CARPE DIEM WORKSHOP

Design for Learning Planner

Credits

The Carpe Diem process is based on research by Professor Gilly Salmon, with assistance from teams at the Caledonian Business School. The model was tested and refined at the University of Bournemouth and Anglia Ruskin University, and further developed by the ADELIE, ADDER and CHEETAH teams, including Dr Alejandro Armellini (main Carpe Diem facilitator), Olaojo Aiyegbayo, Roger Dence, Sylvia Jones, David Shepherd, Matthew Wheeler and Helen Whitehead.
An opportunity to design for participation and get your course online

This planner provides an overview of the activities to be carried out over the two days and the structure they will follow. It is intended to guide you during the Carpe Diem Workshop sessions.

Carpe Diem is a team approach

CARPE DIEM workshop facilitator:

Learning Technologists:

Academic Liaison Librarian & Support:

Primary Design Team:

Observer(s):

Course(s) to be worked on:

Reality checker(s):
DAY 1

1. Write a blueprint
Here you work together to lay out the essential aspects of your course.

2. Make a storyboard
Here you draw out the process of your course as a ‘storyboard’.

3. Build your prototype online
After designing on paper, now you try out your design online.

4. Check reality
Your designs are tried out by your reality checker, to see how they work.

5. Review and adjust
Building on the feedback from the reality checker, you review the work so far, make adjustments, refine timings, flag up places to return to, indicate what additional work is needed and who should be responsible for it.

6. Planning your next steps
Now the team is ready to build an action plan together.

DAY 2
Stage 1: Write a Blueprint

1. Our mission is...

Agree on the overarching aims and intentions of your course. Write a statement that captures those aims and intentions on the flip chart (you may want to keep a copy). *This is the text you might want to write just above the module’s learning outcomes.*

Example (Carpe Diem):

* Carpe Diem encourages course teams, in collaboration with subject librarians and learning technologists, to plan, design, check and review student-centred and technology-enabled learning designs, focusing on learner activity, group work and assessment for learning.

2. The ‘look and feel’ of your online course

**Our look and feel focuses on...**

Choose the 5 adjectives in the following grid that best describe the look and feel you would like for your online course (or the online components of your course). You may want to add some adjectives of your own. Compare your choices with your neighbour’s. Can you agree on 4 of them?

<table>
<thead>
<tr>
<th>textured</th>
<th>grand</th>
<th>unusual</th>
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</thead>
<tbody>
<tr>
<td>classy</td>
<td>managerial</td>
<td>purposeful</td>
</tr>
<tr>
<td>trendy</td>
<td>post-modern</td>
<td>elite</td>
</tr>
<tr>
<td>professional</td>
<td>controversial</td>
<td>participative</td>
</tr>
<tr>
<td>simple</td>
<td>pleasant</td>
<td>eye catching</td>
</tr>
<tr>
<td>bright</td>
<td>fun</td>
<td>accessible</td>
</tr>
<tr>
<td>relevant</td>
<td>daring</td>
<td>playful</td>
</tr>
<tr>
<td>compact</td>
<td>decisive</td>
<td>creative</td>
</tr>
<tr>
<td>smart</td>
<td>energetic</td>
<td>light</td>
</tr>
<tr>
<td>efficient</td>
<td>flashy</td>
<td>modern</td>
</tr>
<tr>
<td>fiery</td>
<td>basic</td>
<td>current</td>
</tr>
<tr>
<td>strong</td>
<td>blended</td>
<td>incisive</td>
</tr>
<tr>
<td>challenging</td>
<td>dynamic</td>
<td>mobile</td>
</tr>
<tr>
<td>engaging</td>
<td>demanding</td>
<td>global</td>
</tr>
<tr>
<td>reflective</td>
<td>edgy</td>
<td>enabling</td>
</tr>
<tr>
<td>clear</td>
<td>enticing</td>
<td>bland</td>
</tr>
<tr>
<td>contextualised</td>
<td>can-do</td>
<td>forward-looking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>flexible</td>
</tr>
</tbody>
</table>
3. Learning outcomes

What are your learning outcomes as specified in your course descriptors? Decide on the major ones.

