Work package

Field labs: Evidence-informed innovation of education & Effectiveness of educational innovation

Part 1 of 2: Introduction, instruction for implementation of the field labs and manual for the sessions.



Acceleration plan
Educational innovation with ICT

evidence-informed

Field labs work package: Evidence-informed innovation of education & Effectiveness of educational innovation

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Acceleration Plan for Educational Innovation with IT
Evidence-informed innovation of education with IT zone &
Digital education of practical skills working group

Acceleration plan
Educational innovation
with ICT

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These Field labs are based on the University of Twente's Senior University Teaching Qualification (SUTQ) trajectory and the University of Warwick model (Brown, 2020).

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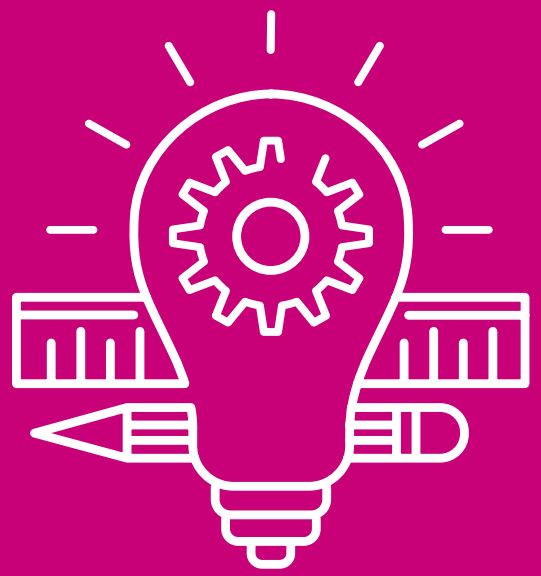
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Introduction

Educational institutions indicate that well-founded development and innovation, both theoretical and practical, is becoming increasingly important. In many cases, however, lecturers and education support staff do not seem to consider themselves sufficiently skilled to interpret and implement this. Lecturers currently develop education methods and materials/education practice based predominantly on their own insights and expert opinion, making little or no use of insights from educational research or education data. Moreover, the impact of educational innovations is rarely measured. Where it is, valid methods or tools are not always used. This is evident from research of the *Evidence-informed educational innovation with IT* zone and from the overview of the Digital education of practical skills working group of the Acceleration Plan.

In view of the above challenges, two Field labs have been designed to develop practical education in an evidence-informed manner. These Field labs – an initiative of the Acceleration Plan for Educational Innovation with IT – can be considered ready-made work packages for professional development that can be implemented within or across institutions.

Acceleration Plan for Educational Innovation with IT

The Acceleration Plan is a joint initiative of the Universities of the Netherlands, the Association of Universities of Applied Sciences in the Netherlands and SURF. It is a 4-year programme in which 39 research universities and universities of applied sciences collaborate on the opportunities digitalisation offers for higher education. The Acceleration Plan, which has entered its last year, comprises eight acceleration zones, or working groups, within which research universities and universities of applied sciences collaborate. The zones are founded on three aspirations:

- Improving access to the labour market;
- Promoting more flexible education;
- Smarter, technology-enhanced learning.

The *Evidence-informed educational innovation with IT* zone and the Digital education of practical skills working group of the Acceleration Plan have collaborated on setting up these Field labs.

Evidence-informed educational innovation with IT zone

The *Evidence-informed educational innovation with IT* zone works towards achieving well-founded educational innovations in higher education. If you want to try something new in your educational practice and are looking for a solution to a problem, it is useful to

know what works and what does not. In this way, you can draw on experiential knowledge from professionals, knowledge generated from research and formal but also informal data. This knowledge is often difficult to find, which is why the *Evidence-informed educational innovation with IT* zone endeavours to find answers to the following question: *How can this knowledge be better understood and what is needed in terms of knowledge infrastructure – both within institutions and at the national level – so that innovation and knowledge-sharing by stakeholders is successful in practice*? Of course, this applies not only to higher education but also to primary, secondary and secondary vocational education. Indeed, educational research is on the agenda across the board.

Digital education of practical skills working group

Members of the *Digital education of practical skills* working group collaborate on facilitating practical education through digital means. The working group gathers and shares evidence-based knowledge, a strategy and best examples and tools in a community of lecturers and education support staff. Among other activities, the community gathers knowledge on technological applications such as video and Virtual Reality (VR), as these applications can make practical skills education even more effective, efficient and flexible. This community, where members can share successes but also stumbling blocks of technology-enhanced practical skills education, was started in 2020 and can be found at communities.surf.nl/praktijkvaardigheden-leren-met-technologie (in Dutch).

Two Field labs: *Evidence-informed innovation of education* & *Effectiveness of educational innovation*

Collaboration between the zone *Evidence-informed innovation of education* and the working group *Digital education of practical skills* led to the creation of the two Field labs in this work package:

1. Evidence-informed innovation of education
2. Effectiveness of educational innovation

The Field labs share an overlapping knowledge base and together form a whole, as two successive phases in educational development. It is also possible to organise the Field labs separately, in which case the Field labs serve as stand-alone programmes.

The *Evidence-informed innovation of education* living lab is about making changes in educational design. Participants hone in on the desired change and set to work formulating a hypothesis and a number of sub-questions (Meeting 1). Together, they look for suitable evidence to answer these questions (Meeting 2) and draw up an evidence-informed change plan (Meeting 3).

The *Effectiveness of educational innovation* living lab is devoted to evaluating the educational innovation that has taken place. Participants explore the different dimensions by which effectiveness of educational innovation can be expressed (Meeting 4), perform the evaluation and present their insights to a broad group of colleagues within their institution, faculty or programme.

In this work package, the term educational innovation refers to: A change in the educational practice of the stakeholders which is aimed at improvement and entails a thorough rethinking of underlying assumptions. The theoretical framework in the preparation module discusses this definition in more detail.

