World Conference on Online Learning
DUBLIN Ireland 2019

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION
DCU | NIDL National Institute for Digital Learning

28th ICDE World Conference on Online Learning
3-7 November 2019
Convention Centre Dublin, Ireland

Carpe Diem for Educational Transformation

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UNIVERSITEIT iYUNIVESITHI STELLENBOSCH UNIVERSITY

Dr Antoinette van der Merwe (Snr Director: L & T Enhancement)
& Prof Arnold Schoonwinkel (Vice-Rector L & T)
Stellenbosch University, South Africa.

Speaker

Prof Gilly Salmon
Academic Director
Online Education
Services
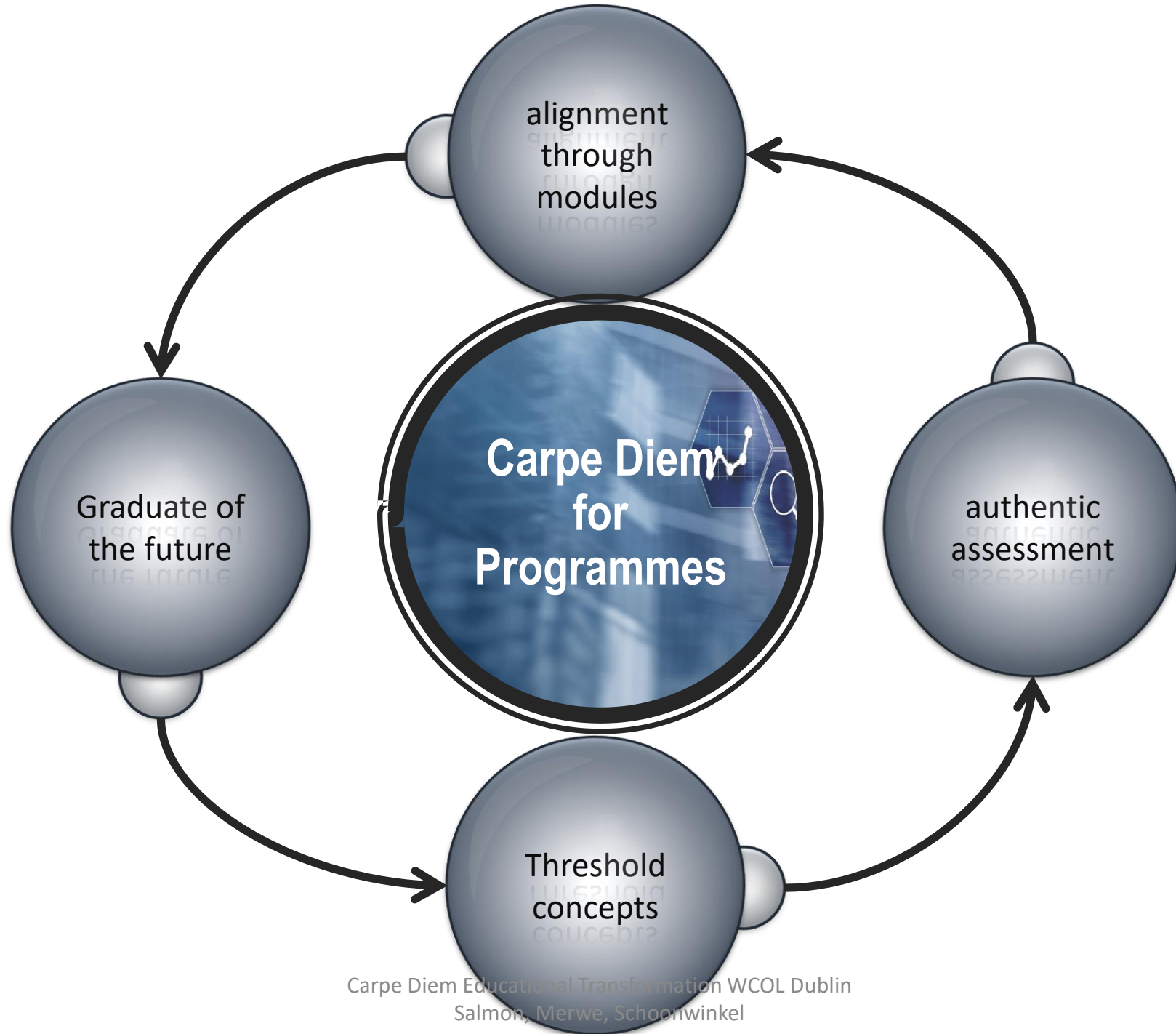
Carpe Diem for Educational Transformation
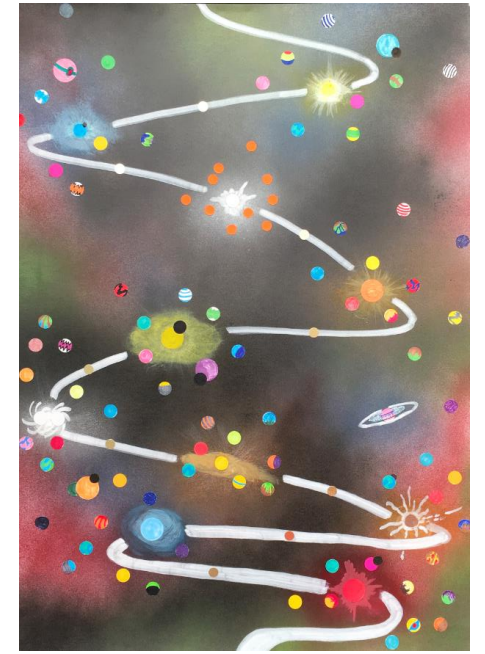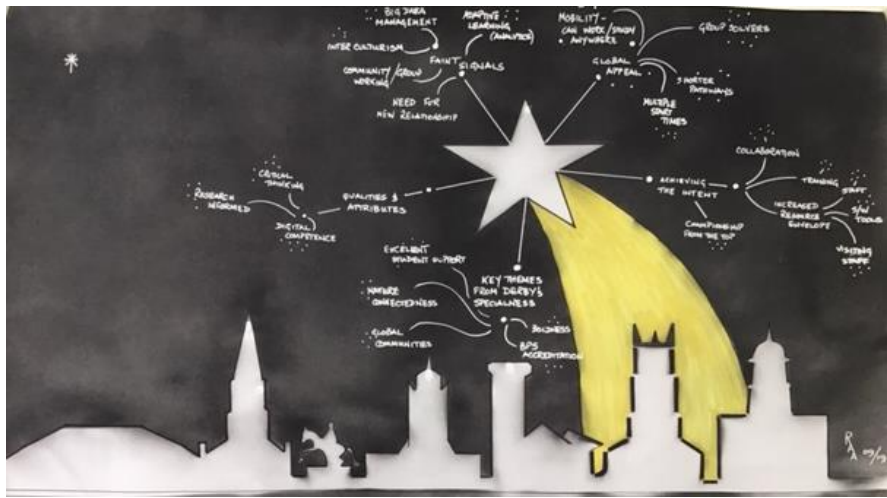
Abstract for Full Paper

Carpe Diem for educational transformation

The Carpe Diem learning design methodology has been beneficially and extensively adopted in many universities throughout the world. The methodology enables fast and effective collaboration between academics, professional staff and other stakeholders for re/design of modules or new/refreshed programmes, in the service of improvements and future proofing for students learning. Our presentation briefly outlines the approach including visioning the future for graduates, authentic assessment, threshold concepts, the 5-stage model, e-tivities, storyboarding and action planning.

