29th May 2018

Methodologies for measuring curriculum impact

ELESIG NW symposium #elesig

Creating and Measuring the Future

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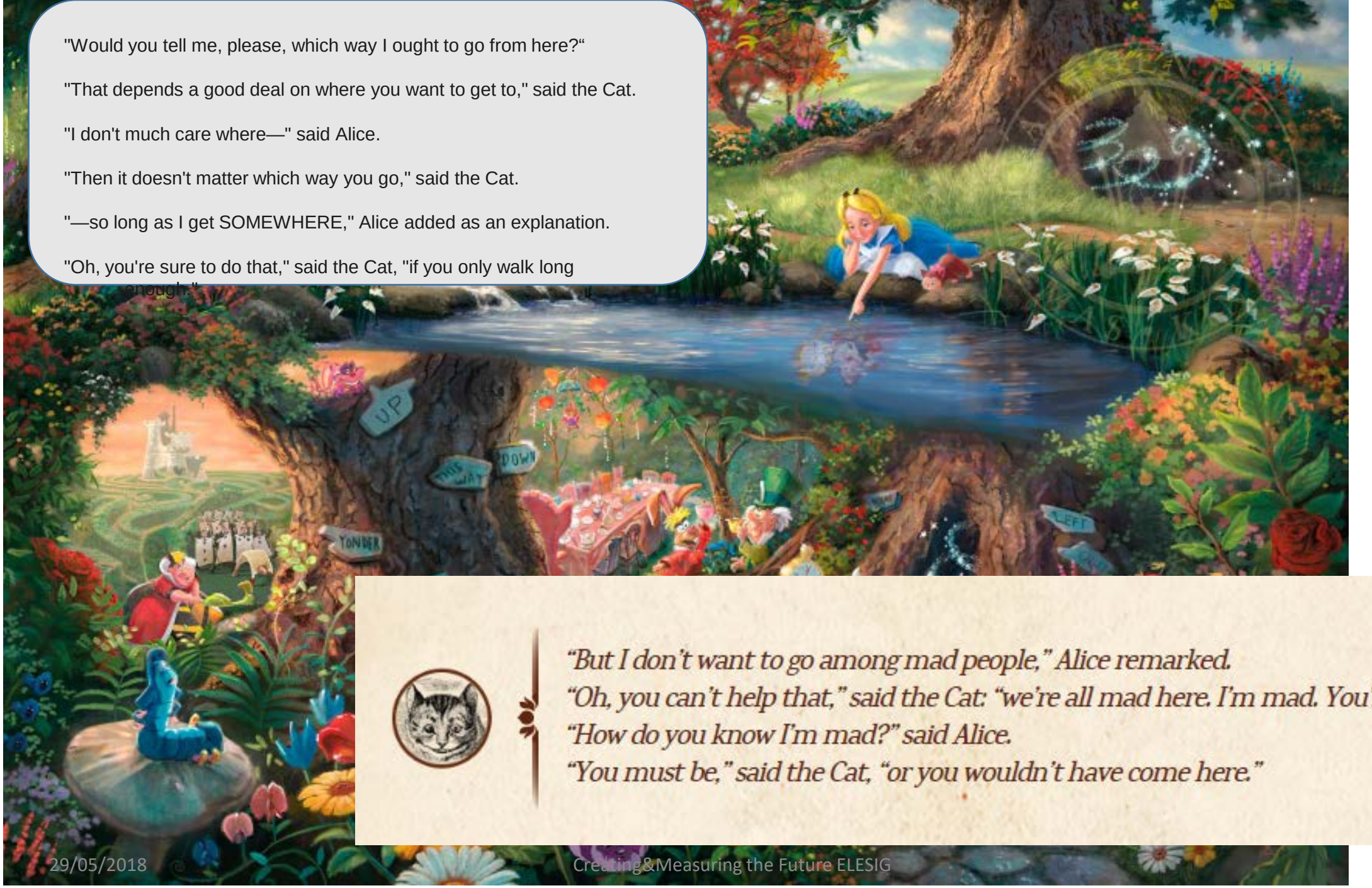
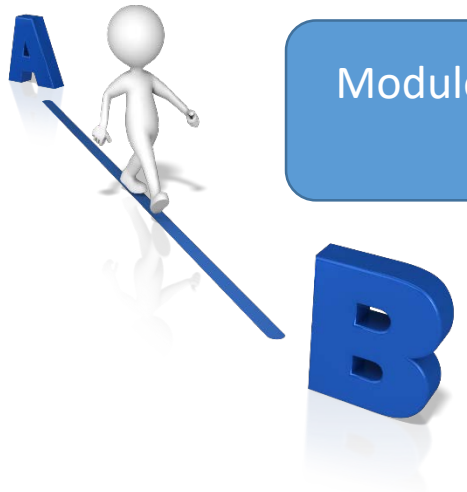
Carpe Diem Learning Design



“But I don’t want to go among mad people,” Alice remarked.
“Oh, you can’t help that,” said the Cat: “we’re all mad here. I’m mad. You’re mad.”
“How do you know I’m mad?” said Alice.
“You must be,” said the Cat, “or you wouldn’t have come here.”

