Workshop	11a

Title: **Addressing in practical ways the shifting paradigms in higher education for the 2020s**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Gain perspectives on the key changing paradigms of higher education as we approach the 2020s;
- Prioritise areas to address as 'important and urgent';
- Formulate and share practical and realistic ideas on how they aim to address these areas;
- Take away learning from each other's ideas and plans.

Session Outline

This workshop is based on my learning journey of over half-a-century, working both with students and staff, and helping them address the considerable variety of emerging trends as we approach the 2020s. It is triggered by my preparation of the 5th edition of 'The Lecturer's Toolkit' (now in press), through which I became increasingly aware of the changing paradigms now affecting teaching, learning, feedback and assessment in higher education. The paradigms addressed are reflected in the ongoing work of David Carless, Naomi Winstone and David Nicol on feedback literacy and dialogues, the work of Phil Newton on addressing contract cheating and plagiarism in the digital age, the 'VASCULAR' approach of breathing new life into the use of learning outcomes by Sally Brown, and the pros and cons of 'lecture capture' as explored by Emily Nordmann et al.

With so many things are now happening in higher education, the possibility of getting swamped has increased to the extent that colleagues can feel that they can't keep up with the increased pace and pressure, and the 'looking after yourself'' dimension needs to be foregrounded, alongside concern for students' reactions to the increased competitiveness of higher education.

After briefly surveying eight paradigm shifts now occurring, participants will be invited to focus in to some practical, achievable steps which they can realistically take to address just some of the changes happening in teaching, learning, feedback and assessment, and make then share with each other some intended plans for enhancing the quality of students' learning experience in the contexts they address. A key dimension in these plans is intended to be the realistic achievability of them, in ways which will help staff both to manage effectively their own stress levels, and at the same time help students to

achieve a healthy balance in how they spend their time and energy in higher education in the 2020s.

Session Activities and Approximate Timings

- '2020s vision': brief presentation of eight paradigm shifts now shaping higher education (10 minutes);
- Participant activity briefing: choosing one or two 'urgent and important' areas to address in their own work, arising from addressing the changing paradigms. The action-plans will be drafted under the headings 'What?', 'Why?', How?' and 'When?' (Briefing: 2 minutes, then participant individual reflection and action-planning: 8 minutes);
- Sharing of draft action-plans: pair discussions (2 minutes each way) in three rounds of different pairings (the aim being that participants will deepen their thinking on the action plans by explaining to others, and gain ideas from others on alternative plans) (20 minutes),
- 'Emergent learning outcomes': post-it task where each participant summarises one or two things they now plan to do, based on their thinking and discussion during the workshop (5 minutes).
- (Post event: 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).

References

Brown, S. (2019) Invigorating the curriculum with VASCLULAR learning outcomes SEDA blog, accessible via https://sally-brown.net/2019/03/08/invigorating-the-curriculum-with-vascular-learning-outcomes/ (accessed May 2019)

Carless, D and Boud, D. (2018) The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education,* https://doi.org/10.1080/02602938.2018.1463354 (Accessed May 2019)

Nicol, D. (2010) From monologue to dialogue: improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*, *35*(5), 501-517.

Nordmann, E., Kuepper-Tetzel, C.E., Robson, L., Phillipson, S., Lipan, G. and McGeorge, P, (2018) Lecture capture: Practical recommendations for students and lecturers. https://psyarxiv.com/sd7u4 : https://osf.io/esd2q/ (accessed May 2019).

Race, P. (2020) *The Lecturer's Toolkit: 5th edition,* in press, London: Routledge.

Winstone and Carless (2019) *Designing effective feedback processes in higher education, - a learning focused approach,* London: Routledge.