

## Impact Case-Study Template

HEIs are requested to submit their impact case studies using the following template.

Section A (all fields are mandatory, and word limits must be adhered to)	
<b>Institution</b>	<b>IADT — Institute of Art, Design &amp; Technology, Dún Laoghaire</b>
<b>Priority Area</b>	<p><b>Key system objective no 1 and number 5.</b> IADT is submitting this case study under <b>Key system objective no 1 and number 5</b>. Objective no 5 requires us to</p> <p><i>‘Provide a strong talent pipeline combining knowledge, skills &amp; employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability’.</i></p> <p>Under objective 5, HEIs are required to ‘demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality &amp; academic excellence’.</p> <p>This case study focuses on the ongoing work of IADT’s Teaching and Learning Committee and wider community in advancing interdisciplinary approaches to Teaching and Learning <b>across the Institute</b>. This work both addresses the need to provide a talent pipeline for the creative, cultural and digital technology sectors; while delivering improvements to the learning environment with a strong focus on quality &amp; academic excellence distinct to the “theory &amp; practice pedagogies” employed at IADT.</p>
<b>Title of Case study</b>	<b>Learning Together</b> — the advancement of Interdisciplinary Teaching & Learning at IADT
Case Study Vignette (Maximum 750 words)	
<p><b>Who we are</b> IADT is specialist HEI, respected and renowned nationally and internationally in the creative, cultural, entrepreneurial and digital media sectors. With two faculties - Faculty of Film, Art + Creative Technologies (FACT) and the Faculty of Enterprise + Humanities (FEH) our mission is to develop graduates who are innovative, creative, entrepreneurial and adaptable and who are ready to meet the challenges of the digital age.</p> <p>This case study illustrates how the work of the IADT Teaching and Learning Committee, the team behind the DELTA Award, together with a meaningful and strategic Programmatic Review process have delivered significant impact that is transforming approaches to practice across core disciplines within the Institute.</p> <p><b>What we did /how we did it</b> We set out to ensure that our students have interdisciplinary teaching, learning and assessment opportunities as they move through their programme of study. This came about as a result of a number of cross-Institute /cross-disciplinary initiatives.</p> <p>We successfully applied for and received the inaugural <b>DELTA Award</b> from the National Forum for Teaching and Learning. The process of preparing and evaluating our T&amp;L practises was integral to the establishing momentum and cross-Institute collaboration in T&amp;L. The Delta Award recognised and captured the innovative, interdisciplinary practises as well as highlighting structural barriers to the</p>	

implementation of these in a sustained manner. It also articulated key objectives that the DELTA team sought to implement in the future.

In conjunction with the DELTA team, the T&L committee and academic managers, we implemented a targeted programme of workshops as part of the Programmatic Review process. This identified a number of areas for further interdisciplinary opportunities within and across programmes.

Structural barriers were reviewed and changes implemented by management allowed for a streamlining and alignments of timetabling and planning dates across all of the programmes in FACT. This facilitates the movement of staff and students across modules and programmes and has significant implications for the sustainability of interdisciplinary projects.

These apparently *simple* “operational changes” facilitated the significant and positive changes in the design of programmes and the advancement of interdisciplinary teaching and learning opportunities for all undergraduates in IADT. These are highlighted in the impact section that follows

We have subsequently taken learnings from the DELTA and Programmatic Review process to shape our approach to **SATLE** funding and have a number of significant, potentially scalable interdisciplinary projects currently underway.

### **Impact Achieved**

The **National Forum for the Enhancement of Teaching and Learning** has acknowledged that “the impact of T&L initiatives are complex and take considerable time to be validated”, but what we achieved to date will have impact across a number of key measures including student experience, stakeholder engagement, achieving National T&L objectives

**Student Experience:** The redesign of programmes with opportunities to engage in interdisciplinary modules will hone critical skills that are important for post college life and contribute to student success, a key priority of the NFETL.

