ]
      iii. Peer mentor [ ]
      iv. Dinner lady [ ]
      v. Friend [ ]
      vi. Online friend [ ]
    [ ]
    [ ]

7e. [ ]
7f. [ ]
7g. [ ]
7h. [ ]
7i. [ ]
7j. [ ]
7k. [ ]
7l. [ ]
7m. [ ]
7n. [ ]
7o. [ ]
7p. [ ]
7q. [ ]
7r. [ ]
7s. [ ]
7t. [ ]
7u. [ ]
7v. [ ]
7w. [ ]
7x. [ ]
7y. [ ]
7z. [ ]

8. Have you ever bullied someone? [ ]
   a. If you said Yes, please tell us why you did it: ________________________________

9. How good or bad was today's workshop? [ ]
   a. Excellent [ ]
   b. Good [ ]
   c. OK [ ]
   d. Not Good [ ]
   e. Not sure [ ]

10. Is there anything else that you want to tell us? ________________________________

   thank-you for completing this evaluation and for making music with us!
Forms Development & Pre-Printed PTID

Place background images

DataMerge: Unique PTIDs

100gsm minimum weight (duplex printing and young fingers)

Duplex monochrome
Children like starting with the evaluation because it’s familiar
Circle the correct answer
How to mark VAS questions

Training the kids
Use the following as an example question on the board:

How do you feel about carrots?

Ask 2 or 3 kids to come and ‘show the class how they feel about carrots using a single line’

Make it clear that the computer will only read the mark if it is through the line and between the 2 ‘nicks’ at the ends of the line

Explain that circling the mark you want to use is the way to correct
4. Have you had lessons to learn to play an instrument?
   - [ ] No
   - [X] Yes, and I still take lessons
   - [ ] Yes, but I stopped

4a. Why did you stop?
   - [ ] I got bored
   - [X] I found it too hard
   - [ ] Doing more important things
   - [ ] Too much money
   - [ ] I moved school
   - [ ] Adults said I was doing too much

15. How much did you enjoy singing today?
   - [ ] Did not enjoy
   - [ ] Enjoyed
Completion & the Problem with Pencils

3. In the future, if you are bullied or if you saw someone else being bullied, would you tell someone? ................. Yes  No

4. Did you like singing today? .......................... Yes  No

5. Choose up to THREE (3) favourite things that you've done today:
   - Writing my own song
   - Instruments
   - Singing
   - Helping others
   - Listening to the track
   - CD design

6. Choose up to THREE (3) things that you learned today:
   - What bullying is
   - How to help others
   - How to work with my peers
   - How to communicate with adults
   - How to report bullying

7. Would you like to do a songwriting workshop every week? ... Yes  No

8. Thinking about everything that you have learned today, how has the workshop helped you?
   
   And what about bullying? Which songs? Use box...

9. How good or bad was today’s workshop?
   - Excellent
   - Good
   - OK
   - Not Good
   - Not sure

10. Is there anything else that you want to tell us?
Form Completion, Scanning and Upload

Bypass international faxing
Fresh Eyes on DataFax

- What do you get when you cross a singer-songwriter with validation?

- A new way of tackling text entry – successfully capturing text via voice recognition – was developed by Ben:

  http://vimeo.com/52863800
Validation Challenges

- When evaluations were properly completed, ICR works “quite well” (oh, for the old DF_icr report!) but entering text is time-consuming.

Example of extreme illegibility. Use “illegible” missing value.

Sound out the word. “Sked” = SCARED
End-of-Year Reporting

- High number of workshops combined with lack of data management resources resulted in...yes, another backlog of un-entered data

- This was cleared by DF/Net Research in time for EOY reporting

Thanks to Camille & Barry!
Collected and evaluated data from 3,665 young people

We’re able to report to funders and local authorities that we’re reaching the most vulnerable

- 1,246 were eligible for the Pupil Premium
- 886 were identified as having special educational needs or being disabled
Setup Limitation: Metadata for Single “Visit”

- Each workshop = a “center”
- Affiliation stores
  1. Funder
  2. Date of workshop
  3. Name of school
- Wishlist:
  - More fields
  - Access to meta-words
What Do We Do With the Data?

- Reporting and grant applications
- Compare PRE vs. POST evaluations, e.g.

Of those reporting being bullied, 84.4% chose to report in the past. Following the workshop, 95.3% say they would report bullying in the future.
What Do We Do With the Data?

Word Clouds
What Do We Do With the Data?

- **Improve content and design**
  - Fewer text fields (expensive data entry; backlog)
  - More visual analogue scale (VAS) fields
  - Better matched PRE/POST questions

<table>
<thead>
<tr>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you feel about singing today?</td>
<td>How much did you enjoy singing today?</td>
</tr>
<tr>
<td>How confident are you in your life?</td>
<td>How confident has today made you feel?</td>
</tr>
<tr>
<td>How proud to you feel about your</td>
<td>How proud do you feel about the</td>
</tr>
<tr>
<td>achievements in literacy?</td>
<td>words you have written today?</td>
</tr>
</tbody>
</table>
2014 Redesign: Less Text, More VAS
PRE: Demographics

Pre-Workshop Evaluation

This is not a test, there are no right or wrong answers.
For questions below that have a line scale, indicate your answer by crossing the line with a single stroke. Think carefully before you make a mark.

Write your initials:

How old are you?