This work package offers a ready-made programme that will enable education professionals to set to work on these themes with their colleagues. The Field labs can be used as stand-alone initiatives or can be integrated into BKO/BDB or SKO/SDB/BDB (Dutch teaching qualifications) as well as professional development programmes.

ring quality and insights during development of the Field labs

To facilitate optimal development of the Field labs and ensure that they are of the highest quality, two pilot meetings were held in the development phase for the purpose of testing various elements of the Field labs in practice. This served to determine how the method developed for the Field labs was perceived by the target group. In two sessions of two hours each, the Field labs were presented to three higher education professionals – two affiliated with a university of applied sciences and one affiliated with a research university. These three participants were interested in implementing a minor innovation in their educational practice. All researchers involved in these Field labs were also present at these meetings.

During these sessions, both the strengths and areas for improvement of the Field labs were discussed. A specific area of improvement concerned some of the terms used. While the term hypothesis seemed mainly to convey the idea of quantitative data collection, this is not necessarily the intention, which is why an alternative was sought. The term ‘hypothesis’ has been further elaborated in the manual and is called ‘assumption’.

One of the strengths noted was the interaction between participants. Because of their structure and methodology, the Field labs ensured that participants engaged with each other and felt confident to ask probing questions about how the change was progressing and the evidence behind this. A constructive atmosphere followed and some good ideas were put forward. The facilitator’s role in this also proved important – an observation that further enhanced the instruction for the facilitator.

In all, these two pilot meetings provided a lot of clarity on how the meetings are perceived in practice. All the above input has been taken into account in developing the Field labs. Once again, we would like to thank the participants for their insights and contributions.

Finally, it was noted during the design of these Field labs that stakeholders cited evidence-informed change as having given them a tool to 'win over colleagues'. We should point out that this is emphatically not the rationale behind the Field labs. Participants can use these evidence-informed change Field labs to collaboratively seek an evidence-informed solution to a problem they encounter in practice. It is therefore best to involve colleagues who need to be won over in the living lab programme themselves, as this is how the added value of a change can be jointly discovered.

Target group

The target group for these Field labs falls into two categories. The first category comprises education support staff, such as educational advisers, teacher trainers and quality assurance staff. The programme is of particular value for education support staff who are involved in reviewing educational practices or the curriculum in their institution or who contribute to audits or other forms of self-evaluation or assessment. The second category comprises lecturers. The programme is of particular value for lecturers involved, either individually or collectively, in the development or evaluation of education (including skills education). Education support staff but also lecturers can participate in the Field labs as part of their individual professional development but also as a train-the-trainer programme in preparation for facilitating the meetings themselves.

Instruction for implementation of the Field labs

Implementing Field labs within an educational institution, faculty or programme requires a certain degree of organisation. A number of preconditions must be met for the Field labs to be effective and inspirational. In the sections below, we describe how Field labs can be implemented and facilitated. This description can best be viewed as a suggestion; stakeholders within institutions are of course free to assess for themselves what preconditions and procedural steps are needed within their specific context.

Size and scope of the Field labs

In all, the *Evidence-informed innovation of education* and *Effectiveness of educational innovation Field* labs comprise five 2-hour meetings. There is also a preparatory component, which takes 1 - 2 hours per meeting over the course of the entire programme.

The *Evidence-informed innovation of education* living lab consists of three sessions in which participants work on designing an educational innovation within their own educational practice or sphere of influence, which they then roll out after the programme. The subsequent *Effectiveness of educational innovation* living lab consists of two sessions in which participants critically analyse the effectiveness of the educational innovation implemented. It is therefore necessary to align the time between the two programmes with the turnaround time of the educational innovation. As a general principle, the meetings for each of the Field labs can take place every two weeks, and the time between the two programmes should be determined according to the planned schedule of the intended educational innovation.

Each living lab is essentially a stand-alone programme, which means that they can also be pursued separately.

Role of facilitator

The Field labs programme assumes the involvement of a facilitator, whose role is to prepare the Field labs in the organisation by arranging the necessary mandate and putting together the teams of participants. The facilitator is responsible for supervising the sessions and progress of participants throughout the programme.

It is estimated that the facilitator's time commitment for implementation of both Field labs is about 50 hours. Ideally, a facilitator should satisfy the following profile:

- The facilitator is well-versed in the methods of educational innovation within the institution.
- The facilitator plays a bridging role and forms the link between education support staff/

lecturer and management and the various perspectives within the institution.
- The facilitator is an expert in training and guiding groups.
- The facilitator has affinity with evidence-informed approaches and evaluation of educational programmes.

A key aspect of the facilitator's work is aligning the intended educational innovations of the living lab with the organisation's educational vision and policies. This increases support for the innovations when they are rolled out at the end of the first living lab but also avoids disappointment if the intended change does not align with the educational institution's wishes and requirements.

Case studies, composition of the groups, facilities and other practical matters

When an educational institution initiates a living lab, the facilitator sets to work putting together the group of participants. One aspect that has to be given sufficient thought is the number of relevant case studies. Some of the participants in the group will present a case study and others will not. Within the group, the facilitator assembles a number of teams, or subgroups, each with one participant presenting a case study and a number of other team members. During the Field labs, team members work together on the case study of the member presenting the case.

Case studies suitable for this living lab are those that involve a specific desired change in the educational practice of the person presenting the case. In the run-up to the living lab, the person presenting the case should have:
- A description of the issue or challenge the participant wishes to work on in the living lab.
- An initial idea of the underlying causes.
- One or more workable solutions.

The programme of these Field labs has been designed around a group size of about 16 participants, with four teams within the group. During the session, a room with adequate facilities for the intended number of participants and possibility for the teams to work together (in small groups) is required.

Facilitator's approach

The facilitator is the focal person for the living lab programme and is responsible for preparing the organisation and leading the sessions. Various materials are provided for in this work package that will enable the facilitator to do this well. A good starting point is the preparation module (Part 2 of this document), which includes a theoretical framework and six modelling examples of evidence-informed educational innovations. Detailed descriptions of the sessions of the two Field labs are provided further on in this document; these can be used to prepare and facilitate the sessions. Finally, a wide range of support materials are available in the annexes of this work package. The materials folder contains the PowerPoint presentations for the sessions and the worksheets in Word format.

