



Webinar Evaluation Report On “Transforming Innovative Initiatives into Practices” May 18, 2021

I. Introduction

Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED), Cambodia in cooperation with Vocational Orientation Department, Ministry of Education, Youth, and Sport, co-organized a virtual Webinar on “Transforming Innovative Initiatives into Practices”. The Webinar was conducted at 09:00-12:00 am (Cambodian Local Time) on May 18, 2021 in the purpose of sharing innovative initiatives by three general and technical high schools in Cambodia. Three topics covered consisting of (1) Automatic irrigation system by Bavet General and Technical High School; (2) Comparison of fish growth rate between food finished feeding and mixed food feeding by Kampong Cheuteal Demonstration High School; and (3) Letter control on LED panel by Puok General and Technical High School. The Webinar was participated by Cambodian 180 participants.

The speakers explained their ultimate contents to audience step by step. At the end of their presentation, they allowed the participants to raise some questions which relevant to the topic for asking them. Finally, the interaction and communication, as part of Q & A session, were encouraged in terms of answering participants’ questions, concerns or comments.

II. Webinar Evaluation Objectives

The Webinar evaluation was conducted in order to access the following:

- Gaining feedbacks from participants to improve future Webinars
- Uncovering recommendations and comments for facilitator and speaker improvement
- Measuring achievement levels of Webinar objectives

III. Evaluation Strategy and Method

The three hours of Webinar accommodated 180 participants, among which 87 filled the evaluation form at the end. Therefore, 36.7% of participants filled out and returned valid evaluation sheets (online sheets). The evaluation form was sent to Chat room of Zoom Platform by 10:25am before ending the Webinar. The evaluation sheet was designed apparently consisting of the following sections:

- (1) Demographic information (3 items): gender; job title; and educational degree.
- (2) Webinar preparation (6 items): platform preparation; registration procedure; Q &A session controls; time allotted for Webinar; hospitality and facilitation; and time for Q & A session.
- (3) Speaker's capacities (5 items): well-prepared for presentation; participation and interaction were encouraged; presenters were knowledgeable about the webinar topics; presentation methods were appropriate for the audiences; and quality of instruction, demonstration and experimentation.
- (4) Topic and content (4 items): topics covered were relevant and useful for my work; contents were organized and easy to follow; contents met my expectation; and topic objectives were clearly defined and achieved. a

To respond to three defined objectives, four evaluation levels of Kirkpatrick was employed (Kirkpatrick & Kirkpatrick, 2010). Specifically, level 1 (Reaction) was used right after the Webinar, but not consuming much time to fill out to avoid participant distraction and data bias. Level 1 (Reaction) measures participants' satisfaction with the event, participants' planned actions, Webinar content delivery and design adjustment leading to program improvement as a whole (Phillips & Drewstone, 2000).

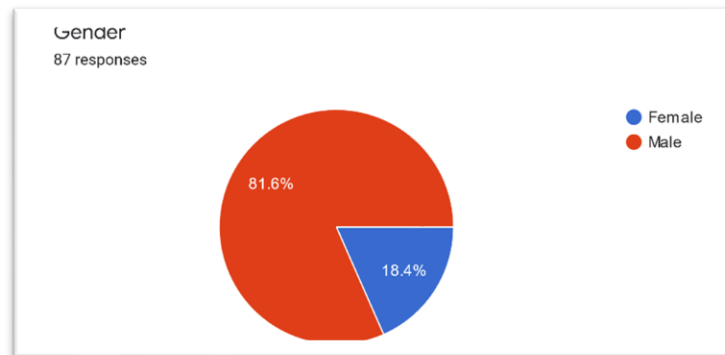
IV. Results

The evaluation results can be interpreted to meet pre-defined evaluation objectives, separating each section as follows:

1. Demographic Information

It covers the participants' genders, job titles, and educational degrees among 87 participants that have completed the evaluation form right after the Webinar, as highlighted in **Figure 1**, **Figure 2**, and **Figure 3**

Figure 1. Participants' Gender



As shown in **Figure 1**, among 87 participants, 81.6% was male and 18.4% was female. It indicated that most of the participants were male that endeavors to learn new things from the local Webinar. Learning and sharing are part of professional development program as a member of professional learning community.

