

Title: **Creating a framework to measure the impact of educational development**

Presenter: **Carole Davis, Fiona Denney, Graham Holden, Susannah Quinsee, Sara Reimers**
Queen Mary University of London; Brunel University; Sheffield Hallam University; City, University of London

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Appreciate the research that has gone in to creating the framework and impact measures
- Understand the framework for measuring the impact of educational development activities
- Participate in a world café activity to give feedback on the framework and assess how it might work in their institutions Appreciate the impact of educational development activity and consider new ways in which to measure and report on the work that they do
- Apply the framework for to their own practice - summarise how they differ / are similar to their own experiences and impact measures.

Session Outline

This project was born out of a recognition that educational development activities are often measured using external references that may not always be appropriate, for example NSS results, TEF status or other student satisfaction metrics. Educational development units (EDUs) have increasingly been required to demonstrate value for money through evidence of impact, yet those means of measurement are often not ones over which EDUs have direct control. Approaches frequently involve metrics and rarely meaningfully capture the transformational nature of much educational development activity. The research looks at how educational development activities are currently measured in both a UK and Australian context and uses this to develop a framework of impact measures to assess educational development activity. A survey was distributed to UK Heads of Educational Development and equivalent roles in Australia. Responses were then followed up with either a telephone interview or a focus group. The survey was chosen to enable a good number of responses to be received and it elicited about 20 responses. Focus groups were designed to analyse in more detail themes emerging from the survey. For those participants unable to make the focus groups, the semi-structured interview covered the same topics. These methods have thus far provided a rich range of data.

The session will consider the pressure that EDUs are under and the resulting impact this has on the work of educational developers. It will outline the framework that has come out of the research in UK and Australian universities to create an alternative approach to measuring impact. The session will also consider the challenges of creating and applying such a framework as the project is moving into the piloting phase with a small number of institutions.

Participants will be able to consider how this framework could be used in relation to their own activities and make suggestions as to how it could be developed. There will also be the opportunity to contribute to a pilot study.

Session Activities and Approximate Timings

Overview of the research and framework as it stands (10 minutes)

World café activity on the draft framework considering how it could be applied to their own institutions – both opportunities and challenges (20 minutes)

Feedback and reflection on the appropriateness of the impact measures (15 minutes).

References

AMOSSHE toolkit on value and impact – <http://www.amoshe.org.uk/value-and-impact>

Chalmers. & Gardiner (2015) A framework for identifying effectiveness and impact of university teacher development programs *Educar* 2015, vol 51/1 53-80

Guskey, I.R. (2000) *Evaluating Professional Development* Thousand Oaks: CA: Corwin Press