RIT | Innovative Learning Institute

◢ DEFINITION OF AND RUBRIC FOR EVALUATING INNOVATIVE TEACHING AND LEARNING

The Innovative Learning Institute is committed to working with RIT faculty to explore, develop, pilot and disseminate innovative modes and models of teaching and learning. To ensure that we allocate university resources to practices that have promise for or demonstrate innovation, we have developed a definition of and rubric for evaluation of teaching and learning practices. The definition and rubric are based on best-practices at leading universities including Duke University, Johns Hopkins University, the University of Wisconsin, Madison and Penn State University.

Definition of innovative teaching and learning practices at RIT

"Any teaching strategy, approach, technique, or tool that is used, or used in a new way, to produce quantifiable gain for student outcomes or the student experience, and can be implemented widely at RIT."
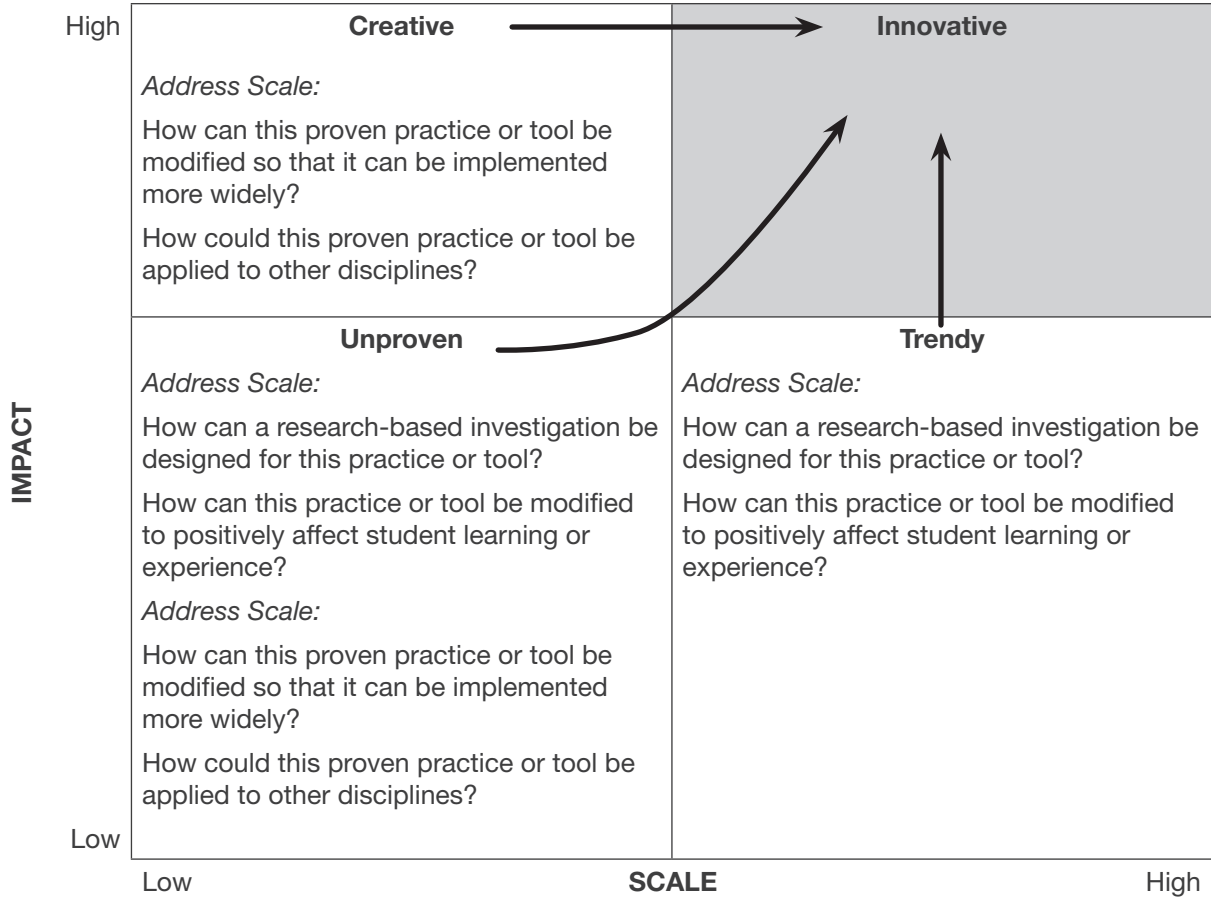
The following grid illustrates the relationship between quantifiable gain (Impact) and implementation (Scale).

