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# The challenge of generating meaningful evidence of our impact

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# Sharing the outcomes of an international symposium session and continuing the conversation

## Session outline:

- Provocation 2: What **types of evidence** are we actually providing **of impacts** to institutional leadership?
- Provocation 3: What **types of evidence** should we be providing to leadership instead/as well?

In **one** word or phrase what does **impact** mean in your work context?



**“Impact** is inherently complex and messy”

(Forum Insights, 2019)

- Learning Advisors are deployed to **‘make a difference’** (Percy, 2015)
- **Variations** in contexts & flexible nature of learning advice/ development (Berry et al., 2012, Chanock, 2002)
- **Lack of consistency** in collecting evidence (Malik, 2023)
- **Lack of awareness** of roles-questions of credibility & professional recognition (Harding & Bassett, 2025)

Of what?

IMPACT

On what?

COMMUNICATED

Who to?

Embedded  
teaching  
activities

HOW?

- Student/  
lecturer  
evaluations &  
feedback
- Research  
projects

Students  
Staff

HOW?

- Student/ lecturer  
feedback
- Research findings

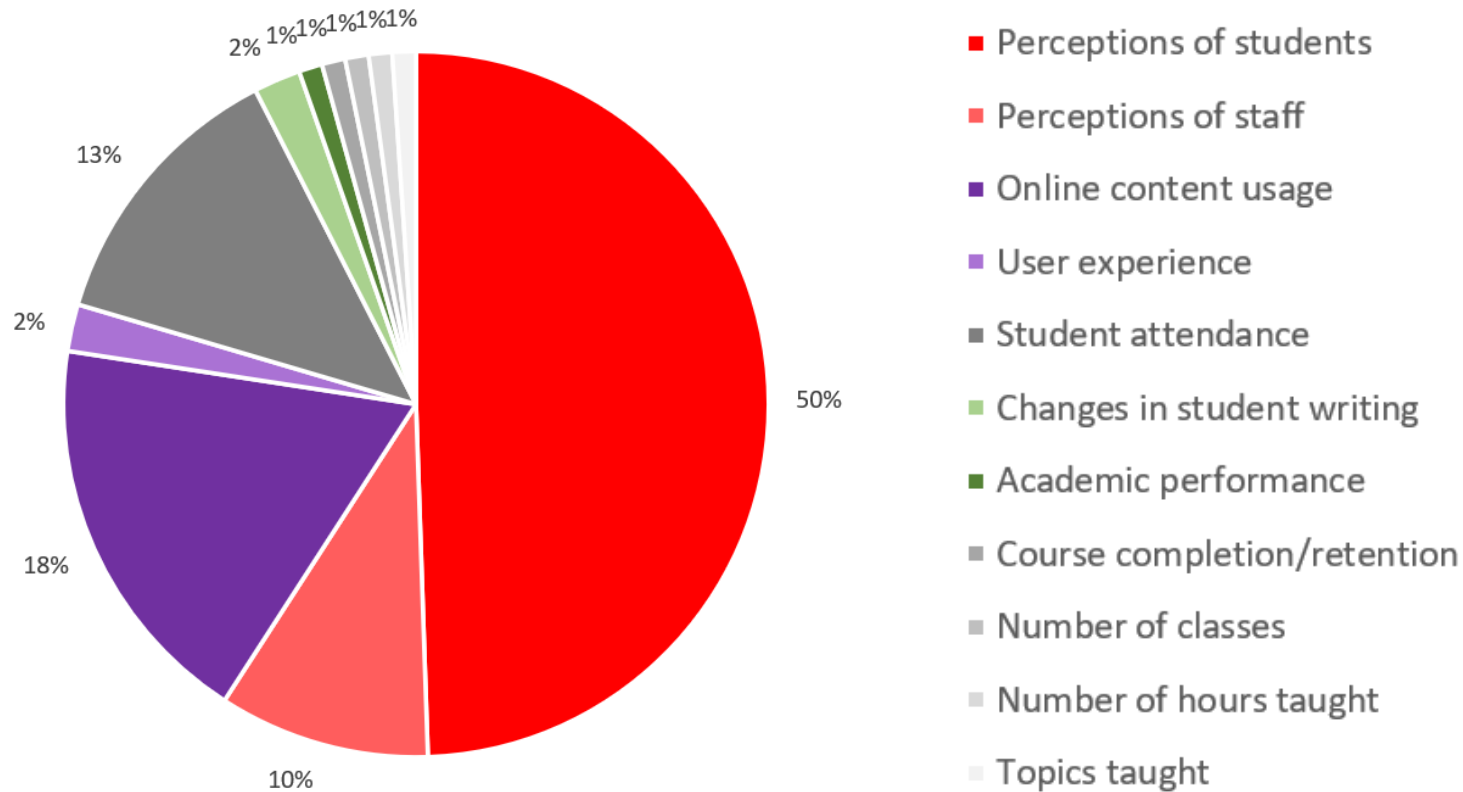
Within:  
our dept  
our institution  
the wider academic  
community

