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?

Domain	Description
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?