Some universities are now seeing Carpe Diem as a key enabler in their strategic drive to transform educational provision on a large scale in their institutions. We explore the application of the Carpe Diem learning design methodology in a major educational transformation programme at Stellenbosch University in South Africa, where the intent included innovation, creativity and addressing students' changing needs. We describe the outcomes so far of a Carpe Diem intervention as a catalyst for Stellenbosch's educational transformation. Our action research demonstrated that the impact of an original one-week collaborative Carpe Diem intervention, covering all 10 faculties and major degree programmes, was sustained over the following 12 months. It created acceptance and strong interest across the campus in transforming learning and proved a fitting catalyst for Stellenbosch's programme renewal initiatives

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Carpe Diem for Programmes

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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.

Goals and Objectives
Learning Outcomes
Assessments?
MISSION + Purpose
What makes this course special?
look and feel...

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.
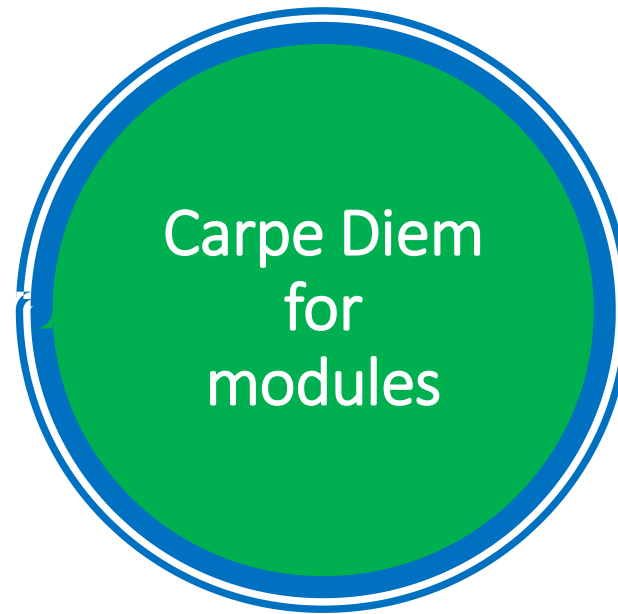
4 REALITY CHECK

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

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

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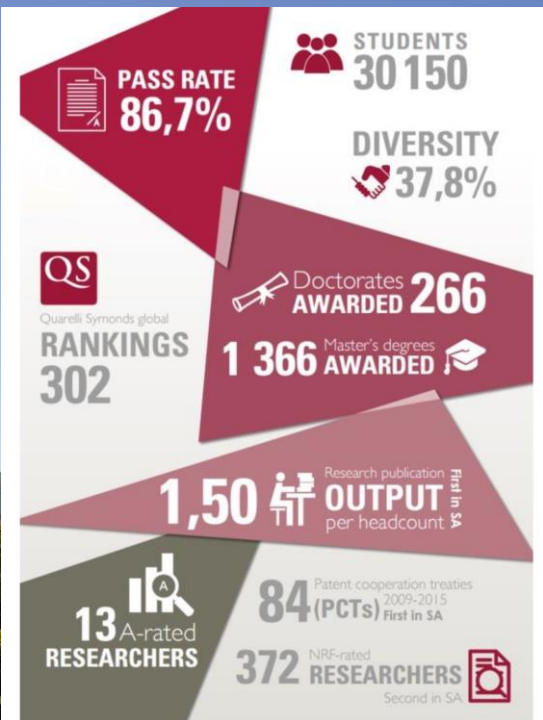
Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines!

5 REVIEW ADJUST+

Carpe Diem for modules

Nov 2019

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Admire, Share, Influence, Support…

Stellenbosch University (SU)

PASS RATE 86,7%

STUDENTS 30 150

DIVERSITY 37,8%

QS Quarelli Symonds global RANKINGS 302

Doctorates AWARDED 266

1 366 Master's degrees AWARDED

1,50 Research publication OUTPUT per headcount First in SA

13 A-rated RESEARCHERS

84 Patent cooperation treaties (PCTs) 2009-2015 First in SA

372 NRF-rated RESEARCHERS Second in SA

*2016: Toward a **strategic approach** for effective and sustainable programme renewal in a South African Research-intensive University Context*

Carpe Diem Educational Transformation WCOL Dublin Salanor-Mecme, Schoonwinkel
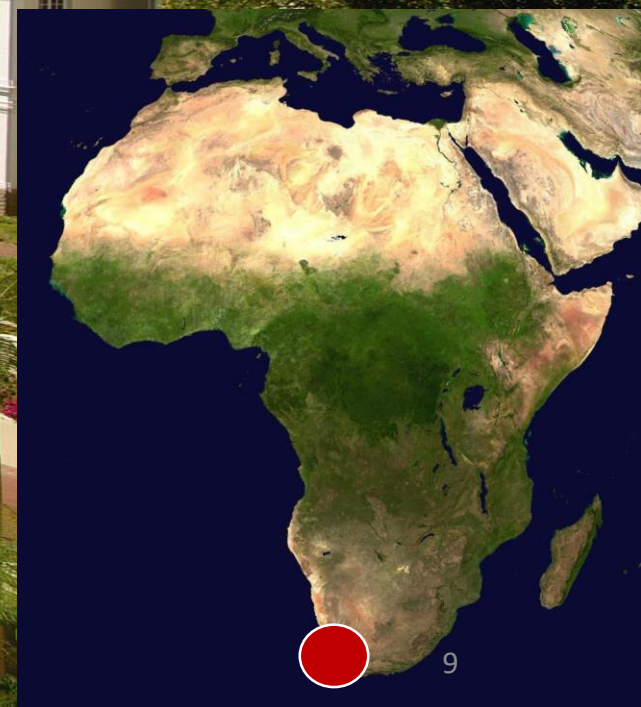
The 'Carpe Diem' week @ SU

Day 1 (Monday)

- Briefing of team

Day 2

- Programme level day
- 10 Faculties each with a programme(s)
- More than 100 participants

Day 3-4

- Modules days

Day 5

- Feedback, further discussion, research, evaluation, action planning

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"Watershed"