- *Common module for Year One students in FACT programmes*
- *Introduction of 15 interdisciplinary electives in Year 2 in FACT programmes*
- *Introduction of shared modules in FEH programmes.*

**ESC (economic, social and cultural) Stakeholders Impact:** Employers from sectors in the creative, cultural and technological discipline areas will have the opportunity to engage with faculty at programme level and employ graduates with collaborative skills built in an interdisciplinary environment as a result of the steps taken below.

- *Accredited Work placement / professional practice standard for Year 3 students*
- *Sustainable interdisciplinary experience for all IADT undergraduates*
- *Graduate Creative Attributes – further enhancing our graduates preparedness for employment in the Creative, Cultural and Technological sectors*

**HEA / NFETL Strategic objectives:** The importance of professional development of those who teach is a strategic priority for the NFETL as is teaching and learning enhancement within and across disciplines. We have achieved the following

- *Increased participation in T&L activities- 300+ staff engagements with T&L events per annum over the past three 3 years at IADT.*
- *Increased scholarly output on T&L practice*
- *Discipline specific leadership (art, design and entrepreneurship education)*

Moreover, the findings from innovative T&L projects currently underway will be shared across the sector and have the potential to be adapted and scaled by other HEIs.

- *Programme redesign with interdisciplinary focus*
- *Common Curriculum Framework design and development*
- *Creative Cognition Framework (CCF) project*
- *4 LEP interdisciplinary projects.*

## What we learned.

The experience of successfully attaining a DELTA award, followed by an institute wide programmatic review process in tandem with ongoing support from the T&L committee has resulted in a number of insights which will inform our ongoing work.

- It is important to create space and opportunity for academics to come together to present and showcase what they do and practise in their T&L
- It is important to have a clear articulation of universal and adaptable T&L practices
- It is important to recognise “structural barriers” and support disciplinary priorities prior to implementing any framework.
- It is important to have management commitment
- It is important to have a meaningful review process(es)
- It is important to align local T&L objectives to the NFETL strategy
- It is important to celebrate wins and acknowledge innovation
- Cross sectoral collaboration enhances local T&L initiatives and further promotes recognition and enhances high-standards in practise.

## Section B

### 1. Context/Rationale (Maximum 500 words)

As a specialist HEI, IADT is respected and renowned nationally and internationally in the creative, cultural, entrepreneurial and digital media sectors.

With two faculties — Faculty of Film, Art + Creative Technologies (FACT) and the Faculty of Enterprise + Humanities (FEH) — the degree programmes are unique in that they combines learning across diverse practices; integrates transferrable skills with critical thinking and supports academic scholarship and research.

Of particular importance in the context of the disciplines taught and the sectors that our students graduate into, is the capacity be able to approach problems from multiple perspectives and to work collaboratively with peers from many different disciplines. To this end, the conscious incorporation and development of meaningful interdisciplinary teaching, learning and assessment opportunities is at the heart of what we do.

**Teaching and Learning in IADT** is currently supported and developed by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academic and professional support staff who endeavor to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

The key activities of the T&L Committee include contributing to strategy and policy development for T&L internally and externally; identifying and providing Continuous Professional Development for staff, promoting and supporting the scholarship of Teaching, Learning and Assessment, and working with the student body to ensure excellence in the learning environment.

The T&L Committee recognises the importance of engagement with the wider T&L community as well as the important role of scholarship to embed best practice in the pedagogical approach appropriate to the disciplines taught in IADT. Since its inception, IADT staff have been **active participants in the National Forum for the Enhancement of Teaching and Learning (NFETL)**: strategically at Board level, operationally as Seconded-Experts, as National associates, as active Participants in numerous Cross - sectoral projects and as discipline experts in both art and design and entrepreneurship education.

Furthermore, collaboration across the sector has been important in terms of the development of Teaching and Learning practices. Some of the initiatives we have been partners on include:

- *LIN Postgraduate Programme – AIT/ Carlow IT/ GMIT*
- *Digital Skills in Action – Marino Institute/ NCAD/TCD/ UCD*
- *CEEN – MTU/ TU Dublin/DKIT/UCD*
- *UCD /IADT - Universal Design*

In 2017, the NFETL initiated the first impact award with a discipline focus to recognize discipline groups who demonstrated a record of ‘excellence in teaching and learning enhancement and committed to an ongoing, clearly articulated, shared process of continued enhancement’.

