Pilot-Test Debriefing Guide

At the Beginning of the Pilot-Test Session

- Introduce yourself.
  - Name, position
  - Role in the analysis/design/development effort (if any)
  - Role in the pilot-test delivery (if any)
  - Role in the pilot-test evaluation processes

- Define a pilot-test session.
  - It’s a “beta test”
  - Its purposes
    - Primary purpose – debug the session content and instructional design before going out as a standard deliverable/product
    - Secondary – teach/deliver the workshop as designed/developed and have the participants learn and master the content to the level defined in the learning objectives
  - The evaluations will be carried out through three methods
    - Lesson written evaluations (if applicable)
    - Verbal debriefings at the end of each day
    - End-of-session written evaluations
  - Decisions regarding what revisions to make after the pilot test are in the hands of the Project Steering Team
    - Identify Project Steering Team members by name (if appropriate)

- Describe the “pilot-test debriefing” schedule, process, and outputs.
  - Approximately one hour each day (approximately 5 p.m. until 6 p.m.)
  - Present the structure (and write down on a flip chart and post)
    - “Structured verbal debrief” of general comments/thoughts
    - “Structured verbal debrief” of each lesson covered during that day plus special emphasis on any exercises/applications that the participants went through
    - Final “structured verbal debrief” of general comments/thoughts
    - Debriefing facilitators’ reflections/insights/rationale/comments

- Explain how the debriefing will be processed, documented, and distributed.
  - Will their names be associated with their comments? (no)
  - Will they be given copies of all the evaluations and verbal feedback? (answer this for them)
  - Don’t make any promises about what will be changed, and let them know that that is up to the Project Steering Team
At the End of Each Day of the Workshop

• Conduct a “structured verbal debrief” of the participants’ general comments/thoughts, and write them on flip chart pages.
  - Attempt to get general reactions only without getting into details of a lesson (defer those comments).
  - Attempt to get a general consensus of whether there is an overall positive, negative, or mixed view of the day.

• Conduct “structured verbal debrief” of each lesson covered during that day plus special emphasis on any exercises/applications that the participants went through.
  - Per lesson, write on flip chart pages the responses to the following (regarding content depth, delivery pacing, presentation materials, participant materials, demo/exercise materials):
    - What did you like? Who agrees and who doesn’t (and why)?
    - What didn’t you like? Who agrees and who doesn’t (and why)?
    - What would you change and how? Who agrees and who doesn’t (and why)?

• Review previous days’ feedback (on flip chart pages), starting with day one feedback, and confirm/revalidate its appropriateness/applicability.
  - Attempt to get them to take back any feedback that seems erroneous at this stage of the learning.

• Conduct final “structured verbal debrief” of general comments/thoughts.
  - Attempt to get a final general consensus of whether there is an overall positive, negative, or mixed view of the day.
  - Summarize the participants’ comments and suggestions.
    - Make sure that they know you heard them.
    - Don’t make any promises about what will be changed, and let them know that that is up to the Project Steering Team.

• Debrief facilitators’ reflections/insights/rationale/comments.
  - State any thoughts you have/had about what’s going on, from your perspective, and why.
  - Explain/rationalize items as you see necessary to help the participants understand the thinking behind decisions . . . but don’t let yourself get defensive about any item. (You are here to hear them!)
Pilot-Test Debriefing Guide, continued

At the Conclusion of the Workshop

• Conduct final “structured verbal debrief” of general comments/thoughts.
  - Attempt to get a final, general consensus of whether there is an overall positive, negative, or mixed view of the workshop, and write those comments on flip chart pages.

• Summarize the participants’ comments and suggestions.
  - Overall
  - Lesson by lesson

• Make sure that they know you heard them and understand where they are coming from.

• Don’t make any promises about what will be changed, and let them know that that is up to the Project Steering Team.