

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

# Engagement Mapping Matrix

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Project 2023-1-SE01-KA220-HED-000164910

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# SUMMARY


The **Engaged Mapping Matrix** is designed to **support higher education institutions (HEIs)** in r**ecognizing** the **engagement activities** of teaching academics and in **promoting such activities** as an integral part of their role.

The matrix identifies **different types of engagement** and the various **ways and levels** through which these activities contribute to the quality of educational provision and to the strategic goals of HEIs. Conceived as a **transferable** and **flexible tool**, it can be adapted to diverse needs and institutional contexts.

**It consists of several key elements:**

- Type of engagement or activity (A);
- Description of engagement activities (B);
- Estimated impact in predefined quantitative indicators (C1); and
- Educator's self-assessment of the impact.

The framework is designed to **help universities assess** themselves against statements organized into the following **areas:**

1. **Types of engagement**: Recognizing different forms of engagement.
2. **Types of support**: Recognizing the efforts of engaged educators and meachnisms for promoting engaged educators and incentivising educators for engagement.

The **ultimate goal** of this framework is to **enable scoring** for each higher education institution, resulting in:

- Scoring of each of the four key dimensions; and
- A visual presentation of the results.

This process allows higher education institutions to prioritize the areas in which they can improve the recognition and promotion of engaged educators.


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# **Engagement** mapping

***Purpose:*** *Engagement mapping is a process instrumental to recognizing* ***educator's engagement**** *focused on enhancing learning experience and learning outcomes. It is based on matrix that brings together type of the engagement (A), description of engagement activities (B), and estimated impact in pre-defined quantitative indicators (C1) and educator's self-assessment of the impact.*

*The engagement mapping is overall tool for capturing and measuring the engagement in educational context. It has two functions: as a reflective tool to be used by an educator to self assess own engagement; if submitted to a peer review it can serve at the level of institution for creating a catalog of institutional engagement and serve as a part of the career trajectory assessment of educators.*

*An* ***engaged educator**** *is an educator who invests time and effort to connect the students (campus) and community (non-campus) stakeholders for the purpose of creating the best possible educational experience and beneficial outcomes for all parties involved by using real-life issues and/or cases as a base for learning and interaction.*

| *Educator:* | *Level of activity:* | | |
|---|---|---|---|
| *Type of activity:* | *Description:* | *Quantitative indicators:* | *Qualitative indicators:* |
| *Value co-creation activity:* | | | |
| *Outbound collaboration:* | | | |
| *Inbound collaboration:* | | | |
| *Notes:* | | | |

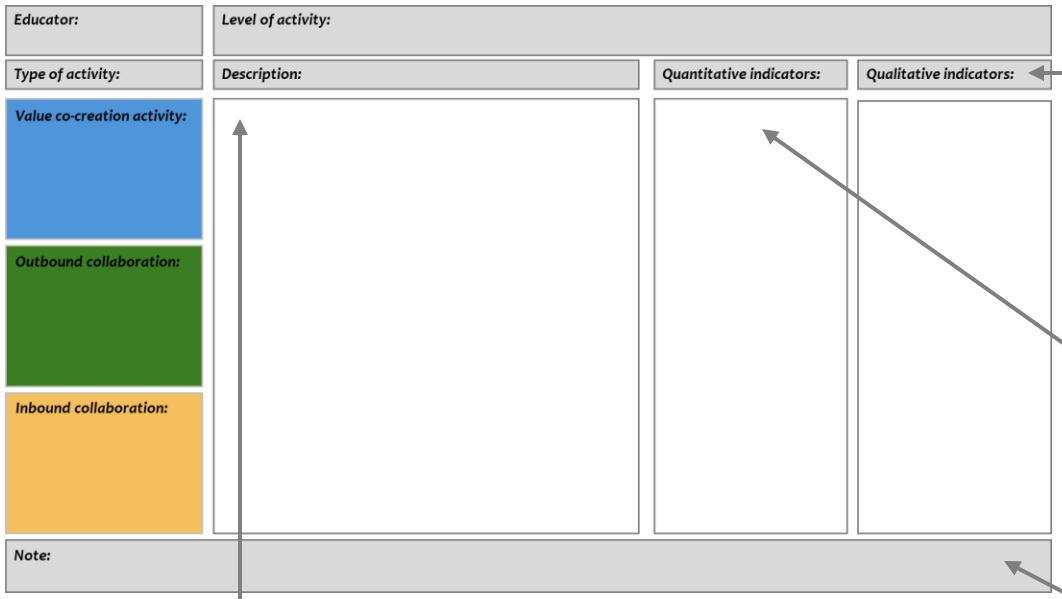
*Engagement mapping is envisioned as a flexible tool that recommends main categories but leaves the freedom to HEIs to adjust the elements to fit their educational mission, goals and circumstances.*