Figure 2. Participants' Job Titles

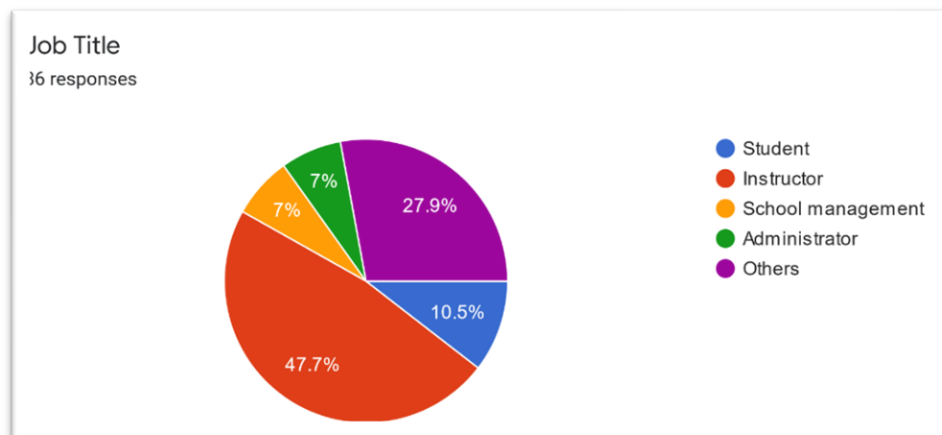
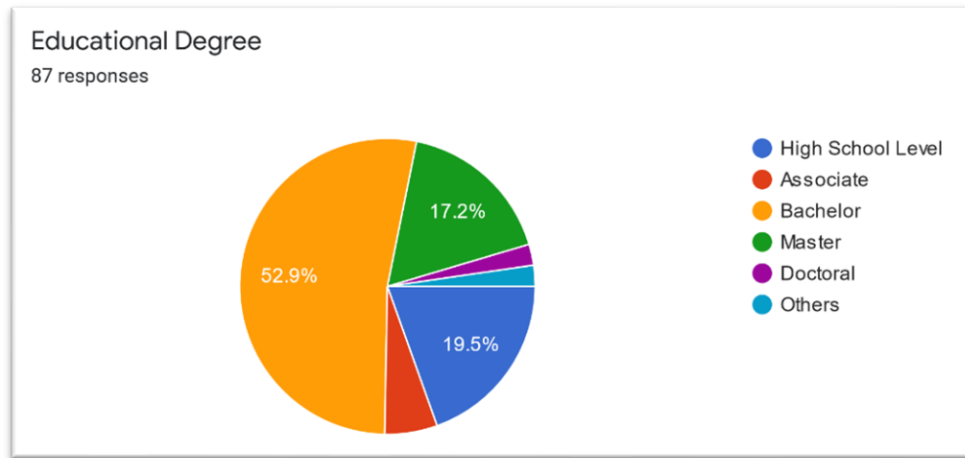


Figure 2 indicated that 47.7% was instructors attending the Webinar. This meant that local instructors were passionate to learn new things, and followed by students 10.5%; school management 7%; administrator 7%; and others 27.9% of the participants. In addition, the Webinar was designed to draw attention from instructors to learn and share their knowledge and experiences so that a pre-defined objective was achieved.