- Carpe Diem confirmed as an **appropriate** methodology
- Promoted **collaboration** across various faculties, departments and disciplines
- Contributed to SU's transformation agenda of **new approaches aligned to strategic intent**
- Increased use of **e-tivities (active learning)**
- "**Threshold** concepts"
- "**Begin with the end in mind**"
- Visualisations of the "**graduates**" of the future
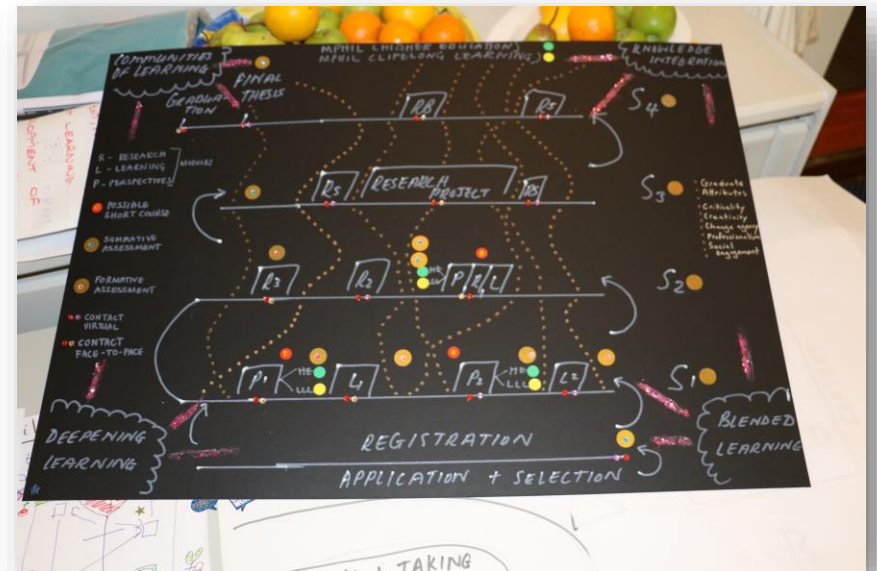
Recommendations

- Communicate and demonstrate **strategic intent** and senior **leadership support**
- Organise **a first big event** to promote whole-institution collaboration and engagement
- **Start at the programme level** and then proceed to module level
- Introduce **simple frameworks** and **quick prototyping**
- **Action plans** = NB
- **Capacity building**, **funding** for buy-out, workshops, admin and research
- Regular **engagement**
- **Action research**

Day 1: Rich diagram Future Graduate

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Day 1: Programme mission

Mission: Prob + Stats 144

To empower students with confidence in using probability theory to tackle simple real world problems involving uncertainty
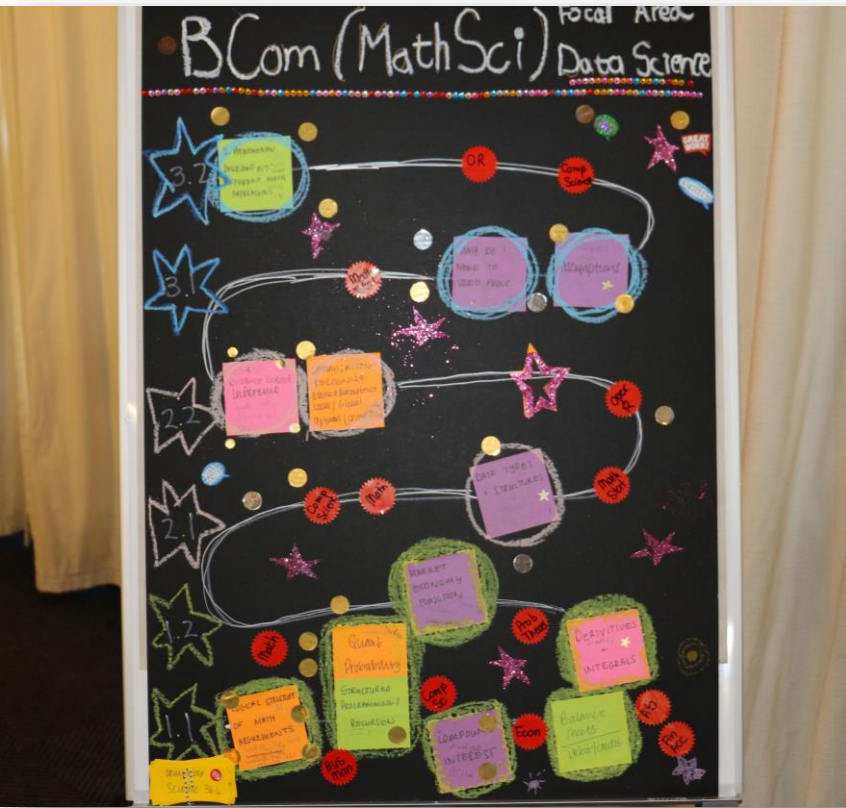
this is !!
you.

Bell

students (x) ↑
lecturer

To cultivate graduates that develop innovative and sustainable solutions to society's complex engineering problems.

EARTH SCIENCES
To develop a scientifically passionate graduate with a life-long committment to critical thinking about the interdisciplinary way in which the Earth works and to communicate + apply this knowlege for the benefit of all.

