

# Rationale for **IMPACT** Projects

Increasing Learning  
Outcomes through  
Better Technology  
Adoption

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Collaborative Partnerships with

Now Collaborate 



A large body of recent research projects examining CPD have drawn similar conclusions. Findings indicate that a significant proportion of professional development fails to result in transformative practice and delivers minimal impact on learning outcomes. With over 3 decades of experience, promoting, pioneering and supporting the adoption of innovative learning technologies, Deakin & Lloyd have reflected on their experiences. We conclude that linked to ineffectual CPD and training the impact of these technologies on learning outcomes has been disappointingly low. For our part we have committed to grasping a deeper understanding of customer needs and developing an approach that accelerates and deepens sustainable impact.

High quality training delivered to effective practitioners for the use of proven innovations often fails to deliver improved outcomes for the learners. Previously, we would have suggested that more training was required, however we have noticed diminishing returns as a cycle of failed implementations occur. Here we consider what approaches result in sustained adoption and greater impact.

Through researching the leadership of change more broadly, we found that we agree with Covey et al, as the *Whirlwind* of the day job hits (described in The 4 Disciplines of Execution), the effective implementation of new innovation fades for all but the natural innovators and technophiles. The challenge is not to sustain the innovation with the early adopters, as they require little support, rather the focus should be on the 'typical' practitioner who finds it far more of a challenge to change their practice. A mystique grows around the use of the innovation and the core rely on the gurus to utilise the innovation on their behalf. Fig1. illustrates how the innovators - gurus may well take off even before training and the majority caught up in the whirlwind of urgent daily priorities are unlikely to achieve transformative practice. Eventually a point is reached where the innovation is regarded ineffective and sidelined.

Why - Great training delivered to Great teachers on Great technologies provides little assurance of transformative impact?

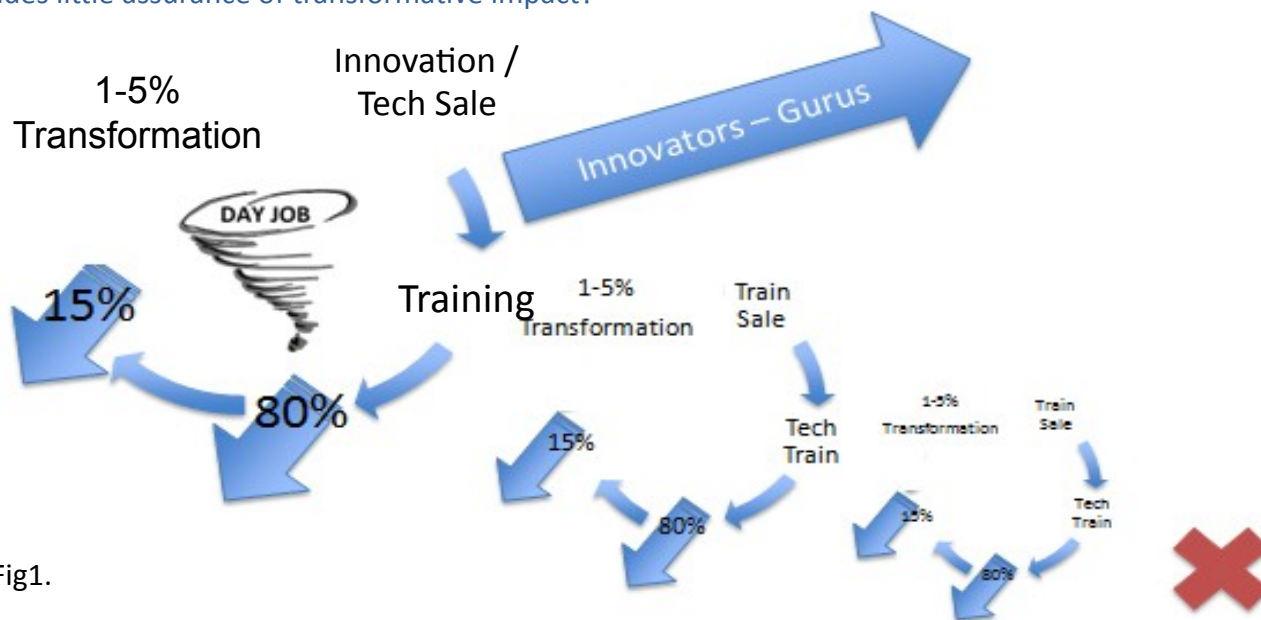
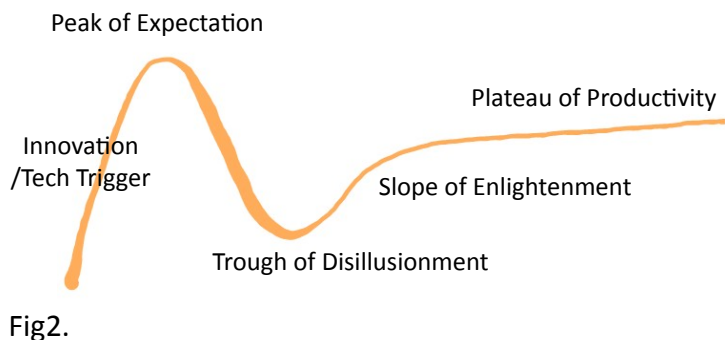


Fig1.

