



**Module Carpe Diem Learning  
Design:  
Preparation & Workshop**

An opportunity to design for participation and create  
an innovative course in a blended, mobile or fully digital mode



This handbook guides you through the activities of the Carpe Diem workshop  
The appendix highlights ways of working virtually

## Carpe Diem is a team approach

for more on module Carpe Diem see

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

for more on programme Carpe Diem, facilitators training, 5  
stage model and e-tivities workshops see

<https://www.educationalchemists.com>



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# Forming Carpe Diem Teams

## Designing together for active and interactive learning

### Get ready:

1. First **identify** your module to be transformed. It can be a unit or module where there is a desire to change the mode of learning for any reason, or a new course. It works just as well for entirely digital, blended, mobile and all disciplines and levels of learning. It works for MOOC design, too. Each module pod should have its basic learning outcomes agreed before they go into the Carpe Diem process.

### course to be worked on:

Each module will form a team that we call a 'Carpe Diem pod'.

- **Essential:** The key 'knowledge owners' – (typically the academic lead), plus one other academic, practitioner, tutor, or support staff member.
- **Desirable:**
  - Learning Designer(s) or Academic Developers: people who understand the 5-stage model and e-tivities. □
  - Learning Technologist(s): people to help you make the most of the technology platform(s) you have available. □
  - Librarian or relevant information specialists: someone who can help you to find legal, safe, and free resources and integrate information skills in your learning design.

Also, if possible:

- One of the team trained and/or experienced in Carpe Diem facilitation with understanding of the 5-stage model and e-tivities process to keep you fast and on track.
- One or more with some 'right brain thinking', knowledge of creativity techniques, good at diagramming, visualizing and/or the processes of innovation.
- One 'completer/finisher' to take responsibility for ensuring the action plans are viable.

# CARPE DIEM

6 steps towards future-orientated, student-centered LEARNING.

## 1 BLUEPRINT

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



1 2 3 4



## 2 STORYBOARD

Make a visual representation of your learning, teaching and assessments. Use it to work out your schedule and how things fit together. Use the five stage model as a scaffold.

## 3 BUILD YOUR PROTOTYPE

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



## 4 REALITY CHECK

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



## 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!



# Carpe Diem Overview

## Part 1

### 1. Write a blueprint – envision the future

Here you work together in your Carpe Diem pods to lay out the essential aspects of what you aim to achieve in your unit.

Your output will be a 'Poster' of agreed 'mission statement' and some key aspects of the learners' experiences of taking part.

### 2. Make a storyboard – become a designer

Here you draw out the process of your learning, teaching and assessment in a visual way, working out your schedule, a sense of flow and alignment between the components. Use the 5 stage model as a rough scaffold and your calendar for the delivery of the learning to participants to help you plan. *Your storyboard is your plan for transformation and impact.*

## Part 2

### 3. Build your prototype online

Now you try out aspects of your design in the online environment, and create some real practical testable e-tivities.

### 4. Check reality

Your designs are tried out by your colleagues as 'reality checkers', to give you constructive peer feedback. You will be doing the same for others.

### 5. Review and adjust

Review the work so far, adjust, refine timings, flag up places to return to, indicate what additional work is needed and who should be responsible for it. You are ready to move onto stage 6 when you can see a way from your posters and storyboard to an operational, buildable design.

### 6. Planning your next steps

Now the team is ready to build an action plan together.

# The Carpe Diem Process Begins

## Stage 1: Write a Blueprint.

### The outcome of these exercises will be a 'poster'

#### 1.1 Our mission is...

The idea of developing a mission is that it's a blend of aspiration and realism.

Here the Carpe Diem Pod team interview the 'knowledge' owner, using this prompt:

It's ten years' time, and someone rushes up to you at a conference and says "Oh! Hello! I remember your unit. It set me on a fantastic path to the future because XXX". (Fill in the XXXs!)."

Try extracting the key words and writing it up into a sentence or two. The pod works on the mission statement till there's some agreement. Then go round the loop again.

Try asking:

- a) What's your dream for this course?
- b) What's the heart and soul of what you're teaching?
- c) How will learners experience '*the difference*' after completing your course?

Before you write it up on your poster ask yourselves:

- a) Is it 'future-proofed'?
- b) Is it aspirational?
- c) Is it short?

***Put it on the poster.***

#### 1.2. The 'look and feel' of our course

Choose the adjectives that best describe the look and feel you would like for your course. Think what you would like participants to say about their learning experience after it's complete? You may want to add some adjectives of your own. Can you agree on 3 to 5 of them?