*By the end of the course, you will...*

- 
- 
- 

4. Assessment

<table>
<thead>
<tr>
<th>WHAT must be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like to assess in THESE WAYS (e.g. through an exam, assignment, etc):</td>
</tr>
<tr>
<td>We will exploit technology for formative and summative assessment by... (e.g. by setting up a multiple-choice exam on our VLE; by providing formative feedback on e-tivities):</td>
</tr>
</tbody>
</table>
The work done *during* the course will contribute to assessment in these ways:

<table>
<thead>
<tr>
<th>Peer-assessment will be built into your course as follows:</th>
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<tbody>
<tr>
<td>Formative feedback will be offered by tutors and peers in these ways:</td>
</tr>
</tbody>
</table>
Step one, at the base of the flights of steps, is about success in accessing the system and generating motivation. Step two involves individual participants establishing their online identities and then finding others with whom to interact and socialise. At step three, participants share information relevant to the course with each other. At step four, course-related group discussions occur and the interaction becomes more collaborative. The communication depends on the establishment of common understandings. Learners depend on each other’s contributions to complete tasks. At step five, participants look for more benefits from the system to help them achieve personal goals, explore how to integrate online into other forms of learning and reflect on the learning processes.

Sources:


6. Planning for active and participative engagement

Refer to: **The five-step model (see p. Error! Bookmark not defined.)**

**Example:** We plan for active and participative engagement of our students by:
- Shifting from a content-focused to a task-based approach.
- Planning group work to take place in the classroom but also providing opportunities for students to collaborate actively online.
- Designing activities to facilitate access, motivation and socialisation (getting students started!).

We plan for active and participative engagement of our students by:
Stage 2: Storyboard

As a team, use the ideas from your blueprint above to develop your storyboard, adjusting the blueprint if necessary.

We provide an example template to create a storyboard – you may amend it to suit your needs.

- Divide the “content” into a series of discrete topics and write each in a box. (Use one colour of post-it notes, e.g. pink).
- Use a different colour post-it note to represent assessment (e.g. yellow). If assessment only occurs at the end of the module, you should just have a single yellow post-it with a description of this, at the end of the storyboard. If assessment instances occur during the module, please use post-its throughout to represent that.
- Rewrite and move around the post-it notes until you are satisfied.
- Add possible learning activities (or e-tivities) appropriate to each section using a third colour post-it note (e.g. green). Use one green post-it note for each e-tivity you identify. Stick these post-it notes in the appropriate section of the storyboard. On each post-it note, at this stage, simply write the purpose of each e-tivity.

An example storyboard is given on the next page.
**HISTORY OF LITERATURE**

Sections 1-2
Intro to Literary Theory

**E-tivity 1.** Purpose: Sharing understanding of close reading

**E-tivity 2.** Purpose: Identifying roles

**E-tivity 3.** Purpose: Establishing links between literature and culture

**E-tivity 4.** Purpose: Synthesising earlier research on literature and culture

**ASSESSMENT**
E-tivity 4 = 10% of grade

**ASSESSMENT**
Section 5
The role of gender in literature

**ASSESSMENT**
Essay: 90% of grade

**TIMELINE**

**Section 3**
Culture and inter-culturality

**Section 4**
Analysis of literatures & cultures

**STORYBOARD EXAMPLE**

**CARPE DIEM WORKSHOP**
Stage 3: Planning and Building your prototype online

1. Consider the sample e-tivities (page Error! Bookmark not defined.). With the team, discuss them to assess how appropriate these types of e-tivities might be in your context.

2. Now work in pairs. Look at your storyboard again. Pick out some simple e-tivities (green post-it notes) that use text, words and web sites already available.

3. Then agree between you who will do which e-tivity - try and tackle different parts of the course.

4. Take one e-tivity per pair or group and draft it out on paper using the template given (see page Error! Bookmark not defined.), using the format SPARK > PURPOSE > TASK > RESPOND. Specify how much time you expect the students and the e-moderator to spend on this e-tivity as the course unfolds. What does the e-moderator have to do?

5. When you have an e-tivity that you think may work, move to the computer. Each pair or group builds one e-tivity directly online in the VLE at a time, returning to the storyboard and the prototype to adjust as necessary. You may modify the e-tivity template if you wish (see page Error! Bookmark not defined.).

6. Insert a clear marker (such as a holding image or coloured alert text) where you need to return later or ask for further technical help, e.g. to insert an interactive diagram or video.

7. As soon as an e-tivity looks usable, move onto another one.
E-tivities 1

What are e-tivities?

E-tivities are:
- Motivating, engaging and purposeful;
- Based on interaction between learners/students/participants & active contribution;
- Designed and led by an e-moderator;
- Structured participative group work online;
- Usually asynchronous (take place over time);
- Cheap and easy to run via VLE/discussion boards/Web 2.0

Why use e-tivities?
- They’re in your hands
- They’re easily changeable
- They utilise a wide variety of knowledge
- They are focused on application of learning
- They are customisable and personalisable
- They help to build communities of practice
- Evaluation for quality & effectiveness can be built into process
- Any topic, any level

How to create e-tivities

1. **Start with the End in Mind.**
   What do you want to achieve by this online activity?
   How will it add to the students’ learning?
   How will you evaluate the activity?

