



TELRI Transferability

**Exploring the processes of embedding
educational innovation in HE institutions,**

with a particular focus on technology enhanced learning



Review framework

TELRI Project
Centre for Academic Practice
University of Warwick

AIMS OF THE INSTITUTIONAL TRANSFERABILITY REVIEW

This review tool offers an institution a picture of its organisational structures and working practices in relation to innovation. The questions explore the institution's ability to respond to educational innovation, including those involving ICT, and its capacity to evaluate development and embed successful practices across the University. In so doing, the review aims to assist the process of implementation, evaluation and further planning of institutional learning and teaching and related strategies. A framework of four sections has been developed that support critical reflection of a range of relevant structures and processes.

In order to obtain a useful profile and possibly stimulate debate about learning and teaching developments in your institution, we recommend that you include in the review process the perspectives of staff representing a range of roles in teaching and learning across the University. It is unlikely that all of the suggested representatives in your institution would be able to complete the entire questionnaire and we would like to ensure that any time committed is targeted at the most appropriate areas. We have therefore indicated the specific sections that should be considered by individuals in each of these roles and who should complete as many questions as they feel able. We believe, however, that those involved can benefit from the opportunity to see these within the overall framework of the review process and therefore wish to avoid separating any sections from the body of the review tool. Naturally, we welcome input on questions other than those indicated for your role group.

We suggest you make arrangements to incorporate the views of the following:

| Role and number of representative undertaking review | Sections to be completed | | | |
|---|--------------------------|---|---|---|
| • At least three staff in educational development or learning and teaching support units: Including the Director, at least one central developer, and one departmental adviser if appropriate | 1 | 2 | 3 | 4 |
| • One e-learning manager | 1 | 2 | 3 | 4 |
| • At least one IT/library director (in relation to e-learning) | 1 | 2 | 3 | 4 |
| • At least one relevant senior manager | 1 | | 3 | |
| • At least one relevant senior administrator. | 1 | | 3 | |
| • At least two heads of schools/departments | | 2 | 3 | |
| • One external project officer (if appropriate) | | | 3 | 4 |

It is important that institutions undertake the review in a way that meets local needs. You may wish to deviate from the questions offered here, or incorporate further areas. Bear in mind that some detail aspects could be dealt within structured interviews with key staff face-to-face or by telephone. You will need to consider where a questionnaire, focus group or interview approach (or combination thereof) might work to best advantage for your own purposes and context.

SUPPORTING THE REVIEW PROCESS

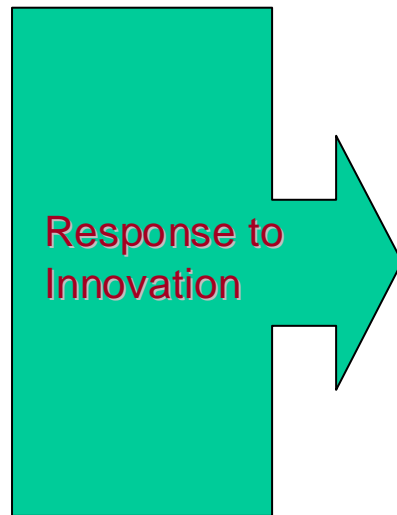
Often an online discussion list is useful to facilitate and capture any further sharing of ideas as your review proceeds and to join us individuals involvement throughout the process. Generally, institutions find it useful to exchange reflective experiences during the review process. You might use this as a subsequent means to engage in discussion about learning and teaching and related strategies, particularly regarding roles and linkages concerning educational innovation, development projects, evaluation and the support for embedding of new practices.

Do contact us (details on the cover page) at the earliest opportunity should you have any queries or problems regarding the review, the questionnaire or the process of collating viewpoints from representatives of your University.

