

Designing Projects to Make a Difference

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INFLUENCE FACTOR: understanding outcomes from Australian learning and teaching grants
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Workshop Overview

- Elevator pitch – 1 minute to sell your research to a group of funders
- My secondment
- Understanding influence
- Making change happen
- Elevator pitch version two – 1 minutes
- Reflection

- 1 minute
- Who are you? Where are you from?
- What's your grant idea?
- Why should it be funded?

Influence Factor

- **Not a comprehensive evaluation**
- **Not in place of project evaluation**
- **Not for judgement about individual projects**
- **A mechanism for**
 - extracting value from completed projects
 - maintaining fruitful relationships with project teams
 - articulating the benefits of national learning and teaching grant funding to a range of stakeholders

Influence

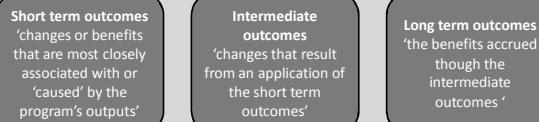
An overarching term to signify the overall difference that a project makes, including:

- intended and unintended outcomes
- subsequent uptake, embedding, upscaling
- sustainability and
- further research.

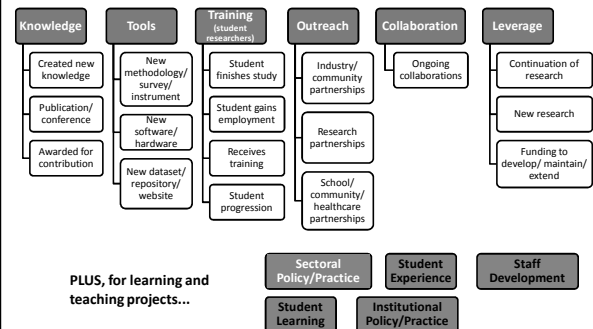
Understanding Influence (Nutley et al., 2003, p. 11)

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| <p>'conceptual/enlightenment value'</p> <ul style="list-style-type: none"> • 'changes of knowledge, understanding and belief' • Conceptual projects often have a much longer chain of connections between the findings of the project and the changes that those findings may bring about. • "dissemination for ammunition" | <p>'instrumental/engineering value'</p> <ul style="list-style-type: none"> • 'directly changing behaviour in policy or practice' • It is unsurprising then that advice in the literature about 'achieving effective conceptual impact' is far more sparse than that for instrumental projects. • 'dissemination for action' (King, 2003, p. 83) |
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Timing (McLaughlin & Jordan, 1999, p. 66)



Types of Outcomes (Cummings & Kiesler, 2007)



Deep Change

- Deep change 'goes beyond surface structures or procedures (such as changes in materials, classroom organization [sic], or the addition of specific activities) to alter teachers' beliefs, norms of social interaction, and pedagogical principles as enacted in the curriculum (Coburn, 2003, p. 4).

Influence Factor Conversations on enablers...

- Embedding into existing structures
 - Seeking industry funding
 - Small handpicked team
 - Shifting of roles over time
 - Paying ongoing attention
 - Gathering information about usage*
 - Peer acceptance and recognition
 - Passing it on
 - Organic uptake/readiness
 - Localising
- * The student influence question

Influence Factor Conversations on obstacles...

- Website maintenance
- "only one champion" at participating institutions
- Being spread too thin
- Time scale of projects*
- Busy-ness
- Challenges of project management
- Staffing
- * too soon to measure

Practices for research impact

- Tailored presentation of research findings
- Tailoring research to users' needs
- Increasing communication between researchers and users
- Support for developing research-informed practice
- Rewarding and reinforcing research-informed practice
- Staff development, education and training

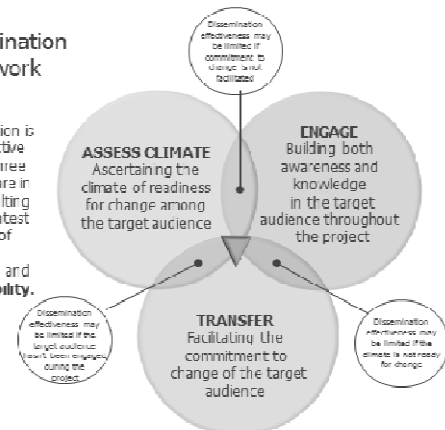
(Nutley et al., 2003, pp. 14-15)

Key roles in achieving influence

- Use the definitions provided on your ready reference card
- By listening to the person next to you, identify the end-users, stakeholders, targeted potential adopters and change enablers in their project
- Swap and repeat

Dissemination Framework

Dissemination is most effective when all three elements are in place, resulting in the greatest possibility of **uptake, upscaling and sustainability.**



Activities for achieving change

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| <ul style="list-style-type: none"> • Branding • Conferences • Email lists, discussion forums, and other social networking tools • Funding sub-projects at other institutions, mentoring, and participatory dissemination • Guides and teaching materials • Influencing policy • Journal articles and book chapters • Media releases • Meetings, discussions, roundtables and invited presentations • Networks and communities of Practice • Newsletters • Project conferences, workshops, showcases and forums • Project final report • Webpages, online repositories, audio-visual material and other online content | <p>Plus:</p> <ul style="list-style-type: none"> • Embedding into existing structures • Seeking industry funding • Paying ongoing attention • Gathering information about usage • Cultivating peer acceptance and recognition • Passing it on • Harnessing organic uptake/readiness • Strategic localising • ... |
|---|--|

(Hinton, Gannaway, Berry, & Moore, 2011, pp. 22-29)

- 1-2 minutes
- Shifts since initial pitches?

- A new idea...
- A confirmation...
- A challenge...
- An observation...

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