Generic  
workshops

1:1  
consultations

# What evidence do LAs gather currently?

(from ICALLD Symposium)



(Harding & Bassett, 2025)

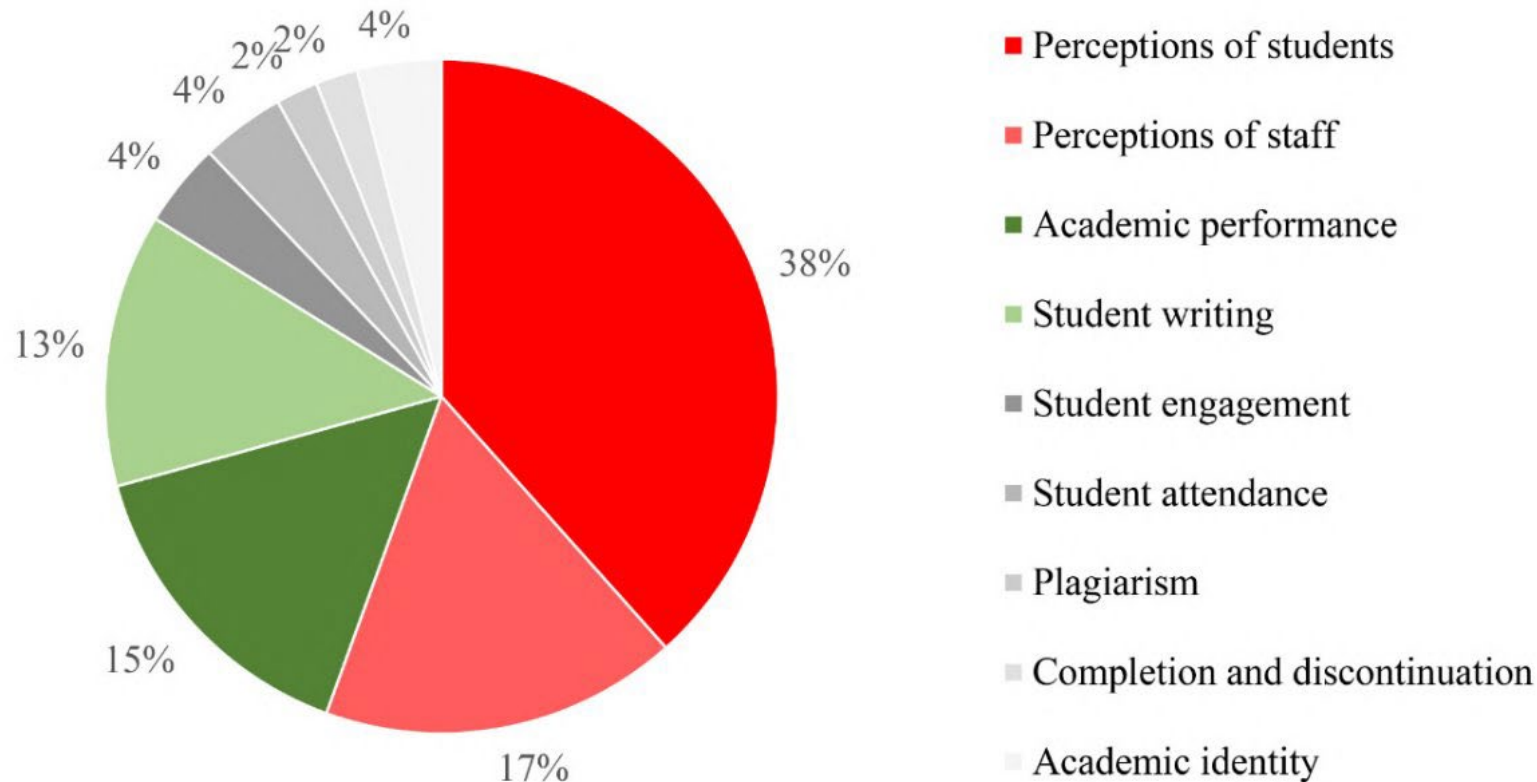
Blog post re ICALLD session:

- 17 LAs
- NZ, Aus, Can, UK



# What counts as evidence of embedding?

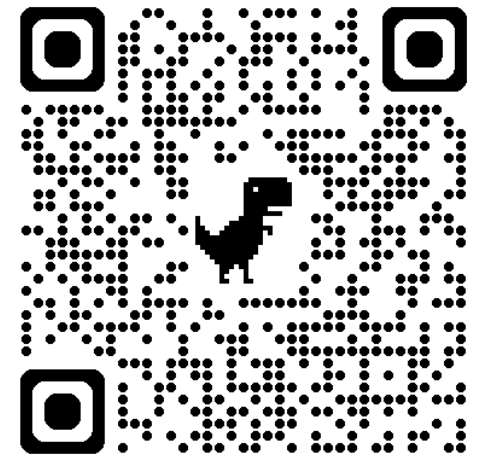
(from a published systematic review)



(Bassett & Macnaught, 2024)

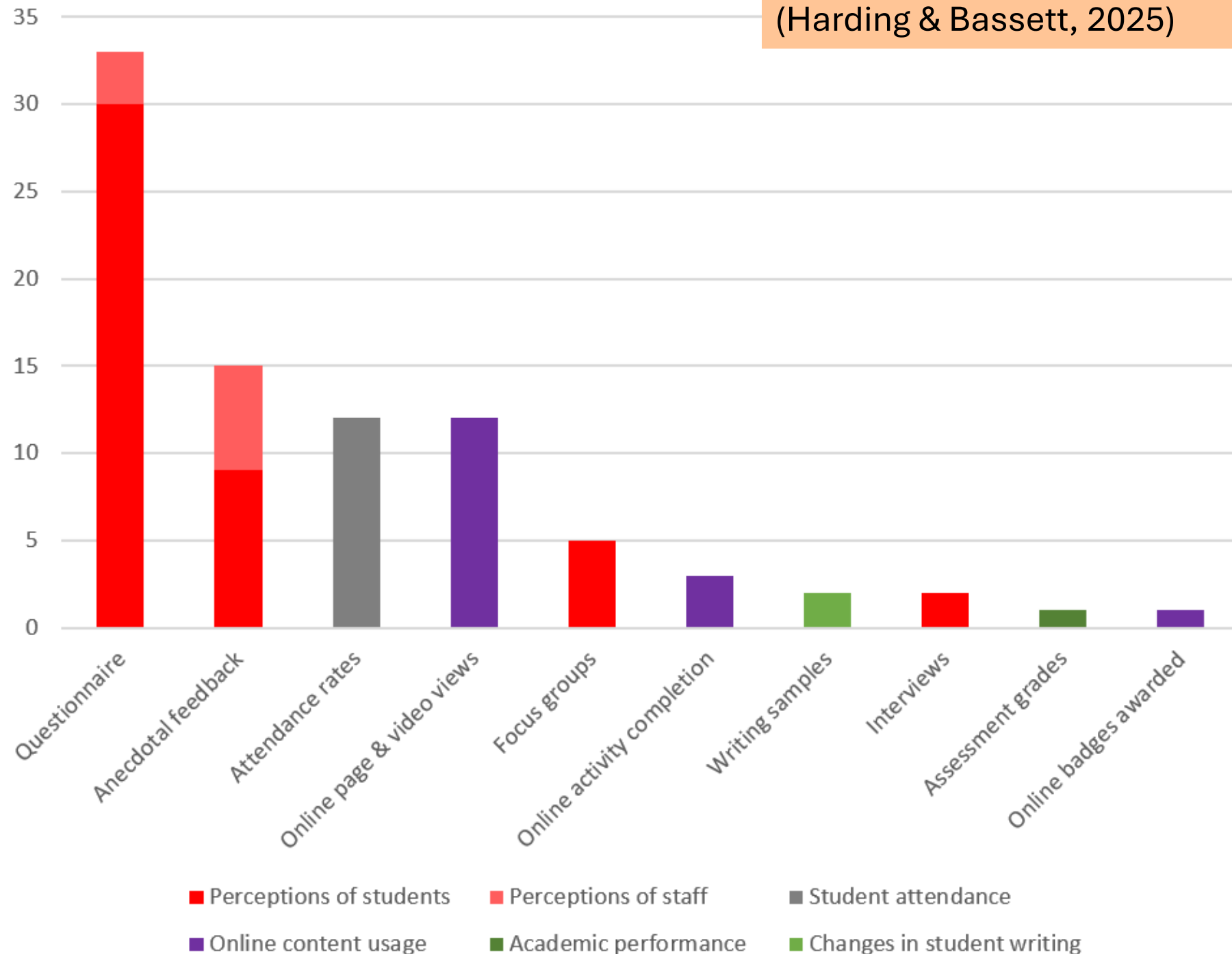
Systematic review:

- 20 empirical studies
- impacts of embedding



# Data types used for claims about impact

(Harding & Bassett, 2025)





## Research Project: **I**mpacts and **D**escriptions of **E**mbodied **A**cademic **L**iteracy

Sem 1 & 2, 2025

Embedded collab

Yr 1 UG Business core course

600ish students each Sem

**RQ1:** Identify embedded pedagogies

**RQ2:** Identify impacts of embedded pedagogies on students and teaching staff

**RQ3:** Identify appropriate research methods for investigating these impacts

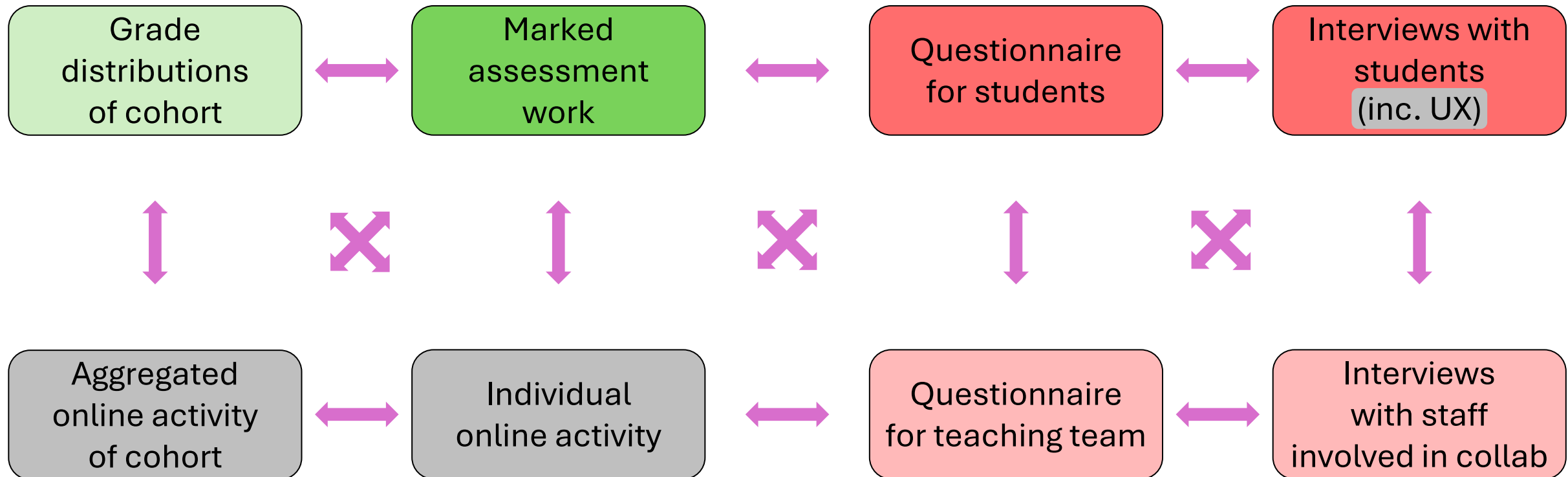
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During the ICALLD symposium, we asked:

In your own institutional context, without any limitations what changes could your team make to types of evidence you are reporting on?

Evidence type	Details
Course- specific / Programme- specific data	
Comparative studies	
Implementation of feedback or interventions	
Longitudinal studies	
Holistic impact	

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Course- specific / Programme- specific data	Identify impacts of embedding through increased specificity related to individual courses and programmes
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Implementation of feedback or interventions	
Longitudinal studies	
Holistic impact	

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Holistic impact	Gather culturally appropriate qualitative data from students that tell their stories about their learning experiences

# Barriers?

- **LA skills and knowledge**  
about how to identify and manage relevant data
- **Access to student data**  
(including ethical approval for research)
- **Access to lecturers / curriculum**
- **Low credibility / profile / awareness**  
of LA work among staff and students

# Solutions:

## **leverage staff collaborations:**

- within and across institutions for relevant skills and knowledge
- strategic cross-departmental connections

**report and/or publish the outcomes  
of these collaborations**

# Share live or in the chat

In your own institutional context, without any limitations what changes have or could your team make to types of evidence you are reporting on?

What barriers do you face in doing so?

How can you overcome those?

Any other comments?





Part 2: What type of evidence  
should we be providing to leaders  
hip instead/ as well?



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- Thanks for your participations and contributions
- You can see the blog post here  
<https://icalld.wordpress.com/community/>
- You can also contact us:  
[rachael.harding@aut.ac.nz](mailto:rachael.harding@aut.ac.nz)  
[mark.bassett@aut.ac.nz](mailto:mark.bassett@aut.ac.nz)

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