***Put the words on your poster under the mission statement.***

## Look and Feel

textured	post-modern	elite
professional	controversial	participative
simple	pleasant	eye catching
bright	fun	accessible
relevant	daring	playful
compact	decisive	creative
smart	energetic	light
efficient	flashy	modern
fiery	basic	current
strong	blended	incisive
challenging	dynamic	mobile
engaging	demanding	global
reflective	edgy	enabling
clear	enticing	bland
contextualised	can-do	forward-looking
grand	unusual	flexible
managerial	purposeful	pacey
provocative	Add your own	Add your own
classy	trendy	Add your own

### 1.3. The 'spirit' of our course...

Draw or find a picture that the pod feels represents the 'spirit' of the unit.

*Add to your poster.*



## 1.4 Start at the end

Begin with the End in Mind

The focus now is how you are going to assess the impact from your learning design. Starting with the end in mind, before you plan your programme, means that you get a very strong handle on what you are designing to achieve, the directions you need to take and the destination. You may find that you need to revisit your learning outcomes or your mission again.

Assessment can be contentious but do your best to think differently about it. If you start creatively with assessment, designing uncommon, non-traditional approaches for learning come a little easier!

What are your learning outcomes, as specified in your description?  
Have you got key 'threshold concepts' (perhaps from undertaking a programme *carpe diem* first)?

Share them in your pod.  
Decide on the major ones (no more than 5).

*By the end of the course we will for...*

- 1.
- 2.
- 3.
- 4.
- 5.

## 1.5 Now focus on exploring **how** you will assess these outcomes.

The idea here is to come up with a first shot at some of these questions:

1. Which assessment strategies offer the best opportunities for feedback?
2. How can you encourage peer feedback?
3. What technologies will help you make assessment fairer and faster?
4. How can you exploit the benefits of digital assessment in keeping with UWA's Policy on Assessment?
5. What must be summatively assessed from your learning outcomes?
6. How you reduce marking and increase feedback?



## 1.6

1. Collect all ideas (do not judge or evaluate yet).
2. Generate as many ideas as possible and record them all.
3. Elaborate, combine, adapt and build upon other people's ideas ('yes and...')

Then discuss and \*star\* some key ideas to use for your storyboard (coming up next).

Admire your work so far and add your key assessment aspirations to your mission poster.

If there are other modules going on at the same time as yours, take ten minutes to all have a look at the other pods' posters. Note and congratulate them where something strikes you as productive, creative, innovative, future looking or especially learner centered.

Make notes for ideas to add to your own posters.

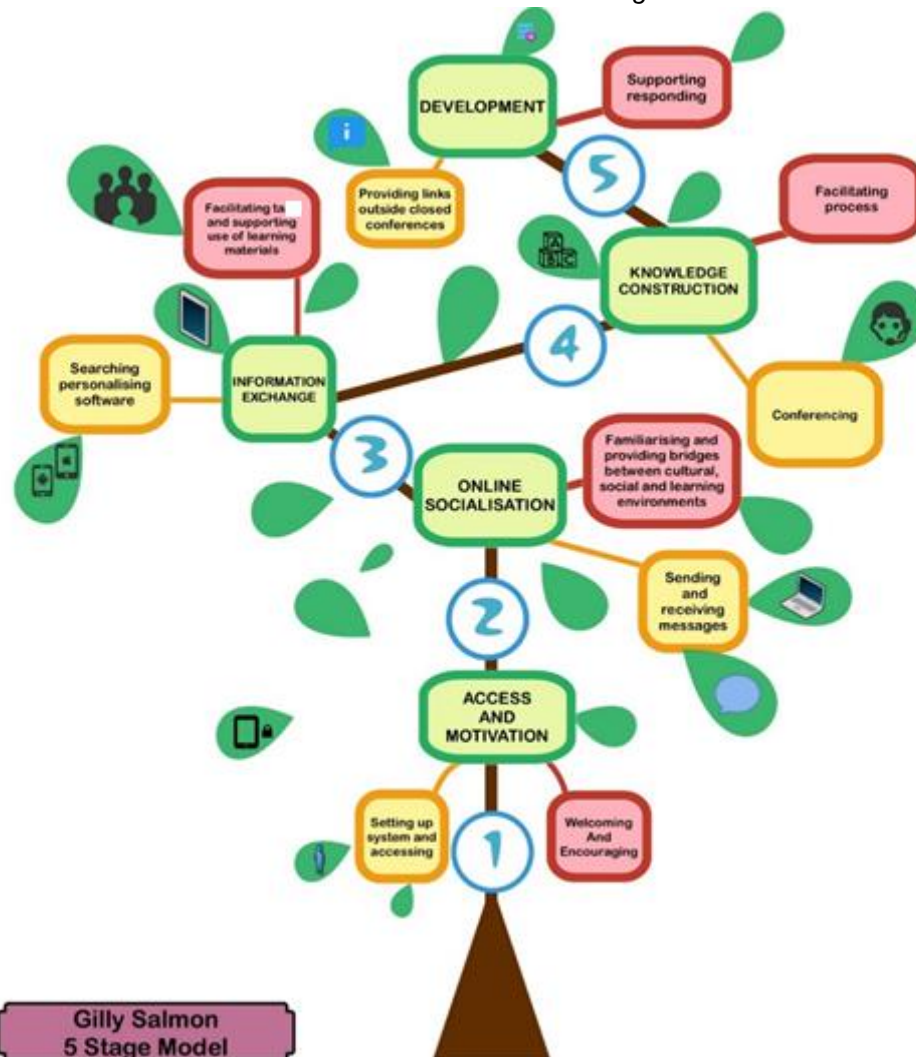
All happy? Let's move on.

