eSTEeM Impact Evaluation Tracking Tool (IETT)

The Impact Evaluation Tracking Tool (IETT) has been based on the Impact Evaluation Framework (IEF)[[1]](#footnote-2) and consists of 13 impact criteria or facets. It has been created to aid scholars with planning for impact when designing a SoTL inquiry, for evaluating the impact of a SoTL inquiry, and/or for guiding the collation of evidence when evaluating the impact of SoTL activity at the institution level.

Please use this IETT to capture and record the impact of your eSTEeM project. These should be the main highlights or most significant examples of impact. You may not have information for each facet and attribute, which is fine. Please just add details to the facets and attributes that apply for your project. We would encourage you to record this information during the lifecycle of your project (in the first blank column). You will then be asked to complete this exercise and update it annually, so we can track the ongoing impact of your project.

Below the IETT are some resources that you may wish to use to help you plan and evaluate your eSTEeM project for impact.

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| **Project Team** |  |
| **Project Title** |  |
| **Project Reference** |  |

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| **Learning and Teaching** | **Throughout project lifecycle****Date:**  | **A year after completion of the project****Date:**  | **Two years after completion of the project****Date:** |
| **1. Student experience***Pre-registration; induction; curriculum design; design of assessment; learning design; student engagement with course content; student engagement with the technological intervention; and student satisfaction rate.* |  |  |  |
| **2. Student retention and progression***Student registrations; average marks as compared with previous year(s); module completion rate; module pass rate; student retention rate; and student progression.* |  |  |  |
| **3. Excellence in teaching***Student skills-set (e.g., academic writing; critical thinking; reflection; problem-solving; group-working; digital literacy); student employability; evidence of research-informed teaching; data for assessments (e.g., UK’s* [*TEF*](https://www.officeforstudents.org.uk/advice-and-guidance/the-tef/about-the-tef/)*), programme reviews and accreditation processes; inter-disciplinary collaborations in teaching; accreditation against professional standards; informing policy development internally at the level of department, faculty or University; and informing policy development externally (in another institution or in the sector).* |  |  |  |
| **Transfer to others** | **Throughout project lifecycle****Date:**  | **A year after completion of the project****Date:**  | **Two years after completion of the project****Date:** |
| **4. Discipline-based teaching, research and practice***Change in the ways in which subject concepts are taught; leading to discipline-based research; uptake of outputs in industry practice.* |  |  |  |
| **5. Dissemination of project’s outcomes***Number of publications from the project; impact factor of individual journals or conferences; publications with students as co-authors; Google Scholar analytics or institutional analytics (e.g., OU’s* [*ORO*](https://oro.open.ac.uk/) *on downloads of reports/publications; and sharing of novel research methods/strategies for conducting SoTL.* |  |  |  |
| **6. Adoption of the outcomes***Adoption of the outcomes internally (within the institution) or externally to improve assessment, curriculum design in the same discipline or in other disciplines.* |  |  |  |
| **Stakeholder benefits** | **Throughout project lifecycle****Date:**  | **A year after completion of the project****Date:**  | **Two years after completion of the project****Date:** |
| **7. Mutual stakeholder understanding***Understanding among students, tutors, learning designers, IT support; for example, their skills, challenges, requirements; a community that SoTL creates and moving outside traditional silos.* |  |  |  |
| **8. Personal and professional development of project team and associated stakeholders***Improved practice or personal knowledge; developing an analytical mind-set; collaborative or team-working skills; reflective skills; becoming a mentor to others; becoming a champion for SoTL; continuity in SoTL activity by individual educators.* |  |  |  |
| **9. Recognition of project team members and other stakeholders***Career trajectory that can be attributed to SoTL such as promotions; fellowships or memberships of professional associations nationally and internationally; invited speaker to events/conferences internally and externally; public recognition through awards, publications, conference presentations; leadership roles related to teaching and membership of strategic committees; external examiner and membership of external bodies.* |  |  |  |
| **Cultural, economic and institutional benefits** | **Throughout project lifecycle****Date:**  | **A year after completion of the project****Date:**  | **Two years after completion of the project****Date:** |
| **10. Fostering of SoTL culture***Stimulating interest in SoTL; inspiring others to conduct SoTL; increased involvement of students in SoTL projects; a stronger overall faculty that values teaching and student learning; renewing/raising faculty excitement about teaching and making them more aware of how they teach; a move towards staff-student collaboration in curriculum design, development and evaluation; recognition of SoTL at par with disciplinary research.* |  |  |  |
| **11. Financial implications***Opportunities for income diversification; effect on costs of modules or programmes.* |  |  |  |
| **12. Funding opportunities***Internal (within the institution) funding for follow-on/new projects based on SoTL project’s success; external funding (from outside the institution) for follow-on/new projects based on SoTL project’s success.* |  |  |  |

