



## Institutional Approaches to Curriculum Design and Transforming Curriculum Delivery through Technology Programmes

### Guidance tool on mapping outputs

What kind of outputs do you expect your project to produce?

Type of output (see indicative list)	Details e.g. theme, topic, number (of this type), size/scope	Proposed audience (internal or external) and/or use (who will use this output and why?)
Review of good practice in the use of technology to support student reflection on coursework feedback	Guidance materials that illustrate some of the breadth of the work that has been and is being done across the sector to provide feedback to students in different ways and to better engage students with that feedback.	Internal and external. Useful as a resource for those who wish to get an overview of recent projects/work done in the area of reflection/feedback.
Functioning e-Reflect process	Guidance materials on implementation of e-Reflect at both local and whole institution level including information on potential for integration with other processes (e.g. personal tutoring) and systems (e.g. the student records system).	Internal and external. Individuals or small groups could use all or part of the output here to develop their own version of e-Reflect or institutions could use the information if considering a corporate level strategy/implementation.
Student Guide to Using e-Reflect	Guidance materials primarily for students to understand how e-Reflect works and the significance of the system in the wider context of their learning.	Internal although the guide could be adapted by other staff from other institutions and re-used as part of/to support implementation.

Conference papers and presentations	Evidence which will include both qualitative and quantitative data on the rationale for and effect of e-Reflect. We would envisage presenting on e-reflect at up to 8 conferences during the formal lifetime of the project.	Internal and external. Could be used by in other institutions to help convince key stakeholders to try e-Reflect either at individual, departmental or institutional level.
Journal/newsletter articles	As above. We would envisage a minimum of 3 refereed journal articles during the formal lifetime of the project.	As above
Case studies	We envisage potentially 2 or possibly 3 distinct case studies. All 3 would involve both students and staff and would seek to show the effect of e-Reflect on learning and learning community building. One would focus on the 'whole School' experience within the biosciences provision whilst another might focus on a smaller cohort of students and staff in another subject area. The third case study could place the work of e-Reflect within the institutional context of change in learning and teaching and demonstrate its impact on institutional thinking, policy and strategy.	Both internal and external. The case studies can be used to convince people at different levels of an organisation of the benefits associated with the e-Reflect process.
Model for the delivery and use of feedback	This will be a process model which the project has presently termed the SOS model of feedback. This tripartite approach involved subject specific feedback (mainly related to the coursework content), followed by operational feedback (mainly about how to approach/manage completing coursework) and then strategic feedback (mainly advice on how to improve on determined weaknesses).	Internal and external. Regardless of whether other individuals or departments or institutions use the precise e-Reflect process defined by this project the model could form the basis for adapting their existing processes/approaches.
Evaluation report including a summary of current practice in relation to feedback and its generation/use by students	Evidence for the potential effectiveness of e-Reflect.	As above

e-Reflect Process Handbook for Staff including guidelines on engaging students effectively with feedback in order to enhance their learning	Guidance materials for staff on how to go about using/adapting e-Reflect.	Both internal and external. Will be used by individual and groups of staff to guide implementations of e-Reflect.
Final report	Critical analysis of the value of e-Reflect and the difficulties encountered in using the system to bring about 'large scale' positive changes in learning and teaching.	Both internal and external. Could be used by others to help in both the 'buy-in' stage of any implementation and subsequently as any implementation proceeds.
Exit strategy/sustainability plan	Embedded statement about e-Reflect in key institutional and School plans; integration of technical aspects of e-Reflect into central computing plans and support.	Internal. Will be developed to guide progressive take up of e-Reflect (or an adaptation) across the University of Westminster.