# Building a Scaffold of Learning

Briefly review the 5-stage model ([www.gillysalmon.com](http://www.gillysalmon.com)). Summary: Individual access and the ability of participants to benefit from using technology enhanced learning are essential prerequisites for participation (stage one). Stage two involves individual participants establishing their online identities and then finding others with whom to interact. At stage three, participants give information relevant to the unit to each other. Up to and including stage three, a form of co-operation occurs, i.e. support for each person's goals. At stage four, unit-related group discussions occur and the interaction becomes more collaborative. The communication depends on the establishment of common understandings. At stage five, participants look for more benefits from the system to help them achieve personal goals, explore how to integrate digital learning into other forms of learning and reflect on the learning processes.

At first, at stage one, participants interact only with one or two others. After stage two, the numbers of others with whom they interact, and the frequency, gradually increases, although stage five often results in a return to more individual pursuits.

*From: Salmon, G. (2011) E-moderating: The key to teaching and learning online London & New York: Routledge.*



## Stage 2: Storyboard

All the resources that you now have around you form a blueprint (your mission, your assessment plans, the look and feel of your module,) but you need to create a process of integration and flow. Enter 'storyboarding'! *Storyboarding means visually representing a process that you can later build.* It needs to have something of the climate, what the key players do, how they move through the process, what the critical moments are in the 'story' and of course what it's all leading to and what happens in the end..

IF you are co located try this: (if you are virtual see the appendix for virtual carpe diems)

### ***10 steps to your storyboard: How to do a storyboard with paper-based resources***

1. Get the calendar for delivering your course and represent it on the whiteboard or (large) piece of pinned up flip chart paper or large paper on a flat table. Draw a grid and create a column for each week that the course will run. You might need a week 'zero' too. Roughly draw in 5 stages along the calendar to remind you of the learning scaffold.
2. Divide what you must 'teach'/ convey / cover into a series of discrete topics. Usually best to start with one per week. Write each topic clearly onto a coloured sticky note – we usually use bright pink. Add these on the next row down on the grid under the dates and week numbers.
3. Use a different coloured sticky note to represent assessment (say, bright yellow). If assessment and feedback instances occur during the module, use yellow sticky-notes throughout to represent them. Place them roughly where you think they might be needed in the calendar. On the storyboard make a brief note on the sticky notes of your first ideas what format of assessment you might use, e.g. exam, presentation, multiple choice questions, group presentation etc. Don't forget to include key places for formative assessment and key forms of feedback too.
4. Rewrite and move around the sticky notes until you are satisfied that, as a first draft, so far it looks viable.
5. Have a cup of tea. Check that your Carpe Horam monitor is working (see next para).
6. Now on the next line down on the grid, put your first idea for e-tivities (online activities) appropriate to each section. Use a third colour sticky note (say, green). Use one green sticky note for each e-tivity you identify. Paste these notes in the appropriate section of the board (it should start looking a bit like a story board now). On each green sticky note, at this stage, simply write the *purpose* of each e-tivity. You can have more than one in each week, or you can have e- tivities that span a couple of weeks.
7. If you are blending with face to face meetings, add in (another colour sticky note, say green) where your campus based meetings, face to face tutorial work, use of a lab, site visits, home work for flipped classrooms etc. and so on will or must happen.
8. As you work, think about the connections among your e-tivities, face-to-face activities, and assessments. Do the e-tivities provide learners with opportunities to directly practice skills that they will need for the assessment? Draw arrows to represent connections among the e-tivities and assessments.
9. As ideas come, note them on the sticky notes, e.g. what technologies, what great resources, don't argue about them yet – just place them somewhere for now.
10. *Get the whole Carpe Diem team to stand up and group around the storyboard. Try and imagine what it would be like to be a participant taking part. 'Walk through the process together'. Make changes. Photograph version 1. You'll change it later.*
11. Move the green sticky notes around so that you have them roughly where you think they might ultimately happen. Start to write the numbering sequence on each green sticky, e.g. 1.3 is first week, third e-tivity in sequence. 4.2 is fourth week, second e-tivity in sequence.