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| **13. Strengthening OU’s standing**Enhancing OU’s reputation across the HE sector and/or internationally; facilitating OU’s collaboration/ties with other HE/other partners; invitation to join external steering groups; giving keynote speech |  |  |  |

**Resources for planning for and evaluating the impact of SoTL**

To learn more about the impact of SoTL and resources from eSTEeM’s Impact Evaluation (IE) Initiative in 2022-2023, please visit the ['Impact of SoTL’](https://www5.open.ac.uk/scholarship-and-innovation/esteem/impact) on the eSTEeM website. For an overview of eSTEeM’s IE initiative, please refer to the Executive summary[[2]](#footnote-3).

Here are several **resources you may use** for evaluating impact, and for recording the impact and its evidence, which can then be added to the IETT:

1. In the ‘SoTL Impact Evaluation **Workbook**’[[3]](#footnote-4).
* At the start of the project: In Section 2, the IEF is provided on a page for ease of use to discuss the overview of the impact in a workshop or in groupwork related to impact of SoTL and relevant to your project so that you can plan how the impact and its evidence will be collected.
* Additionally, In Section 4, the 12 facets of impact and their attributes are grouped in four categories. This format of IEF can be used for thinking about the possible impact (individually or as a team) when planning a SoTL project. This format of IEF laid out in four categories can also be used in professional development activities related to SoTL and its impact.
* In Section 5, a comprehensive template of IEF is provided, which can be used as a workbook to guide planning, reflecting on, monitoring, and evaluating the impact of SoTL and for recording evidence related to the impact.
* If you have already completed a SoTL project and would like to carry out self-evaluation of impact retrospectively, the IEF is presented as a question-based template in Section 3 to guide self-evaluation and reflection.
1. The 16 case studies in the **Compendium**[[4]](#footnote-5) (one of the outputs of eSTEeM’s IE initiative) provide exemplars of evaluating and reporting impact of SoTL and its evidence. Via the keywords against each of the case studies, you can select one or more case studies relevant for your SoTL activity for a deeper exploration.
1. Minocha, S. (2021) Impact Evaluation Framework for Scholarship of Teaching and Learning. Available at: [https://www.shaileyminocha.info/blog/2021/6/7/impact-evaluation-framework-for-scholarship-of-teaching-and-learning](%20https%3A//www.shaileyminocha.info/blog/2021/6/7/impact-evaluation-framework-for-scholarship-of-teaching-and-learning%20) and ‘Evaluating for Impact’, in ‘Scholarship of Teaching and Learning in STEM’ Badged Open Course (BOC), The Open University, UK, <https://www.open.edu/openlearn/mod/oucontent/view.php?id=109326&section=2.3> or <https://tinyurl.com/2pphauar> [↑](#footnote-ref-2)
2. Impact of Scholarship of Teaching and Learning: An Executive Summary: <https://oro.open.ac.uk/87487/> [↑](#footnote-ref-3)
3. The ‘SoTL impact evaluation workbook’ is designed around the ‘Impact Evaluation Framework’ to conduct impact evaluation of SoTL projects. It is available as a downloadable supplementary Word file from this ORO entry: <https://oro.open.ac.uk/87489/> [↑](#footnote-ref-4)
4. Impact of Scholarship of Teaching and Learning: A compendium of case studies: <https://oro.open.ac.uk/87488/> [↑](#footnote-ref-5)