CARPE DIEM

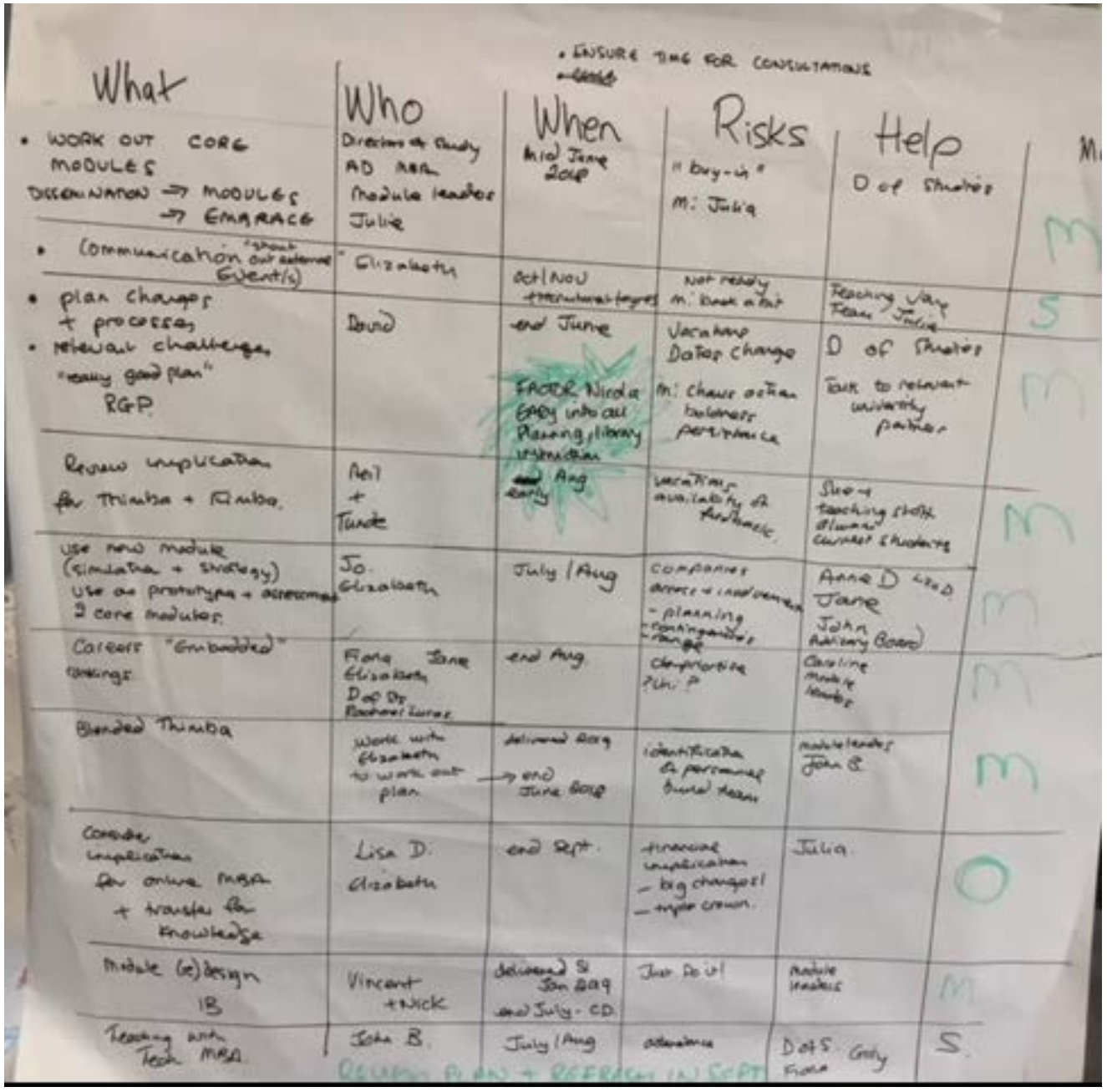
steps towards future-orientated, student-centered LEARNING.