Day 1: Programme Storyboard

Day 1: Threshold concepts

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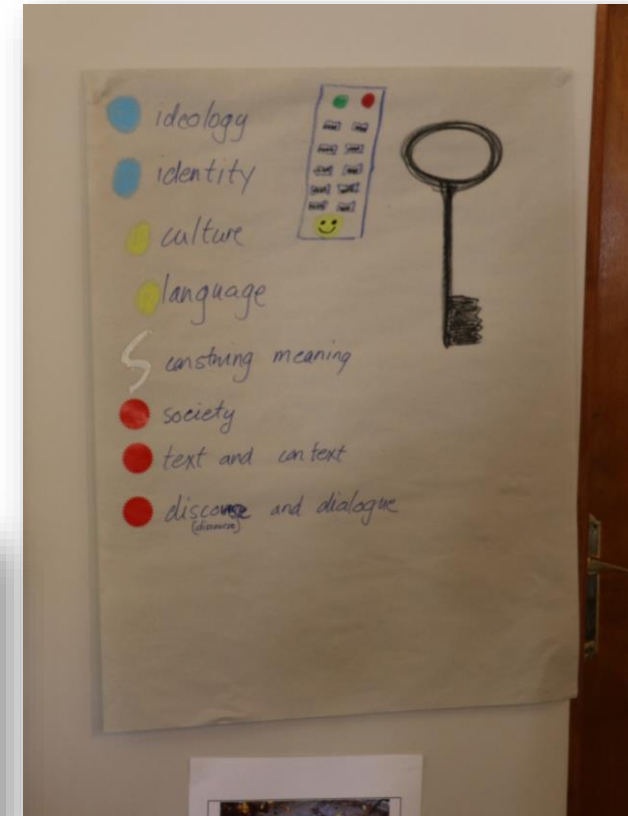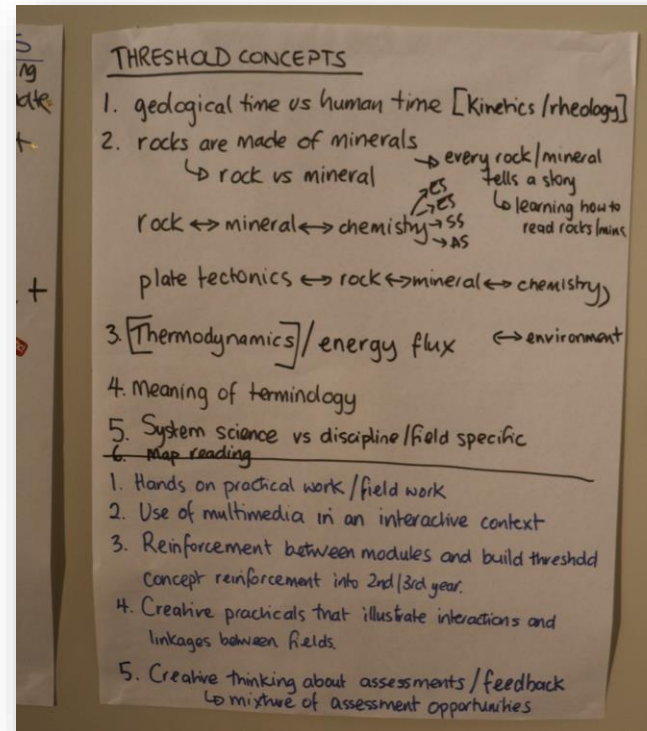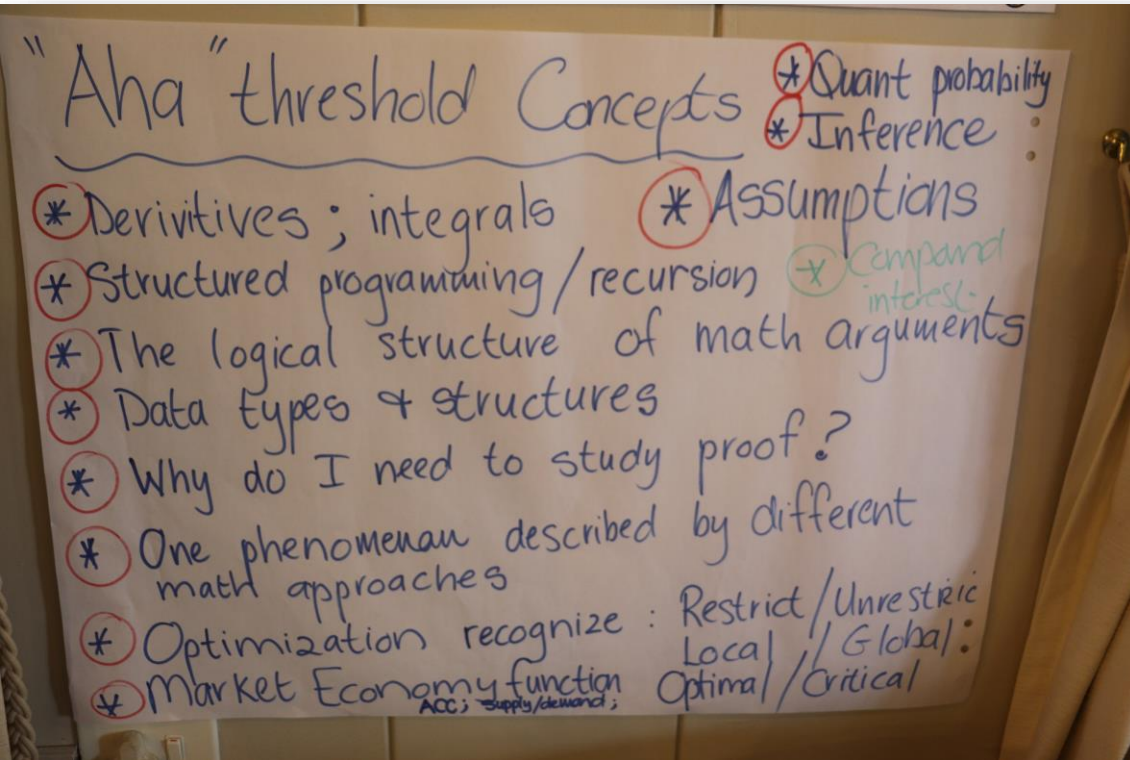
Programme action plans & Footprints

