University Learning and Teaching Practice Evaluation Framework (and form)
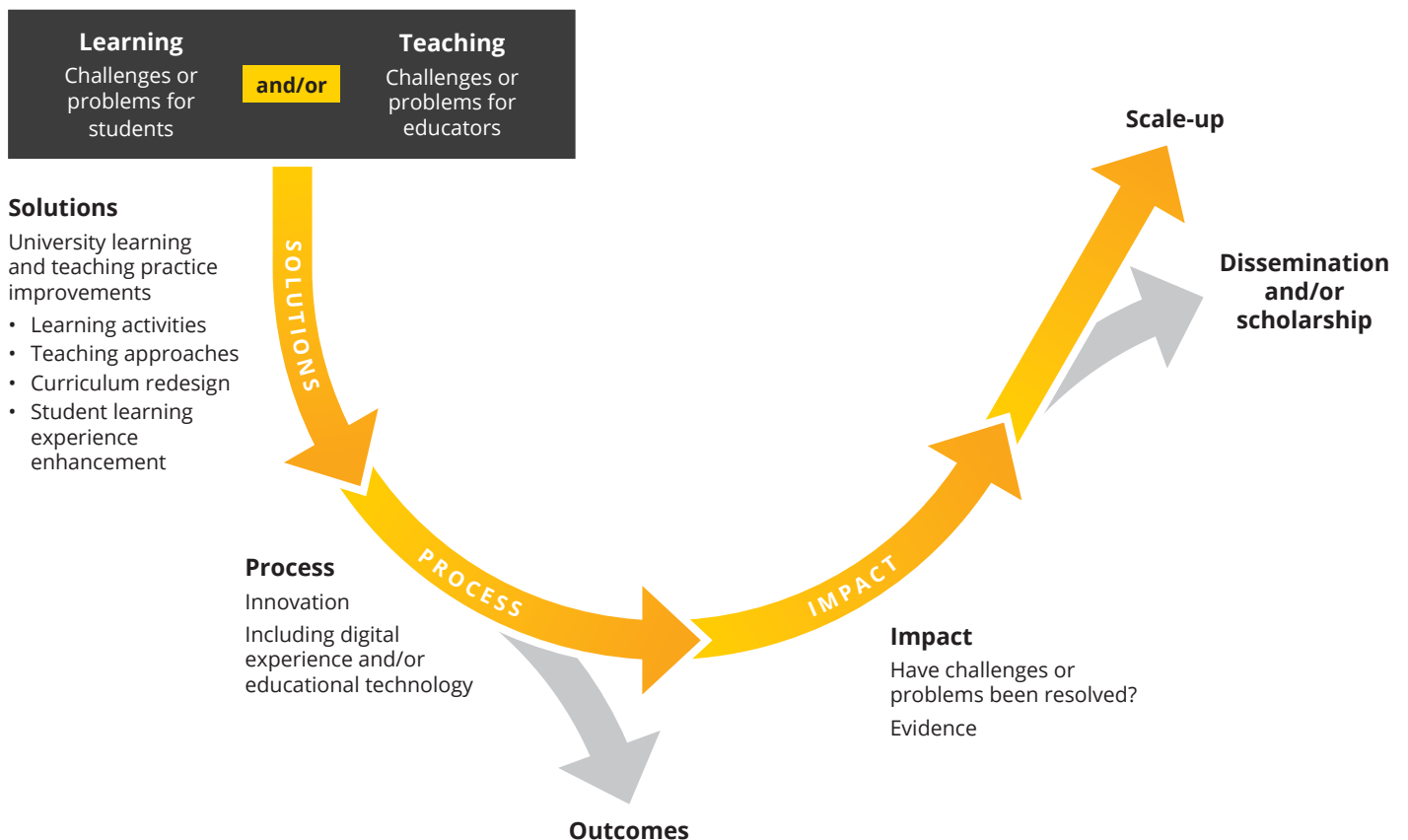
UNIVERSITY OF SOUTHERN QUEENSLAND

The aims of this framework (and form) are to:

- Serve as a tool to guide the evaluation of university learning and teaching practice.
- Enable consistency in evaluation processes and outcomes.
- Outline data to be included in evaluation.
- Focus evaluation of university learning and teaching practice on impact.
- Guide decisions on whether to continue and/or scale-up practices.

