Thermos dashboard Implementation Roadmap

This format is made to help tutors, study advisors, and other Thermos implementation partners make deliberate choices in the implementation process. Keep in mind; there is no ‘wrong’ or ‘best’ method of implementation but making conscious implementation decisions could help the process.

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| General info | |
| Name of the study program: |  |
| Academic year: |  |
| Contact for Thermos within the study program: |  |
| Who’s involved in the implementation of Thermos in the program, and in what role? |  |
| If the dashboard was used previously;  1) What are the most important experiences or remarks? 2) How does this influence this implementation process? |  |
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| 0. Goals  flaticon-goal | Adventures in Urban Europe | What is the aim of implementing Thermos in the tutor program? |  | What is the reason for this aim? |  |
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| 1: Determining first use | What study year(s) will use the dashboard? |  | Why these study year(s)? |  |
| In what phase of the study year(s)? (If already clear: when exactly?) |  | Why this phase? |  |
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| 2: Communication | Via what means will students be informed about the dashboard? |  | Why this way? |  |
| By whom will students be informed about the dashboard? |  | Why that person(s)? |  |
| Is there any support needed? Who can provide that support? |  | Why is that support needed? |  |
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| 3: Student use | How will the dashboard be embedded in the study program? |  | Why this form of integration? |  |
| To what extent are students expected or encouraged to use the dashboard? |  | Why this expectation? |  |
| How, where, and when will students use the dashboard? |  | Why this way? |  |
| Is there any support needed? Who can provide that support? |  | Why is that support needed? |  |
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| 4: Reflection & Action | How will students process and reflect on the dashboard? |  | Why this way? |  |
| Will students be able to compare results with peers? |  | Why this way? |  |
| How will students be able to ask questions to tutors or study advisors? |  | Why this way? |  |
| Is there any support needed? Who can provide that support? |  | Why is that support needed? |  |
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| 5: Follow-up | How many moments of use are planned? |  | Why or why not? |  |
| Will the communication differ from first use? If so, in what way? |  | Why or why not? |  |
| Will student use of the dashboard differ from first use? If so, in what way? |  | Why or why not? |  |
| Will reflection & action differ from first use? If so, in what way? |  | Why or why not? |  |
| Will students be encouraged to compare their results to their earlier results? |  | Why will students be encouraged or not? |  |
| Is there any support needed? Who can provide that support? |  | Why is that support needed? |  |
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| 6. Evaluation  Evaluation - Free business icons | How and when will dashboard use be evaluated with students? |  | Why this way, and why then? |  |
| How and when will dashboard use and the implementation be evaluated with the team? |  | Why this way, and why then? |  |
| Is there any support needed? Who can provide that support? |  |  |  |
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| Are there any other remarks regarding the implementation of the Thermos dashboard? | | | | |