

Centre for Excellence in Enquiry-Based Learning Strategic Plan

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I. MISSION STATEMENT

1. CEEBL is committed to the proposition that enquiry-based learning is the most natural, creative and enduring method of learning.

EBL is conformable to nature; it creates learning situations that replicate those encountered by people in everyday life. People investigate topics and acquire knowledge through active engagement with real issues and problems. Individually or through co-operation in groups, people take responsibility for defining core principles, discovering pathways towards conclusions and delivering conclusions.

It is creative because the spirit of enquiry releases the individual and group power of learners to seek imaginative responses to problems.

It is enduring because autonomous control of processes ensures a deep engagement with every stage of learning.

2. CEEBL aims to enable enquiry-based learning methods to be developed widely across the whole of the University of Manchester at both undergraduate and postgraduate levels. CEEBL is funding one major project in each of the four Faculties of the University of Manchester (Engineering and Physical Sciences, Humanities, Life Sciences, and Medical and Human Sciences), together with a raft of smaller projects across all Faculties and in Centres based outside Faculties.

CEEBL aims to enable the large majority of students at the University of Manchester to experience some form of EBL during at least one stage of their programme of study.

3. EBL is a flexible learning method. It is therefore consistent with its principles that it should not be dogmatically enforced. There may be good cause, depending on the discipline, the level of student, the stage of a student's programme, for it to sit alongside or be combined with other forms of teaching.

4. The nature of EBL is collaborative and co-operative, seeing strength as the result of combined initiatives. Thus all participants in the learning and teaching process are partners in enquiry.

CEEBL thus aims to involve students as partners in all its functions.

5. CEEBL aims to develop the research basis for the validity and effectiveness of EBL by encouraging all participants in its work (project holders, student partners, Faculty co-ordinators, consultants, core CEEBL staff) to disseminate outcomes of projects. CEEBL will foster in the whole of its community a spirit of enquiry into the nature of, and rationale for, EBL. CEEBL will engage in the national and international development of the Scholarship of Teaching and Learning.

6. CEEBL will join with colleagues across the higher educational sector who share similar or related aims in order to develop a national and international movement to encourage creative learning.

7. CEEBL aims to become a national and international resource of expertise in EBL.

8. CEEBL aims to adopt a leadership role in the enrichment of teaching and learning throughout the University of Manchester and the Higher Education sector.

II. AIMS AND OBJECTIVES

Aims:

- To install suitable facilities for EBL in the Centre and in all four Faculties of the University of Manchester
- To extend EBL methods to teaching across all four Faculties of the University of Manchester
- To expand the University of Manchester's capacity for EBL by developing the expertise and experience of tutors and consultants across the institution
- To develop appropriate networks and partnerships with a range of institutions and organisations in order to promote EBL
- To make a major contribution to pedagogic research in EBL and cognate areas
- To establish CEEBL as a nationally and internationally recognised centre for EBL expertise and practice
- To work with students in a spirit of collaborative enquiry and learning
- To establish a continuation strategy for CEEBL as a centre for expertise in, and continuing support for and development of, EBL across the institution

Objectives:

- To have completed suitable EBL facilities in the Centre and in the four Faculties
- To have extended EBL to the teaching of at least a further 5,000 students
- To have completed and evaluated four major EBL projects (one in each Faculty), and to have completed and evaluated a raft of small EBL projects (at least 13) across the University
- To have held at least 25 staff development seminars or workshops in order to increase internal staff expertise in EBL
- To have run four annual symposia in order to demonstrate and disseminate project outcomes
- To have embedded and developed a national EBL network
- To have delivered one national and one international conference
- To have presented a significant number of conference papers (at least 20) and case-studies of EBL (at least 20), and to have published at least 10 research papers on EBL
- To have provided a significant number of consultancies, both within and outside the institution (at least 21)
- To have worked with 5 Student Sabbatical Officers and 20 Student Interns
- To have evaluated the impact of CEEBL both nationally and internationally
- To have established a continuation strategy for CEEBL

III. IMPLEMENTATION OF MISSION

CEEBL operates on the basis of principles that are aligned with the principles of EBL.

CEEBL is collaborative and co-operative, gaining its strength from combined initiatives. The environment of CEEBL is supportive; its attitudes are constructive.