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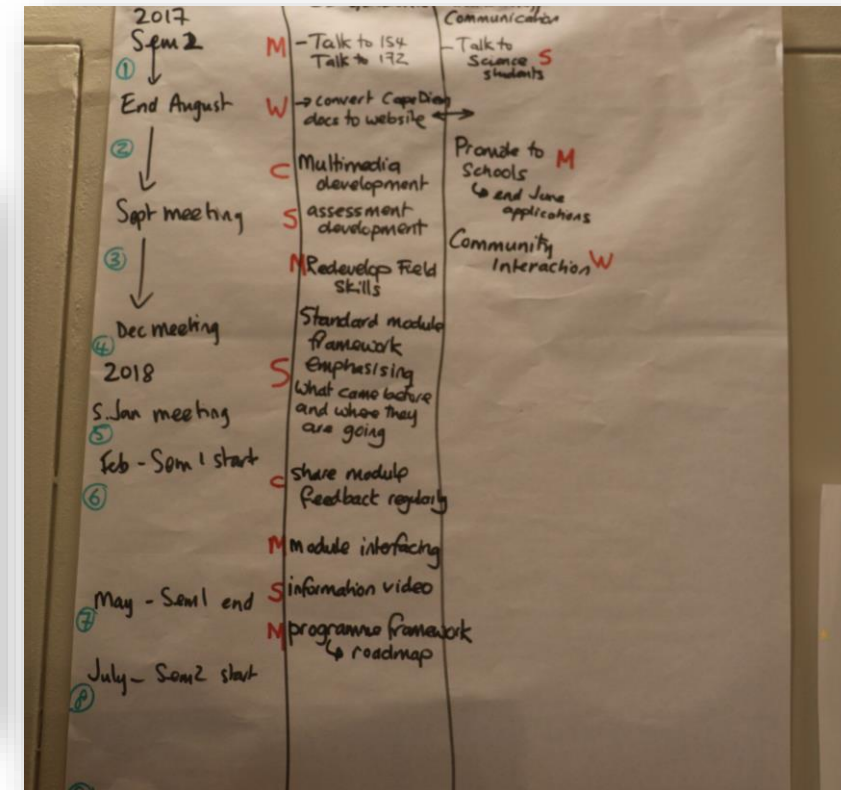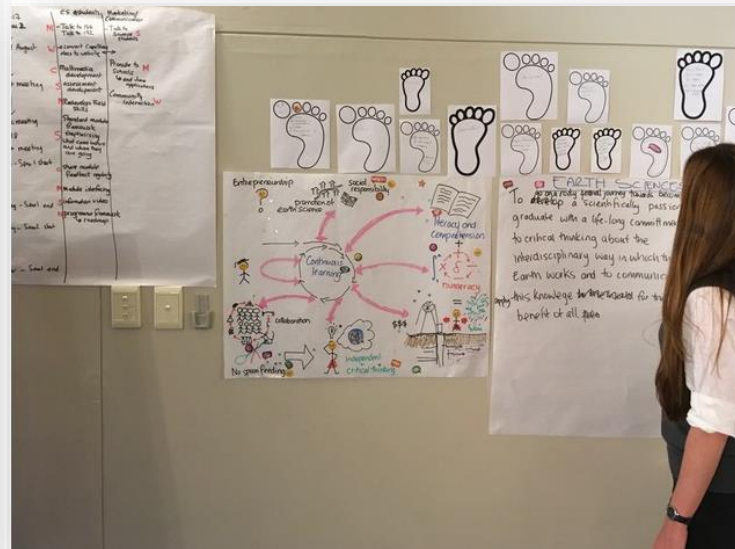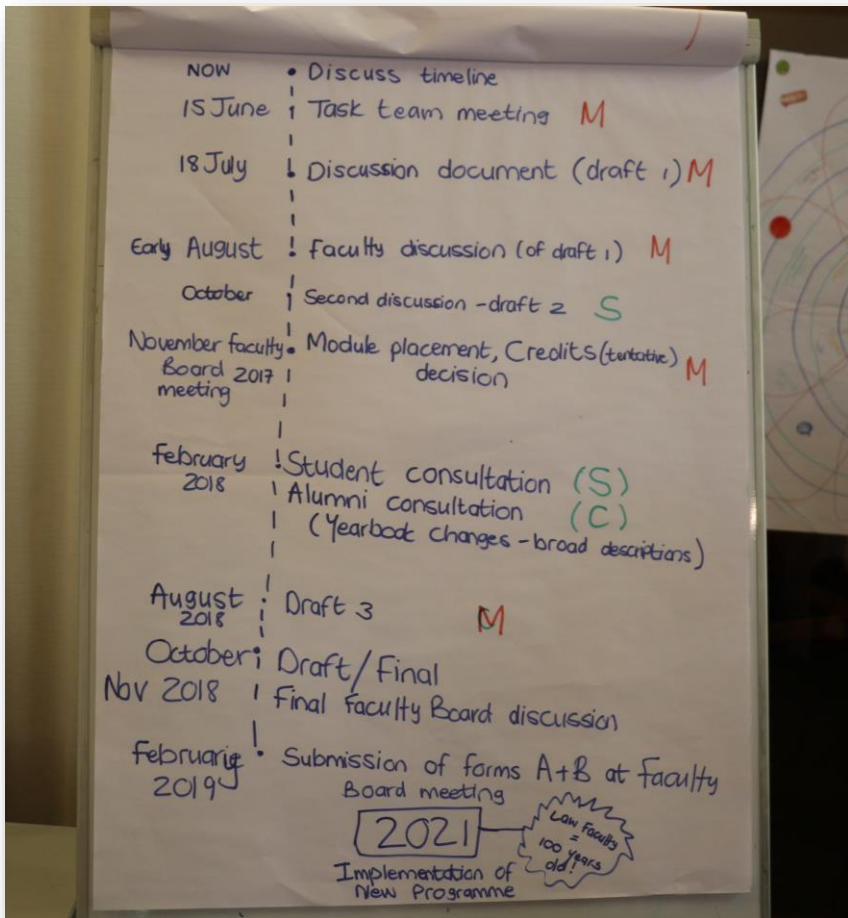
Days 3-4: Module planning
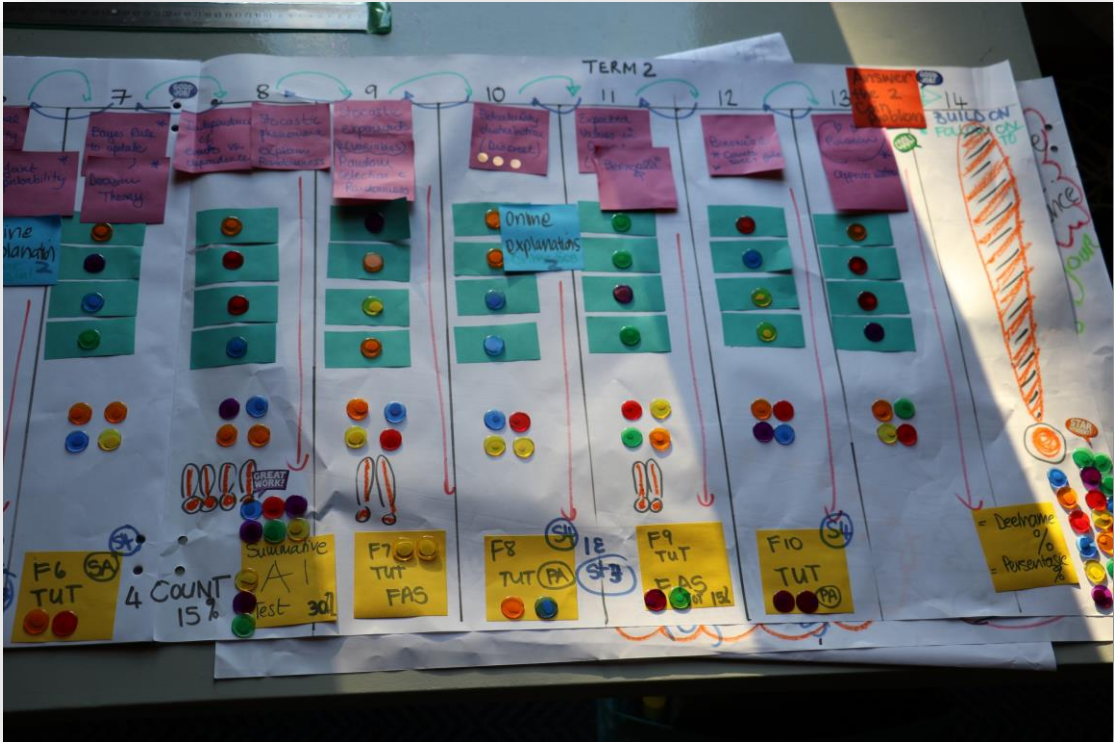
15 modules over 10 programmes

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2017 Feedback per affiliation (N=54)

Affiliation	Value
PASS	14
Theology	4
Science	4
Mil Science	3
FMHS	6
Law	2
Engineering	4
Education	4
EMS	3
Arts and Social Sciences	6
AgriSciences	4