## **2.1 Carpe Horam (seize the hour)**

Prepare coins or buttons to represent one hour for each student study hours. Note this is not lecture and contact time but what the learner will do – everything associated with their study. On the table in your pod you will find two containers – one empty and one full of 150 'Carpe Horam' 'coins'. Maybe you will have 100 to 150 of these if your course is a whole semester.

Appoint a Carpe Horam monitor. As you add topics, e-tivities, readings, videos, assessments and everything else to your storyboard, use your Carpe Horam currency pots to check the study hours – the Carpe Horam monitor moves coins from one pot to the other as learning and assessment activities are placed on the story board. You may find that you must substitute some activities for others to stay within a realistic estimate.

## **2.2 Storyboard visits**

If there are other pods, leave one person with your storyboard for explanations while everyone walks around and looks at everyone else's storyboards. Take your stars and add them where you spot an innovative or interesting new idea. Ask questions, challenge, suggest. Make notes on ideas for your own pod. Take a look at their Carpe Horam pots (how are they doing?).

Back to your own pods for a discussion of additions and changes...then take a break...you have reached the end of Part 2! Eat fruit.

### Stage 3: Build your prototypes: E-tivity design time!

1. Make sure everyone has a copy of what the invitation looks like and the advice (see end of this booklet). Read through the e-tivity examples to give you the idea.
2. Work in pairs. Look at your storyboard again. Pick out some e-tivities; grasp the green sticky note in your hand. You might like to start with easier ones e.g. those that use text, words, and websites already available (not just ice breakers though).
3. Then agree between you who will start to design which e-tivity – try and tackle different parts of the scaffold so you'll have something for the reality checkers (who come next) to get their teeth into.
4. Take one e-tivity per pair or group and draft it out on paper using the invitation framework.
5. Make sure the e-tivity is clear and looks like *an invitation to take part* (see the action words).
6. When you have an e-tivity that you think may work, open your laptop or device, and access your virtual learning environment or learning management system. Each pair builds one e-tivity directly online in the platform, returning to the storyboard to adjust as necessary. Put as much as you can in but do it fairly quickly. Put links to URLs for sparks if possible.
7. Insert a clear marker in the site page (such as a holding image or coloured alert text) where you need to return later or ask for further technical help.
8. As soon as an e-tivity looks usable, move onto another one.

#### Action Words

add to	empathise	provide
apply	enumerate	question
argue	explain	recast/restructure/re-order
assert	explore	reflect
categorise	hold back	reinforce
clarify	hypothesize	relate to principle
classify	identify	resolve
comprehend	induce/deduce	seek
confirm/endorse	integrate	show
consider	intuit	stroke/praise/ compliment/support
contribute	label	structure
debate	link to	suggest
demonstrate	maintain	summarise
describe	memorise	sympathise
discuss	mull over	think
draw analogy	observe	understand
elaborate	paraphrase	draw metaphor

## **Stage 4: Check reality – become a critical friend.**

When everyone has at least 2 and preferably up to 6 created e-tivities, have a big round of feedback. This can take at least an hour.

If you are co-located leave one person at the pod table (best if it's a learning technologist if you have one) whilst everyone else moves around, sits down and tries out e-tivities, and writes up feedback – use the reality checkers' forms. If you are working virtually, see the appendix.

If you are left in the pod minding the e-tivities, do not interrupt or intervene unless the participants faint. If they ask for help, offer enough to get them started again. Do not enter into explanations but encourage them to work online and autonomously as much as possible. Listen to any comments but try not to get defensive. Ask them to leave their notes with you. Say *thanks very nicely*.

# Reality Checker's Form

module	E-tivity number or name

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

**First impressions**

**How easy is the e-tivity to navigate?**

**Is it clear what you are supposed to do? Describe any issues.**

**List two features of the e-tivity you found enjoyable or effective.**

**How would you improve the e-tivity?**

**Overall comments...**



## **Stage 5: Review and adjust**

### **5.1 Incorporate feedback**

As a Carpe Diem pod team, read through your feedback and list your reality checkers' main concerns and suggestions. Talk through the impact of these comments. Decide whether you need to:

- Rethink any of the components of your blueprint
- Adjust your storyboard, especially consider navigation, timings, feedback and assessment
- Work on immediate improvements to the instructions to e-tivities
- Take the actions you can immediately but also start to consider next steps
- Before you move on, just make sure you are in a different and better place with your unit than when you started (if not, why not?).