Using the above resources and materials, the facilitator will be better equipped to organise the living lab. The process from initiation to completion of the Field labs is roughly as follows for the educational institution and facilitator:

Action:	When:	Description:
Initiate living lab	N/A	A decision is made in the educational institution to implement one or both of the Field labs.
Appoint facilitator	As soon as possible after initiation	The educational institution appoints a facilitator.
Study the work package	As soon as possible after initiation	The facilitator studies the work package in detail and forms a clear picture of the process.
Organise mandate	As soon as possible after initiation	The facilitator talks to the responsible parties within the institution and announces the start of the Field labs. They discuss whether, from an educational vision or other frameworks or policies, there are specific points of attention or even limitations regarding the participants' case studies.
Invite participants	As soon as possible after initiation	The facilitators invite prospective participants.
Arrange facilities	As soon as possible after initiation	The facilitator plans the meetings and reserves the necessary facilities.
Introductory meetings	Four weeks after invitation	The facilitator schedules introductory meetings with colleagues interested in taking part in the Field labs, prepares an overview of existing case studies and sets up teams around participants presenting a case study.
Start of first living lab	Two weeks after introductory meetings	The three meetings of the *Evidence-informed innovation of education* living lab take place.

Action:	When:	Description:
Agree evaluation period	During Meeting 3	At the end of the third meeting, the facilitator discusses the turnaround time of the intended changes with the participants. The second living lab is scheduled on the basis of this turnaround time.
Schedule second living lab and invite colleagues for final presentations	After Meeting 3	The facilitator schedules the second living lab and reserves the necessary facilities, taking into account the final presentations to which a broad group of colleagues is also invited.
Start of second living lab	After turnaround time of the intended changes	The two meetings of the *Effectiveness of educational innovation* living lab take place.

Background to the sessions

The background to the design of these Field labs is formed by the eight steps for cyclical, systematic approaches for evidence-informed change processes, as described in the theoretical framework in the preparation module of these Field labs. The eight steps are foundational to all activities undertaken by participants during the programme.

Additionally, these Field labs are based on the University of Twente's Senior University Teaching Qualification (SUTQ) trajectory and the University of Warwick model (Brown, 2020). This model plays a pivotal role in the programme in the form of the Impact of interventions in education diagram, which is a common thread in the meetings and ensures that participants who did not take part in the first living lab can still participate in the second one.

As a rule, the Impact of interventions in education diagram is always the starting point of the participants' thought process. Participants then translate the insights from the different parts of the diagram into concrete hypotheses, change plans or an evaluation strategy, depending on the sessions they are taking part in. We recommend that facilitators and others interested in the origins of the diagram and its underlying concepts read the following article: *Brown, C. (2020). Using theories of action approach to measure impact in an intelligent way: A case study from Ontario Canada. Journal of Educational Change, 21(1), 135-156.*

Final considerations for facilitators and organising educational institutions

As is evident from the above, this work package provides the basis for organising the *Evidence-informed innovation of education and Effectiveness of educational innovation* Field labs, but also leaves a lot of room for own interpretation and customisation of the programme. We cordially invite participating institutions to get started with the package and develop it into a product that meets the institution's couleur locale. We would be grateful for feedback from participating institutions about successful adaptations and noteworthy changes to the package. They can do this by sending an email to Kristin Vanlommel, Lecturer in *Organising Change in Education* at Utrecht University of Applied Sciences (kristin.vanlommel@hu.nl).

Learning outcomes and success criteria

The following learning outcomes and success criteria were formulated for the living lab:

1. Participants know what is meant by 'Evidence-informed innovation of education', can explain why it is important and are familiar with the underlying general principles.
   a. Participants learn about the building blocks of evidence-informed innovation, and why they lead to innovation.
   b. Participants learn about cyclical, systematic ways of bringing about change in educational organisations.
   c. Participants can contextualise the insights described above within a number of key principles (evidence-based) around *digital skills education (i - iii)* and *educational design with IT (iv - vi).*
      i. .Modelling example: Pe(e)rfectly Skilled (*Pe(e)rfect Vaardig*; Ellen Rusman)
      ii. Modelling example: Enriching the learning environment with VR (*Verrijking van de leeromgeving met VR*; Astrid Timman-Jacobse & Maurice Magnée)
      iii. Modelling example: Presenting with impact (*Presenteren met impact*; Stan van Ginkel)
      iv. Modelling example: VU Mixed Classroom Educational Model (*VU Mixed Onderwijsmodel*; Siema Ramdas)
      v. Modelling example: Canvas Student Friendly (*Canvas Studentvriendelijk*; Charlotte Meijer)
      vi. Modelling example: Numeracy in Chemistry (*Chemisch rekenen*; Jessica Zweers)

2. Participants engage in a cyclical, systematic process in which they critically review a case study in their working environment and then devise a solution to it.
   a. Participants identify the problem/issue/area for improvement they wish to address in the living lab and identify underlying sub-questions (thereby creating an investigative working method).

b. Participants formulate possible explanations, assumptions and hypotheses based on this new way of working.
c. Participants then jointly consider what evidence (experiential knowledge, literature or own data) they consider necessary and relevant to this issue.
d. Participants test their assumptions or hypotheses against the evidence.
e. Participants formulate a professional final opinion on the evidence: confirmation or refutation of the assumptions/hypotheses.
f. Participants translate their insights into a change plan, aligning it with the characteristics of the context/institution. Subsequently, they set about designing or changing their educational practice.
g. Participants evaluate the process using, where appropriate, the steps described in the *Effectiveness of educational innovation* living lab. They also reflect on ways to share experiences (about misses and successes), the sources and what role research has played.

3. Participants know what is meant by effectiveness in the context of educational innovation, and are familiar with the different perspectives on it.
   a. Participants are familiar with elements of the *CIPO model*, the *Kirkpatrick Model of Evaluation* and the *Dialogic Model of Impact*, as described in the theoretical framework.
   b. Participants can use these models to describe the different dimensions of effectiveness of educational innovations.

4. Participants are able to identify and assess the effectiveness of their own educational innovations.
   a. Participants use the insights gained during the Field labs to draw up an evaluation plan.
   b. Participants implement the evaluation plan and use the results to make a statement about the effectiveness of an educational innovation they have implemented.

