

Consultations (regarding the Hybrid course design initiative)

The following is a test bed for longitudinal tracking of initiatives to establish “pathways to impact” (Jones *et al.* 2013) so that awareness of impact is under consideration from the beginning of the consultation/course re-design. The idea is that this may help to shape the way in which the new knowledge becomes embedded in practice and help establish, within the instructor, realistic expectations about challenges and complexities.

The questions (or themes to address) are laid out in three stages:

1. Pre-reporting to serve as benchmark (motivations, thinking, current practice)
2. Immediate post-reporting (utility, change in thinking, forecasted change in practice)
3. Longitudinal reporting at 6mths, 1yr, 2yrs (change in thinking, change in practice, impact on students, networks they are connecting with and impact on colleagues/department/faculty, etc.)

The following are *sample open questions* that represent the themes that we would like to track in consultation contexts. These themes/questions are intended to fit into the TLSS team member’s usual consultation process to build rapport, help instructors understand the broader course design context, and introduce them to terms and concepts. The idea here is not to quiz participants, but to bring up these themes for their consideration and to note down the nature of their reflections so as to track change and growth.

1. During the first consultation meeting (Pre)

Experience and Motivation

- How long have you been in a teaching role within higher education? Taught the course in question?
- Why have you decided to redesign your course in a hybrid format (intrinsic/extrinsic)?
- What do you expect to gain from this course (re)design project?

Concepts and Skills

- In what ways have you previously engaged with pedagogic literature and theory and/or curriculum development work?
- In what ways do you think this course (re)design project will impact your knowledge about teaching and learning?
- In what ways do you think this course (re)design project will help you to develop skills which are useful in your current role? What skills are you hoping to improve?

Practice / Student Learning

- What impact do you think this course (re)design project will have on your practice?
- What impact do you think the course (re)design project will have on student learning? (student engagement/ pedagogies/ achievement)

Institutional Change

- How well do the aims of this course (re)design project align with departmental priorities?
- What expectations are there for you to share good practice gained from course (re)design work with your peers? How might you go about doing this?

2. As the project is wrapping up (Post)

Motivation / Satisfaction

- What plans do you have to continue to develop your teaching-related knowledge, skills and practice through teaching-related professional development?
- How did your experience of undertaking this course (re)design project align with your expectations?
 - o Would you recommend this process to your peers? Why?

Concepts and Skills

- What new knowledge or ideas were you introduced to through this course (re)design project?
- What new skills around teaching and learning have you developed as a result of engagement with the course (re)design project?
- What plans do you have to further implement ideas from the pedagogic literature you were exposed to in your future practice?
- In what ways, if at all, has reflecting on your experiences through the course (re)design project influenced your practice? Your teaching philosophy?

Practice / Student Learning

- What changes have you made to your practice in response to the knowledge or ideas you were introduced to during the course (re)design project?
- What impact do you think the course (re)design project will have on student learning? (student engagement/ pedagogies/ achievement)

Institutional Influence and Change

- How have your wider teaching and learning contacts (peers, support services) helped develop your thinking?
- How have you helped others develop their thinking? Do you feel that your experience has influenced changes in your department/faculty?
- How well did the aims of this course (re)design project align with departmental priorities?
- What support have you been given to engage with this course (re)design project?
 - o What additional support from the department/ institution would you find useful?
- In what ways have you shared good practice gained from the course (re)design project with your peers? Please provide examples.

Follow-up after 6 months, 1 year and/or 2 years (Longitudinal)

Motivation / Satisfaction

- Have you undertaken any teaching-related professional development since completing the course (re)design project?
 - o What further teaching-related professional development plans do you have?

Concepts and Skills

- What new knowledge or ideas were you introduced to through this course (re)design project?
- What new skills around teaching and learning did you gain through this course (re)design project?
 - o Have they been useful in your current role?
- Have you implemented ideas from the pedagogic literature you were exposed to through the course (re)design project, in your practice? Please explain.
- In what ways, if at all, has reflecting on your experiences influenced your ideas about teaching, learning and the student experience?

Practice / Student Learning

- Has the process of undergoing the course (re)design project led to new areas of teaching and learning activity/research? Please explain.
 - o Do you routinely evaluate impact of teaching on learning?
- How has your engagement with the course (re)design project impacted student learning? (student engagement/ pedagogies/ content/ achievement)
 - o How can you evidence this impact?

Institutional Influence and Change

- In what ways has your engagement in teaching and learning communities changed as a result of your engagement in the course (re)design project?
- How have you helped others develop their thinking? Do you feel that your experience has influenced changes in your department/faculty?
- How has the course (re)design project helped you pursue departmental or institutional priorities?
- How have changes you have made in your practice as a result of the course (re)design project been supported by your department?
 - o What additional support from the department/ institution would you find useful?
- In what ways have you shared good practice gained from the course (re)design project with your peers, or disseminated ideas within your network? Please provide examples.

Adapted from: Kneale, Winter, Turner, Spowart, Hughes, McKenna & Muneer (2016). Evaluating teaching development activities in higher education. *Higher Education Academy*