

# TEACHING AND LEARNING IMPACT FRAMEWORK (TLIF): EXAMPLES

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This resource is a companion document to the Teaching and Learning Impact Framework.

## CONTACT

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## COMPLETING THE TLIF TABLE: PUTTING IT ALL TOGETHER

PEOPLE		
Impact category	Description	
Practice	The teaching practice of the individual, their colleagues, their discipline / department as well as wider (e.g. beyond UBC) impact on teaching and learning practice. Includes impact of creation / dissemination of resources / materials / software developed to support teaching and learning practice.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
I co-taught a section with a colleague. He has changed his/her teaching practice to now incorporate more active learning strategies with proven pedagogical efficacy into his own upper year courses.	Statement from colleague. Teaching Practices Inventory of upper level course before and after transformation.	Scale: one individual colleague My contribution: sole project
I developed a classroom and online-based simulation assignment and assessment framework which is now widely used in my department and has been adopted at three other institutions. Over 50 students a year at UBC and over 100 at other institutions experience the simulation, which has increased student engagement and knowledge of the subject matter based on test scores and evaluations.	Analysis of test / exam scores before / after new framework introduced. Measures of student engagement (feedback from course survey, self-reported time on assessment).	Scale: several courses at UBC Contribution: collaborative project with Science, Teaching and Learning Fellows and Skylight staff.
Impact category	Description	
Student success	Impact on student learning, achievement of course or program outcomes, measures of student engagement, well-being, retention / completion, preparedness and other measures of student success.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
I developed a new assignment for my required introductory course based on the literature on learning portfolios. To my knowledge, this is the first use of learning portfolios as an assessment tool in my discipline. The research and writing performance of students has increased, as has their performance in subsequent required courses. Student surveys and evaluations have enthusiastically endorsed the assignment.	Longitudinal study of student research and writing performance and engagement, using feedback from six faculty colleagues and 200 students over three years (funded through TLEF). Contributed presentations at national and international conferences.	Scale: significant. Students impacted across multiple years. Contribution: Six faculty colleagues as contributors and co-authors of papers / presentations.

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PROCESS		
Impact category	Description	
Approaches / priorities	Can include the impact on program / departmental / Faculty / institutional priorities or approaches for teaching and learning, as well as creation / revision of guidelines, procedures and policies.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
I led a project in my Department to show that it is possible to design open book / open note examinations for first year courses that are rigorous tests of how students can apply what they know, rather than simply regurgitate facts. They are now being routinely used in all six of our year one courses, with other colleagues considering employing them in second year courses.	Analysis of examination questions for closed- and open-book exams (skills tested and student performance); unsolicited feedback from colleagues in other first year courses; feedback students captured prior to the open book final exam; poster at the Science end of year event.	Scale: three first year courses in the department.  Contribution: led a team of four (one post-doctoral fellow, one PhD student, one undergraduate student and one faculty member) to design the process. Then, I personally mentored the other two instructors who adopted this approach.
I proposed to my colleagues that we increase the availability of experiential learning opportunities for our students across our unit. As a result, our unit now has an Experiential Learning Coordinator and we have increased the number of students taking co-op, internship, or community service learning placements from under 10% three years ago to over 50% today.	Service learning enrolment data over five years; student feedback on increased availability / choice of experiential learning opportunities; feedback from community partners on quality and impact of student work undertaken on placement; letter from former HoD on how vital this is for the Department's offering to remain relevant and engaging for students.	
Impact category	Description	
Support capacity / provision	Can include impact of creation / provision of workshops, seminars, communities of practice, training or mentorship programs, celebrations, awards etc.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
I overhauled the TA training program in my department to make it more relevant for TAs teaching in large diverse student cohorts for the first time.	Numbers of TAs taking part in departmental training activities; feedback from first year instructors on preparedness of TA cohort; funding and feedback obtained from Provost's office biannual grant process; survey data from TAs before, just after and well after TA training activities.	

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Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
<p>I created a faculty mentoring program at my university for new female faculty. The mentoring program is now available to all incoming female faculty and over 30 mentorship arrangements are currently active. The program has repeatedly been cited by faculty as an important contributor to their career success and satisfaction. The program was recently recognized with a university community award.</p>	<p>Feedback from Faculty mentors and mentees; input from Dean's office regarding presentations to other Departments in the Faculty. Feedback from ALDP coordinators on including it in future sessions for Heads and Directors. Citation and award from UBC.</p>	<p>Scale: actively used in seven Departments.</p> <p>Contribution: I took a lead in creating this program and have made revisions based on mentor and mentee feedback.</p>

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PRODUCT		
Impact category	Description	
Curriculum	Can include impact through creation / renewal of courses, programs, degree pathways and options, accreditation requirements, modality of delivery (online / blended), engagement with community partners.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
Our new blended-learning minor in XYZ has enrolled XX students in its first year who would otherwise have not been able to take these courses.	Student enrollment data, course and program evaluation activities, statement from Program Coordinator of impact of my contributions.	Scale: 60 students enrolled in the blended learning minor in XX. Contribution: co-designed with a faculty member colleague and instructional designer in our Faculty.
I led my department's recent undergraduate curriculum review process, which made major changes to our undergraduate major program. I was primarily responsible for conducting a survey of undergraduate students, developing a curriculum mapping report, and redesigning our fourth year capstone seminars. As a result, student concerns were reflected in our curriculum changes, our major program degree pathways have been revised, and all 150 students in our major program now take a series of new and revised capstone courses.	Curriculum map before and after; feedback from accrediting body on recent accreditation visit; student survey responses and actions taken; feedback from students taking new capstone courses (survey plus focus group) and faculty teaching capstone courses (semi-structured).	
Impact category	Description	
Scholarly literature / body of work	Impact arising from publications, conference proceedings, workshops given / organized, invited or contributed presentations, media or other news coverage.	
Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
My colleague and I presented on the design of our new course at our annual professional association meeting. The course will be featured in our annual teaching and learning bulletin, and we are working in a partnership with colleagues at X University to in the development of a similar course in their own department.	Meeting proceedings; quantitative data from reach of T&L Bulletin feature; feedback from X University regarding co-development partnership.	Scale: annual national conference of professional association; association's annual bulletin; two departments in two different universities. Contribution: collaboration between myself and another colleague within the same department. She took a lead in the initial stages of the design (conceptualizing) and we then worked closely on developing the course and subsequent tasks.

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Example(s) of impact	Source(s) of evidence	Scale / scope / contribution
Our research study of the effectiveness of collaborative learning methods was featured in Macleans magazine.	Issue in which article was featured; analysis of social media impact including trackbacks, tweet metrics, comment analysis on Macleans website comments associated with the article.	
Our conference paper on the approach we took to blending and flipping our large introductory science course has been cited 65 times since publication in 2012, with citations from more than 12 different disciplinary areas.	Analysis of citation statistics from Google Scholar / Web of Science. Impact factor of conference proceedings.	