**Emergent Learning Outcomes from Phil’s workshop**

**‘Addressing in practical ways the shifting paradigms in HE for the 2020s’**

**on 14.11.19 at the SEDA Conference in Leeds**

**Briefing for post-it task:**

**Please write very clearly, and summarise one or two things you now plan to do, based on your thinking and discussion during the workshop. (With participants’ permission, I will transcribe the emergent learning outcomes post-its, and place these as a ‘workshop products’ file on the SEDA conference website and on mine).**

* Discuss with a Student Union officer how students can get involved in educational developments.
* Consider the 3 questions students ask in the context of extra-curricular activities and student engagement work, not just assessment/learning.
* Explore the resources mentioned. Make greater use of ‘bad’ examples.
* Begin a systematic refresh in recent workshops, and research on assessment and feedback. Start with the references from this presentation.
* Discuss with colleagues in the team about what we are doing / should / can do to diversify assessment methods as we support curriculum transformation.
* (1) Change a class to blank model, let students complete and discuss (2) Get some students to do revision with class and teach topic.
* Discuss modes of assessment at meeting with QA next week. Emphasise the learner-centred approach at ……. community of practice. (sorry, could not read……)
* Think about my definition of urgent.
* To reflect on, and be alert to how shifting paradigms affect (differently) globally mobile staff in HE.
* To complete the ‘not urgent but important’ tasks!
* Download Phil’s slides.
* Reflect on types of assessment methods. Focus on a ‘good one’ and ‘bad one’ in all sessions.
* Arrange to meet with colleagues in library/digital to discuss information literacy, how to support students on PGCert in L+T in HE with filtering and selecting appropriate pedagogical sources – using and modelling up-to-date technology.
* Download the presentation slides to access further resources via links!
* Rearrange (?) tasks that are important, so that I can give appropriate time to thinking about the whole process.
* Find a way to connect our institutional review of the plagiarism framework to insights into progressive assessment practices.
* Teach students what is urgent and important, because it feels that everything is urgent to student. Staff under pressure to deal with everything as if it is urgent.
* Consider how social and emotional intelligence can be effectively developed in education.

**(Thanks for all of these. Excellent plans. Transcribed 21st November, and posted on my website).**