This approach to operations is aligned with the University of Manchester's values:

- a scholarly community
- a safe, rewarding, environmentally sustainable workplace in which all staff are encouraged and enabled to enhance their skills, develop their careers and realise their full potential
- a people-centred institution
- the development of educated, informed, tolerant citizens

In EBL working, every student has to be a team-player. Every student contributes his or her strengths to the collaborative achievement of goals.

Faculty-centred activities operate through a process of devolution.

Faculty Co-ordinators and student interns have the freedom to adapt core EBL principles to the local environment of their disciplines and subject areas. EBL must be responsive to the academic, intellectual and philosophical principles of individual disciplines. EBL is flexible and tolerant.

CEEBL's team of consultants should accept, and work by, the principles of CEEBL.

The consultants should provide specific services as requested by the core team, in order to support the activities of CEEBL.

The consultants should provide constructive support, recognising the flexible nature of EBL and the principles of CEEBL as operating through tolerance and mutual respect.

Principles for implementation of strategic plan

- CEEBL is committed to Emergent Strategic Planning, i.e. planning that is responsive to ongoing changes in the environment, to learning outcomes and to changes in culture. CEEBL recognises 'The Fallacy of Predetermination'. (Henry Mintzberg, *The Rise and Fall of Strategic Planning*)
- CEEBL recognises that planning needs to be dependent on the environment (including the values) within which it operates.
- CEEBL recognises that not all aims will be achieved and that all activities are themselves learning experiences.
- CEEBL operates in a no-blame environment.

CEEBL's goals will be achieved by the combined strengths of its staff. The CEEBL team takes a mutually supportive approach to the individual responsibilities of its members:

Post	Description
Director	Providing academic leadership by developing conceptual and philosophical arguments for EBL and for examples of EBL practice; strategic planning
Associate Director	Implementation of EBL activities, including support for staff engaged in EBL projects, development of staff and student seminar and workshop programme, maintaining networks, conference planning; day-to-day running of CEEBL activities
Learning Technologist	Development of learning materials, including EBL on-line; development of web site; liaison with JORUM and relevant e-learning agencies
Administrator	Administration of finances; administrative arrangements for workshops, seminars, conferences and other CEEBL activities; oversight of office procedures
Research Associate	Development of research materials for EBL; working with project holders on dissemination of outcomes; building up of CEEBL research materials; development and implementation of evaluation strategy
Clerical Assistant	Provision of clerical support for core staff; receptionist for visitors to CEEBL; recording of CEEBL activities; development and maintenance of CEEBL database
Student Sabbatical Officer	Supporting students in their learning through EBL; support for EBL projects; co-ordination of student interns and student-related activities, including focus groups

III. CONTEXT: UNIVERSITY OF MANCHESTER 2015

CEEBL aligns itself with the values defined in the University's 2015 mission statement, in particular:

- that the university is a “scholarly community whose members are profoundly committed to open, disciplined, rational inquiry and to international excellence in higher learning, research and professional education”.
- that the “moral responsibility of all staff and students [is] to contribute as educated, informal, tolerant citizens to the enrichment of social and cultural life and to the advancement of human well-being in their own communities and around the world”.
- that there exists “the academic freedom of all staff and students to engage in critical inquiry, intellectual discourse and public controversy without fear or favour”.
- that there should be “a safe, rewarding, environmentally sustainable workplace in which all staff are encouraged and enabled to enhance their skills, develop their careers and realise their full potential”.

CEEBL positions itself as a key agent in helping to ensure that the 2015 University will be:

- “a people-centred institution”
- “a learning institution where scholars and researchers working at the cutting edge of knowledge are also teachers, helping successive generations of students learn to respect the disciplined pursuit of truth through rational inquiry, to appreciate the best that is known and thought in the world and to develop cognitive skills, intellectual honesty, humane values and professional expertise of the highest order”.
- “an international institution valued regionally and nationally for its international reputation as a world-class centre of learning, discovery, innovation and scholarly virtuosity”.
- “an inclusive institution that contributes to the widening of educational opportunity, nationally and internationally”.

2015 Goals

CEEBL positions itself as a key agent in helping to achieve the goal of Excellent Teaching and Learning (Goal Four).

