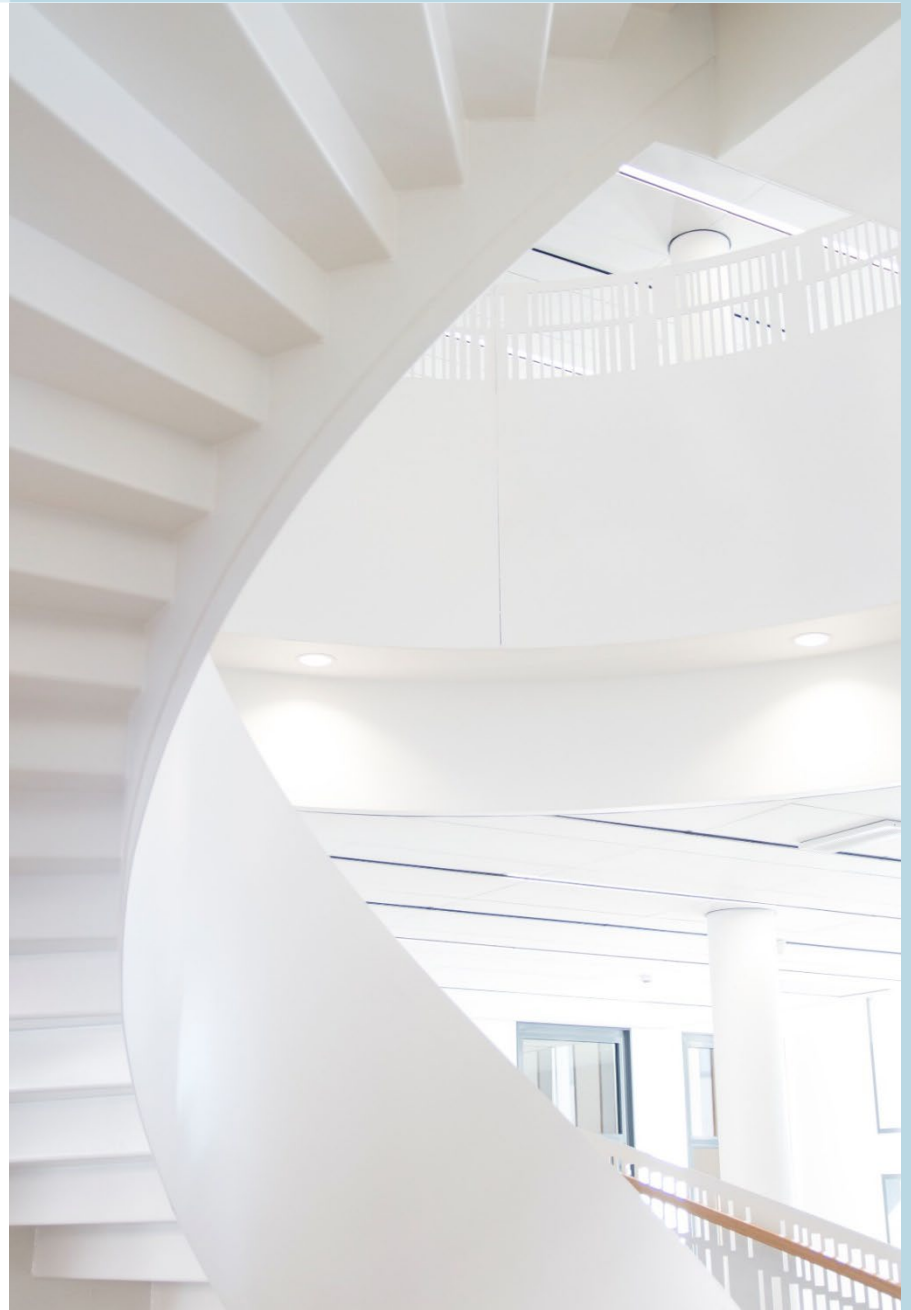


Adaptation of Carpe Diem Methodology

6.3.2019

Jaana Kullaslahti &
Tarjaleena Tuukkanen

Co-funded by the
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of the European Union



Linköping meeting 5.-6.3.2019

Wednesday 6.3 2019

- 8:30 – 11:00 ? Workshop how to generate the key Carpe Diem deliverables and running e-learning activities with action plan. Moderators Tarjaleena Tuukkanen and Jaana Kullaslahti
- 11:00- 11:30 Summary and closing the project meeting, project content manager and local project leaders
- 11:30 Lunch

Carpe Diem - eLearning Design



- team based approach to learning design
- design/redesign course, module, unit or program
- competence-based, student-centered learning

