NTFS Nominee 
Advice 
Impact on Teaching and Learning
Introduction

> These slides offer some suggested questions to ask yourself as you put your nomination together

> They do not guarantee success but offer you the opportunity to examine your claim and other documents
Evidence of Innovation

> What is innovative in your claim?
> How does your claim show innovation?
> Can you set the context for your innovation?
  • Why is this activity/approach innovative?
  • Is it innovative generally, or in a particular discipline context, or a specific HE sector, or for a particular group?
  • What research, literature, previous evidence, can you draw on to show where your innovation sits, and what it builds upon?
> What are you doing that is beyond your normal role?
> What pedagogic approaches have you developed and/or contributed to?
Exploring your evidence of innovation and its impact

> Planning for Future
  • How will your experiences be integrated into your teaching?
  • How will your experiences be integrated into student learning?

> What impact did the innovative activities/approach have on teaching and learning?

> What was the result of the changes you made?

> What were the benefits?

> What evidence do you have?

> How does your evidence prove impact?
  • What changed as a result?
Where is your impact felt?

> Department?
> Faculty?
> Institution?
> Regional?
> National?
> International?

> And in these contexts, how does it explicitly relate to teaching and student learning? 
How is it transforming the student learning experience?
Evaluation Process

➢ What evaluation processes are you using to measure impact?
➢ How did you develop evaluation processes to measure impact?
  ➢ On students?
  ➢ On colleagues?
  ➢ Your own practice?
  ➢ The field?
  ➢ The sector?
What types of evidence do you have that show impact?

- Longitudinal?
- Quantitative?
- Qualitative?
- Short, concise quotes from students, colleagues, others?
- Scholarly, pedagogic evidence?
- Improved student attainment results?
- Improved student retention?
Publications, External Engagement, Research

> What wider and established evidence of impact can you provide? E.g. publications; external engagement; research

> Can you also then show the impact of this wider evidence?
  - How have your publications been used by others?
  - What was the result?
  - What impact has your external engagement had on teaching and/or the student learning experience?
  - What influence has your pedagogic research had on others, on the field, on the sector?

> How can you then evidence this impact on others/ the field or sector?
  - For example, short quotes; evidence of changed practice in other settings; research done by others as a consequence of your work
Critical Reflection

- How does all the your evidence prove impact on teaching and learning?
- What changed because of what you did?
- What has worked well and what hasn’t?
- Why has it worked or not worked?
- How can you tell if the changes worked or didn’t?