2. **First Things First!**
   How will you introduce and start the activity off?
   How much notice will the students’ need?
   Can you design clear instructions?

3. **Think Win : Win**
   Why will the students want to take part?
   Will it add obvious and clear value?

4. **Sharpen the Saw**
   How will you prepare yourself to make this activity a success?
   What preparation will the student need to take part?

5. **Be Proactive**
   Plan your role and actions.
   How often will you need to intervene?
   What will you do about non-participants?

6. **Seek to Understand**
   What happens if the activity doesn’t go as you planned?
   How can you get information to change it for next time?

7. **E-moderate**
   Plan what you have to do to make this work!

A note about time

General principle: At the lower levels of the 5 stages, students need less time, e-moderators more. Further up the 5-stage model, students need more time, e-moderators less (except for summaries). **The better designed the e-tivities, the easier they will be to e-moderate.**
## E-tivities 2: Annotated template for creating e-tivities

<table>
<thead>
<tr>
<th>Title, number of the e-tivity</th>
<th>Purpose of e-tivity (this may include link to course and/or assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. E-tivity 6.2: [name]</td>
<td>Purpose: This is where you tell participants exactly what to do, where to do it (e.g. a link to the forum or wiki needed in the e-tivity), as well as when they are expected to do it by. You may also give them an idea of the size of the answer you expect (e.g. number of words). This is the first 'iteration' of the loop.</td>
</tr>
<tr>
<td>Small piece of information, stimulus or challenge (the ‘spark’)</td>
<td>Task: Typically, you could ask learners to reflect on and respond to others’ contributions. This provides ‘additional collaborative loops’ to your e-tivity. You may wish to include the link (again) to where these additional contributions are expected (e.g. a forum, wiki, or blog).</td>
</tr>
<tr>
<td>e.g. Video or audio file, link to website, picture,…</td>
<td>Respond: e.g. Comment on at least one of your colleagues' contributions and expand on their reasoning if appropriate (100 words maximum). Make sure your response is available by [insert date].</td>
</tr>
</tbody>
</table>

Specify how much time you expect the e-moderator and the students to spend on this e-tivity as the course unfolds.

A blank template can be found in Appendix 2
### E-tivity 3a: Is Performance Appraisal Working?

This e-tivity is not the assignment itself. It helps you plan the content of the report you are required to submit for assessment.

You have been given privileged access to one document and two audio recordings. All parties have given their consent for you to see and use this information, which will help you understand some of the issues that you could include in your report.

1. Document: **Job, performance and statistics information.doc**
2. Interviewer Training Audio File (55 seconds).
3. Audio File of a "typical" performance appraisal for In-Branch Customer Services Staff (2 minutes and 34 seconds).

**Purpose:** To identify and elaborate on three key issues on performance appraisal.

**Task:** Identify 3 major issues that arise when you have listened to and read these resources. In no more than 150 words explain why you have chosen these 3 issues. **Post your message to the discussion group** by Friday 2nd March 2007.

**Respond:** By Friday 9th March 2007 return to the forum and elaborate on one or more of your fellow participants’ posts, responding to their arguments.

For a group of 20 PG distance students, the moderator is expected to spend one hour per week over 3 weeks on this e-tivity (total: 3 hours).

Learners should set aside approximately 90 minutes over 3 weeks to complete all sections of this e-tivity.
**Quality in schools**

(Learning on a laptop from mikecogh. Some rights reserved.)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To familiarise yourself with basic data collection using your mobile device and sharing reflections on the data with your peers and tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td><strong>To be done by (date).</strong> Carry out a short interview with a staff member at the school you will visit (10 minutes maximum). Ask them about their views on measuring quality in schools (how it’s done, whether it’s fair) and what their school does to enhance quality. Ask for permission to audio record the interview. Write a summary of the person’s views and post it as a message to the relevant thread in the discussion board. Attach the audio file you obtained during the interview to your message.</td>
</tr>
<tr>
<td>Respond</td>
<td><strong>To be done by (date) (4 days after the above date).</strong> Choose a contribution posted by a colleague to which no-one else has responded yet. In your reply to it, indicate (a) whether you agree that your colleague’s summary truly captures the key points raised during the interview and (b) add your own insights into the interviewee’s opinions on quality in schools.</td>
</tr>
</tbody>
</table>

For a group of 30 UG distance students, the moderator is expected to spend 90 minutes per week over 2 weeks on this e-tivity (total: 3 hours).