The submission from IADT on ‘**Critical thinking and Creative Practice**’ highlighted our signature pedagogies in the creative disciplines. In 2018, following a review by an international panel IADT was one of 11 recipients from an original pool of 48 and was the **only** arts and humanities discipline winner in the inaugural round of DELTA.

**This case study highlights how the work of the T&L Committee coupled with participation in the DELTA Award process (Disciplinary Excellence in Learning, Teaching and Assessment) has impacted on, and furthered the agenda of advancing interdisciplinary practices in IADT**

## 2. Summary of Impact (Maximum 100 words)

### Impact for our Students

- *Common module for Year One students in FACT programmes*
- *Introduction of 15 interdisciplinary electives in Year 2 in FACT programmes*
- *Introduction of shared modules in FEH programmes.*

### Impact that benefits our ESC (*economic, social and cultural*) Stakeholders

- *Accredited Work placement / professional practice standard for Year 3 students*
- *Sustainable interdisciplinary experience for all IADT undergraduates*
- *Graduate Creative Attributes – further enhancing our graduates preparedness for employment in the Creative, Cultural and Technological sectors*

### Impact that aligns and meets HEA / NFETL Policy

- *Increased participation in T&L activities- 300+ staff engagements with T&L events per annum over the past three 3 years at IADT.*
- *Increased scholarly output on T&L practice*
- *Discipline specific leadership (art, design and entrepreneurship education).*
- *Programme redesign with interdisciplinary focus*
- *Common Curriculum Framework design and development*
- *Creative Cognition Framework (CCP) project*
- *4 LEP interdisciplinary projects.*

## 3. Details of impact (Maximum 1000 words)

The nature of the programmes in IADT have always lent themselves well to interdisciplinary practices. This has also been an outcome of much of the work of the Teaching and Learning Committee (T&L). The provision of formal and informal T&L training and events have been a catalyst for the identification of interdisciplinary opportunities and instrumental in building staff relationships across disciplines. Prior to 2018, a significant proportion of interdisciplinary projects were informally instigated and dependent on relationships between module lecturers.

Interdisciplinary approaches are deemed beneficial for students of all disciplines (Brooks, 2018) and the challenge for IADT arose as to how to ensure that it is embed in a sustainable manner. However, it can be hard to implement due to lack of support (Ashby and Exter, 2019). The DELTA application and the associated reflection that it prompted became an important point of reference for colleagues

involved in dealing with this issue while engaging with the programmatic review process that was underway in 2018.

The DELTA team and the T&L committee commenced the programmatic review process by leading workshops with staff to identify key graduate attributes which in turn, prompted programme teams to think about what kinds of teaching, learning and assessment could produce graduates with the range of skills necessary for success.

Targeted workshops to support staff were designed and facilitated by **Professor Susan Orr** ( Dean of Learning and Teaching Enhancement at the University of the Arts in London), workshops and evaluations focused on pedagogy within art, design and enquiry based learning as well as training on writing programme and module learning outcomes were rolled out for programme teams. Over 200 staff took part in these. The culmination of this work resulted in a review cycle that was meaningful and helped to identify areas for further interdisciplinary opportunities within and across programmes.

The DELTA project also highlighted existing barriers to collaboration for effective teaching and learning. This led to a significant structural change where, within the context of each semester, management introduced standardised stop and start dates within FACT programmes. Historically, each programme operated their own timetable driven by the practical and studio-based requirements of their cohort of students – this made it difficult to systemise integration across the different programmes. Adopting a **Common Curriculum Framework** enabled greater flexibility of movement between modules for staff and students and makes it easier to collaborate across disciplinary boundaries and share knowledge and expertise in the classroom.