CEEBL will contribute to ensuring that the University will offer a student experience that matches the high expectations of students attracted by the national and international standing of a world class research University. CEEBL will contribute to the strategic priorities defined in Goal Four, notably the provision of “outstanding, well-supported teachers” and “superb learning environments”; and the encouragement and reward of excellence in teaching and student support.

CEEBL will additionally contribute to the goals of High International Standing and Empowering Collegiality by establishing itself as an internationally-recognised centre for EBL and operating in a collaborative and cohesive manner.

CEEBL Strategic Plan

KPIs	2005												2006												2007												2008												2009												2010																																																																																			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec																																																																								
Internal																																																																																																																																																
Completion of hub capital works													●																																																																																																																																			
Completion of Faculty capital works													→																																																																																																																																			
Establishment of CEEBL website	→																																																																																																																																															
Development of online EBL resource & research bank	→												→																																																																																																																																			
Completion of 3 small EBL projects (by 2007)	→												14 small projects												12 small projects																																																																																																																							
Completion of 13 small EBL projects (by 2010)	→												14 small projects												12 small projects																																																																																																																							
Carried out 10 staff development workshops (by 2007)	→												4 workshops																																																																																																																																			
Carried out 25 staff development workshops (by 2010)	→												4 workshops																																																																																																																																			
Award 4 dissemination grants for staff (by 2007)	→												1 grant																																																																																																																																			
Award 10 dissemination grants for staff (2010)	→												1 grant																																																																																																																																			
Award 4 small travel grants for staff (by 2007)	→												2 grants																																																																																																																																			
Award 10 small travel grants for staff (by 2010)	→												2 grants																																																																																																																																			
Commence 3 of the Faculty projects (by 2007)	→												4 Faculty projects																																																																																																																																			
Carried out and evaluated the 4 Faculty projects (by 2010)	→												4 Faculty projects																																																																																																																																			
Worked with 2 Student Sabbatical Officers and 8 Student Interns (by 2007)	→												1 Student Sabbatical Officer and 4 Student Interns																																																																																																																																			
Worked with 5 Student Sabbatical Officers and 20 Student Interns (by 2010)	→												1 Student Sabbatical Officer and 4 Student Interns																																																																																																																																			
Produced student guides and induction packs for EBL (by 2010)	→																																																																																																																																															
Extended EBL to at least 5,000 students (by 2010)	→																																																																																																																																															
Provided consultancy within the University	→												11 consultancies																																																																																																																																			
Ran 4 annual symposia (by 2010)	→												1 symposium																																																																																																																																			
Supported at least 10 staff in promotion or enhanced salary banding for EBL scholarship (by 2010)	→																																																																																																																																															
Implemented a continuation strategy (by 2010)	→																																																																																																																																															

Key
 Indicates an ongoing KPI
 Indicates a completed KPI

2-year goal

5-year goal

CEEBL Strategic Plan

KPIs	2005												2006												2007												2008												2009												2010																																																																																			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec																																																																								
External																																																																																																																																																
Integrated existing EBL network with national network (by 2007)																																																																																																																																																
Worked with HE Academy to establish cognate CETLs alliance (by 2007)																																																																																																																																																
Embedded and developed EBL network (by 2010)																																																																																																																																																
Agreed 2 research projects with other institutions (by 2007)																																																																																																																																																
Completion of 8 joint research projects (by 2010)																																																																																																																																																
Ran a workshop for a Subject Centre (by 2007)																																																																																																																																																
Ran 7 workshops for various Subject Centres (by 2010)																																																																																																																																																
Established an evaluation and research programme into EBL formats (by 2007)																																																																																																																																																
Delivered one national and one international conference (by 2010)																																																																																																																																																
Published 10 research papers on EBL (by 2010)																																																																																																																																																
Presented at least 20 conference papers (by 2010)																																																																																																																																																
Produced at least 20 case studies of EBL (by 2010)																																																																																																																																																
Provided consultancy to 21 institutions (by 2010)																																																																																																																																																
Evaluated our impact with an external evaluator as well as an international adviser (by 2010)																																																																																																																																																

Key
 Indicates an ongoing KPI
 Indicates a completed KPI

2-year goal

5-year goal