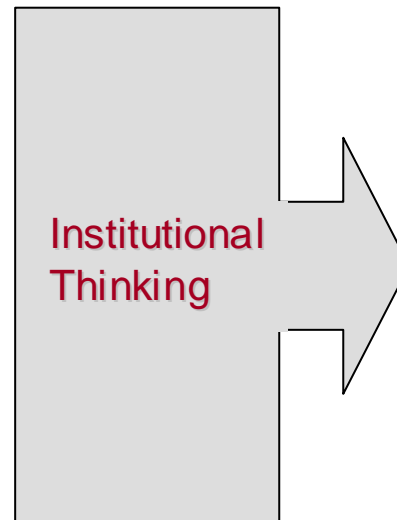
Institutional transferability framework



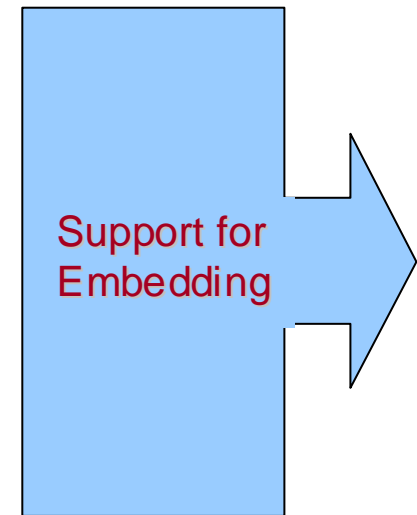
Strategies
Objectives
Structures



Engagement
Investment
Collaboration



Evaluation
Transfer
Planning



Staff development
Support models
Recognition & reward

REVIEW TOOL QUESTION AREAS AND QUESTION OBJECTIVES

Section 1: Organisation & Direction

1. Institutional information

Looks at the size and distribution of departments, deployment of staff and nature of contract for supporting/developing teaching and learning, and e-learning specifically.

2. Responsibilities

Considers how responsibility for various aspects of teaching and learning development is distributed within the institution: Decision making & resourcing; Planning & co-ordinating; Staff development; Research, development & evaluation; Web/tools development.

Identifies perceived areas of joint or overlapping responsibility, which may promote or limit effective development and seeks to understand beneficial and constraining overlaps.

3. Strategic educational goals

Indicates conceptions of the institution's main teaching and learning objectives over the next few years and how are these were identified (*For example, these might be represented as key strands or themes in the institution's LTA strategy (TQEF).*)

4. E-Learning

Considers the ways in which e-learning development may or may not require a different set of structures and processes to those in place for teaching and learning development.

5. Current strategies and linkages

Identifies the institutions activity in externally funded development and collaborations and the extent to which this is strategically targeted.

Considers the relationships between learning and teaching strategy and planning and related institutional strategies and processes (such as policy committees, quality assurance procedures or areas of activity, such as staff development, IT). In relation to this, looks at the main sources of teaching and learning initiatives within the institution and the approach to stakeholder involvement of university-wide initiatives.

6. Targets and monitoring

Looks at how development plans for institutional strategies and their implementation are devised and activities assigned across support departments.

Section 2: Responding To Innovation

7. National profile

Identifies the extent to which individuals feel the institution has been successful in leading on and being involved in external developments.

Looks at the broad impact these initiatives and involvements have had on developing and supporting local practices in the institution and whether the institution is currently (or seeks to be) active in external initiatives, projects and national bodies.

8. Promoting innovation

Seeks to identify the extent to which academic teaching staff engage with teaching development conceptually as well as in terms of actual development and whether their interest is in relation to their own teaching practices or that of their department as a whole.

Looks at the mechanisms used to promote participation in a project or initiative (local or external) across the institution or within relevant departments and to disseminate outcomes and good practice from these.

Considers the extent to which e-learning are felt to be leading to increased interest and changes in teaching styles, cultures and practices.

9. Rewarding innovation and excellence

Identifies how innovation in teaching and learning is explicitly encouraged and rewarded by the institution and/or by departments, the nature of any central scheme for recognising and rewarding excellence in teaching. Looks at which of these are most effective in engaging academic staff to explore and pilot new approaches in teaching and learning and explores what additional rewards and incentives might be effective.

Section 3: Institutional Thinking

10. Research, development & evaluation

Explores the mechanisms by which new teaching, learning and assessment practices are most explicitly explored, debated or developed within the institution and considers by what means do academic staff might be encouraged more to reflect on and explore new practices.