Gilly Salmon

<http://www.gillysalmon.com/carpe-diem.html>

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Before the workshop in Linköping

- Let's look at the videos and materials

<https://www.gillysalmon.com/carpe-diem.html>

- **Carpe Diem Work Book**

- **Carpe Diem Videos:**

- An Overview of Carpe Diem
- Creating a Blueprint for Carpe Diem
- Start With The End In Mind - Feedback and Assessment
- Planning Learning Design Through Storyboards

1. Write a Blueprint - Webinar 1 & 2

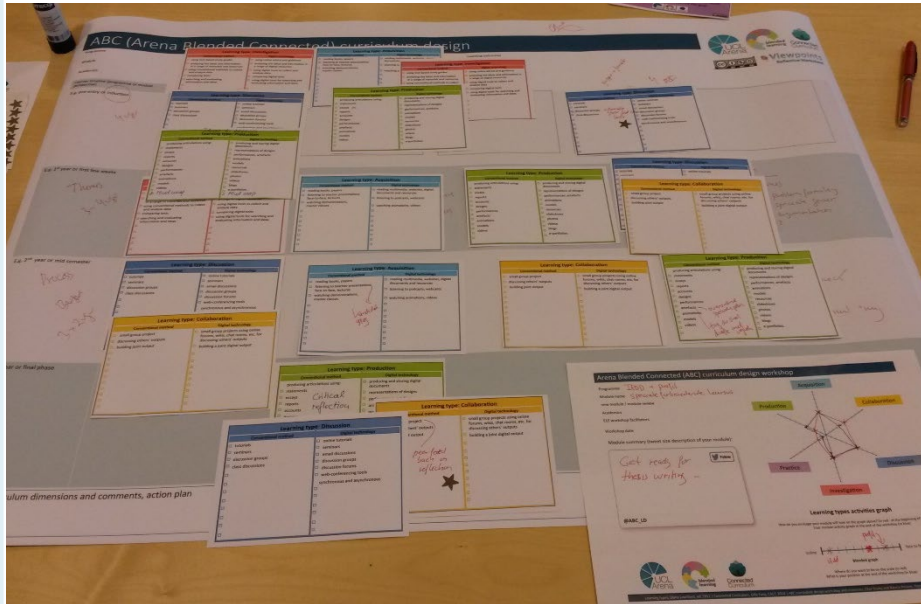
1 BLUEPRINT

Work with your team to lay out the mission statement for your course and work out what you want to achieve.



- Name of the theme/module and credits
- The target groups of your theme/module
- Short description of Learning outcomes and contents
- What kind of digital tools are you going to use in your theme/module?
- What kind of pedagogical and technical support is available if needed?
- Who belong to the theme/module team?
- How is it possible for students from other partner institutions to participate to the course virtual?
 - Theme of the next webinar

ABC Learning Design method



- team-based and card-based approach to curriculum design
- student-centered and blended learning
- design/redesign modules and programmes
- built on curriculum design research from the JISC* (Viewpoints) and UCL IoE** (learning types) and adapted for UCL

@ABC_LD
<http://blogs.ucl.ac.uk/abc-ld>

@UCLDigiEd
UCL Digital
Education



<https://blogs.ucl.ac.uk/abc-ld/home/abc-ld-toolkit/>

ABC curriculum design

Learning types cards (front)

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos



Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself



Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers



Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice



learning activity types on one side and examples of activities on the other

Principles of Quality criteria for eLearning implementations

Task

Evaluate each criteria and rate how important it is, especially from cross-studying point of view. (Not important - Very important).

- 15 minutes
- [Link to the Form.](#)
- [Quality Criteria for Online Implementations](#)
- <https://www.eamk.fi/en/courses-offering/quality-criteria/>
- [Link to the results](#)
- <https://forms.office.com/Pages/AnalysisPage.aspx?id=RfDS-0yzc0aVNI8jdDVc7PcTdYz4inJOr6fxwmEKBeRUOFJRMkVJTVM1Q1IGVkoXMVdaVUIGR0kyRS4u&AnalyzerToken=3y2uRfUvjHw3hBEIPgyxC0Y1ahM9mDMZ>

Principles of Quality criteria for eLearning implementations

8. Assignments The purpose, the objective, the procedure, the evaluation criteria and the schedule of the assignments are clearly described on the online platform.

3
Responses



5.00 Average Rating

10. Assignments The assignments guide the students towards achieving the learning objectives of the course.

3
Responses



4.67 Average Rating

16. Contents and materials The online implementation utilises materials to which the institution has an access right. References and copyright information have been marked appropriately.

