Self-evaluation of the impact of your Scholarship of Teaching and Learning (SoTL) project using an Impact Evaluation Framework

1   Impact terminology

Impact of a SoTL project: The impact of a SoTL project implies demonstrable benefits that are directly attributable to that project. Impact of SoTL activity is usually judged against two aspects, *significance* and *reach*. These imply: how significant are the benefits of the SoTL project and for whom?, and how far-reaching are the outcomes of the SoTL project?

Evaluation for impact: evaluation of a SoTL project for impact will involve finding out who has benefited from SoTL and how, and to collect evidence related to significance and reach.

2   Using the Impact Evaluation Framework to guide evaluation for impact

The **twelve evaluation impact criteria** in the Impact Evaluation Framework (IEF) are as follows. Each criteria is written in the form of a *probe/question* along with some related attributes to aid your evaluation.

Please use these criteria to evaluate your project; it is not necessary to write against each criteria. Please include your thoughts and experiences against only those criteria that are applicable for your project, and please provide evidence wherever possible.

1. *What has been the impact on student experience?*: pre-registration; induction; curriculum design; design of assessment; learning design; student engagement with course content; student engagement with the technological intervention; and student satisfaction rate.

2. *What has been the impact on student retention and progression?*: student registrations; average marks as compared with previous year(s); module completion rate; module pass rate; student retention rate; and student progression.

3. *Is there evidence of excellence in teaching?*: student skills-set (e.g. academic writing; critical thinking; reflection; problem-solving; group-working; digital literacy); student employability; evidence of research-informed teaching; data for assessments (e.g. UK's TEF), programme reviews and accreditation processes; inter-disciplinary collaborations in teaching; accreditation against professional standards; informing policy development internally at the level of department, faculty or University; and informing policy development externally (in another institution or in the sector).

4. *Has there been an influence on discipline-based teaching, research and practice?*: change in the ways in which subject concepts are taught; interest/confidence in discipline-based research; inter-disciplinary collaborations in research; uptake of outputs in industry practice.

5. *Have you disseminated the project's outcomes?*: number of publications from the project/initiative and impact factor of individual journals/conferences; publications with students as co-authors; Google Scholar analytics or other institutional analytics (e.g. OU's ORO) on downloads of reports/publications; and sharing of novel research methods/strategies for conducting SoTL.

6. *Have the outcomes of the project been adopted by other educators?*: adoption of the outcomes internally (within the institution) to improve assessment, curriculum design in the same discipline or in other disciplines; adoption of the outcomes externally (outside

the institution) to improve assessment, curriculum design in the same discipline or in other disciplines.

7. *Has the project enhanced mutual stakeholder understanding?*: understanding among students, tutors, learning designers, IT support; for example, their skills, challenges, requirements; a community that SoTL creates and moving outside traditional silos.

8. *Has the project facilitated the personal and professional development of project team and associated stakeholders?*: improved practice or personal knowledge; developing an analytical mind-set; collaborative or team-working skills; reflective skills; becoming a mentor to others; becoming a champion for SoTL; continuity in SoTL activity by individual educators; students gain skills/expertise (e.g. research, team-working, dissemination) when involved as partners in SoTL

9. *Has the project led to the recognition of project team members and other stakeholders?*: career trajectory that can be attributed to SoTL such as promotions; fellowships or memberships of professional associations nationally and internationally (e.g. Advance HE fellowships); invited speaker to events/conferences internally and externally; public recognition through publications, conference presentations; leadership roles related to teaching and membership of strategic committees; external examiner and membership of external bodies.

10. *Has the project helped to foster SoTL culture?*: stimulating interest in SoTL; inspiring others to conduct SoTL; increased involvement of students in SoTL projects; a stronger overall faculty that values teaching and student learning; renewing/raising faculty excitement about teaching and making them more aware of how they teach; a move towards staff-student collaboration in curriculum design, development and evaluation; recognition of SoTL at par with disciplinary research.

11. *Has the project had any financial implications?*: opportunities for income diversification; effect on costs of modules or programmes.

12. *Has the project led to funding opportunities?*: internal (within the institution) funding (source and amount) for follow-on/new projects based on SoTL project's success; external funding (from outside the institution) (source and amount) for follow-on/new projects based on SoTL project's success.

3   Any unintended impact

An account of any unintended impact (different from what you had anticipated) of your SoTL activity.

4   Reflections on the impact evaluation process using IEF

Any thoughts and reflections on how IEF may have hindered or supported the impact evaluation of your SoTL activity.