This Practice Evaluation Framework is grounded in the following principles:

- That enhancement of practices, can improve learning and teaching, and thereby heighten student and graduate success.
- That changes to learning and teaching practice are motivated by challenges or problems observed for students and/or educators, in the context of learning and teaching.
- That impact, in the context of learning and teaching practice, is defined by alleviating these challenges or problems.
- That evaluation is based on data and thereby evidence.

Learning
Challenges or problems for students

and/or

Teaching
Challenges or problems for educators

Scale-up

Solutions
University learning and teaching practice improvements
- Learning activities
- Teaching approaches
- Curriculum redesign
- Student learning experience enhancement

SOLUTIONS

PROCESS

IMPACT

Dissemination and/or scholarship

Process
Innovation
Including digital experience and/or educational technology

Impact
Have challenges or problems been resolved?
Evidence

Outcomes

Scholarship of Learning and Teaching (SoTL) combines **research** and **practice.** *Research* is conducted about (and with the goal of improving) learning and teaching *practice*. Reciprocally, *research* enables currency in the curriculum and the design of learning and teaching *practice*. In other words, conducting research, about our teaching and our students' learning, allows continuous improvement to our practices. Research-informed teaching also means that we include new empirically-informed knowledge in the curriculum we are teaching.

The Australian Research Council (ARC) defines **research impact** as "the demonstrable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, beyond contributions to academia."
https://www.arc.gov.au/policies-strategies/strategy/research-impact-principles-framework#Definition

Applying this definition to university learning and teaching practice, **practice impact** is "the demonstrable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, including (and especially) through contributions to academia, including through continuous improvements to learning and teaching." The highest-level indicator of whether learning and teaching practice has had impact is whether identified problems or challenges for students and/or for educators have been resolved, and thus heightened student and/or graduate success (including employability/employment).

The ARC lists the following 6 outcomes as indicators of **research impact.** This list, can also be used to evidence **practice impact,** with the contextual qualifiers as indicated in parentheses below.

- Commercial products, licences and revenue (created by university graduates).
- New companies – spin-offs, start-ups or joint ventures (created by university graduates).
- Job creation (job commencement or promotion by university graduates).
- Implementation of programs and policy (including university programs and policy).
- Citations (especially as achieved by early career scholars and/or students).
- Integration into policy (including university learning and teaching policy).

To this list, practice impact (in the context of learning and teaching), also includes:
- Significant changes to grade distributions, pass rates, retention, engagement, cultural competency, digital literacy, employability and/or satisfaction.

1. Provide a short, succinct summary of the change/s to learning and teaching practice. Include (in this order), why, what, how, when and who, and data such as the number of students involved.

2. What were the challenges or problems (for students and/or educators) that were antecedents to this change?

3. What is the data that provides clear evidence of the challenge or problem (the "before" data, against which you will compare the "after" data requested in Q13)

4. If applicable, were these challenges or problems for particular groups of students (related to diversity characteristics) or for students overall? Explain.

5. List the rationale/s for the change to learning and teaching practice (hereafter – change).

6. Was this change to learning and teaching practice a pilot, or a longer term change? Explain.

7. Were particular vendors/external/third-party systems used? If yes, how were these particular systems selected, and what was the rationale for this choice?

8. Were there any external drivers of this change (e.g. accreditation requirements)? If yes, describe.

9. Did any research and/or benchmarking inform/trigger this change? If yes, describe and/or list references and/or other institutions.

10. To what extent were the challenges or problems (specified in Q2) addressed?

11. When did the change begin and how long did the change project run?

12. How many students, courses, educators (and other staff) and disciplines (include numbers for each) were involved?

13. Is there evidence of a defensible link between the change and any of the following (detail the evidence):

- Grade Distributions
- Pass Rates
- Retention
- Engagement

- Cultural Competency
- Digital Literacy
- Employability/Employment
- Satisfaction

14. Is the change being shared/implemented/scaled-up beyond the initial scope?

15. Have there been publications and/or conference presentations based on this change? If so, list and include details regarding the number of citations and other research quality indicators (such as journal indexing).

16. Is there any further information, about impact or otherwise, which informs this evaluation?