5. Participants take a critical look at their own institution and develop initiatives to inform and motivate colleagues about evidence-informed approaches.
   a. Participants are aware of how evidence-based educational innovation within their educational institution, faculty or programme is viewed.
   b. Participants foster conversations around evidence-informed educational innovation.
   c. Participants explore leads for initiatives that improve the state of play in evidence-informed educational innovation.

Field lab I

Evidence-informed innovation of education

Preparation | d innovation and discussion with facilitator

Before Meeting 1

The *Evidence-informed innovation of education* living lab hones in on case studies contributed by participants. A case study takes the form of a concrete wish for improvement or innovation regarding the educational practice of a participant which is further refined during the living lab. Participants who present a case study are asked to describe the following before the first meeting:

- A description of the issue or challenge the participant wishes to work on in the living lab.
- An initial idea of the underlying causes.
- One or more workable solutions.

Not all participants have to provide a case study. Before the first meeting, all participants schedule an individual meeting with the facilitator. In this meeting they discuss whether the participant will present a case study themselves at the start of the living lab or whether the participant will join the team to work on another case study.

Preparation for participants presenting a case study

Participants who present a case at the start of the living lab prepare a presentation of around ten minutes. In this presentation, they describe the problem and share their initial thoughts on underlying causes and workable solutions. They complete Parts 1 & 2 of the *Impact of interventions in education* diagram (Annex 1) and bring along a (digital) copy of Parts 1 & 2 of the completed diagram which they can continue work on with the other participants during the session.

Preparation for all participants

All participants study the theoretical framework and some of the interviews presented in the preparation module (the separate Part 2 of this document) in the run-up to the living lab.

Meeting 1 | Orientation on desired innovation and required evidence

Summary of the meeting

The first meeting is dedicated to orientation and elaboration of the case study. The participants listen to the presentations of the case studies and jointly reflect on underlying assumptions, causes and workable solutions. Together, they formulate a hypothesis and a number of sub-questions to be answered with evidence. The participants then focus on collecting the necessary evidence and divide the activities for the next meeting.

PART 1

Getting acquainted and looking ahead to the living lab | Plenary, 30 minutes

Participants get acquainted and look ahead to the programme they will work through during the living lab. Together, they reflect on the need for evidence-informed innovation in higher education, the importance of checking any assumptions in the process and the risks of confirmation bias. To this end, the following questions for reflection and concerns are discussed.

- The theoretical framework refers to single-loop and double-loop learning. How is double-loop learning valuable for educational innovation?
- 'Professionals operate from an existing set of assumptions that lead to why we do the things we do'. What is the risk of such assumptions?
- In the coming meetings, we will look for evidence that informs the direction of our desired innovation. In what ways does confirmation bias play a role in that process?

Supporting material: Presentation Meeting 1, theoretical framework.

PART 2

Presentation and elaboration of the case study | In teams, 40 minutes

The participant presenting the case study that will be the focus of the living lab introduces the case to be studied. The other participants listen attentively and then discuss the following issues:

- Do other team members also experience this problem?
- On what assumptions is this case based?
- Do team members share the participant's view on underlying causes and potential solutions?

Based on the above, team members formulate a 'supposition of what is actually going on' (hypothesis), which they will explore in the coming period. They also formulate a number of underlying questions, such as assumptions and potential solutions that need to be tested before the hypothesis can be answered.

Participants prepare a short feedback session in which they discuss their hypothesis and underlying sub-questions. They also elaborate Parts 1 & 2 of the Impact of interventions in education diagram (Annex 1).

Supporting material: Presentation Meeting 1, Impact of interventions in education diagram (Annex 1), example of hypothesis and underlying assumptions (Annex 2).

PART 3

Feedback on hypothesis and sub-questions | Plenary, 20 minutes

All teams provide feedback of about five minutes in which they discuss their hypothesis and underlying sub-questions.

Supporting material: Presentation Meeting 1.

PART 4

idence for hypothesis and sub-questions | In teams, 30 minutes

Participants set out the evidence they wish to use to answer the different sub-questions and, ultimately, the hypothesis. Using the *Overview of evidence and insights* diagram (Annex 3), they describe what combination of literature, experiential knowledge and their own data (school, organisation and system information) they believe they need to answer the sub-questions and hypothesis. Aiming – to the extent possible – for triangulation, they then fill in the left part (under Meeting 4) of the diagram.

Towards the end of the meeting, the participants divide the activities to be carried out. In the period leading up to the second meeting, participants seek the evidence set out and delve into it in further detail.

Supporting material: Overview of evidence and insights diagram (Annex 3).

Meeting 2 | Data analysis and answering the hypothesis (or hypotheses)

Preparation for Meeting 2

Participants carry out the intended actions from the first meeting and complete the right part (under Meeting 2) of the *Overview of evidence and insights* diagram.

Supporting material: Overview of evidence and insights diagram (Annex 3).

Summary of the meeting

Participants review, in their teams, the overview of evidence they have collected in the run-up to the meeting and discuss its completeness. Subsequently, they provide feedback to the group. Finally, they review the body of evidence and try to answer their sub-questions and hypothesis (or hypotheses) based on the evidence found.

PART 1

Overview and assessment of the evidence found | In teams, 30 minutes

Participants discuss, in their teams, what evidence they have found and what insights this has led to. They may reformulate hypotheses or sub-questions based on the insights gained. They subsequently form a joint opinion on the degree of completeness with which they can answer the sub-questions and hypothesis. They discuss:

- To what extent triangulation for each sub-question was successful and what insights it yielded.
- Whether, and if so how, they managed to avoid confirmation bias.
- The value they assign to the evidence found.
- Whether the hypothesis and/or sub-questions should be reformulated based on the insights gained.

They prepare a 10-minute feedback session in which they explain the above activities and findings to the other participants.

Supporting material: Overview of evidence and insights diagram (Annex 3).

PART 2

Plenary feedback | Plenary, 40 minutes

The participants give a presentation to the other teams and discuss the questions from the previous part. The remaining teams are then given the opportunity to ask questions.

Supporting material: Presentation Meeting 2.

PART 3

Answer hypothesis and professional final opinion | Plenary, 40 minutes

Where necessary, participants incorporate the feedback they received following the presentation and refine the *Overview of evidence and insights* diagram where necessary. Subsequently, they engage in a discussion about their 'professional final opinion' of their issue. Together, team members try to answer the following questions:

- Were you able to assess the problem and underlying causes and potential solutions to a sufficient degree?
- Based on your evidence, are you confident that your hypothesis provides a solid f oundation for innovation in your educational practice?
- Why do you think this is the case?

