

Effectiveness Study : ClapTalks

SDMC Primary School, Pushp Vihar, Delhi

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Measurement : Anecdotal Observations from ClapTalk 1

Structure/Engagement model of ClapTalk is built around following key elements:

- **Questioning** – Throughout ClapTalk, questions flow between children & the traveler. At the start the questions are more of ice-breakers (do you know where Afghanistan is). The questions get a little personal in the question-ball time (kids are given a ball with 15-20 questions written on it – questions like do you cry, what do you do when you get angry). There is also a big question that is thrown in at some point – in this particular ClapTalk, the question was about war between India-Pak etc.
- **Connectedness** – In this particular ClapTalk, the traveler had brought Afghani jewellery and the girls just wanted to try it. The big experience was towards the end where kids danced to traditional Afghani folksong and traveler taught them a few steps and in return, kids taught her how to dance to Lungi Dance. The connectedness also came from frequent compliments that were given – saying “you are beautiful”, Hi-fives , “hey! I like the same things as you do” etc. At the end, kids wrote messages to the traveler and they are fun and thoughtful (Some have used shayari, some pictures etc)
- **Creating a safe environment** for kids so that they feel comfortable expressing themselves – When the talk started, the engagement level was not very high- but as kids found other kids expressing themselves and no judgments being passed by the traveler, almost everyone opened up and wanted to talk – the effect was delayed on the boys side & the messages they wrote to traveler also reflects this gender difference (boys hardly wrote beyond a sentence – and copied each other’s messages more than the girls)
- **Newness** – A lot of components were fresh new experience for kids- for example, learning new words for hello, I love you in Farsi , learning 1 to 5 in Farsi , learning about Afghani food like Kabuli Pulao etc. There was also a game of the jinn- what would you do if you had 3 wishes? Most kids had very basic wishes (given the school) – I want a cycle, I want a dollhouse, I want a bungalow of chocolate etc.
- **Active Participation** – through messages, through questions, through dance etc – there was constant activity and that kept the kids engaged for an hour or so. At no point, there was passive consumption – and when it did happen (the YouTube video of Afghani dance), it did not work.

Measurement : Cognitive Assessment

For the purpose of measuring effectiveness of ClapTalks on the cognitive skills of the child, a baseline and end-line cognitive assessment with RoundGlass Blossom Cognitive Assessment inventory was used. The sample size of 26 kids who attended the four ClapTalks. Though there was a slight change in Cognitive skills shown by a few individual students, the sample as a whole did not show any significant difference in the scores before and after the ClapTalks.

Cognitive Assessment measures the brain functions such as Planning, Attention, Simultaneous Processing & Successive Processing. As these abilities evolve very slowly over time, the insignificant difference may be attributed to -

- A. A very short time gap between baseline and end-line assessment (1 month)
- B. Cognitive Assessment being uncorrelated to ClapTalk impact

Having attended ClapTalks, it is our opinion that case B seems to be the case.

Measurement : Socioemotional Survey

A survey of 25 multiple choice questions (in English) was used in addition to the Cognitive Assessment to understand the change in attitudes of children towards the school, their learning & their relationships. However, the SDMC school being a public school with English as a non-primary language, the survey was not successful in capturing the actual impact of ClapTalks.

Way Forward

Based on our understanding of the values ClapTalks seek to inculcate & the results of Cognitive Assessment & Socioemotional Survey, it is our recommendation that the future impact measurement tools most appropriate for ClapTalks would be -

- SocioEmotional Assessment based on CASEL (www.casel.org) & mapped to the Clap Values
- Sentiment Analysis - ClapTalks are accompanied with a Clap Passport where the children summarise their learning & their thoughts for a particular ClapTalk. Currently, a Clap Passport captures the data offline. If and when this is digitised, a sentiment analysis would be the most effective way to measure the impact of ClapTalks.