Learners should set aside approximately 4 hours over 2 weeks to complete all sections of this e-tivity.
The good e-tivity criteria

- Unambiguous (not open to interpretation)
- Short
- Can be grasped at the first reading
- Offers obvious benefit to the participant
- Contributes visibly to the learning objective
- E-moderator’s role is clear
- Timed

For a group of 20 participants, the moderator is expected to spend two hours over 1 week on this e-tivity.

Each learner should set aside approximately 1 hour in total to complete this e-tivity.

Purpose: To inform our thoughts on the future of learning in HE by reviewing predictions we made 10 years ago.

Context: It’s 1998. The web has been in use in HE for some time and is becoming normalised. Google is emerging. Some are making inroads into this new thing called VLEs. You have explored some VLEs and are excited. So are your colleagues.

Your task: Can you remember your thoughts about what might happen to technology-enhanced learning in HE over the following 10 years? Share at least 2 thoughts or predictions you made in 1998. You may want to start your contribution as follows:

- By 2008,...
- In 10 years’ time,...

You may also wish to share what you never thought would happen...

How right or wrong these predictions were does not matter! Suggested length: 100 words per post. Please post your contribution to this forum (accessible also through the Discussion Forum link, above) by 19 November.

Respond: By 21 November, reply to at least one post, sharing your views (and experience, if applicable) on that colleague’s predictions.
Stage 4: Check reality

Please ensure that by the time the reality checker arrives, you have e-tivities ready for him or her to try out. Each reality checker will be asked to complete the form shown in Appendix 1 – one form per e-tivity.

- Sit out of their way, but where you can see them, observe and relax.
- Do not interrupt.
- If they ask for help or explanation, offer enough to get them started again.
- Do not enter into explanations but encourage them to work online and autonomously as much as possible.

Stage 5: Review and adjust

Our reality checker has now left the room.

As a team, list your reality checker’s main concerns and suggestions. Talk through the impact of these comments. Decide whether you need to:

- Adjust the blueprint and the storyboard.
- Adjust the online course.
- Especially consider navigation, timings and assessment.

Consider also the process since yesterday morning (or since the pre-Carpe Diem meeting, if appropriate).

- Note what worked and what didn’t.
- Can you suggest any changes based on your experience so far?

Go back to your online environment:

- Make some of the suggested changes, in consultation with the other team members.
- Explain to your colleagues and to your Carpe Diem facilitator what you have changed and why.
Stage 6: Planning your next steps

- Refer to your storyboard.
- Refer to the suggestions from the reality checker.
- What else needs doing and who will do it?
- Assess the risks (how are you going to find the time to complete the work, what might interfere, who else might need to be involved).
- Consider what other resources you need to acquire or include, as well as resources that you had available but did not use.
- Set clear deadlines.
- Set a date for your next team meeting when you will review progress.
- What post-Carpe Diem follow-up would be useful? (For further details on follow up courses contact the BDRA).

Now build an action plan for completing your online course (see example in first row)

<table>
<thead>
<tr>
<th>What needs doing</th>
<th>Who will do it</th>
<th>Help needed and sources of help, including Carpe Diem follow-up</th>
<th>Risks</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[e.g.] At least 2 more e-tivities in module 3 addressing links between being a visual learner and second language acquisition.</td>
<td>Ale</td>
<td>IT coordinator (may require multimedia element).</td>
<td>IT coordinator on holiday last week in Feb.</td>
<td>End of March</td>
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</tbody>
</table>

Please take your blueprint, storyboard and action plan with you.
Follow-up

Research by the ADELIE and ADDER projects has suggested that successful teams take advantage of follow-up opportunities after their Carpe Diem workshop. In particular:

- A follow-up meeting between the Carpe Diem team and the course members who participated in the workshop (including their Learning Technologists and Subject Librarians) to talk through plans, revise previous e-tivities, develop new ones and discuss other design issues.

- Learning technology support to help implement course design.

- A short E-Moderating online course to develop e-moderating skills. The Carpe Diem team can provide further details on this.
APPENDIX 1: Reality checker’s form

<table>
<thead>
<tr>
<th>Topic, course or module</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-tivity number or name</td>
</tr>
</tbody>
</table>

**Note:** you do not have to complete the task itself, instead, assess it from a student’s point of view.

<table>
<thead>
<tr>
<th>First impressions</th>
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<table>
<thead>
<tr>
<th>How easy is the e-tivity to navigate?</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Is it clear what you are supposed to do? Describe any issues.</th>
</tr>
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</table>

<table>
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<tr>
<th>List two features of the e-tivity you found enjoyable or effective.</th>
</tr>
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<table>
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<tr>
<th>How would you improve the e-tivity?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Task:</td>
</tr>
<tr>
<td>Respond:</td>
</tr>
</tbody>
</table>

Specify how much time you expect the e-moderator and the students to spend on this e-ivity as the course unfolds.