3
Responses



4.67 Average Rating

Principles of Quality criteria for eLearning implementations

20. Tools Instructions for using the online platform and any applications and tools used, as well as creating a user account, are easy to understand and located on or linked to the online platform.

3

Responses



4.67 Average Rating

22. Tools The course description lists the basic equipment required for completing the course, as well as other necessary applications.

3

Responses



4.67 Average Rating

27. Guidance and feedback The implementation is designed in a manner that enables the teacher, other students and stakeholders to provide guidance and feedback during the course.

3
Responses



4.67 Average Rating

30. Guidance and feedback The responsible persons, channels and schedules related to student guidance are described on the online platform.

3
Responses



4.67 Average Rating

31. Guidance and feedback The online platform has a channel for the students' feed back and questions.

3
Responses



4.67 Average Rating

32. Evaluation The evaluation criteria are based on the learning objectives of the course. The criteria and evaluation methods are detailed in the course description.

3
Responses



5.00 Average Rating

45. Usability and visuals The applications selected for the online implementation work and the materials are accessible through all types of terminal devices.

3
Responses

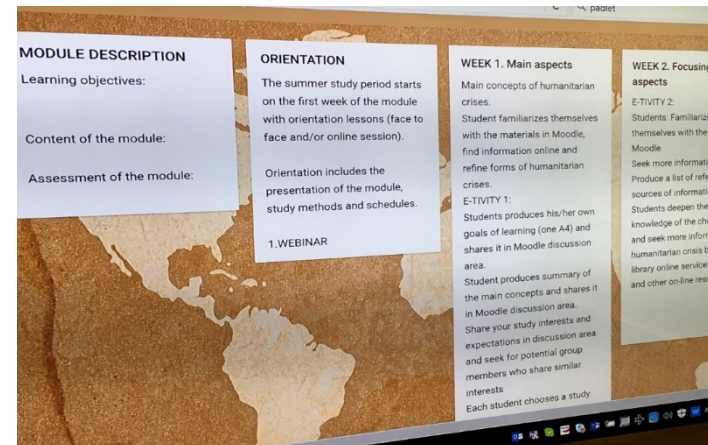
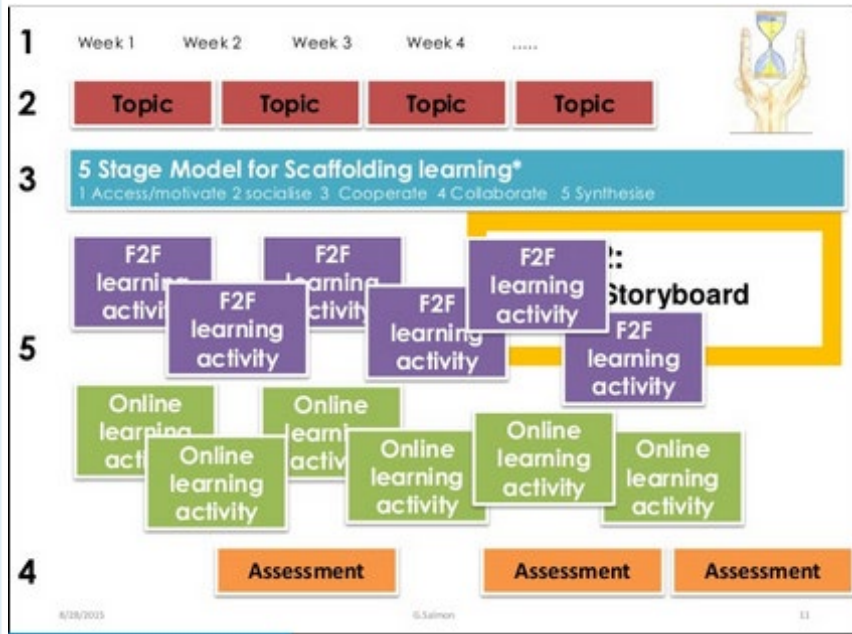


4.67 Average Rating

<https://forms.office.com/Pages/AnalysisPage.aspx?id=RfDS-0yzc0aVNI8jdDVc7PcTdYz4inJOr6fxwmEKBeRUOFJRMkVJTVM1Q1IGVkoXMVdaVUIGR0kyRS4u&AnalyzerToken=3y2uRfUvjHw3hBEIPgyxC0Y1ahM9mDMZ>