Are you a boy ☐ or a girl ☐?
Diversity Data

Red: to be completed by TEACHER in the morning

Green: to be completed by TEACHER in the afternoon

Yellow: to be completed by LEADER before scanning if E/P/S/N boxes empty

None
Of the above

? = Not sure

None

Send
Child who is disabled or has Special Educational Needs

Ethnicity
A child from a Black, Asian or other minority ethnic background

Bullying
Teacher perceives the child to be experiencing an ongoing case of bullying

Pupil Premium
Child eligible for free school meals, Armed forces or looked after child

? = Surprise
This child surprised the teacher in a positive way or the teacher discovered something about the child they had not known previously
## PRE: Attitude
*(Songwriting, Confidence, Literacy)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you feel about today’s workshop?</td>
<td>Not excited</td>
</tr>
<tr>
<td>2. How do you feel about singing today?</td>
<td>Don’t want to</td>
</tr>
<tr>
<td>3. How confident are you in your life?</td>
<td>Not at all confident</td>
</tr>
<tr>
<td>4. How proud do you feel about your achievements in literacy?</td>
<td>Not at all proud</td>
</tr>
<tr>
<td>5. Have you ever written a song before?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
PRE: Experience & Reaction to Bullying

6. What stops bullying?         ☐ Fighting back ☐ Ignoring it ☐ Telling

7. What is/are your experience(s) of bullying?
   ☐ I've been bullied
   ☐ I've seen bullying
   ☐ I've bullied someone
   OR ☐ I have no experience of bullying

7a. When did it stop?
   ☐ More than a year ago
   ☐ In the past year
   ☐ It's still going on

8. Did you tell anyone about the bullying?
   ☐ Yes, I told: ☐ Teacher ☐ Parent ☐ Another adult ☐ Friend ☐ The bully
   ☐ No, I didn't know who to tell
   ☐ No, I was scared/I didn't want to tell

9. If you told someone, what happened afterwards?
   ☐ Nothing happened
   ☐ It stopped completely
   ☐ ________________________________
# PRE: Frequency, Severity of Bullying

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. How often did the bullying happen?</td>
<td>Once</td>
</tr>
<tr>
<td></td>
<td>Every day</td>
</tr>
<tr>
<td>11. What was the bullying like?</td>
<td>Didn’t bother me</td>
</tr>
<tr>
<td></td>
<td>Really bad</td>
</tr>
<tr>
<td>12. How does bullying make you feel?</td>
<td></td>
</tr>
<tr>
<td>13. Next time you are being bullied or saw someone being bullied, what would you do?</td>
<td>Bullied them back, Tell someone, Do nothing, Do something else</td>
</tr>
</tbody>
</table>

Reaction (inspire lyrics)
POST: Experience & Reaction to Bullying

Post-Workshop Evaluation

14. Based on what you have learned in today's workshop, what is/are your experience(s) of bullying?
   - I've been bullied
   - I've seen bullying
   - I've bullied someone
   - I'm being bullied

15. Next time you are being bullied or saw someone being bullied, what would you do?
   - Bully them back
   - Tell someone
   - Do nothing
   - Do something else → 15a. What would you do? __________________________________________________________
16. How much did you enjoy singing today?  

| Did not enjoy | Enjoyed |

17. How confident has today made you feel?  

| Not at all confident | Very confident |

18. How do you think today has made you feel?  

| Worse than before | Happier than ever |

19. How proud do you feel about the words you have written today?  

| Not at all proud | Very proud |

20. What did you think of today’s workshop?  

| Poor | Excellent |

21. How often would you like a Songwriting Charity workshop?  

| Never again | Once a year | Once a term | Once a month | Once a week | Every day |
POST: Feedback Words & Pictures

22. How has today’s workshop helped you?

_____________________________________________________________________
_____________________________________________________________________

23. Please tell us what we could do better next time:

_____________________________________________________________________
_____________________________________________________________________

24. Please tell us more about what you thought was good:

_____________________________________________________________________
_____________________________________________________________________

25. Is there anything else you want to tell us?

_____________________________________________________________________
_____________________________________________________________________

thank-you for completing this evaluation and for making music with us!
How the process works – an extract from a recent workshop (all the songwriting and singing is performed by children):

http://vimeo.com/108622435
DataFax Supporting Not-for-Profit Projects

THE FORMS WORK IN 4 WAYS

1. Present thought-provoking questions that INSPIRE the songwriting process

2. Provide a safe place to allow children to REPORT bullying
   Many of these are ‘first time’ reports and are new to the teachers and schools.

3. EVIDENCE impact – choice, VAS questions and text, e.g.
   “It helped me be more confident”

4. REFLECT on practice through participant feedback, e.g.
   “Do more music, games...more songs to write”
   “Right better lyrics, you were brilliant”
DataFax Supporting Not-for-Profit Projects

We anticipate that efficient and effective monitoring, evaluating and reporting – facilitated by DataFax – will continue to play a part in sustaining the charity’s aim of enhancing the emotional health and wellbeing of our youngsters and inspiring the next generation of songwriters. We hope our collaboration can serve as a model for the effective use of DataFax in non-clinical projects that change lives, as well as saving them.
What’s Next?

- We are continuing to develop (and seek funding!) for new workshops
- Other charities are interested in similar evaluations – pending a business model
- DataFax as a survey tool? The British KuneKune Pig Society want to gather genetics information about Kunes...
Acknowledgements

- Printing hardware and paper
  - Elaine McCoy
    Terramar Graphics, Inc.

- Psychometric methodology
  - Pauline Foster
    FABresearch

- DF/Net Research
Questions or Comments?

- For reports or further information:
  - valerie@warburton.com
  - ben@songwritingcharity.org

- More songs and videos: one song, one day

- Care to VOLUNTEER for VALIDATION?
  - Help gratefully received:
    - valerie@warburton.com