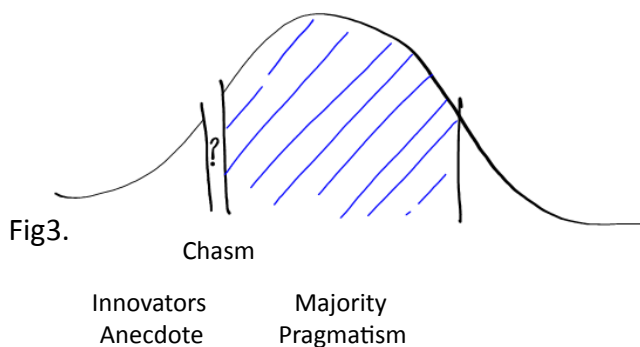
Identifying effectual variance in innovation adoption, research and experience indicate a number of factors, that when combined, create an environment within which transformative practice is likely to thrive.

- Organizational & Personal **Purpose** based on the specific needs of the teachers & learners
- Establishing high **Expectations** with measurable targets
- Sustained period of **collaborative**; training, **coaching, practice, reflection, feedback & adaption**

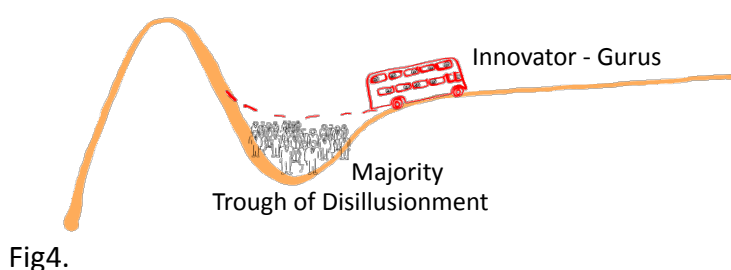


Models such as the hype cycle fig2. explain challenges for technology product marketing and adoption. These can be applied to our understanding of innovation adoption in general. Innovation may include; ideas, process, techniques, teaching craft, hardware & software products...

In Crossing the Chasm fig3. Geoffrey Moore describes the challenge for marketers to move technology adoption from the innovators to the majority. If the chasm is not successfully crossed, the technology may struggle to survive. Whilst the process of innovation adoption within education and training may differ to that of successful technology marketing, the chasm remains significant. Effective strategy and execution are essential to get across and reduce its scale.



To cross the chasm within the school and training context, a clear and specific need for the innovation must be identified and effectively communicated (ideally the need is known before the innovation is proposed). Where possible this should involve a broad group of practitioners and at least needs to fully engage, all who are involved with the initial project. Where managers have not ensured buy-in from colleagues, we have seen innovation adoption sabotaged by practitioners who did not appreciate the need. Great intentions fade where purpose, either organisational and or personal, is lacking.



As illustrated in fig 4. we have often noticed the innovator-gurus grasp the potential of an innovation and move ahead, leaving the majority in a deeper trough of disillusionment. In the same way a small group of individuals may leave a significant group of colleagues behind, we have noted that a small number of innovative organisations will implement innovations to transformative effect. These are held up as an example, however where only anecdotal examples of adoption are provided they often miss boarder and key factors such as culture, thus making it difficult for others to replicate impact.

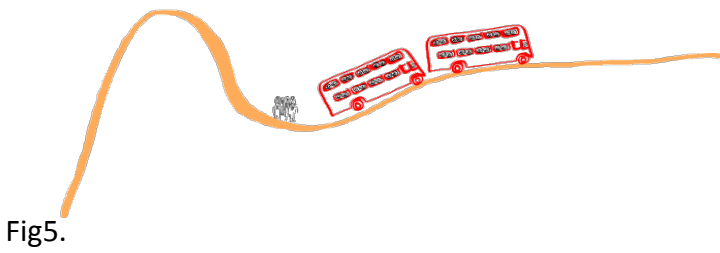


Fig5.

With a clear purpose the trough, as in fig 5. can be reduced. The significant majority are more likely to commit to a project if clarity of why, how, what, when and where the need is being addressed has been established. This results in significantly accelerated adoption and greater impact. Illustrated in fig 6. the chasm is crossed and greater impact achieved, as the majority more readily join the innovator gurus.

