

Current situation / Problems

What is the current situation (from April 2005)?

1. Commitment to excellence in inquiry-based learning (IBL).

1. Inquiry-based pedagogies identified as powerful for enhancing discipline-based and interdisciplinary learning at all levels, and for fostering essential capabilities for citizenship, employability and lifelong learning.
 2. Benefits identified in linking IBL with information literacy, and in adopting collaborative, interdisciplinary and networked learning approaches.
 3. Strong foundation of existing excellence in the practice and scholarship of IBL at UoS.
 4. Potential identified for increased collaboration for IBL across academic and services departments.
 5. Emergent strategic commitment to IBL at institutional level in relation to 'the Sheffield Graduate'.

Constraining factors.

6. Dissemination of excellent IBL practice limited in UoS and beyond.
 7. Support in UoS for pedagogical inquiry and scholarship of teaching and learning relatively limited.
 8. Not many physical learning environments at UoS facilitate IBL activity in the classroom.
 9. Lack of focal point at UoS for networking, sharing ideas, critical debate, etc. on IBL.
 10. Limited availability of resources and pedagogical guidance for IBL at UoS.
 11. Less reward and recognition for teaching at UoS as compared with research.
 12. A need, in UoS and wider sector, to develop greater understanding of IBL pedagogy.

CILASS can make a major contribution.

13. To transforming the student learning experience and effecting positive learning outcomes at UoS through IBL.
 14. To developing IBL practice and theory at UoS and in the wider sector.

Resources / Enabling factors

What is needed to do the activities leading to the desired outcomes?

Robust infrastructure and governance.

15. Strong core team.
 16. Appropriate specialist support.
 17. Effective governance.
 18. Partnership working practices.

Stimulus and support for IBL programmes and projects.

19. Funding for IBL programmes and projects, including for enhancement of space/equipment.
 20. High quality pedagogical support.
 21. Focused guidance on key CILASS themes, and promotion of embedded IBL skills development.
 22. Provision and promotion of new central learning spaces and technologies, and user support.

Facilitation of networking and development activity.

23. Co-ordination of IBL interest and network groups.
 24. Provision of relevant development/ social networking opportunities.
 25. Fostering of connections with other HEIs and external bodies, using existing and new networks.

Strategic leadership, facilitation and integration.

26. Clear strategic vision, including for exit strategy.
 27. Facilitation of strategic engagement by academic departments/schools.
 28. Effective institution-level representation, consultation and communication.
 29. Support for reward/recognition of teaching excellence.

Stimulus and support for evaluation, research and scholarship.

30. CILASS is supported in the use of ToC and provides effective support for evaluation of IBL programmes/projects.
 31. Resource dedicated to pedagogical research.
 32. Stimulation and capacity-building for practitioner-led and student inquiry.

Strategies and support for communication/dissemination.

33. Key stakeholder groups and channels targeted for internal/external dissemination.
 34. Resource and support for dissemination of IBL programme/project outcomes.

Activities / Processes

What steps need to be taken to achieve the desired outcomes?

Staff and students engage in IBL development, experimentation and innovation.

35. Departments/schools and individuals/groups develop innovative initiatives and pedagogies that engage students in learning through inquiry.
 36. Staff develop approaches to IBL that promote development of students' inquiry-related awareness/skills and encourage: collaborative inquiry/inquiry communities; information literacy development; imaginative use of ICT; interdisciplinary inquiry; independent student use of new spaces and technologies for IBL.
 37. Staff use new spaces and technologies in their IBL teaching, and develop skills in using them.

Staff and students participate in networking and development activities, and build new partnerships.

38. IBL champions promote IBL and CILASS and engage staff across core departments.
 39. Student Ambassadors promote IBL and CILASS and engage students and staff at UoS and beyond.
 40. Staff and students participate in pedagogical debate and development activities for IBL.
 41. Academic and professional services staff work in new partnerships and collaborations.

Processes of strategic engagement and development are taken forward.

42. Departments/schools embed IBL and related themes strategically in the curriculum from Level 1 upwards.
 43. Senior academic and professional services staff feed CILASS perspectives and participation into relevant strategic initiatives.
 44. CILASS is responsive to emergent strategic priorities and developments at UoS and HE more widely.
 45. Departments/schools and individuals engage via CILASS with existing opportunities for reward and recognition and with CILASS award schemes.

UoS staff and students engage in evaluation, research and scholarship.

46. CILASS carries out on-going, programme-level reflection and evaluation, and departments/schools and staff adopt and develop expertise in the ToC approach.
 47. CILASS carries out a focused programme of pedagogical research, relevant to UoS and the wider community.
 48. Staff and students engage in scholarship and research relating to IBL.