### **5.2 What will success look like?**

Take a good look at your 'Blueprint' poster with your mission and intentions. Extract 4 key 'values' that you are still committed to. Develop a poster with your first ideas on how you could evaluate whether they have been achieved after delivery of the course to learners. Try and think of quick ways of getting feedback and those associated with 'points of learning' as well as the more obvious longer term or 'after the event' surveys.

# Planning Your Next Steps

## Stage 6: Planning your next steps

If you are co-located, (if working virtually see appendix) you need another big flip chart divided up into:

- What else needs doing and who will do it?
- Think about between now and the first delivery to learners, during the first run of the unit, and how you will evaluate and adjust after that.
- 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 or people you need to consult acquire or include, as well as resources that you had available but did not use.
- Set clear deadlines.
- Set a date to review your progress.
- What post-Carpe Diem follow-up would be useful?

Now build an action plan for completing your learning design and implementing and building your unit

### 6.1 Create a clear time line

- on the right-hand side mark the *actual* date when the course will start with students
- on the left is today's date
- mark out some calendar divisions – you can do this in days or weeks, or even months. (no years are allowed!)
- now mark off key critical days and events along the way
- make it look as attractive and do-able as possible



## 6.2 Determine your priorities

### How to MoSCoW

Take a look again at your mission, storyboard and time line. It's time to consider what can be achieved before learners start to learn with your revised course

Some Carpe Diem pods like to do two of these charts...one for an upcoming offering to learners, and another plan for the next semester after that.

Letter	Meaning	Priority
M	MUST (also MINIMUM)	An action or achievement that you are <i>dependent</i> on for success of implementation of your storyboard
S	SHOULD	High priority, important, but some flexibility
C	COULD	Desirable, if time and resources permit. Include one or two to increase likelihood of learner satisfaction if possible.
W	WOULD	Success is not dependent on this item; it could be transferred to the future or cut or substituted. These might be the less critical or lower pay-back items.

Don't anguish over this – a quick go at it is fine at this stage but you will find it helps a lot with your realistic planning and achievements.

### 6.3 Start your Action Plan

Now we move to what needs doing.

- *First list your items in M (MUST) and then (S) SHOULD from your MoSCoW sheet.*

And work those out first.

- 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.
- Set clear deadlines.

Don't forget to:

- Set a date to review your progress.
- Consider what other post-Carpe Diem follow-up would be useful, e.g. get other colleagues to attend a Carpe Diem; share successes and ideas, ask a student to review your course.
- Incorporate a plan for evaluating the changes made to the course

Now build an action plan for completing your unit/module (see example in first row)

What needs doing	M S C W ?	Who will do it	Help needed and sources of help, including Carpe Diem follow-up	Risks	Completion date
<i>[e.g.] At least 2 more e-tivities in Week 3 addressing links between being a visual learner and second language acquisition.</i>	S	Maria	IT coordinator (may require multimedia element).	IT coordinator on holiday last week in Feb.	End of March

#### 6.4 ‘Presentation and Admiration’

Each Carpe Diem pod has a short time to present their mission posters, storyboards and action plans to the whole group. Ask them especially to say what’s innovative and different about their unit, what they learnt by ‘Carpe Dieming’ it and how confident they are in completing it.

Prepare to be amazed.

# Checklist: Building motivating e-tivities

Consider:

- Does the e-tivity need chunking up into small pieces to be more motivating? (The answer is usually yes!)
- Can participants cope with it all in one go? (smaller chunks are better)
- What is the extrinsic reward of taking part? Make this clear throughout each and every e-tivity.
- Are the intentions of the e-tivity clear? Do participants know exactly what's expected of them and why?
- Who will find this e-tivity easy? How can you stretch them?
- Who will find this e-tivity hard? How can you support them?
- Is the e-tivity at the right level for the group – will everyone see it as worthwhile?
- Is the e-tivity at the right stage of the 5 stage model i.e. addressing what the group is likely to benefit from?
- Who will the participants want to please by taking part? Can you build this into the e-tivity?
- Are there cultural aspects that might alienate, confuse and hence demotivate some participants? How can you turn these into positive benefits?
- Is the layout of the e-tivity invitation clear? Have you proofed the message before posting it?
- What will participants lose by not taking part? Or by merely lurking?
- Is the spark engaging?
- At stages 1 and 2 do not expect intrinsic motivation to help. Be clear about the benefits, the purpose and reason for participating in the e-tivities. What do participants get out of it, contributing to an up and coming assessment?
- At stages 4 and 5 try to promote intrinsic motivators.
- Avoid 'punishment' and threats to non-participants or forced attempts at achieving contribution through assessment – they do not motivate.
- Fabulous technology and comfort with the system will only ever be a hygiene factor, not a motivator in itself.