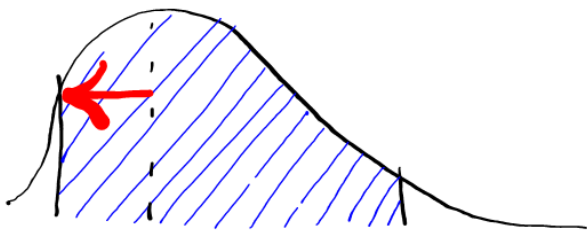


Fig6. Impact

Illustrated in fig 7. Innovations that are not clearly demonstrated to underpin known needs, or address activity that takes place within the day job will be repelled by the whirlwind of urgent daily priorities.

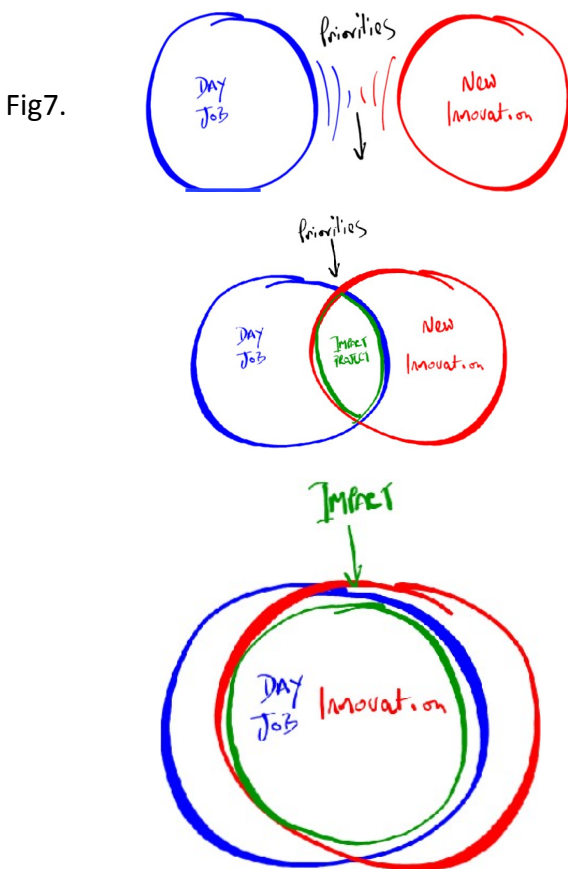


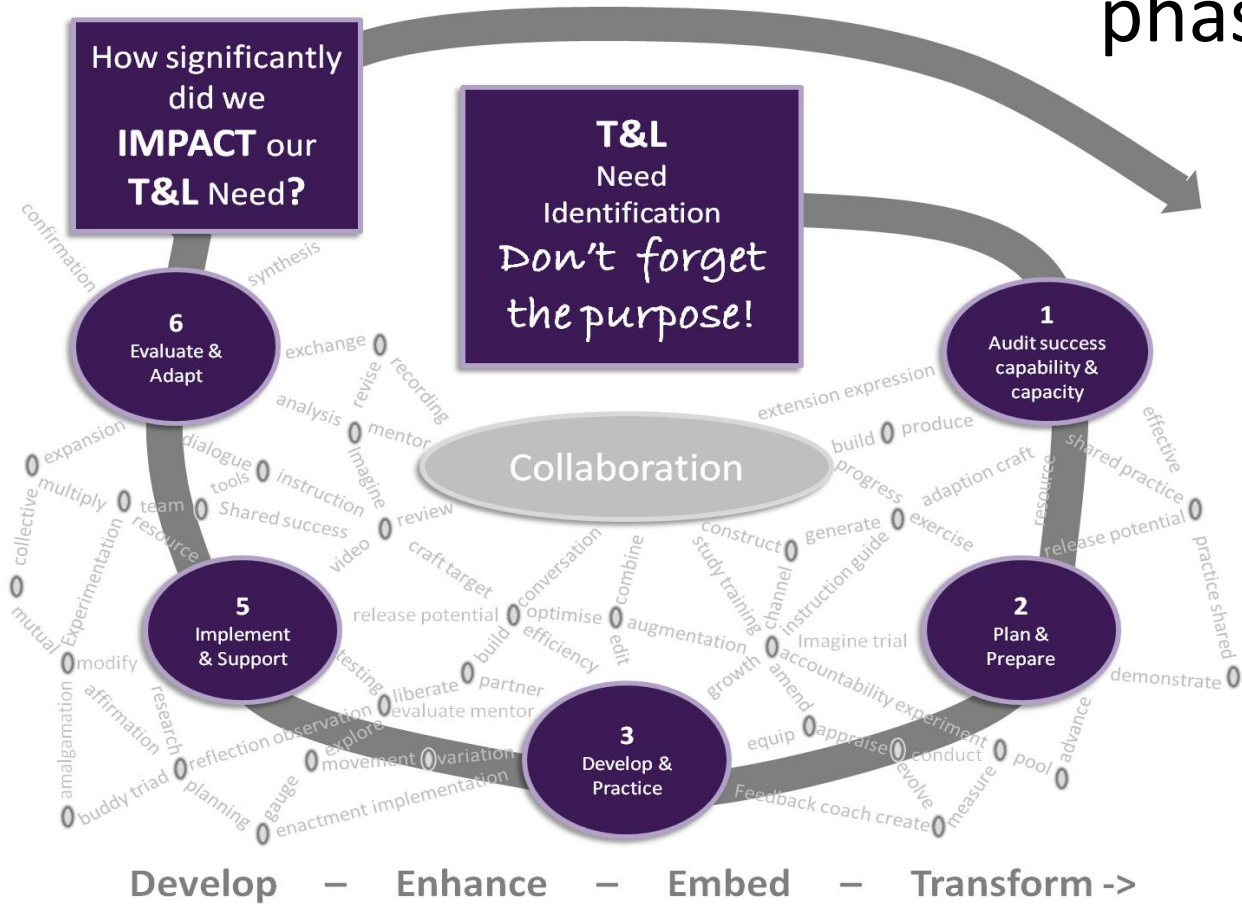
Fig7.