Staff and students create IBL resources/outputs and engage in internal/external dissemination activity.

49. Academic and Library staff and students produce a range of practical and research outputs from development projects, including case studies.
 50. CILASS raises awareness of IBL and the CETL, and IBL resources and other outputs are disseminated widely.

Desired outcomes at end of programme

What will the CILASS programme have achieved by the end of the funded period (March 2010)?

Learning and teaching at UoS are enhanced.

51. Students experience benefits including greater enjoyment, engagement and confidence in learning, and enhanced capabilities in self-directed inquiry; information literacy; communication; collaboration; use of ICT.

52. Students recognise and value IBL as a central feature of their experience at UoS and for citizenship, employability and lifelong learning.

53. IBL is more widely and deeply embedded into the curriculum across UoS core faculties and beyond from Level 1.

54. The benefits of new spaces and technologies for learning and teaching are such that there is intensive use and demand.

55. Staff have deepened their engagement with IBL, value it as a core pedagogical strategy, and are committed to further developing their IBL practice.

A vibrant community/networks of practice in IBL exist at UoS, with strong links to wider networks.

56. Students and staff experience shared ownership of the CETL and its networks and activities, and have benefited from new collaborations and partnerships.

57. Students and staff feel part of a community of practice for IBL and are contributing actively to on-going IBL networks in the wider sector.

There is stronger strategic commitment to IBL, and greater reward and recognition for teaching, at UoS.

58. Commitment to IBL (and related themes) is more strongly reflected in institutional strategies, initiatives and discussions relating to learning and teaching.

59. There is stronger strategic commitment at departmental/school level within the CILASS 'core', which has begun to spread to a wider constituency across UoS disciplines.

60. The institutional profile of teaching is raised within UoS and CILASS has contributed to increased reward/recognition.

61. CILASS has made a major contribution towards strengthening the links between research and teaching at UoS.

Enhanced evidence-base, resources and capacity exist in UoS and beyond, and are supporting IBL knowledge/practice development.

62. CILASS practice and research outputs are of high quality, and are used and valued in UoS and the wider sector.

63. There is increased engagement in scholarly approaches to teaching and learning, for IBL, at UoS and the value of scholarly inquiry and research into IBL has been demonstrated.

64. Information and learning about IBL have been shared and approaches transferred across contexts, including in other HEIs.

65. UoS is perceived internally and externally (nationally and internationally) as a leading contributor to development, innovation and research in IBL.

Longer-term outcomes of programme

What are the CILASS aims beyond the funded period?

Continued and widening uptake of IBL, and continued support for IBL development at UoS and beyond.

66. CILASS approaches to IBL are further developed at UoS, including in departments outside the CILASS core faculties.

67. There is sustained strategic and operational support for embedding IBL at UoS, including in departments outside CILASS core Faculties.

68. CILASS models of collaboration, partnership and interaction for IBL development continue to be supported and developed in the institution.

69. Dissemination of UoS activity continues and staff in other HEIs continue to adopt and embed CILASS approaches to IBL.

Longer-term impact on learning and teaching

What will be different for learning and teaching in the future as a result of CILASS?

IBL will be firmly established as an integral aspect of learning and teaching at UoS.

70. There will be University-wide commitment to IBL across the disciplines, from Level 1 upwards.

71. There will be a distinctive approach to IBL at UoS, reflecting and building on CILASS themes.

72. Students, staff and senior managers will recognise and value IBL as a key aspect of learning and teaching at UoS.

UoS and wider sector will benefit from a rich body of expertise, resources and evidence to support continuing excellence in IBL.

73. UoS will be able to provide enhanced services and support for educational development in IBL.

74. CILASS will have informed Estates strategy and the design of further new learning/teaching spaces.

75. Partnership working across relevant specialisms and with students will be the norm in educational development for IBL at UoS.

76. A community of practice approach to educational development will be sustained.

IBL and the scholarship of teaching will be recognised features of teaching excellence at UoS.

77. CILASS will have contributed to a positive culture at UoS with regard to reward and recognition for teaching excellence, and learning and teaching development.

78. Excellence in IBL pedagogy and scholarship at UoS will be recognised externally by other HEIs and professional bodies.

79. UoS will continue to inform IBL development in the wider sector, nationally and internationally.

UoS will have an enhanced profile and competitive advantage.

80. UoS will be recognised as producing highly capable, self-directing, critical inquirers who are sophisticated users of information and technology and have high-level employability and lifelong learning capabilities.

81. The UoS emphasis on IBL will contribute to perceptions of UoS as a world-class environment for learning in the 'knowledge society', impacting positively on student recruitment.