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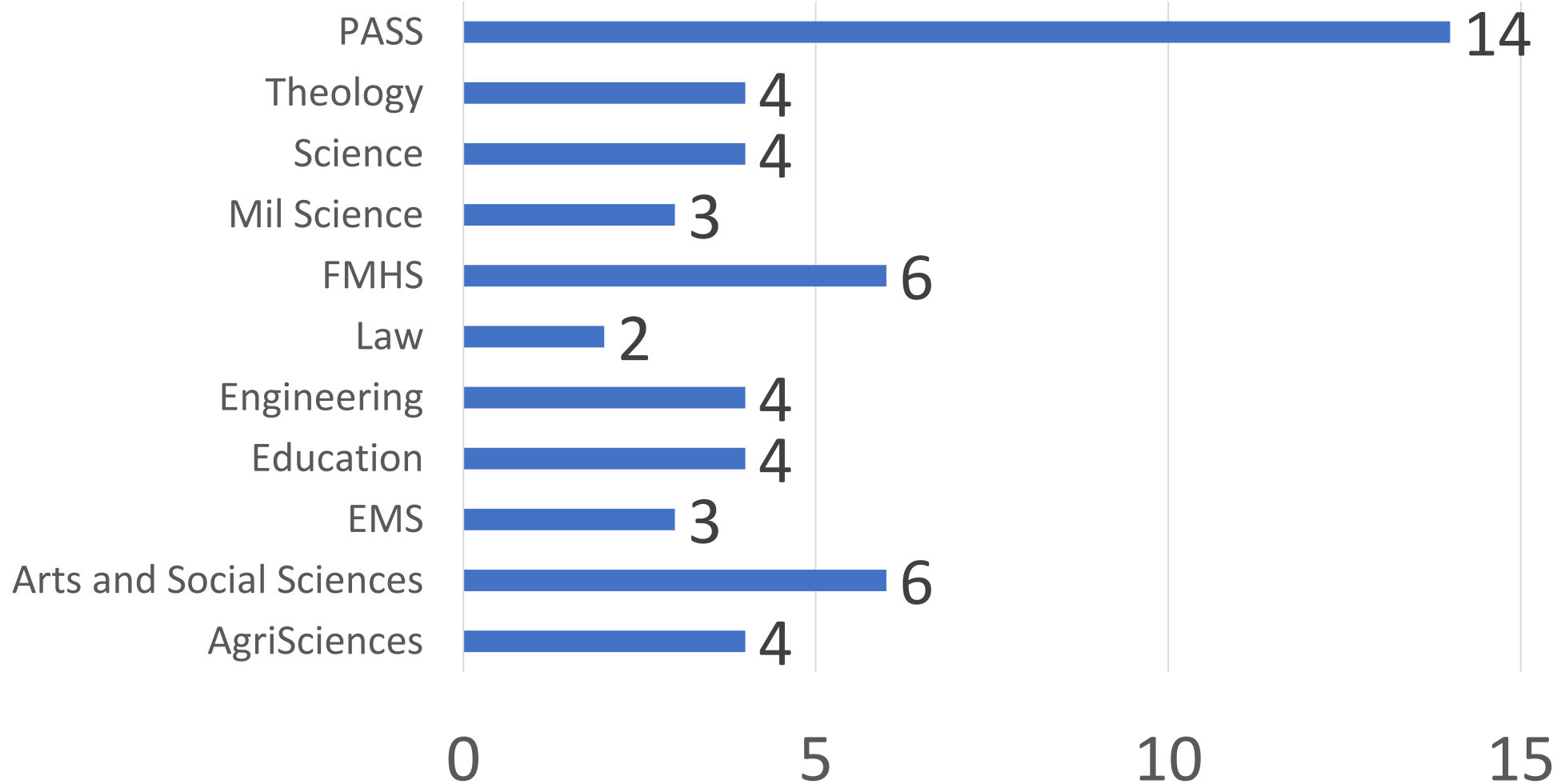
To what extent was the workshop as a whole meaningful for your involvement in programme renewal?

Not at all   ■ 1   ■ 3   ■ 4   ■ 5   ■ 6   ■ 7   Indispensable

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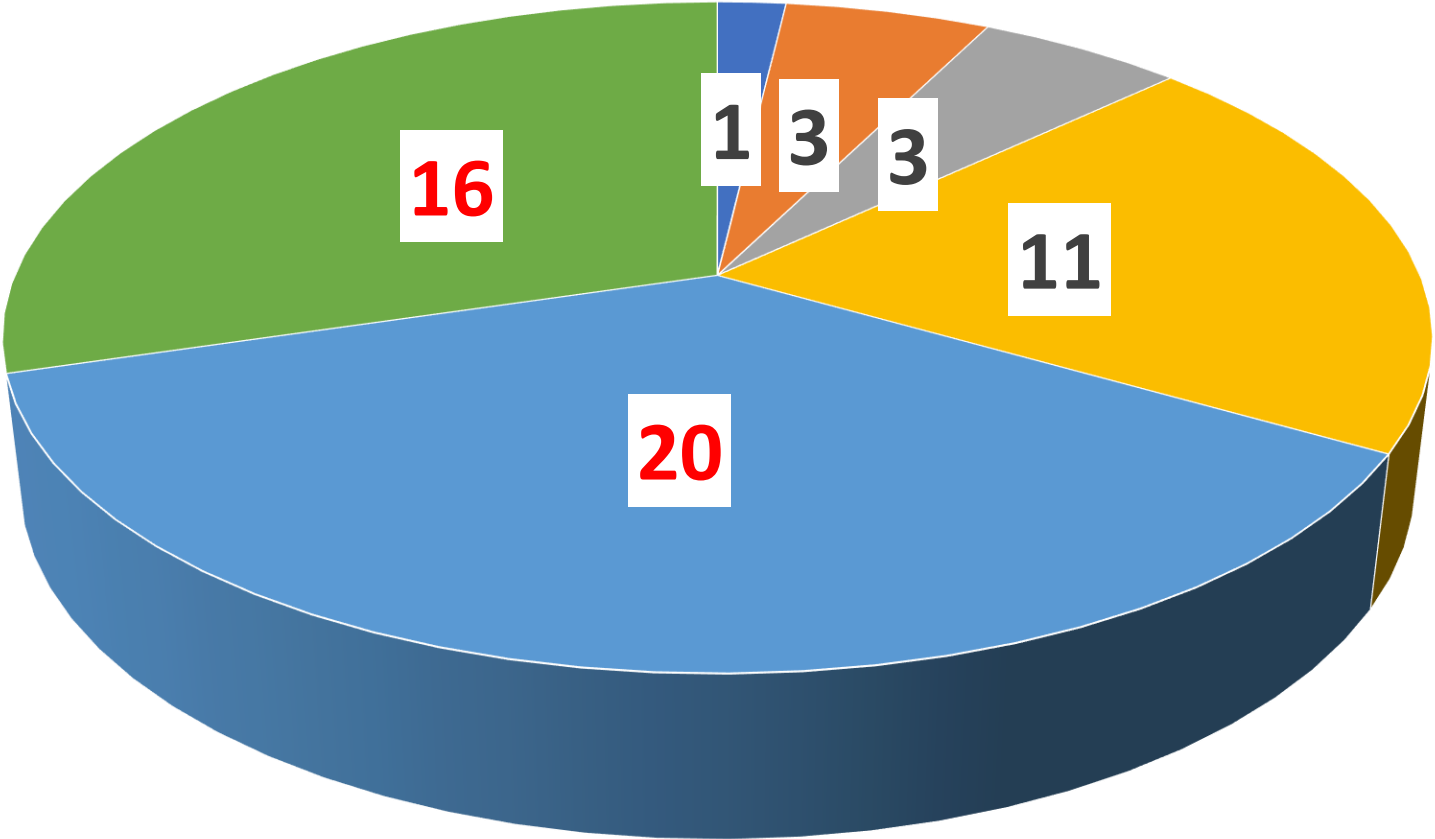
To what extent was the workshop as a whole meaningful for your involvement in module renewal?