A crucial phase is entered once purpose has been established and tailored training provided. As practitioners seek to embed innovation, it is now important to prevent the chasm from opening. The whirlwind of the day job will again threaten to overwhelm new initiatives. Genuine collaboration that started at planning and training stages is now most essential and is realised through; practice, reflection, observation, coaching, adaption and feedback.

We doubt many of our observations are a revelation, however believe, whilst many organisations continue to rely on compartmentalised training and individualised commitment, they will fall into the cycle of lack of transformational practice through innovation illustrated in fig 1.

IMPACT projects that are a collaborative partnership, will underpin the priorities of the of the day job, whilst introducing innovations that thrive and deliver greater levels of transformation.

phases



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# Contact

If you would like support implementing and accelerating IMPACT Impact Matters with Now Collaborate provide workshops & strategic IMPACT project facilitation.

 @partnerimpact

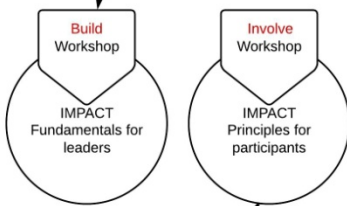
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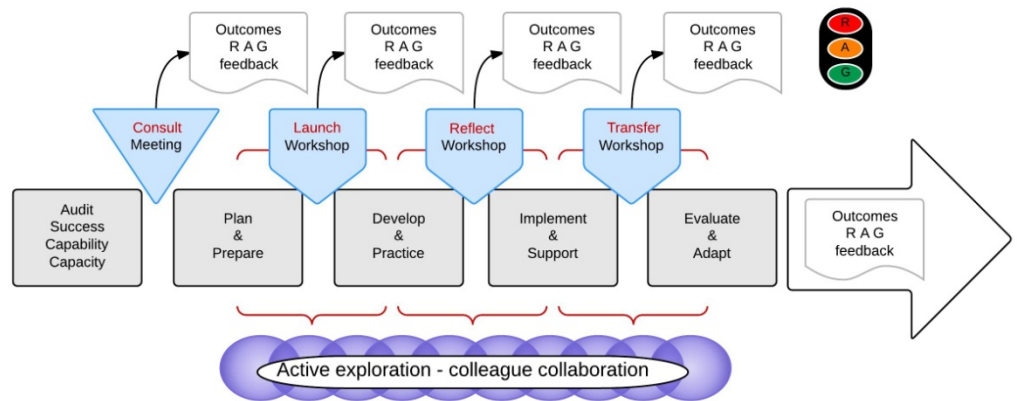
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**IMPACT Fundamentals for leaders** is a whole day off site workshop. Working as a leadership team or with CPD professionals from other organisations delegates explore the principles of collaborative development that make IMPACT more likely. Activities are developed that will foster collaboration when delegates return to their organisation



**IMPACT Principles for participants** is a half or full day on site workshop for organisations that wish to implement IMPACT project concepts. Tailored to the needs of the organisation the group collaborates on activities that establish the principles of collaborative development. As a whole or in discrete groups participants work together to plan their own IMPACT projects

## Supported IMPACT Project



Supported impact projects follow a process that can be adapted and resourced according to need, they are suitable for small groups through to a whole school. The IMPACT project is a process of deliberate collaboration through which; innovations, technologies, concepts, skills, crafts... are practised, researched, shared, applied & adapted for a clear teaching and learning IMPACT - purpose.

A support package targeting the needs of each project is developed around termly 1/2 day workshops. Launch - Reflect - Transfer workshops have been designed to take colleagues through an iterative process that enables recognition of the behaviours responsible for impact in their own classrooms and work on activities that make them stick.