Figure 3. Participants' Educational Degree

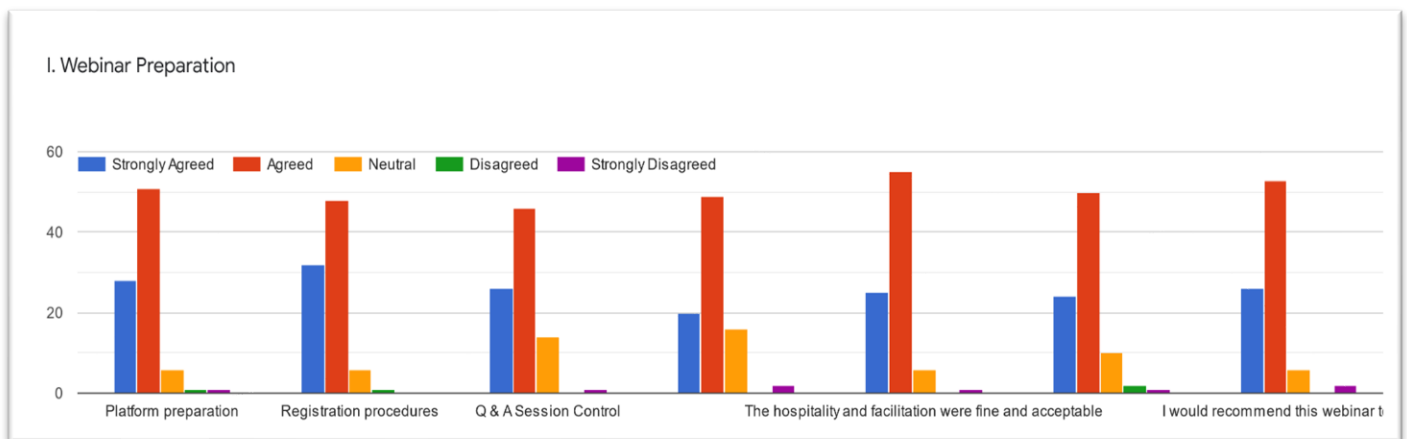


The target audiences were instructors and students so that **Figure 3** showed that 52.9% earned bachelor's degrees; 17.2 % earned associate degrees, and 19.5% earned high school level. Mostly, the minimum qualification requirement for becoming technical education instructors was associate degrees being entitled to teach at general and technical high schools in Cambodia.

2. Webinar Preparation

The factor obtains six items consisting of (1) platform preparation; (2) registration procedure; (3) Q &A session controls; (4) time allotted for the Webinar; (5) hospitality and facilitation; and (6) time for Q & A session for participants rating, as shown in **Figure 4**.

Figure 4: Webinar Preparation

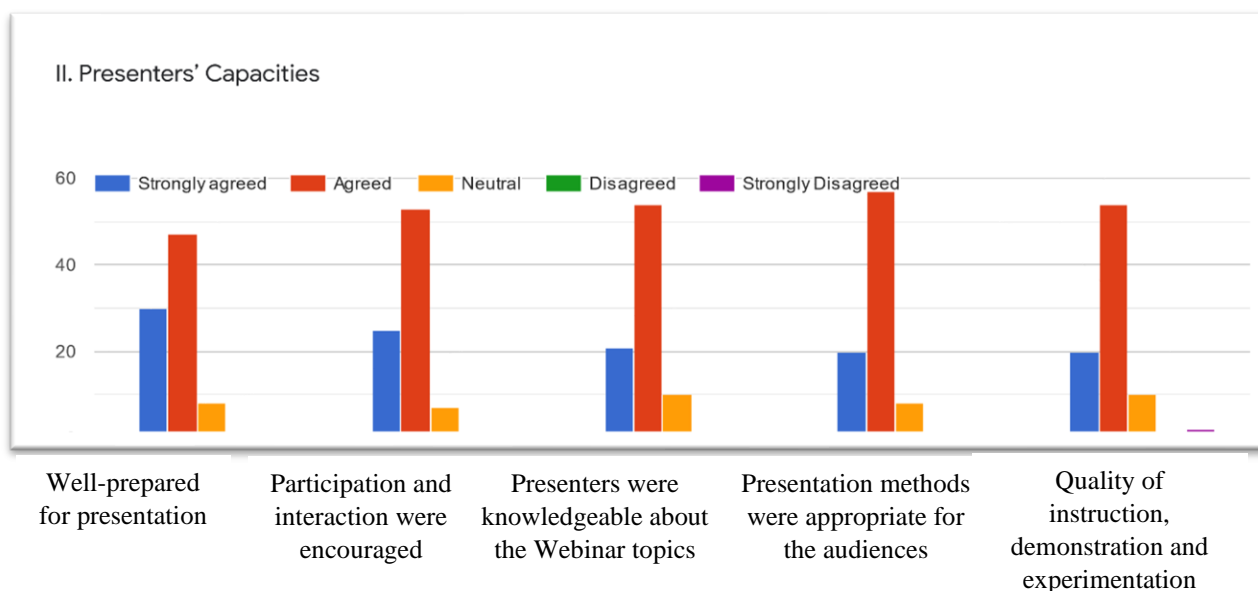


As shown in **Figure 4**, three items namely platform preparation; the hospitality and facilitation were fine and acceptable; and I would recommend this Webinar to others were rated higher than 50% (Agreed). This meant that the Webinar was acceptable that can be resumed to the future one.