Not at all   ■ 1   ■ 2   ■ 3   ■ 4   ■ 5   ■ 6   ■ 7   Indispensable

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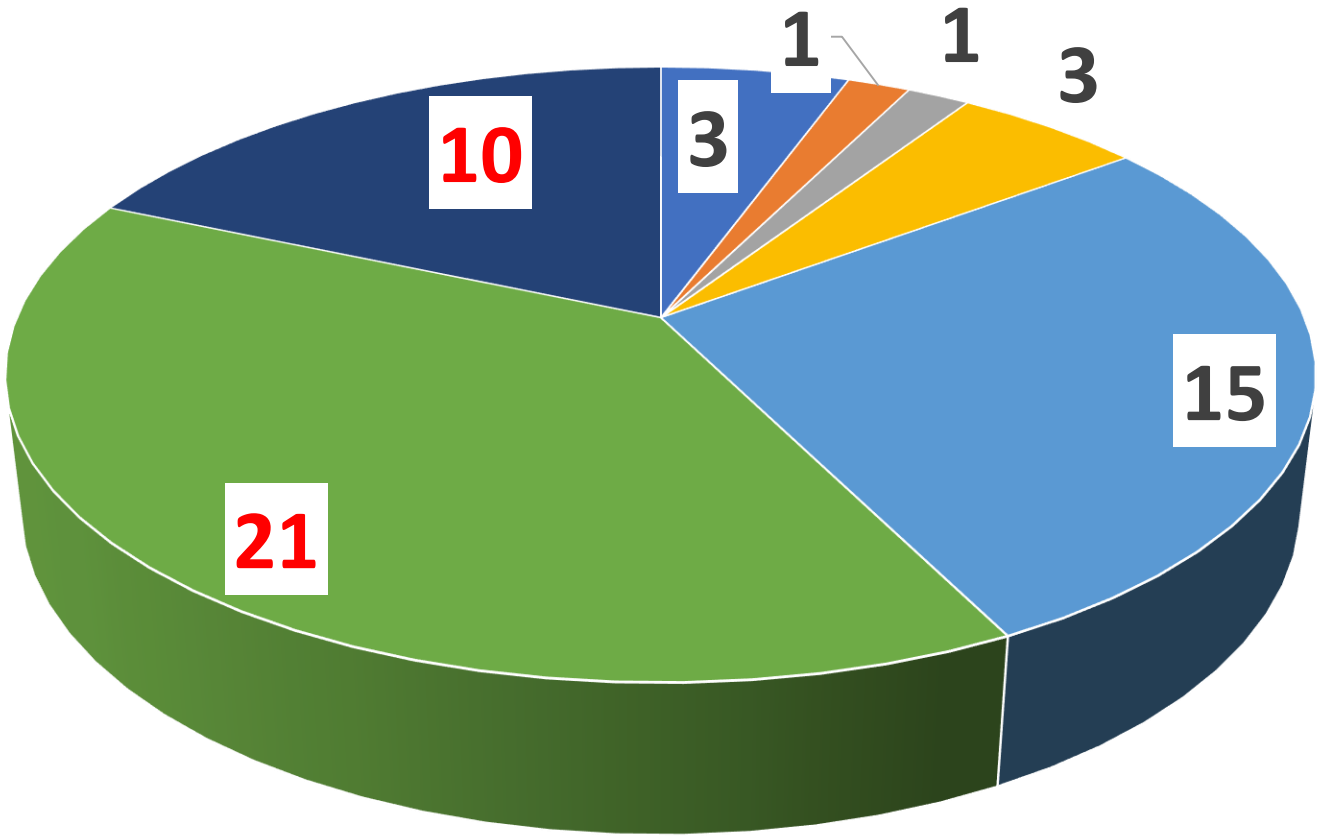
June 2017

- **Positive aspects**
  - Flexible and enables rapid planning
  - Visual mapping method
  - Dedicated time and structured creative space
  - Bigger picture and threshold concepts
  - Facilitator
  - Collegial sharing
- **Less positive**
  - Fast pace
  - Hands-on activities
  - Sessions too long
  - Complexity of programmes

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Six months after event

- Most participants were **energized** and **greater cohesion** between staff including shared agreements on the way forward

- **Difficult to convince colleagues** who were not part of the workshops

- **Vice-Deans Forum for Teaching and Learning** to discuss programmme renewal initiatives

- **Funding** secured for buy-out, workshops, admin and research

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Twelve months after event

Action plan implementations:

Action	Percentage
Continued formal redesign process for programme(s)...	76%
Reviewing the programme threshold concepts	52%
Adding of new learning resources or materials	44%
New types of assessment	36%
New technologies	32%
Working across disciplines, department or faculties	32%
Securing funding for evaluation	28%
Flipped classroom approach	24%
Authentic learning experiences	20%
E-tivities	12%
Other	12%

Twelve months after event

To what extent do you agree with the following statements
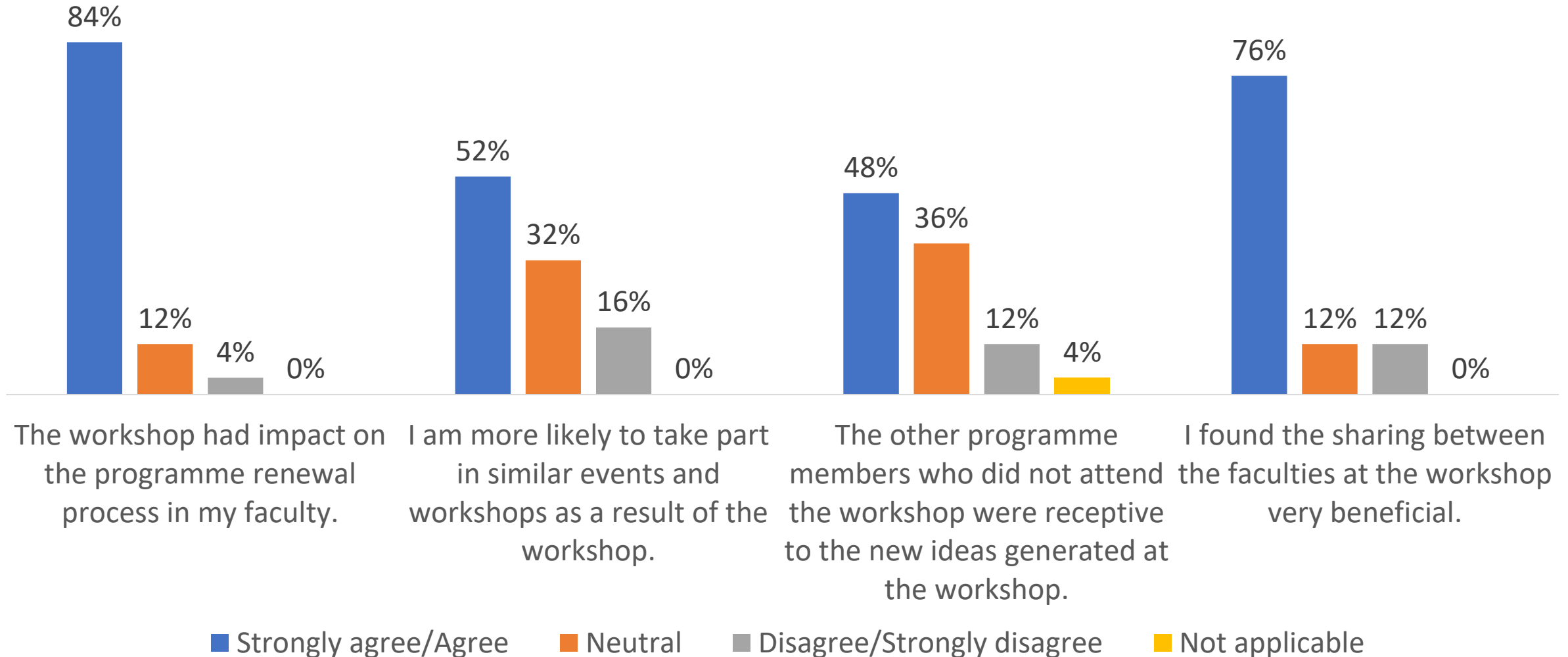
The workshop had impact on the programme renewal process in my faculty.
- 84%
- 12%
- 4%
- 0%

