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Evaluating the Impact of Learning and Teaching Change Initiatives

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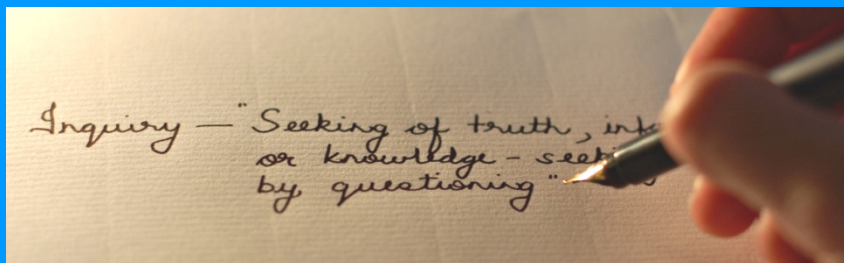
Phil Levy and Pam McKinney

(Centre for Inquiry Based Learning in the
Arts and Social Sciences – CILASS)



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A student photo competition explores student perceptions of inquiry-base learning





Evaluation as:

- Inquiry-based
- Collective and participative





Evaluation questions:

- What can we learn about the institutional impact of an educational change initiative?
- What can we learn about the process of educational change?



Stages of Evaluation

- Evaluation planning
- Data collection
- Making use of findings



Evaluation planning

Identifying data

(1) Project level 'theory of change' evaluations

(2) CILASS pedagogic research data (eg graduating student baseline survey)

(3) Evaluation-specific data eg:

- Student ambassadors
- Departmental champions etc



Making use of evaluations:

Factors impacting on use of evaluation findings:

- Data overload
- Data not perceived as relevant
- Lack of trust in data



Extending participation

- The politics of evidence – what counts as appropriate evaluative data?
- The politics of interpretation – what meanings are given to data?



Issues for discussion

Inquiry-oriented, participative evaluation:

- Does it have a positive role in institutional research?
- What barriers might it face?
- Can these barriers be overcome by further extending the participative approach?



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