3. Presenters' Capacity

There are five items for this factor consisting of (1) well-prepared for presentation; (2) participation and interaction were encouraged; (3) presenters were knowledgeable about the Webinar topics; (4) presentation methods were appropriate for the audiences; and (5) quality of instruction, demonstration and experimentation

Figure 5. Presenters' Capacity Rating Results

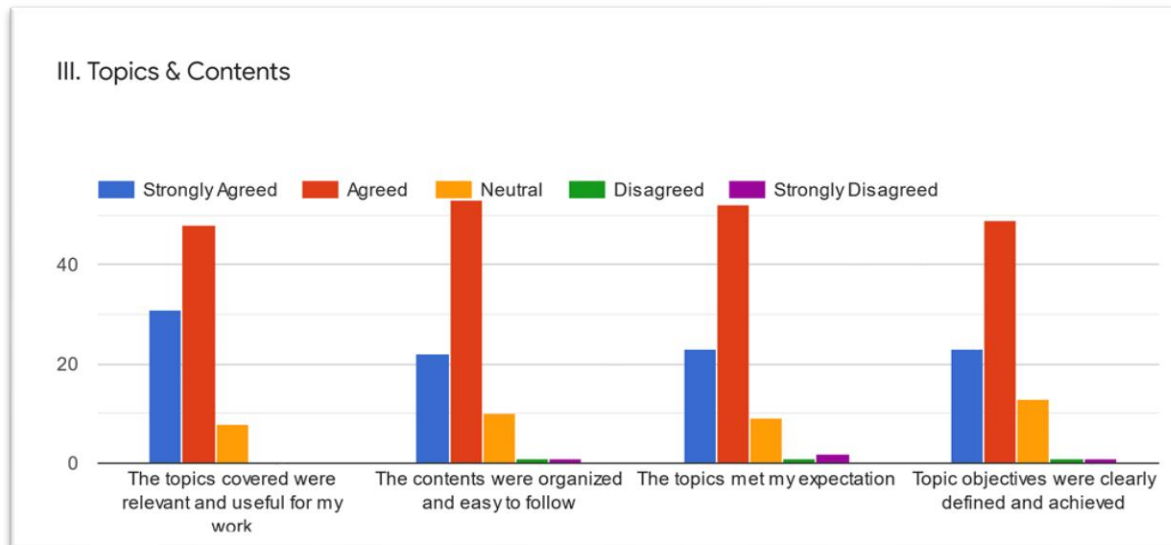


Among five items, four were rated higher than 50% (Agreed) consisting of participation and interaction were encouraged; presenters were knowledgeable about the Webinar topics; presentation methods were appropriate for the audiences; and quality of instruction, demonstration and experimentation, as shown in **Figure 5**. It meant that the lecturers/presenters were qualified and competent for the webinar topic that can be invited for more events.

4. Topics & Contents

The factor covered four items consisting of (1) the topics covered were relevant and useful for my work; (2) the contents were well organized and easy to follow; (3) the topics met my expectation; and (4) topic objectives were clearly defined and achieved.

Figure 6. Topic and Content Rating



Among 4 items, two namely the contents were organized and easy to follow; and the topics met my expectation were rated higher than 50% (Agreed). Other two were rated nearly 50% (Agreed). This meant that the Webinar topics and contents captured participants' interests and expectation, as shown in **Figure 6**.

V. Conclusion

Three ultimate objectives of the Webinar evaluation were achieved. The Webinar gained positive perceptions from participants in terms of future events. Participants highly appreciated the capacities of presenters and smooth facilitation of a moderator. Among all items, most of them were rated more than 50% (Agreed) with acceptable perspectives from participants.

Reference

- Kirkpatrick, J. D., & Kirkpatrick, W. K. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York: AMACOM
- Phillips, J. J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. McGraw Hill Professional.