The outcome from these efforts has resulted in changes that have interdisciplinary opportunities designed into the undergraduate provision: The impact for students is as follows:

- *A common module in Year One impacting 400+ incoming students annually.*
- *The delivery of 15 cross-programme electives in FACT in Year Two impacting on 400 + students*
- *A work placement/professional practice module in Year Three, impacting on 600 + students annually.*
- *A common business/entrepreneurship module in Year Three impacting on up to 400 students annually in FFACT*

Over the lifetime of the implementation of programmatic review all undergraduate students will have a number of planned and sustainable interdisciplinary learning experiences. This impacts on employers and stakeholders in the wider business, social and cultural sectors, locally, nationally and internationally as our graduates will have experience of collaborating in teams, across disciplines operating to project briefs that are grounded in authentic experience.

The new **BA(Hons) Design for Film** programme — that may be seen as a direct outcome of the DELTA process and “Learning Together” cross-Institute initiative — is an exemplar for interdisciplinary programme design. It brings together two existing programmes into one new degree. The increased capacity and broader expertise within the shared lecturing staff has opened up what students can learn, it has identified important professional pathways for graduating students, has widened industry networks and contacts, and has allowed the programme team to develop interdisciplinary projects and to implement supportive teaching methodologies. It will impact on students’ ability to craft their own professional pathway and on the film sector in terms of the integrated skill set that graduates will have acquired.

Programmatic Review in FEH also embedded initiatives that facilitate interdisciplinary collaboration. Shared modules have been extended to all the degrees in the faculty. A range of the projects that students work on involve working on real scenarios with community and business stakeholders and promote interdisciplinary thinking and solutions. Final year business students complete a capstone interdisciplinary case study which is assessed across all sub disciplines and this has been revalidated as an integral outcome for the programme. Work placement has been introduced into all the BA degrees for the first time and all third years within the faculty will have work placement module. Feedback from alumni in relation the integrated case study is that this exercise is particularly relevant in the context of graduate recruitment.

The **DELTA process, Programmatic Review** and the **ongoing work of the T&L** committee has also shaped our response to the 2019 *Strategic Alignment of Teaching and Learning Enhancement Funding* (SATLE), leading to greater synergy between national and local strategic objectives for enhanced T&L.

One IADT project, the **Creative Cognition Framework project** (CCF) is a direct output of DELTA – the CCF will result in a toolkit designed for creative arts educators and the outcome of this project has potential significance for how art and design programmes are designed and implemented.

Furthermore, the local enhancement element of SATLE (LEP) has spawned interdisciplinary initiatives. A total of **17 applications** resulted in **9 succeeding** of which **4 are interdisciplinary** and will seed collaborative projects across more than one discipline. A further 3 joint projects between Academic and professional support staff will benefit all learners. All of the outcomes will be disseminated across the sector.

There continues to be strong interest in the formal and informal programme of events organised by the T&L committee – over the past three years, there have been between 300+ staff engagements annually with T&L activities. This level of engagement different across disciplines indicates that the ongoing work of the T&L Committee is bearing fruit. It is acknowledged that impact in T&L is ‘a complex and long term endeavour’, but the success of the DELTA submission with external recognition of excellence has helped to drive engagement with T&L internally at IADT. (NFETL 2020).

#### 4. Sources to corroborate the impact (indicative maximum of 5 references)

- Ashby, I, Exter, M. (2019). ‘Designing for Interdisciplinarity in Higher Education: Considerations for Instructional Designers’ *TechTrends: Linking Research & Practice to Improve Learning*, VI 64, pp
- Brooks, C. (2017) ‘Disciplinary convergence and interdisciplinary curricula for students in an information society’ . *Innovations in Education and Teaching International*, VOL . 54, NO . 3, 206–213 <http://dx.doi.org/10.1080/14703297.2016.1155470>
- Orr, S., and Shreeve, A. (2017). *Art and design pedagogy in higher education: knowledge, values and ambiguity in the creative curriculum*. Routledge
- \*Padden, L, Tonge, J, Moylan, T, O’Neill, G. (2019) ‘*Inclusive Assessment and Feedback: Universal Design case studies from IADT and UCD*’, Dublin, UCD/IADT
- National Forum for the Enhancement of Teaching and Learning in Higher Education, "Insights from Practice About Impact in Teaching and Learning," in [teachingandlearning.ie](https://www.teachingandlearning.ie/publication/insights-from-practice-about-impact-in-teaching-and-learning/), Published July 3, 2020, Last Accessed February 22, 2021, <https://www.teachingandlearning.ie/publication/insights-from-practice-about-impact-in-teaching-and-learning/>.