Participants formulate the answer to the previously formulated 'supposition of what is actually going on' (hypothesis) in the form of a final professional opinion – an answer to the question in which they factor in all the elements above.

Supporting material: Overview of evidence and insights diagram (Annex 3).

Meeting 3 | Evidence-informed change plan

The activities in the previous meetings will have given the participants a clear picture of the improvement or innovation they formulated beforehand for their educational practice. Ideally, the problem has now been clearly formulated, underlying assumptions have been tested and possibly reconsidered, and an 'evidence-informed' solution is in sight.

Preparation for Meeting 3

In preparation for Meeting 3, participants translate their insights into a change plan, substantiating the chosen approach and aligning it with the characteristics of the context/ institution. They start by completing Parts 3 & 4 of the *Impact of interventions in education* diagram. Subsequently, they set to work on drafting a change plan in accordance with the attached format (Annex 4). For inspiration on how to inform and include colleagues in the educational innovation, they can use the Dissemination tips of the *Facilitating professional development for lecturers* zone one-pager of the Acceleration Plan (Annex 7).

Supporting material: Impact of interventions in education (Annex 1), Format for change plan (Annex 4), Dissemination tips of the Facilitating professional development for lecturers zone one-pager (Annex 7).

Summary of the meeting

In this meeting, the teams present the change plans they have formulated and receive feedback from the other teams. They fine-tune the change plans one last time before rolling out the implementation in practice.

PART 1

Presentation of change plans | Plenary, 40 minutes

Team members give a presentation of about ten minutes, in which they elaborate on how they plan to achieve the intended change. The other participants help the team members fine-tune the process by reflecting together on the following issues:

- Has the desired change been sufficiently aligned with the specific situation/context in which it will be implemented?
- Will all actions needed to implement the plan be taken?
- Does the plan sufficiently consider the inclusion and input of stakeholders? Are there any further opportunities to be explored?
- Is the interim evaluation or monitoring described adequate?

Supporting material: Presentation Meeting 3.

PART 2

Final revision of change plan and looking ahead to its implementation | In teams, 20 minutes

The participants make any relevant changes to the change plan and finalise the plan. They focus jointly on implementation of the plan and make final agreements on the turn-around time of the change. This allows them to make a pronouncement, during the next part, on the deadline for evaluation and whether they will undertake this evaluation by participating in the second part of the Field labs.

Supporting material: Format of change plan (Annex 4).

PART 3

Wrap-up and outlook | Plenary, 20 minutes

Participants discuss the turnaround time of the intended changes with the facilitator and deliberate on an opportune time to evaluate the projects. The facilitator informs the participants if and when the second leg of the Field labs, Effectiveness of educational innovation, will take place.

Field lab II

Effectiveness of educational innovation

Preparation | Case studies for evaluation

In the *Effectiveness of educational innovation* living lab, participants work on establishing the effectiveness of an educational innovation they have implemented. This can be an educational innovation initiated during the *Evidence-informed innovation of education* living lab, but this is not mandatory. Although the two Field labs are seamlessly aligned and mutually reinforcing, they are stand-alone programmes that can be pursued separately.

It is even possible to organise the living lab for a mixed group, with some participants having completed the *Evidence-informed innovation of education* living lab and others not. To ensure that participants who took different routes to the *Effectiveness of educational innovation* living lab are well matched, the Impact of interventions in education diagram is shared with all participants.

In the run-up to the living lab, the facilitator sets up teams within which one innovation project is available for evaluation. An innovation project suitable for evaluation is one that has been implemented fairly recently by one of the participants but has advanced sufficiently for the participant to say something about its impact.

Preparation for participants who took part in the *Evidence-informed innovation of education* living lab

Participants prepare for the upcoming meetings by revisiting the *Impact of interventions in education* diagram they completed during the *Evidence-informed innovation of education* living lab. They collect the insights they gained from monitoring/interim evaluation of the change and bring these to the meeting.

Preparation for participants who didn't took part in the *Evidence-informed innovation of education* living lab

Participants choose an educational innovation they have been involved in recently as the input and context for the living lab. With this innovation in mind, participants complete Parts 1 to 4 of the Impact of interventions in education diagram to the best of their ability. Because the details are only filled in afterwards, it is conceivable that not all the information requested will be available; this is not a problem.

If any monitoring or interim evaluation of the educational innovation has taken place, participants try to gather the insights delivered and bring them to the meeting.

Supporting material: Impact of interventions in education (Annex 1).

Preparation for all participants

AAll participants study the theoretical framework, which can be found in the (separate) second part of this work package, before the start of the living lab.

Meeting 4 | Orientation on evaluation

Summary of the meeting

In this meeting, team members get acquainted with each other and focus on the educational innovation that will be evaluated. They prepare for the evaluation by completing the *Impact of interventions in education* diagram and schedule the evaluation of their case study.

PART 1

Getting acquainted and looking ahead to the living lab | Plenary, 10 minutes

Participants get acquainted with each other (if they have not already done so) and look ahead to the programme they will complete during the living lab. Under the guidance of the facilitator, they reflect on any questions that arose when studying the theoretical framework.

Supporting material: Presentation Meeting 4, theoretical framework.

PART 2

Orientation on evaluation | In teams, 40 minutes

If necessary, the person presenting the case study introduces the educational innovation to the other team members. They jointly reflect on the different dimensions of evaluation and the various ways in which effectiveness of educational innovation can be conveyed. They hone in on their own evaluation process by discussing the following questions for reflection:

- What goals were set before implementation of the educational change?
- The CIPO model is discussed in the theoretical framework. Which of the elements in the model (input, process & output) are relevant to the evaluation of your case study?
- The theoretical framework discusses different approaches to 'effectiveness'. What approaches are useful for evaluating your educational innovation?

After discussing the previous questions, participants work on Parts 5 to 8 of the *Impact of interventions in education* diagram. Drawing on their first impressions ('we believe that…'), they fill in the diagram as completely as possible. Subsequently, they select/formulate a number of evaluation questions they wish to explore in more detail. These could be questions from the diagram, but also other relevant questions.

