**Conference Delegates’ intentions, at the close of the 2019 SEDA Conference in Leeds**

**Towards the close of my keynote at the end of the conference, (‘I was born under a wandering star
 – where next in learning, feedback, and assessment?’) I asked all present to write on a postcard their response to:**

**In very clear handwriting… please jot down ‘one thing I’m going to do, as a direct result of being at this conference…’ and are willing to have published in an anonymous list of conference outcomes.**

* Engage in more webinars on learning and teaching.
* Think more about wellbeing through the different transition stages. Reflect on all the great sessions I attended. Develop under-developed areas of knowledge.
* Get more involved in developing an inclusive learning environment for our Merchant Navy cadets.
* Develop with final year students a set of placement tips as cards.
* Implement student observation of teaching, but as a paired scheme with students and academics.
* Start a community of practice for staff new to teaching in HE.
* Use Laura and Ide’s typology for professional development to help frame the development of our institutional CPD framework.
* Plan to attend a SEDA Conference AGAIN!
* Download the self-care checklist and give it to my direct report who really needs it.
* Collect more examples of ‘excellent’ student group work for our forthcoming book.
* Encourage the use of information and communication technology to improve teaching and learning in Nigeria.
* Have a look at the SEDA PDF and see if we can use it at my institution.
* Complete a concept mapping exercise in the formal way demonstrated by David Killick.
* Join the SEDA mailing list and look into membership and fellowship of SEDA, as it feels like a community I want to be part of.
* Reimagine the relationship between my educational development and learning development teams.
* Set aside time and space to dedicate to exploring current and recent (and bits I missed) learning, teaching and assessment related literature.
* Investigate the policies and strategies that state how academic staff are expected to teach at my institution.
* Invite a number of delegates to come and visit my university to share their experiences and ideas. Go on a working walk where I can chat about a challenge (pedagogic of course) we’re both facing and dealing with.
* Map NF PD framework to all ‘academic staff’: modules/sessions/workshops. ‘Trial’ bullseye in workshop asap.
* Share some of my resources with colleagues I have met. Introduce delegates to colleagues with similar interests. Look closer at UDL. Write my reflections and share with colleagues.
* Draft a Memorandum of Agreement for a range of development functions and associations about working together to enhance the main learning literacies.
* Thank my team! Investigate TBL more.
* Learn more about educational development (I’m an administrator).
* Reconsider my own staff development more seriously!
* Review processes for induction, academic orientation of PT/distance learning students. Concerned that this is a group that is overlooked.
* I will come again to the SEDA Conference.
* Review my own assessment practice, and consider how to encourage my students/ participants to do the same.
* Reflect on my institution’s professional development strategy …+ re-write it!
* Look again at how we can link learning literacy (and employability) to learning design.
* Find out more about how to use my voice and stagecraft in lectures and conference presentations. Try out a ‘blind drawing’ activity in workshop.
* I’m going to investigate Loop input (with webinars).
* Use Loop input for effective blended learning on my PGCTHE module.
* Download and follow some of the links from sessions, to share with colleagues.
* Be more aware of GTA’s identities, and think how I can address this within training sessions.
* Email Michelle Morgan to nick her pre-arrival academic questionnaire.
* Use concept mapping to explore feedback with PGCert LTHE groups.
* Do my best to fund my attendance @ SEDA future conferences – as freelance, hard to do!
* Think more about staff welfare and enjoyment rather than pass rates.
* Rethink staff induction to try to move from a supply-led to a demand-led staff development provision.
* Invite colleagues for walks, where they/we can discuss our challenges, areas of curiosity, and hopes for development.

(What a super, wide-ranging list of intentions – well done all. Transcribed and posted to my website on 21.11.19)