Identifies methods by which the institution currently evaluates whether learning and teaching practice development has been effective or worthwhile. Considers the ways in which the knowledge from evaluating new practices informs decision-making in the University. Seeks to identify where there may be potential areas for improvement in this process.

11. Stakeholder influences

Seeks to identify the extent to which specific roles/individuals are influential in developing e-learning practice across the institution, including PVCs or Deans, IT or staff development directors, e-learning managers, chairs of schools/departments, etc. Considers who have been the key movers and shakers in the institution in embedding new teaching and learning practices, how this might be accounted for and how these people/factors have continued to exert influence within the institution.

Considers the broad measures the institution currently takes to retain the expertise of those that are successfully developing teaching and learning (including e-learning) and how these might be strengthened.

Seeks to identify other stakeholders or influencing factors that have stood out as key drivers of effective new practices and those influencing factors that may have acted as barriers to take up of effective new practices in the institution.

12. Communication and networking

Looks at how central support services currently report to strategy committee on issues concerning learning and teaching and e-learning and which services/units appear to collaborate well on planning and development in teaching and learning (including e-learning) and why.

Asks for examples of how collaboration between central teaching and learning services has assisted embedding of new approaches or how a lack of it has constrained this. Considers the extent to which embedding e-learning practices might require a distinct or separate model of teaching and learning development and the management of change.

Identifies what ways are staff involved in learning and teaching encouraged to share and develop expertise within and beyond the institution.

Section 4: Support For Embedding

13. Engaging staff and departments

Considers a number of factors in which the institution is felt to be successful, specifically:

- Having good educational leadership,
- Securing commitment and input from senior managers and heads of departments,
- Engaging academic staff,
- Understanding different disciplinary or departmental contexts
- Having clear steps and goals to implementing new approaches to teaching and learning practice
- Establishing an adequate ICT infrastructure to support e-learning
- Providing adequate staffing and resources to support demand to develop teaching and learning/e-learning
- Having effective methods of evaluation to measure success in quality enhancement.

Considers the extent to which particular approaches to developing staff assist in changing teaching and learning practice across the institution, e.g. assistance at subject, departmental or individual level, central funding, accredited programmes, secondments, access to tools, informal workshops.

Considers what combinations of these support activities complement each other best in terms of effective engagement at lecturer and departmental levels, and seeks to identify current mechanisms for engaging schools/departments with central university initiatives or generic approaches and which of these approaches appear to be most effective.

Identifies ways in which departments/schools support learning and teaching or e-learning development directly and how this appears to differ in its effectiveness from the support provided centrally. Looks at current main constraining factors in departments' capacity to embed successful outcomes from teaching and learning development.

14. Impact on institutional practices

Seeks to identify areas of learning, teaching and assessment where there has been the greatest strategic impact from the introduction of ICT in your institution. Considers what innovations and initiatives to enhance teaching and learning may have had the greatest legacy across the institution and how this might be accounted for.

Identifies where there may be congruence between the impact of an innovation or initiative (local or external) and the context of its introduction within the institution at a particular time? (*Possibly drawing on examples from past strategies and projects to describe the relationship.*)

Considers the extent to which a number of factors have been important in transferring the outcomes of an initiative or innovation more widely across the institution, including specific policies, departmental interests, central support, high profiles and good communications.

Specifically with regard to e-learning development, explores the extent to which particular factors may have influenced embedding of effective new e-learning practices, such as Learning and teaching strategies that allow for a variety of interests and interpretations, commitment of senior managers, timing of introduction, adaptability of ICT tools to local needs, disciplinary/departmental focus, presence of a specialised e-learning team, sufficiency of ICT infrastructure, academic development programme specifically focused on e-learning/ e-tutoring.

Considers broad organisational and management changes that may lead to more effective embedding of e-learning in HE institutions, within the institution, within departments in the institution and changes in national bodies and services and funding mechanisms.

TELRI Transferability Project team

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Transferability project web site:

<http://www.telri.ac.uk/Transfer/>

This transferability framework document, the institutional review tool and the comparative institutional report are all available from <http://www.telri.ac.uk/Transfer/Materials/>