2. Make a Storyboard – “Student journey”

- Make a visual presentation of your learning, teaching and assessment



Gilly Salmon
<http://www.gillysalmon.com/carpe-diem.html>
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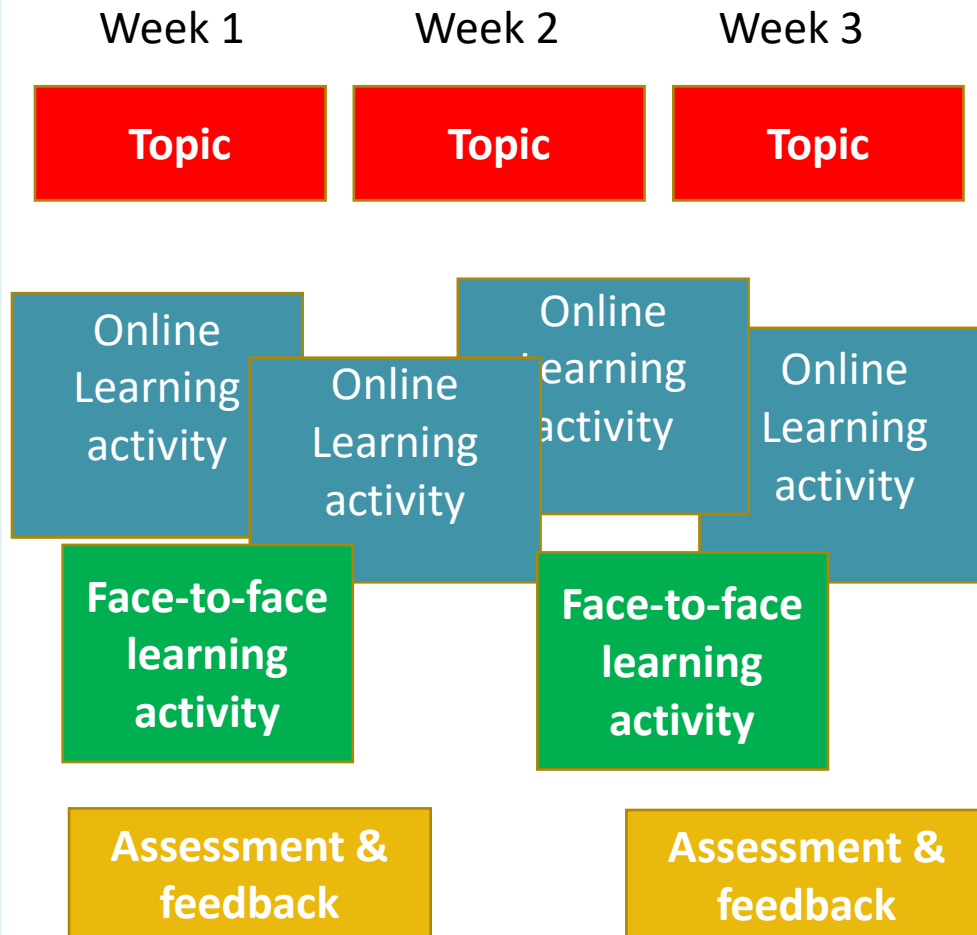
Workshop 1

Place: VTI in Linköping Sweden

Purpose: Generate the key Carpe Diem deliverables: blueprint, storyboard, running e-tivities with action plan.

Next step: Finalize storyboard, make e-tivities

Activity 1 - Make a storyboard – “Student journey”



1. Timetable - create a column for each week that the unit will run
2. Topic – divide learning outcomes/objectives/targets, “what you have to teach” into a series of discrete topics
3. Learning activities – online or face-to-face. Write the purpose of each learning activity.
4. Select learning types and activities (ABC cards) or add your own activities. Write type of learning activity.
5. Assessment and feedback - first ideas format of assessment to use

Activity 2 – Self assessment with your team

- Take a moment to compare your storyboard with blueprint
- Try and imagine what it would be like to be a student taking part. ‘Walk through the process together with your team’.
- Make changes to the storyboard if necessary.

Activity 3 – Storyboard visits - peer review

- Leave one person with your storyboard for explanations
- Walks around and looks at everyone else's storyboards
- Take your stars or smiley faces and add them where you spot an innovative or interesting new idea

Activity 4 – team discussion – next?

- Back to your own storyboard for a discussion of additions
- Make changes to the storyboard
- Photograph version 1
- What needs to be done next ?
 - Who will do it? When?

3. Build your prototype

3 BUILD YOUR PROTOTYPE

Build your design in the online environment.
Develop your e-tivities and test them in a
real and practical way.