*Extracted from*

Salmon, G. (2013). *E-tivities: The key to active online learning* (2nd ed.). London and New York: Routledge.

# E-tivity Exemplars

## Example A

<b>Numbering and pacing &amp; sequencing</b>	2.*
<b>Title</b>	Escapology
<b>Purpose</b>	Understanding the impact of signage on escape route design and human behaviour in emergencies. This e-tivity will help you to form small groups. It will be useful for next week's multiple choice quiz.
<b>Brief summary of overall task</b>	Capture and post a short video or brief series of visual examples of emergency signs and routes from your work place or a public place (e.g. airport or train station), share and discuss it with others.
<b>Spark</b>	Videos of successful rescues (e.g. Hudson river aircraft). Use news footage of recent authentic examples. Or use movie clips.
<b>Individual contribution</b>	Post to the wiki <links> a video or 2 or 3 photos of signage and escape routes. Post a brief description of the place captured. Post by <date>.
<b>Interaction begins</b>	In the wiki, ask questions and comment on at least two other people's videos or pictures. Form group of 3 and collectively discuss the core similarities, differences and surprises. By Friday <date and time>, as a group of 3, post at least 5 examples of very good practice, and 5 examples of poor practice that you have identified.
<b>E-moderator interventions</b>	Summary from the e-moderator will be posted on Monday. <notes for e-moderator – comment on the sufficiency of the group posts, adding additional examples if appropriate and relate directly to concepts of the unit.>
<b>Schedule &amp; time</b>	Total of 10 days (elapsed calendar time) from the start, in 3 parts. Expect to take about 40 mins to capture your video or pictures, 30 minutes to post them, 60 mins to look at and consider the contributions and 60 mins to discuss, come up and post with your examples. So about 2 hours spread out over the 10 days elapsed time.
<b>Next</b>	Please now move onto e-tivity 3.* Living Routes

This e-tivity is good for level 2 – it gets people posting and sharing quickly. It works well for psychology, design, built environment, engineering students and many others. It often generates some humour and fun despite the seriousness of the topic.

<b>Numbering and pacing &amp; sequencing</b>	3.*
<b>Title</b>	Get Me Out of Here
<b>Purpose</b>	Apply and test understanding of emergency signage and routes. This will help you in next week's Quiz.
<b>Brief summary of overall task</b>	Take part in a simulated experience of escape and consider what you've learnt.
<b>Spark</b>	Briefly review the e-moderator summary from previous e-tivity (see ***). Escaping in an emergency.
<b>Individual contribution</b>	Take part in the 'escape' exercise. Then post one message to the bulletin board/forum <link> saying whatever you wish about your feelings or your learning from taking part.
<b>Interaction begins</b>	Provide support to others and share understanding of the consequences. Revise your list.
<b>E-moderator interventions</b>	Summarise and weave all contributions.
<b>Schedule &amp; time</b>	<ul style="list-style-type: none"> <li>• total calendar/elapsed time allowed for this e-tivity</li> <li>• completion date</li> <li>• estimate total study time required e.g. 2 x 1 hours</li> </ul>
<b>Next</b>	Link to next e-tivity.

This e-tivity was designed for psychology students but also works well for architects, built environment, oil, gas and mining, public sector, and design. Perhaps also communications and events.



<b>Numbering and pacing &amp; sequencing</b>	3.*
<b>Title</b>	Connection correction
<b>Purpose</b>	Practising developing agile responses to real-life problems, using visualizing and diagramming techniques. Will help you with all future assignments and exams.
<b>Brief summary of overall task</b>	Using the technique ‘multiple cause diagramming’ (tutorial X), you will analyse a system capacity problem with your learning group ( <i>of 4 and 5 – already established</i> ) and identify a range of mitigating interventions to a real-life problem.
<b>Spark</b>	The Chief Information Officer (CIO) for the University asks for your help: “Student complaints regarding poor quality and/or intermittent wireless connectivity to the Internet from the library have reached unacceptable levels. The complaints peak during high footfalls in the library. We need to solve this problem quickly as the semester begins soon. You may wish to investigate the available bandwidth options, the numbers of wireless based stations that are deployed, the typical numbers of simultaneous wireless devices in use at any one time and the students’ approaches to using the wireless resources”.
<b>Individual contributions</b>	Review the video notes on multi-cause diagramming <link>. Register on and do the practice tutorials on <visualizing and diagramming social media tool>. Complete by Day 2 of this e-tivity. Post any problems and solutions during your practice to the diagramming wiki < link here>
<b>Interaction begins</b>	1. In small groups undertake a full scale diagramming multi-cause activity. Complete this activity by Day 5. 2. Investigate the causal factors generated by your multi cause diagram and create at least 3 options to recommend to the CIO. Indicate high low and medium costs, impact on students and time required to implement solutions. 3. Complete by Day 8 and post to the Facebook site <link here>.
<b>E-moderator interventions</b>	On Day 8 I will meet with the CIO to get her feedback and post her responses.
<b>Schedule &amp; time</b>	Total of 8 days (elapsed calendar time) from the start, in 3 parts. We estimate that you’ll need to spend a bit of time organizing yourself and a total of up to 4 hours over the week.
<b>Next</b>	Please now move onto E-tivity 4.*, in your same groups. <a more complex problem>