Team members use the *Overview of evaluation* questions and evidence diagram (Annex 5) to write down their evaluation questions and consider the evidence they need to answer these questions. In the diagram, they describe what combination of evidence they think is required to answer the evaluation questions. They fill in the left part (under Meeting 4) of the diagram, aiming – to the extent possible – for triangulation.

Supporting material: Theoretical framework, Impact of interventions in education (Annex 1), Overview of evaluation questions and evidence (Annex 5).

PART 3

Plenary feedback | Plenary, 30 minutes

Teams give feedback, in a session of around five minutes, in which they provide further context to the subject-matter and describe what evaluation questions they wish to answer and what evidence they wish to consult for this purpose. The other participants help the team members fine-tune the process by reflecting together on the following issues:

- Are the right questions being asked? Are there other important questions?
- On first impression, is this evidence appropriate to answer the question? Are there other insights that could contribute to answering the question?
- Is the question intended to be answered using multiple sources? Has triangulation, where possible, been successful?

Supporting material: Presentation Meeting 4.

PART 4

Fine-tuning the overview and answers to evaluation questions | In teams, 40 minutes

Team members incorporate the feedback received into the *Overview of evaluation questions and evidence* diagram and divide the activities. They seek the evidence needed and explore it in further depth.

In the run-up to the fifth meeting, team members complete the left part (under Meeting 4) of the diagram. They also prepare, in large part, the presentation they will give to their

colleagues in the next meeting. They can use the assignment description for the final presentation (Annex 6) to this end. Any elements that cannot be completed yet will be added in the next meeting.

Supporting material: Overview of evaluation questions and evidence diagram (Annex 5), assignment description for final presentation (Annex 6).

Meeting 5 | Results, discussion and dissemination

During the fifth meeting, participants finalise their evaluation question, make a pronouncement on the effectiveness of the educational innovation that was implemented and present their findings to a wide group of interested colleagues. The team members inform their colleagues about the process they have undertaken and discuss the scalability of their insights as well as the value of this approach for the institution/faculty or programme.

PART 1

Answering evaluation questions and preparing presentation | In teams, 30 minutes

Participants discuss, in their teams, what evidence they have found and what insights this has led to. Together, they fill in the right part of the *Overview of evaluation questions and evidence* diagram (under Meeting 5). This completes the evaluation.

Once the evaluation is complete, the team members complete Part 9 of the *Impact of interventions in education* diagram. Subsequently, they finalise the presentation to be given later in the meeting to a broad group of stakeholders in the institution/faculty/programme. To this end, they use the final presentation format for Field labs.

Supporting material: Impact of interventions in education diagram (Annex 1), assignment description final presentation (Annex 6).

PART 2

Introduction Field labs for invitees | Plenary, with invitees, 10 minutes

The facilitator introduces the Field labs for invitees and briefly discusses the eight steps of evidence-informed innovation of education.

Supporting material: Presentation Meeting 5.

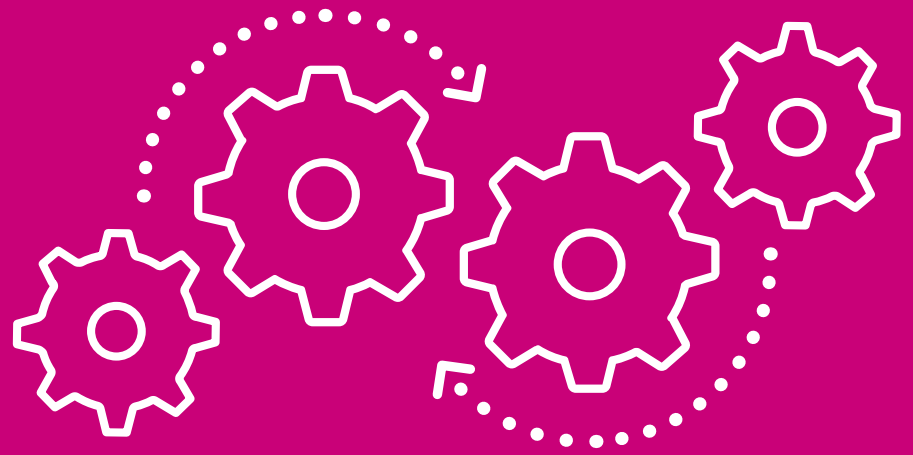
PART 3

Final presentations and discussion | Plenary, with invitees, 80 minutes

Team members present the outcomes and insights from the living lab to their colleagues. After the presentations, the attendees discuss the following questions under the facilitator's guidance:

- Did this methodology result in new valuable insights?
- Are the findings valuable (scalable) for other educational units within the study programme?
- What can we, as colleagues, do to reap the benefits of *Evidence-informed innovation of education*?

The facilitator compiles any action points and follow-up activities and finalises the Field labs programme.



Annex 1 | Impact of interventions in education

Based on the University of Warwick model (Brown, 2020)

Domain	Description
1. The context	• Describe the context in the institution/programme you are a part of and where the intended innovation is set to take place.
2. The problem (or other drivers for innovation)	• Describe the problem you are facing. • Whom does the problem affect? In what ways? • How long has the problem persisted? • What do you know about underlying causes of the problem? • What is the motivation to innovate? – To what can the drivers for innovation be attributed? – Are these internal or external drivers?
3. The innovation	• Summarise the innovation in broad terms. Describe the goal and the envisaged 'mechanism' behind the innovation. • How did you arrive at this innovation, and what prompted it? • Why is the innovation assumed to be effective? • Who are the parties involved/stakeholders? Who is implementing this innovation? And to whom does this change apply? • How will the improvement plan be implemented? Is there a pilot or an interim evaluation? • How does the improvement plan align with evidence? – How does the improvement plan align with knowledge generated from research? – How does the improvement plan align with school, organisation and system information? – How does this improvement plan align with experiential knowledge?
4. Information activities and interaction with stakeholders	• How are stakeholders informed about the innovation/new way of working? • What encouragement, support or other resources are available to stakeholders? • How do stakeholders become aware of the existence of these resources? • How do you envisage these resources being used and what is their value for the stakeholders?

