

# SEDA Spring Conference 2024

**Session Title:** Focusing and Flourishing: Using a Framework for Strategic Change in Learning, Teaching and Assessment

**Session Type:** Workshop (45 mins)

**Main presenter(s):** Dr Alison Purvis, Sheffield Hallam University

**Co presenter(s):** N/A

**Session Summary:** During this workshop we will explore how a vision and strategy for learning, teaching and assessment can be delivered through a pragmatic framework approach. Participants will be introduced to the Sheffield Hallam University Learning, Teaching and Assessment Framework 2022-2030. Using a card sort exercise, based on the framework, attendees will explore how a framework approach can be applied to course design, module delivery planning, and strategic approaches to educational development.

**Session Outline:** The workshop will apply the Sheffield Hallam University Learning, Teaching and Assessment (LTA) Framework as an example of how to use a framework to approach strategic educational development. An easily adaptable interactive activity will be used to demonstrate a simple but effective engagement model for teams and across an institution. Other examples of how a concise framework can be applied to inform and improve teaching and learning practice will also be introduced.

The Sheffield Hallam LTA framework provides direction for all staff and clarifies the underpinning features of the learning, teaching, and assessment experience at Sheffield Hallam University. It brings together several strategic change projects relating to learning, teaching, and assessment under one concise and cohesive document. A framework approach was taken to provide a clear vision for the long term development of teaching and learning towards 2030. The framework is composed of a vision, set of underpinning principles, and a set of 15 'features' of learning, teaching, and assessment. The 15 features are presented on a single page which allows staff to easily identify pedagogical priorities, areas for focus, and personal development needs.

At this workshop you will initially be introduced to the framework and then invited to engage in a card-sort exercise where you can explore the features of learning, teaching, and assessment and how you would prioritise implementation and pedagogical development. Participants will be invited to think about this in the context of developing or delivering a course or module, or as a method to identify educational development needs as an individual or a group. Educational development teams can also use the approach to plan and prioritise institutional LTA development activities and programmes.

References: N/A

