**What *else* can *we do?***

**Contributions on yellow post-its from Solstice2018: 7th June 2018**

(I’ve not included names, as some were just 1st names and others were full ones, and also I thought about GDPR regs. Hope you don’t mind. Here they are in quite random order, but I’ve also numbered them in case this helps with a task for colleagues – e.g. ‘pick the best three ideas from this list and add one of your own’ or simply to help folk see a particular idea more quickly in the list. I’m impressed with your outcome to my task – very well done. I also hope you found many more ‘else’ things to do in the rest of this great conference – I certainly did!).

1. Ask students to make their own learning outcomes for the session before you start.
2. Start by telling students why what you are teaching matters!! Could avert disaster – my area is nursing.
3. Explore *programme* assessment. Develop course programme.
4. Devise strategy for audio/video feedback to students.
5. Start induction by establishing that students are at Uni to learn rather than to learn ‘stuff’, and ensure staff believe this!
6. Audio feedback.
7. Use assessment alternatives to assignments: e.g. creation of online resource, video assessment. Creation of digital learning resource.
8. Online quizzes.
9. Collaborative learning online.
10. One-to-one tutorials.
11. Super Sleuth Session: solve the puzzle/dilemma, the apply theory to explain; present to other students: plausible? Alternatives? Create own problem to solve.
12. No feedback remark or comment without an example from the text you are reading an assessing.
13. I’m going to be more explicit in opening teaching sessions about how the module has been designed and why, and what this means for the group.
14. Dragon’s Den style pitch of ideas for running tests in a work-based role, where student judge and provide a yes/no to the pitch.
15. Get students to give feedback to each other on presentations and discuss how they would take it forward.
16. Try to implement alternative forms of assessment – not just more written pieces!
17. I will use the ‘what I’d most like to take away f rom this session is….?’ with a group on Monday!
18. Find a way to discuss feedback with students rather than tutor feedback being ‘the last word’.
19. A learning incomes activity within induction for PGCE students.
20. Choice of assessment opportunities, e.g. (1) written assignment (2) Ppt presentation (3) verbal (4) group discussion.
21. Gamified learning via a video game – individual adventure to win a level, can re-try, just have another life, self-paced, fun, choices – failure is expected/redeemable, active exploration, visible progress.
22. Online discussion board: students peer-review each other and tutor oversees the whole outcome.
23. Encourage collaborative critique among students as a variety source of feedback for improvement.
24. Audio record whole group/pair discussion/ small-group discussion a valid assessment method.
25. Give the students an open-ended problem and get them to decide on what they want to get out of it.
26. Opportunities to listen to student more, about their expectations.
27. Use post-it notes to generate ideas – and then to discussion – or allow for responses to the original contributions. Work with staff to develop assessment.
28. Provide specific goals in feedback for the next piece of assessment.

And Sue Beckingham suggested **‘Lead a #LTHEchat to continue the discussion’**! I would be delighted to do this, as long as we could use the brilliant ideas above as a starting-point in the pre-chat blog?