

"because of me, things are different"

Here's a selection of advice for being more effective in communicating the impact and value of your learning and teaching practice.

Thank you to twitter friends who helped with initial ideas about impact and fellowship.
If you have any thoughts or suggestions about how best to communicate impact in learning and teaching practice please drop a tweet to @NTUTilt

Try to embrace an inclusive approach to measuring impact.

- For instance consider the difference you are making to experiences, outcomes and structures.
- In the early stages where you are gathering a sense of impact, it is a good idea to *force* yourself to list impact measures across processes, outcomes and balancing measures. There is a tendency to be blinkered in our preferred approach to seeing and communicating impact.

Process measures

Improvements in the way things are done
E.g. introducing audio feedback

Outcome measures

Improvements in what is achieved
E.g. more positive student feedback

Balancing measures

Effects seen elsewhere in the system
E.g. improved preparedness for study in phase 3 modules



Locating Impact



- What do you hear?
- What do you see?
- What do you notice?
- Who benefits from your work and how?



- Be brave and ask others.
- Be specific about what you are asking them to provide feedback on.



- Think laterally about who your stakeholders are.
- Consider different ways to harness their feedback

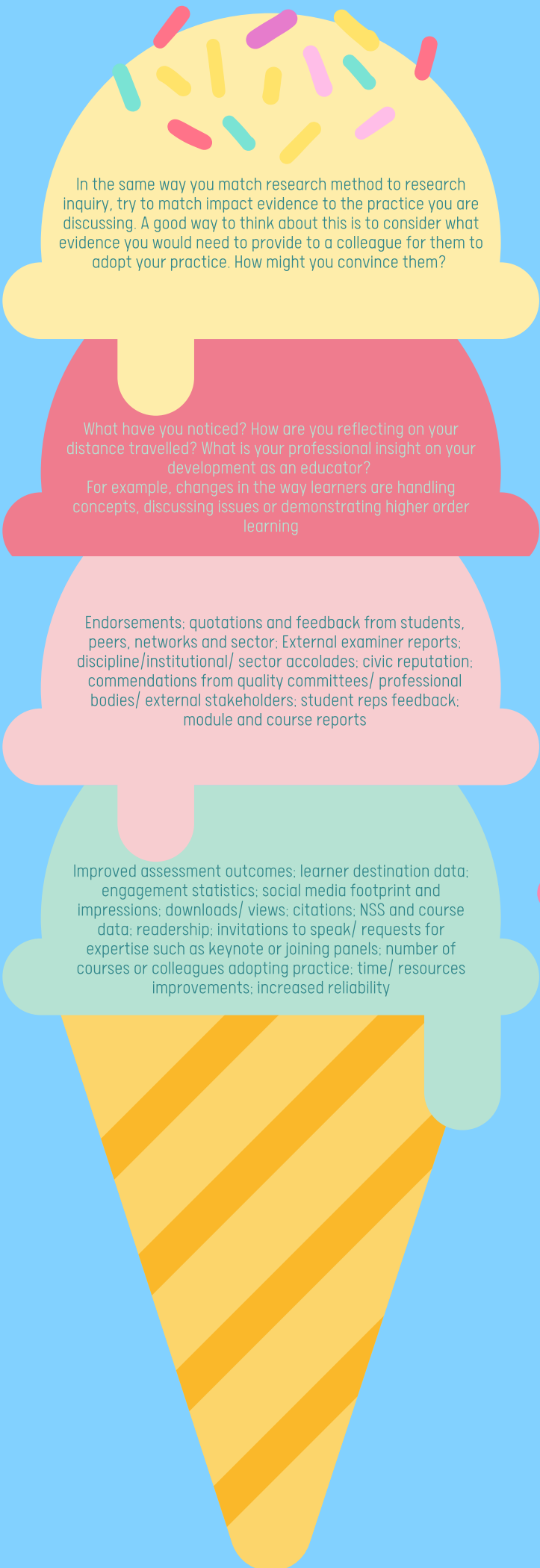


- Impact is often realised over a period of time.
- Plot out how your impact has emerged.

...to the future

Where do these measures of impact take your practice?
How are they informing your future practice?

If you begin a change or a project in the future, how might you build in impact measures?



In the same way you match research method to research inquiry, try to match impact evidence to the practice you are discussing. A good way to think about this is to consider what evidence you would need to provide to a colleague for them to adopt your practice. How might you convince them?

What have you noticed? How are you reflecting on your distance travelled? What is your professional insight on your development as an educator?

For example, changes in the way learners are handling concepts, discussing issues or demonstrating higher order learning

Endorsements: quotations and feedback from students, peers, networks and sector; External examiner reports; discipline/institutional/ sector accolades; civic reputation; commendations from quality committees/ professional bodies/ external stakeholders; student reps feedback; module and course reports

Improved assessment outcomes; learner destination data; engagement statistics; social media footprint and impressions; downloads/ views; citations; NSS and course data; readership; invitations to speak/ requests for expertise such as keynote or joining panels; number of courses or colleagues adopting practice; time/ resources improvements; increased reliability



Reflective

Qualitative

Quantitative



**Layer up
your
measures of
impact**