

TEACHING AND LEARNING IMPACT FRAMEWORK (TLIF)

This resource was created to help you document and track the tangible outputs and impacts from your teaching and educational leadership activities. Suggested ways to use this resource:

STEP 1: MAP YOUR ACTIVITIES

Option 1

Fill out the [Educational Leadership Mapping \(ELM\) tool](#) to track your activities in the domain of teaching and educational leadership. ELM helps you specify your activities across dimensions of teaching (delivery, design, professional development and dissemination) and levels of enactment (what the individual does, what is enabled, what is changed / led by the individual).

Option 2

Reflect on the following question: "What aspect of my work in teaching and learning am I most proud of?". Think broadly about your teaching as you consider this question (a look at the [ELM tool](#) may help you think about the various dimensions of your teaching practice).

STEP 2: IDENTIFY OUTPUTS

Reflect on outputs derived from your activities

Many of your teaching and educational leadership activities will have produced tangible outputs. For example:

- » What new learning opportunities / teaching materials / courses / programs / assessment strategies did a particular activity create?
- » What does the individual / their colleagues / the Department / the institution / colleagues beyond the institution now do differently as a result of the activity?
- » What supports, resources, events, workshops, capacities / partnerships now exist as a result of the activity?
- » What publications, conference proceedings / presentations or other dissemination or knowledge mobilization mechanisms now exist as a result of the activity?

STEP 3: ESTABLISH IMPACT AND SUPPORTING EVIDENCE

Consider the impact of your activities

What impact have your teaching and educational leadership activities and associated outputs had and what source(s) of evidence can support these claims? Review the areas of impact and sources of evidence using the Teaching and Learning Impact Framework (TLIF) on the next page.

Determine scope of contributions

Review the information you have so far and add details about the scale and scope of the impact and the contributions you made as well as other colleagues.

See the CTLT resource on [educational leadership](#) for further background.

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CATEGORICAL AREAS OF IMPACT

For each of these, there will need to be a specification of the extent of impact, determined by scale (e.g. how many), scope (e.g. extent, reach, locus of action) and specific contribution (individual vs extended team).

PEOPLE	
<p>Impact on practice</p> <p>Can include 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.</p>	<p>Impact on student success</p> <p>Impact on student learning, achievement of course / program outcomes, student engagement, student well-being and other measures of student success.</p>
PROCESS	
<p>Impact on approaches / priorities</p> <p>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.</p>	<p>Impact on support capacity, support provision or teaching and learning networks</p> <p>Can include impact of creation / provision of workshops, seminars, communities of practice, training or mentorship programs, celebrations, awards etc.</p>
PRODUCT	
<p>Impact on curriculum</p> <p>Can include impact through creation / renewal of courses, programs, degree pathways and options, accreditation requirements, modality of delivery (online / blended), engagement with community partners.</p>	<p>Impact on scholarly literature / body of work</p> <p>Can include the impact of publications, presentations, conference proceedings, workshops, invited keynotes, media or news coverage.</p>

SOURCES OF EVIDENCE

- » Quantitative data, e.g. number of participants, performance or other measures of learning, enrollments, degree pathways, placements, views, users, purchasers, citations and impact factors.
- » Qualitative data, e.g. course / program evaluations of effectiveness through student surveys, analysis of writing activities, focus group, interviews.
- » Awards, Recognition and Distinctions in the area of teaching and learning (e.g. UBC Killam Teaching Awards, Department / Faculty teaching awards, external Fellowships, 3M National Teaching Fellowship).
- » Student evaluations of teaching (quantitative and qualitative data).
- » Evidence of impact on students (reflective blogs, e-mails, social media).
- » Evidence of impact on other colleagues, Departments, institutions (emails, letters, communications indicating adoption of practices, materials, designs, assessments etc).
- » Materials, activities or feedback from workshops, panels, conferences, invited presentations, networks, communities of practice.
- » Publications, proceedings, podcasts, digital artifacts and media articles.
- » Grants and awards for development and enhancement.

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
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

COMPLETING THE TLIF TABLE: PUTTING IT ALL TOGETHER

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
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

COMPLETING THE TLIF TABLE: PUTTING IT ALL TOGETHER

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
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

RESOURCES

The following resources support the impact framework for teaching and learning:

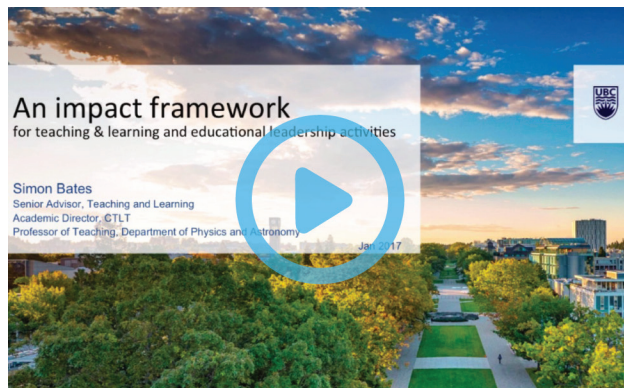
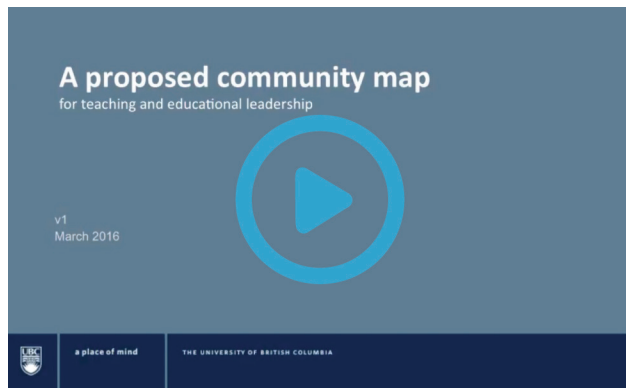
ctl.ubc.ca/teaching-and-educational-leadership

[Educational Leadership Mapping \(ELM\) tool \(.ppt\)](#)

[A proposed community map](#) (Video by Simon Bates)

[An impact framework for teaching and learning and educational leadership activities](#)

(Video by Simon Bates)



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This framework is a draft version and a work-in-progress to develop and refine via community input and discussion. Your feedback is welcomed.