This e-tivity is good for level 3 or 4. You might like to try a fairly straight problem first at level 3 and go onto more complicated ones for level 4. For example, for level 4, you could remove the guidance from the last sentence in the brief in the spark. It’s a good one if you are using problem based learning concepts.

This e-tivity works well for entirely remote students or they can be co-located for the diagramming and action planning.

It was developed originally for university level IT students, with the university’s Chief Information Officer as the ‘client’, but works well for almost any discipline with suitably complex and authentic problems.

<b>Numbering and pacing &amp; sequencing</b>	3.*
<b>Title</b>	Back to the Future
<b>Purpose</b>	Appreciate foresight & explore trends. This e-tivity directly leads to a graded assignment based on the last two weeks work.
<b>Brief summary of overall task</b>	Create, contribute and explain a time line from a technology of your choice, work with your group to explore trends and insights... present a foresight to the plenary session. Download the timeline software and practice first <link>.
<b>Spark</b>	Review my short lecture on hindsight, insight and foresight, and the impact of trends here <link>. View my time line and comments about the 'telegraph to the internet'. <link to an example timeline and to software for timeline development>.
<b>Individual contribution</b>	Choose one technology that was first adopted somewhere in the world at some point in the last 1,000 years. Create a timeline showing at least 10 critical events with their points in time. Add your timeline to the wiki, against your name, and in column 2 write a maximum of 150 words indicating what you've learnt about trends from compiling it. Complete your individual timeline and posting by next Monday latest.
<b>Interaction begins</b>	From Tuesday in your groups of 6, discuss the insights from your 6 individual time lines, and identify any common or linking attributes that characterised the events. Choose one technology (or combine them if appropriate), and prepare a 5 minute presentation on the future for your chosen technology as a result of the application of these characteristics and attributes. Include your insights into where and in what ways your chosen technology might have impact 5 years from now. Upload the presentation to the wiki by Saturday, thank you.
<b>E-moderator interventions</b>	I will comment on all the group Prezi presentations by Wednesday. 10 marks will be awarded for the quality of your individual work and 10 for your group thinking, insights and presentation.
<b>Schedule &amp; time</b>	Total of 10 days (elapsed calendar time) from the start, in 3 parts: individual, group discussions and preparation of presentation. I'd expect this total e-tivities to take you at least 7 hours in total.
<b>Next</b>	Please now move onto e-tivity 3.* Out of the Blue.

This e-tivity is good for level 3 for many different disciplines. This example was for education students but I've seen it work well for, IT, politics and conflict studies, medicine and health sciences, business, organizational development, transport and design of all kinds. Visual arts students enjoy providing more images on the time line – why not?

If appropriate, the next e-tivity in the sequence can explore barriers to the adoption of promising innovations and/or less 'predictable' events or wild cards.

<b>Numbering and pacing &amp; sequencing</b>	5.*
<b>Title</b>	<i>Mirror, Mirror on my screen...</i>
<b>Purpose</b>	To prepare you to apply your new found knowledge and wisdom and create new futures. This e-tivity will help you with the 'reflections' section of your final assignment.
<b>Brief summary of overall task</b>	Taking part in this course has brought you to a new place – you have new learning, knowledge and capability. To make the most of it here is an e-tivity to encourage you to consider your journey and offer encouragement to others.
<b>Spark</b>	Look back over the whole sequence of e-tivities and your own recordings in your e-portfolio and other postings, here or on social media. Revisit the e-moderator's summaries too and the plenary presentations from your group and others. Pick one key posting or comment that you made that you feel represents something that you did not know, or perhaps fully understood before the course began. Choose carefully.
<b>1<sup>st</sup> Individual contribution</b>	Re-post your comment (maximum 100 words, so be selective or summarise) into the forum <link>, with an open source image that represents how you feel about learning it. Or take a photo for yourself. Post by <date>.
<b>Interaction begins</b>	Take a look through the postings and images of others. Where you felt the same, tick 'like' where you felt differently tick '?'. Against at least 5 of them, make a short constructive supportive suggestion on how your fellow participant might take his, her or their new knowledge forward. This might be another course of learning, further actions, sharing elsewhere, a note of a resource or direct offer of a meeting to discuss or anything else you can think of that may help them to apply their new knowledge in the future. Complete by <date>.
<b>2<sup>nd</sup> Individual contribution</b>	Between <date and date> (allow 2 or 3 days maximum) undertake one posting committing to actually doing something with the new knowledge you first mentioned.
<b>Schedule &amp; time</b>	Takes about two and half hours in total over a week or so calendar time. Works well as part of a series of revision e-tivities and/or where you are including reflections in final assignments.
<b>Next</b>	Create the future: you're ready!