Domain	Description
	Questions for monitoring/interim evaluation: • How was this change initially received by stakeholders? – Was this the expected/desired response? • Did the information activities and interactions influence the initial response? In what ways? • If necessary, what can you do now to improve the interim evaluation results? • If necessary, to what can the focus be directed in evaluating the innovation?
5. Learning effect of the information activities/inter-action with stakeholders	• What were the intended results of the information activities provided and interactions with stakeholders? • Have stakeholders learned new knowledge or skills? • Have stakeholders gained new insights into the field of the educational innovation? Has their perspective changed? • Have stakeholders made new connections/met new people in the process? How do these connections contribute to the learning effect? • Have stakeholders gained access to new resources/tools? How do these tools contribute to the learning effect? • Have stakeholders gained access to new sources of information? How do these sources of information contribute to the learning effect? • Have participants gained confidence in their ability to do what is asked of them?
6. Behavioural change	• Are stakeholders using the innovation as it was intended? • What support was provided to bring about behavioural change? • Has the innovation completely replaced the original activities? • Has the innovation unintentionally replaced other activities? • How can use of the innovation be improved further?
7. Difference from the original situation	• What effect has implementation of the innovation had? • Are lecturers more successful in the new situation? In what ways? • Are students more successful in the new situation? In what ways? • Has the implementation affected formal measurements of student performance? • How, exactly, has this implementation benefited the institution/ faculty/programme where it was implemented?
8. Reframing of values	• Has the implementation of the innovation led to new perspectives on what is important in effective learning and teaching? • Have new success criteria or evaluation statistics emerged as a result of this changed perspective? • Have these new perspectives translated into organisational changes or changes with regard to frameworks or systems?
9. The evaluation evaluated	• To what extent was the evaluation plan successfully implemented? • Were any shortcomings of the evaluation plan identified? • What will you include in the next evaluation of educational innovation?

Annex 2 | Sample hypotheses, sub-questions and sources

Sample hypotheses

A hypothesis is a supposition that sets out what is expected to be found in the research. It is therefore essentially an expectation or assumption. Hypotheses focus on

- The variables you are researching;
- The group you are studying;
- The expected outcome.

Example of a research question: *An extra practice session in VR strengthens the presentation skills of third-year Technical Medicine students in comparison with the presentation skills of third-year Technical Medicine students who did not have an extra practice session in VR. Another example of a hypothesis: A practice session in VR makes third-year Law students feel better prepared for the session in student court.*

Sources

Three sources can be consulted in formulating and testing the hypotheses, namely:

1. Experiential knowledge
2. Knowledge generated from research
3. Own data: data of the school or organisation and system information

Below is a diagram that sets out, for each hypothesis, which evidence or combination of evidence (literature, experiential knowledge, and own data (school, organisation and system information)) is needed to answer the hypothesis.

Experiential knowledge

An important source for testing hypotheses is experiential knowledge, which is a broad source of information. It involves wisdom and know-how acquired through reflection on personal experience. Consider, for instance, experiential knowledge of lecturers and students.

Academic literature

Another source of information for testing hypotheses is academic literature. It is important for this literature to be peer reviewed, in other words, an academic article is subjected to a peer review process before it is published (quality control requirements). The best way to search for an academic article is in a database, such as general databases (Google Scholar, Scopus, Web of Science, ERIC) or discipline-specific databases (you can find these through your institution's library catalogue).

Education data

Finally, education data is also an important source of information for answering hypotheses. Education data, not to be confused with data on studies, is a collective term for a wide range of structured information that can be used within educational institutions to improve education. Here, a distinction is made between three improvement directions: the quality of teaching, the effectiveness of teaching and the efficiency of teaching. Most education data is held in information systems for teaching, administration of enrolments and study results, quality assurance and administering of assessments, among others (for more information on education data, see: doe-meer-met-studiedata.nl).

Evidence for each hypothesis

Meeting 1				Meeting 2	
Hypothesis/ sub-question	**Evidence**	**Type**	**Why do you believe this evidence to be relevant to the hypothesis (or hypotheses)?**	**What insight does this evidence provide?**	**To what extent does it confirm or refute the hypotheses/sub-questions you have set out?**
An extra practice session in VR provides further benefits regarding the development of presentation skills among students.	Reviewing the literature on VR and performance anxiety.	Literature	A lot of research has already been conducted on the effect of VR on performance anxiety and/or presentation skills.	Several studies show that practising presentation skills in VR reduces performance anxiety tendencies among students.	All evidence (literature, experiential knowledge and own data) confirms the hypothesis that an extra practice session in VR provides additional benefits for the development of students' presentation skills.
	Interviews with lecturers as well as students involved in skills education.	Experiential knowledge	The experience of lecturers as well as students is a valuable source: they can indicate what difference they notice when VR is used.	Interviews with students show that they find practising presentation skills in VR less stressful, which allows them to practice better and ultimately improve their presentation skills.	
	Look at difference in presentation skills when practising two or three times.	Own data	This can be used to see whether an additional practice session in VR improves presentation skills.	A randomised pre-assessment/post-assessment design was used to examine the hypothesis. A significant difference was found in presentation skills between two and three practice sessions. Both students with and without presentation anxiety improve equally on presentation skills when they can practice one more time in VR.	
Feedback in VR is as effective as feedback from the lecturer.	Reviewing literature on effective feedback.	Literature	A lot of research has already been conducted on effective forms of feedback.	Various sources show that feedback in VR is as effective as feedback from the lecturer.	All the evidence (literature, experiential knowledge and own data) confirms the hypothesis that feedback in VR is as effective as feedback from the lecturer.
	Interviews with lecturers and students involved in teaching skills using VR.	Experiential knowledge	This allows us to examine whether the experiences with different forms of feedback were different.	In self-assessment interviews, students indicated that the different forms of feedback were different; feedback in VR was mainly perceived as detailed and feedback from the lecturer as positive and constructive.	
	Exploring difference in effectiveness of feedback (both feedback in VR and feedback from the lecturer).	Own data	This allows us to examine whether feedback in VR leads to the same knowledge and attitude towards presentation as feedback from the lecturer.	An experimental field study was used to investigate the hypothesis. In the experimental group, students practised in VR and also received feedback in the VR app. In the control group, students had to practise face-to-face and received feedback from the lecturer. At the end, another post-measurement was taken on presentation skills through a face-to-face presentation and knowledge and attitude towards presenting. No significant differences were found between the two modes of receiving feedback.	