I am more likely to take part in similar events and workshops as a result of the workshop.
- 52%
- 32%
- 16%
- 0%

The other programme members who did not attend the workshop were receptive to the new ideas generated at the workshop.
- 48%
- 36%
- 12%
- 4%

I found the sharing between the faculties at the workshop very beneficial.
- 76%
- 12%
- 12%
- 0%

■ Strongly agree/Agree   ■ Neutral   ■ Disagree/Strongly disagree   ■ Not applicable

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Resources 1

www.gillysalmon.com/carpe-diem

https://jl4d.org/index.php/ejl4d/article/view/352

Salmon, G.(2019). May the Fourth Be with You: Creating Education 4.0. Journal of Learning for Development, 6(1), 95-115.

Pedagogy

Salmon, G. (2013) E-tivities, the key to teaching and learning online. 2nd Edition. London and New York: Routledge

Salmon, G. (2011) E-moderating, the key to teaching and learning online. 3rd Edition. London and New York: Routledge

Threshold concepts

www.ee.ucl.ac.uk/~mflanaga/thresholds.html

Valuable recent article :Timmermans & Meyer, A framework for working with university teachers to create and embed 'Integrated Threshold Concept Knowledge' (ITCK) in their practice. International Journal for Academic Development. Published online: 17 Oct 2017

Currie, G. (2017). Conscious connections: Phenomenology and decoding the disciplines. *New Directions for Teaching and Learning, 150*, 37–48

Rich pictures & soft systems

http://bizdiag.blogspot.com.au/2011/08/rich-pictures-guidelines-for-business.html

http://inscriptdesign.com/rich-pictures/

Resources 2: Authentic assessment

- A Handbook for Teaching and Learning in Higher Education: edited by Heather Fry, Steve Ketteridge, Stephanie Marshall Routledge 2015 (4th edition)

- A Handbook for Teaching and Learning in Higher Education: edited by Heather Fry, Steve Ketteridge, Stephanie Marshall Routledge 2015 (4th edition)

- ASHFORD-ROWE, K., HERRINGTON, J. and BROWN, C. 2014. Establishing the critical elements that determine authentic assessment. Assessment and Evaluation in Higher Education 39(2) pp.205-222, http://dx.doi.org/10.1080/02602938.2013.819566

- CASHIAN, P., CLARKE, J. and RICHARDSON, M. 2015. Perspectives on: Employability - Is it time to move the employability debate on? Chartered Association of Business Schools: Publications. pp.1-9 https://charteredabs.org/is-it-time-to-move-the-employability-debate-on/

- HOLMES, L. 2013. Competing perspectives on graduate identity: Procession, Position or Process? Studies in Higher Education 38(4) pp.538-554 https://doi.org/10.1080/03075079.2011.587140

- JACKSON, D. 2017. Developing pre-professional identity in undergraduates through work-integrated learning. Higher Education 74(5) pp.833-853 https://doi.org/10.1007/s10734-016-0080-2

- LOMBARDI, M.M. and OBLINGER, D. 2008. Making the Grade: The Role of Assessment in Authentic Learning. ELI Paper 1: 2008: Educause Learning Initiative http://www.educause.edu/ir/library/pdf/ELI3019.pdf

- VILLARROEL, V. , BLOXHAM, S., BRUNA, D., BRUNA, C and HERRERA-SEDA, C. 2017. Authentic assessment: creating a blueprint for course design. Assessment & Evaluation in Higher Education https://doi.org/10.1080/02602938.2017.1412396 published online 18 December 2017

- https://courses.dcs.wisc.edu/design-teaching/PlanDesign_Fall2016/2-Online-Course-Design/3_Learning-Assessments/9_assessment_summative-authentic.html

Resources 3

Carpe Diem: some Publications & Papers

Armellini, A., & Aiyegbayo, O. (2010). Learning design and assessment with e-tivities. *British Journal of Educational Technology, 41*(6), 922-935. doi: 10.1111/j.1467-8535.2009.01013.x

Armellini, A., & Jones, S. (2008). Carpe Diem: Seizing each day to foster change in e-learning design. *Reflecting Education, 4*(1), 17-29. http://tinyurl.com/58q2lj

Armellini, A., & Nie, M. (2013). Open educational practices for curriculum enhancement. *Open Learning, 28*(1), 7-20. doi: 10.1080/02680513.2013.796286

Armellini, A., Salmon, G., & Hawkridge, D. (2009). The Carpe Diem journey: Designing for learning transformation. In T. Mayes, D. Morrison, H. Mellar, P. Bullen, & M. Oliver (Eds.), *Transforming higher education through technology-enhanced learning* (pp. 135-148). York: The Higher Education Academy. http://bit.ly/1XL7ncN

Lokuge Dona, K.L., Gregory, J., Salmon, G., & Pechenkina, E. (2014). Badges in the Carpe Diem MOOC. Paper presented at the ascilite conference, Dunedin, New Zealand, 23-26 November 2014.

Salmon, G. (2013). *E-tivities: the key to active online learning* (2nd ed.). London and New York: Routledge.
Salmon, G., Jones, S., & Armellini, A. (2008). Building institutional capability in e-learning design. *ALT-J, Research in Learning Technology, 16*(2), 95-109. doi: 10.1080/09687760802315978

Salmon, G., Gregory, J., Lokuge Dona, K., & Ross, B. (2015). Experiential online development for educators: The example of the Carpe Diem MOOC. *British Journal of Educational Technology, 46*(3), 542-556. doi: **10.1111/bjet.12256**

Salmon, G., & Wright, P. (2014). Transforming teaching through Carpe Diem learning design. *Education Sciences, 4*, 52-63. doi: 10.3390/educsci4010052

Usher, J., MacNeill S.,Creanor, L. (2018) Evolutions of Carpe Diem for learning design. Journal of Learning and Teaching, Vol. 46 (1)
https://journals.gre.ac.uk/index.php/compass/article/view/718

Wright, P. (2015) Comparing e-tivities, e-moderating, and the 5 Stage model to the community of inquiry model for online learning design. The Online Journal of Distance Education and e-Learning, April 2015 Volume 3, Issue 2