Works for almost any topic, and for entirely online and blended programmes. The better you've established the group, the more productive and constructive the suggestions are, but it's worth a try whatever's gone before! I've run this e-tivity using the LMS forums, but I've seen it work well on microblogs (e.g. Twitter) and on Facebook.

If you've encouraged recording of 'critical learning incidents' or reflections throughout or in an e-portfolio, it's quicker for them to do. Make sure the feedback and e-moderators' summaries are readily accessible by this stage in the unit – they are useful for those who find personal reflection difficult.

## Template for creating e-tivities

Numbering and  
pacing & sequencing

Title

Purpose

Brief summary of  
overall task

Spark

Individual  
contribution

Interaction begins

E-Moderator  
Interventions

Schedule & time

Next

## EXAMPLE

Numbering and pacing & sequencing	Number as follow: Week. Sequence of task <b>E.g. 2.4</b> (week two, 4 <sup>th</sup> task)
Title	<ul style="list-style-type: none"> <li>• Enticement to open the invitation to take part.</li> <li>• Very brief descriptor.</li> <li>• Be inventive and creative but keep it very short.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• Explain, if you complete this activity you will be able to...</li> <li>• You will understand better how to.</li> <li>• You will find it essential for assignment X.</li> <li>• Use verbs!</li> <li>• Link directly with your outcomes and or objectives for the unit, module, course and programme.</li> </ul>
Brief summary of overall task	<ul style="list-style-type: none"> <li>• Come back here when you've worked out the rest of the e-tivity</li> <li>• If you find you have more than one major activity or question, divide into more e-tivities.</li> </ul>
WRITE THIS LAST AFTER REST OF E-TIVITY IS DRAFTED	<ul style="list-style-type: none"> <li>• Clear brief instruction on how to take part and what to do.</li> <li>• One question or task per message.</li> <li>• When you have written this part, check that the task is self-contained.</li> </ul>
Spark	<ul style="list-style-type: none"> <li>• Spark to 'light the fire' for the topic, interesting little starter intervention.</li> <li>• Directly link with topic for this week...</li> <li>• Opportunity to expose 'content' but with the purpose of a <i>spark to start a dialogue or action with others</i>.</li> </ul>
Individual contribution	<ul style="list-style-type: none"> <li>• Give clear instructions to the individual participant as to what he or she should do in response to the spark.</li> <li>• 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.</li> </ul>
Interaction begins	<ul style="list-style-type: none"> <li>• Request response from an individual <b>to others</b>, what kind of response, how long, where and by when.</li> <li>• Key point: learners come online to see if others have read and responded. Make this happen.</li> <li>• Create a link from this part of the invitation to the location for posting the response to others.</li> </ul>
E-Moderator Interventions	<ul style="list-style-type: none"> <li>• Clearly indicate what the e-moderator will do and when.</li> <li>• Include the e-moderator will; summarise, give feedback and teaching points and close the e-tivity, and when.</li> </ul>
Schedule & time	<ul style="list-style-type: none"> <li>• Total calendar/elapsed item allowed for this e-tivity.</li> <li>• Completion date.</li> <li>• Estimate total study time required e.g. 2 x 1 hours.</li> </ul>
Next	<ul style="list-style-type: none"> <li>• Link to next e-tivity.</li> </ul>

*Vision without action is just a dream  
Action without vision just passes the time  
Vision with action can change the world*

*Joel Barker*

## **Version 19: Carpe Diem**

**2020**

Carpe Diem is based on original research by Prof Gilly Salmon at the Universities of Glasgow Caledonian, Bournemouth and Anglia Ruskin. It was developed further at the Universities of Leicester, Southern Queensland, Northampton, Swinburne, Western Australia, and Liverpool.

It has since been deployed in many different educational situations.

If you try Carpe Diem for modules, Prof Gilly Salmon is very appreciative if you send her examples, case studies and suggestions to:

[gillysalmon@education-chemists.com](mailto:gillysalmon@education-chemists.com)

See chapter 5 of *E-tivities: the key to active online learning* (Edition 2) 2013  
([www.gillysalmon.com/e-tivities.html](http://www.gillysalmon.com/e-tivities.html)) for more information.

Carpe Diem image by Rod Angood.