- Look at your storyboard and build your design in the online environment (Moodle)
- Develop your learning activities (e-tivities)
 - Take one learning activity and draft it out using the template
 - You might like to start with easier ones e.g. those that use text, words and websites already available
 - Make sure the learning activity is clear - write it in a way so that it can be placed online and participants can follow it

Learning activity - e-tivity template 1/2 (G. Salmon – CarpeDiem workbook)

Title	<ul style="list-style-type: none">• Enticement to open the invitation to take part.• Very brief descriptor.• Be inventive and creative but keep it very short.
Purpose	<ul style="list-style-type: none">• Explain, if you complete this activity you will be able to...• You will understand better how to.• You will find it essential for assignment X.• Use verbs!• Link directly with your outcomes and or objectives for the unit, module, course and programme.
Brief summary of overall task WRITE THIS LAST AFTER REST OF E-TIVITY IS DRAFTED	<ul style="list-style-type: none">• Come back here when you've worked out the rest of the e-tivity• If you find you have more than one major activity or question, divide into more e-tivities.• Clear brief instruction on how to take part and what to do.• One question or task per message.• When you have written this part, check that the task is self-contained.
Spark	<ul style="list-style-type: none">• Spark to 'light the fire' for the topic, interesting little starter intervention.• Directly link with topic for this week...• Opportunity to expose 'content' but with the purpose of a <i>spark to start a dialogue or action with others</i>.

Learning activity - e-tivity template 2/2 (G. Salmon – CarpeDiem workbook)

Individual contribution	<ul style="list-style-type: none">• Give clear instructions to the individual participant as to what he or she should do in response to the spark.• Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when i.e. the day and date. Tell them the length of contribution expected. Create a link from this part or the invitation to the location for posting.
Interaction begins	<ul style="list-style-type: none">• Request response from an individual to others, what kind of response, how long, where and by when.• Key point: learners come online to see if others have read and responded. Make this happen.• Create a link from this part of the invitation to the location for posting the response to others.
E-Moderator Interventions	<ul style="list-style-type: none">• Clearly indicate what the e-moderator will do and when.• Include the e-moderator will; summarise, give feedback and teaching points and close the e-tivity, and when.
Schedule & time	<ul style="list-style-type: none">• Total calendar/elapsed item allowed for this e-tivity.• Completion date.• Estimate total study time required e.g. 2 x 1 hours.
Next	<ul style="list-style-type: none">• Link to next e-tivity.

Webinar 3

Time: 14.5.2019, 10:00-11:30

Purpose: Checkpoint, Common principles of cross-studying, questions, e-tivities (learning activities), action plan

Next step: Built your prototype online

3 BUILD YOUR PROTOTYPE

Build your design in the online environment.
Develop your e-tivities and test them in a
real and practical way.

Webinar 4

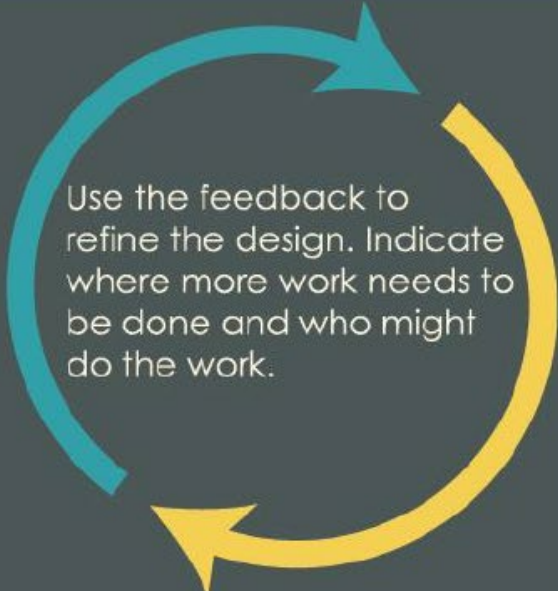
Time: 17.9.2019

Purpose: Checkpoint, questions, prototype, materials, action plan

Next step: Finalize the course

4 REALITY CHECK

Have your colleagues test your design and collect the feedback. Test out other participants designs.



Use the feedback to refine the design. Indicate where more work needs to be done and who might do the work.

5 REVIEW + ADJUST

6 PLAN YOUR NEXT STEPS

Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines !



Workshop 2

Time: 1.-2.10.2019

Place: Riihimäki, Finland

Purpose: peer review & action plan

Next step: design and development against the action plan

Webinar 5

Time: November 2019

Purpose: Checkpoint, questions

Next step: Runit or module in its final draft format



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