*\* This was a particularly important opportunity for IADT staff to document and share their T&L assessment practice. Of the 15 case studies in the book, 8 are from IADT, and the contributors come from every department across the Institute. A significant number of the contributors were early career academics.*

#### 5. Key Learnings (Maximum 250 words)

*The key learnings from the wider cross-institute “learning together” initiative including the DELTA process, Programmatic Review and T&L planning “during”, “pre” and “post” the reporting period are outlined below:*

**Creating space for academics to come together to talk about what they do** - The structure and demands of programmes, timetables and balancing teaching, learning, assessment and research duties means that academic terms are demanding, full-on and often individually driven. The formal CPD and informal teaching and learning sessions have created space for staff to get to know colleagues from other disciplines and to develop an understanding of their work. This shared understanding is the wellspring from which interdisciplinary initiatives are derived.

**The importance of the clear articulation of T&L practices** — As per the DELTA experience, there is a significant value for disciplines and teams to document and articulate their vision, desired outcomes, processes and practices. It serves to make explicit the pedagogy and approaches within the discipline as well as highlighting the opportunities for “learning together” and deepening engagement across disciplines. It also draws attention to possible barriers that prevent meaningful interdisciplinary engagement.

**The importance of recognising structural barriers and recognising disciplinary priorities prior to implementing any framework** — At times, there are structural barriers around practices – these relate to programme design, timetabling, use of space, resources allocation and can impact negatively on potential innovations. Taking stock of these, understanding their consequences and then using the opportunity to change (in this case via Programmatic review) can lead to fundamental changes which enable interdisciplinary initiatives to take root.

**Management commitment** — Management at senior level and at department and programme level have a critical role in terms of identifying and removing barriers where possible. The allocation of resources and visible support for staff development, as well as keeping T&L initiative to the fore are important means by which management can enable change.

**Meaningful Review processes** — the formal QA and review procedures are key mechanisms in enacting change, and it is important to invest in and to facilitate meaningful engagement across programmes and between programmes in this process.

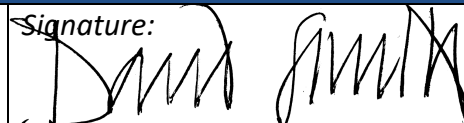
**The alignment of stated T&L objectives to the NFETL strategy** — the articulation of clear, local teaching and learning objectives continues to guide the work of the T&L committee and the articulation of these via DELTA reinforced the importance of this. Furthermore, it enabled us to align these within the NFETL SATLE initiatives which delivers alignment to national objectives and creates space for staff to engage in significant interdisciplinary projects.

**Visible wins create engagement** — The old adage of success breeds success applies here – internally, initial engagement with some informal CPD often leads to Lunchtime Bite/ Showcase, more CPD, application for LEP etc. External success and validation via the DELTA Award process increased awareness of the work of the T&L committee, which in turn leads to increased attention to upcoming initiatives and events.

**Cross sectoral collaboration** — The T&L community in IADT consistently engage across the sector – at strategic and policy level within specific discipline groups, as participants in cross sectoral T&L projects and as contributors to scholarship in pedagogy and practice. This external engagement and shared learning is both a contribution by IADT to the wider T&L practices in our specialist domains, as well as being an influencer on how we implement aspects of our T&L approaches internally.

**6. Signature: Of the President or on behalf of President (please sign in space below)**

Date:  
25.02.2020

Signature:  
  
David Smith, President, IADT



**DÚN LAOGHAIRE INSTITUTE OF ART  
DESIGN & TECHNOLOGY**