	Creative practice or tool	**Innovative practice or tool**
High	Any teaching strategy, approach, technique, or tool that represents a quantifiable gain for student learning or the student experience but cannot be implemented widely at RIT.	Any teaching strategy, approach, technique, or tool that has demonstrated quantifiable gain for students and can be implemented widely at RIT.
	For example, there is evidence that complex simulations improve student learning, but they are so time consuming and expensive to program that they cannot be widely implemented.	For example, Classroom Assessment techniques (a type of formative evaluation) have been shown to positively impact student learning and can be widely implemented.
	Unproven practice or tool	**Trendy practice or tool**
	Any teaching strategy, approach, technique, or tool that has not demonstrated a quantifiable gain for student learning or the student experience and cannot be implemented widely at RIT.	Any widely implemented teaching strategy, approach, technique, or tool that does not represent a quantifiable gain for student learning or the student experience.
Low	For example, use of tablets in the classroom has not yet been proven to positively impact student learning or the student experience and cannot yet be widely implemented at RIT due to costs and student access challenges.	For example, Massively Open Online Courses (MOOCs) have become widely used in higher education, but have not yet been shown to positively impact student outcomes or the student experience.

IMPACT

Low   **SCALE**   High

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Practice or Tool Enhancement

Many teaching and learning practices and tools, with modification, can fit the definition of innovative. The following grid outlines just a few ways creative, unproven, or trendy practices and tools can be made more innovative.

Creative → **Innovative**

Address Scale:

How can this proven practice or tool be modified so that it can be implemented more widely?

How could this proven practice or tool be applied to other disciplines?

Unproven

Address Scale:

How can a research-based investigation be designed for this practice or tool?

How can this practice or tool be modified to positively affect student learning or experience?

Address Scale:

How can this proven practice or tool be modified so that it can be implemented more widely?

How could this proven practice or tool be applied to other disciplines?

Trendy

Address Scale:

How can a research-based investigation be designed for this practice or tool?

How can this practice or tool be modified to positively affect student learning or experience?

IMPACT — High / Low

SCALE — Low / High

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Evaluation Rubric

As practices and tools are proposed for TLS support, the definition of innovation and a number of criteria will be used for evaluation. Practices and tools that fall closer to the mid-range are more likely to be supported. The range of support provided through TLS will be designed to "move" the practice or tool into the high range in terms of the criteria and therefore impact and scale.

Evaluation Criteria	Low Score	Mid-range Score	High Score
Utiity	Does not solve a problem or creates more problems than it solves Will benefit one or a limited number of courses/faculty	Solves a problem and presents minor new problems Will benefit a reasonable number of courses/faculty	Solves a problem while avoiding new problems Will benefit a significant number of courses/faculty
Creativity	*Standard approach*	*Incremental improvement or new practice or tool*	Breakthrough approach or new paradigm.
Efficacy	*No evidence approach will work or evidence approach will not work*	First deliverable due *(additional funds dispersed)*	Strong evidence approach will work
Feasibility	*Unfeasible/unrealistic*	Final deliverables due *(remaining funds dispersed)*	High feasible/realistic
Risk	*Unacceptable level of risk or high probability of failure*	*Moderate level of risk or likely to produce desirable outcomes*	Acceptable level of risk or highly likely to produce desirable outcomes
Resistance	*High resistance/minimal acceptance*	*Some resistance/ moderate acceptance*	Minimal resistance/wide acceptance

Utility

- Solves a defined problem
- Has potential to benefit many courses/faculty

Creativity

- Is a novel approach or application
- Represents a new paradigm

Efficacy

- Uses an evidence-based approach
- Impact to student learning and/or the student experience can be demonstrated

Feasibility

- Realistic in the current environment
- Achievable given current constraints

Risk

- Presents an acceptable level of risk
- High probability of producing desirable outcomes

Resistance

- Has champions within RIT
- Not likely to be met with extreme resistance