## ANNEX 1: OVERVIEW OF THE MATRIX

***Value co-creation activity:***

*… activities related to designing and planning delivery of education; limited to contact between educator and the external partner and not involving students directly.* [1]

***Level of activity:*** *purpose is to determine the main unit of capturing engagement; recommended is to do it at the level of the course, but it could be elevated to an educational program level, or showcased for a smaller unit that a course, e.g. a module.*




***Qualitative indicators:***

*… a reflective note of an educator about assumed results and impact beyond quantitative indicators .*

***Outbound collaboration:***

*… activities that involve students' learning at the external partner location and/or outside the campus.* [2]

***Quantitative indicators:***

*… number of external partners involved; number of students; hours of engagement; a course evaluation data; etc.*

***Inbound collaboration:***

*… activities that involve students' learning on the campus involving external partners; external partners present on the campus.* [3]

***Notes:***

*… information on reference contacts; need for resources and/or support; etc.*

***Description:***

*… A short description of the engagement case; including but not limited to name of the course; involved external stakeholders; description of collaboration; intended learning outcomes*

[1, 2, 3] *For extensive list of typical collaboration formats in each category see the next slides. Please note that a single engagement case can include multiple types of activities.*

## Annex 2: Sample Engagement Activity List

### *Value co-creation activity:*

*… activities related to designing and planning delivery of education; limited to contact between educator and the external partner and not involving students directly.*

1. *Ideating course design or (re)design;*
2. *Developing syllabus;*
3. *Developing course assignments, projects, case studies or other educational materials;*
4. *Developing and planning course activities that involve outbound or inbound collaboration.*
5. *External funding applications aimed at educational improvements and/or development*
6. *Involvement in evaluating student performance*
7. *Developing and organizing events that facilitate learning*
8. *…*
9. *Etc.*

### *Outbound collaboration:*

*… activities that involve students' learning at the external partner location and/or outside the campus.*

1. *Visits to external partners (organizations), group or individual;*
2. *Internships*
3. *Field work outside the campus on the activities with the external partners (data collection, observations, performing assignments, ect.)*
4. *…*
5. *Etc.*

### *Inbound collaboration:*

*… activities that involve students' learning on the campus involving external partners; external partners present on the campus.*

1. *Guest lectures*
2. *Guest panels*
3. *Events*
4. *…*
5. *Etc.*

**Note:** *This is not an exhaustive list. These examples are designed to help educators identify or design engagement opportunities that suit their course goals and context.*

**Educator:** Darko

**Level of activity:** A course level / master studies

## Annex 3: Sample Engagement MAPPING

| Type of activity: | Description: | Quantitative indicators: | Qualitative indicators: |
|---|---|---|---|
| **Value co-creation activity:**<br>**Outbound collaboration:**<br>**Inbound collaboration:** | *Applied international marketing (course); master level; delivered Spring 2024; participating external partners local SMEs and governmental organization for supporting Swedish export; components:*<br>*Project assignment (3.5 ECTS); students are assigned in teams of 4-5 to assist a local SME in the assessment of market opportunities and planning market entry strategy for a foreign market; external partners are involved in creating the project assignment.*<br>*Company visits: during the course students are, in their project teams expected to visit assigned SME at least once.*<br>*Joint campus session. Students meet with assigned SME at campus during the first week of the course.*<br>*Guest lectures, during the course there is two guest lectures from companies; one guest lecture from governmental organizations supporting Swedish export; one guest panel discussion with three practitioners at the end of the course.*<br>*Evaluating student performance; partner SMEs evaluate students; 10% of the project grade.* | *3.5 ECTS activities*<br>*55 students*<br>*2 master programs*<br><br>*12 SMEs*<br>*5 govern. organization*<br><br>*Course evaluations on selected indicators above school average* | *The course repeatedly scores high course evaluations; students appreciate the opportunity to work with real companies.*<br><br>*For several years, we succeeded to get support from five Swedish governmental organizations, that consider this partnership to be the longest lasting one with an educational institution in Sweden.*<br><br>*In the exit survey for participating SMEs 9 out of 10 expresses wish to participate in the course again.* |

**Notes:**

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