Annex 3 | Overview of evidence and insights

For each sub-question, describe which combination of evidence (literature, experiential knowledge, and own data (school, organisation and system information)) you think is needed to answer the sub-question.

Meeting 1				Meeting 2	
Hypothesis/ sub-question	**Evidence**	**Type**	**Why do you believe this evidence to be relevant to the hypothesis (or hypotheses)?**	**What insight does this evidence provide?**	**To what extent does it confirm or refute the hypothesis/(hypotheses)//sub-questions you have set out?**
		Literature			
		Experiential knowledge			
		Own data			
		Literature			
		Experiential knowledge			
		Own data			
		Literature			
		Experiential knowledge			
		Own data			
		Literature			
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		Experiential knowledge			
		Own data			
		Literature			
		Experiential knowledge			
		Own data			
		Literature			
		Experiential knowledge			
		Own data			
…					

Annex 4 | Format of change plan

In the table below, describe the actions that will be taken to implement the intended change. For each part, indicate which concrete actions will be taken, who will carry out these actions and what the deadline is. Make use of the insights gained from jointly completing Parts 3 & 4 of the *Impact of interventions in education* diagram.

PART 1
Aligning the intended change with the characteristics of your institution
Describe the actions needed to align the situation in your change plan with the specific situation in your educational institution.

Action	Person responsible	Deadline

PART 2
Implementing the intended change
Describe the actions required to implement the intended change.

Action	Person responsible	Deadline

PART 3
Informing stakeholders
Describe the actions required to inform all stakeholders about the change.

Action	Person responsible	Deadline

PART 4
Monitoring/interim evaluation
Describe the actions needed to retrieve insights on the impact of the change during the implementation process.

Action	Person responsible	Deadline

...

Annex 5 | Overview of evaluation questions and evidence diagram

For each evaluation question, describe which combination of evidence (literature, experiential knowledge, and own data (school, organisation and system information)) you think is needed to answer the evaluation question.

Meeting 4			Meeting 5	
Evaluation question	**Evidence**	**Why do you believe this evidence to be relevant to the evaluation question?**	**What insights does this evidence provide?**	**Drawing on the insights from this evidence, what is the answer to the evaluation question?**
...				

Annex 6 | Assignment description final presentation

During the final meeting of the *Effectiveness of educational innovation* living lab, the teams give a presentation on the programme they have undertaken. Colleagues who have not participated in the programme are invited to this presentation meeting. This gives participants the opportunity to share their insights with their colleagues and contribute to the dissemination of the results within the institution/faculty/programme.

Following the presentations, participants discuss the scalability of their insights to other educational units. They also discuss whether the methodology of the Field labs is valuable for the institution/faculty/programme in a more structural form, and how this might be achieved.

The final presentation, which should be concise and not take longer than ten minutes, consists of the elements listed below. Elements marked with an asterisk (*) are discussed only if the team members have completed both the *Evidence-informed innovation of education* and *Effectiveness of educational innovation* Field labs.

✓ An overview of the case study that was dealt with
- The reason for the innovation.
- The intervention that took place.
- The goals of the intervention.

✓ Main insights from the step-by-step approach*
- New insights regarding assumptions, hypothesis and/or workable solutions delivered by the eight steps of evidence-informed educational innovation.

✓ The main thrust of the change plan* and implementation of the educational innovation
- A brief description of the change plan/implementation.
- How stakeholders have been included in the new way of working.
- How monitoring/interim evaluation was conducted and the insights this delivered.

✓ The evaluation
- Experiences with designing and developing the evaluation plan.
- The evaluation questions that were drawn up and the evidence with which they could be answered.
- The impact of the educational innovation (add in Part 5).

✓ Critical consideration of the evaluation (add in Part 5)
- Using Part 9 of the *Impact of interventions in education* diagram (Annex 1).

Annex 7 | Dissemination tips of the *Facilitating professional development for lecturers* zone

Innovation can be learned!
From frustrated frontrunner to organisational routine

Checklist

How do you ensure that an innovation becomes entrenched in your higher education institution? The *Facilitating professional development for lecturers* zone conducted research into the dissemination and implementation of its products in 16 higher education institutions. Drawing on this research, the zone provides ten tips on how to get from frustrated frontrunner to organisational routine:

Innovation product 	☐ Consider the issue from the needs of the educational institution and align your innovation accordingly. ☐ Make sure the innovation is aligned to existing standards and practices in the educational institution. ☐ Make the innovation practical for the target group; make the goals clear and the working method concrete, for example.	*"Its strength is that it is aligned to the need: a visible urgency."*
Innovation process 	☐ Choose knowledge brokers who have a wide network and actively disseminate the innovation. ☐ Make use of expertise on the innovation as held in a national network.	*"The knowledge broker is a linchpin who looks for the right people in the educational institution and gives them the right information."*
Individual 	☐ Motivate individual employees by involving them in the development. ☐ Give individual employees the possibility to develop the required IT knowledge and skills.	*"The stakeholders were extremely positive. When you contribute to the process, you become incredibly motivated."*
Educational institution 	☐ Facilitate in terms of time and financial resources. ☐ Create strong positioning and support from the board. ☐ And establish a network within the educational institution where knowledge is actively shared.	*"My credo is to give people time and space, for only then is success within reach – after all, developing IT skills takes time."*

The Acceleration Plan for Educational Innovation with ICT is a four-year programme of SURF, the Dutch Association of Universities of Applied Sciences and the Association of Universities in the Netherlands (VSNU). It aims to bring together initiatives, knowledge and experiences to accelerate the development of opportunities for higher education. The work of the Acceleration Plan is divided into eight zones. The Evidence-Informed zone encourages education professionals, such as lecturers, field researchers, educational IT coaches and education coaches, to work in an evidence-informed manner. To make this happen, the zone is developing a knowledge infrastructure to make it easier to share existing and new knowledge and experiences.



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