Modules & Programmes:
6 steps

Incorporates 5 stage model
& e-tivities

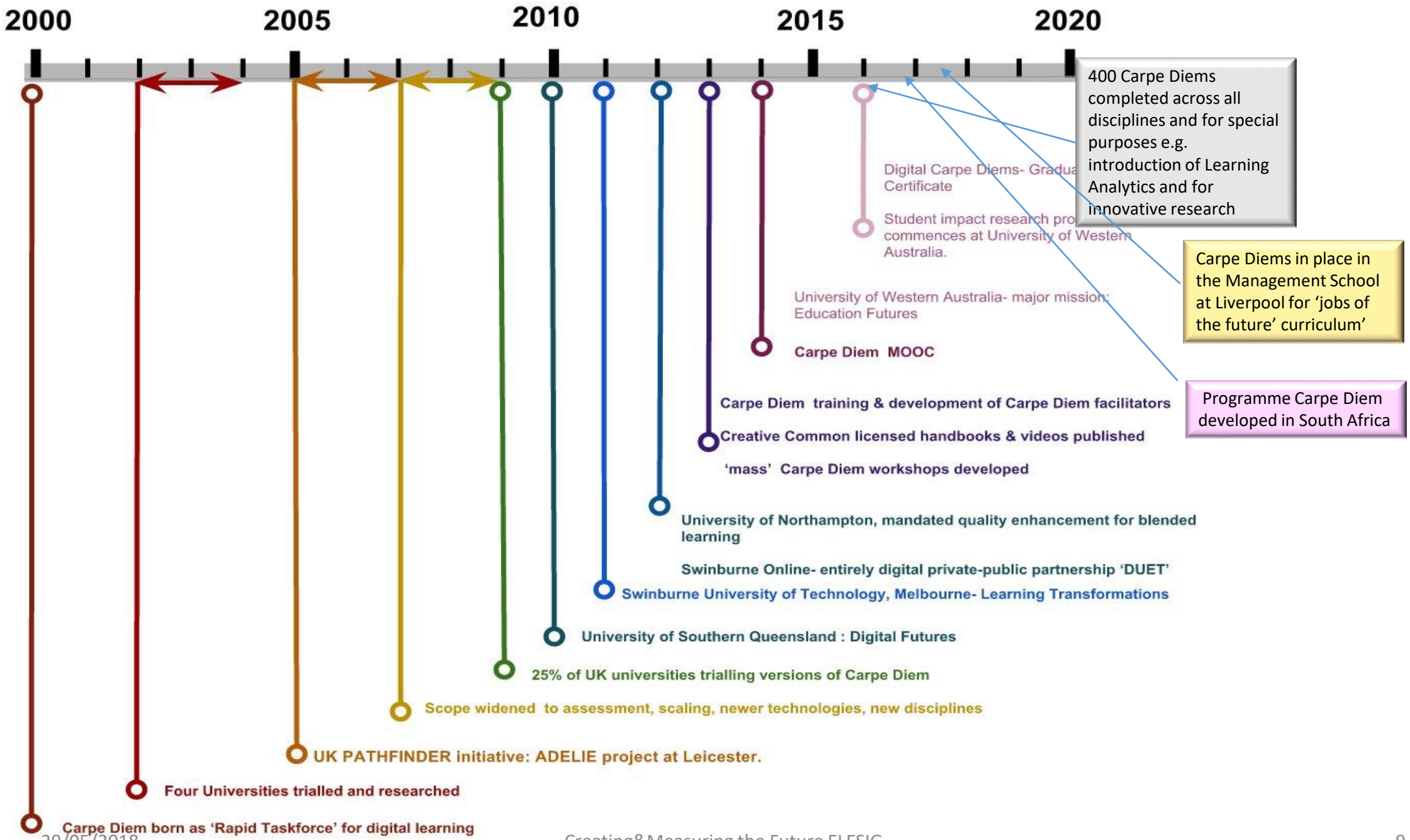
ERPOOL CHANGES YOU.



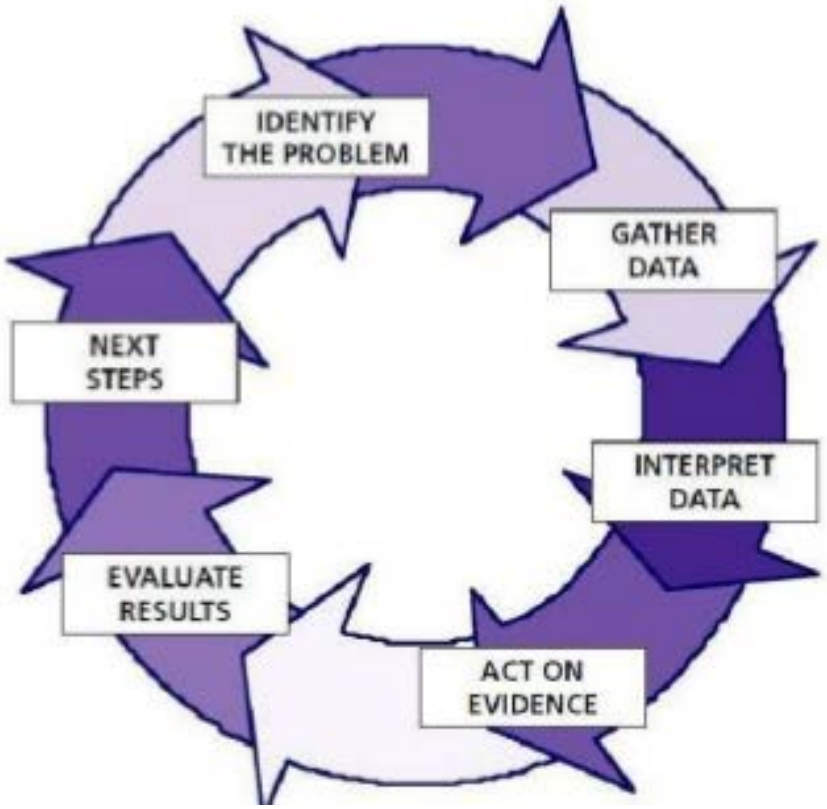
• ENSURE TIME FOR CONSULTATIONS

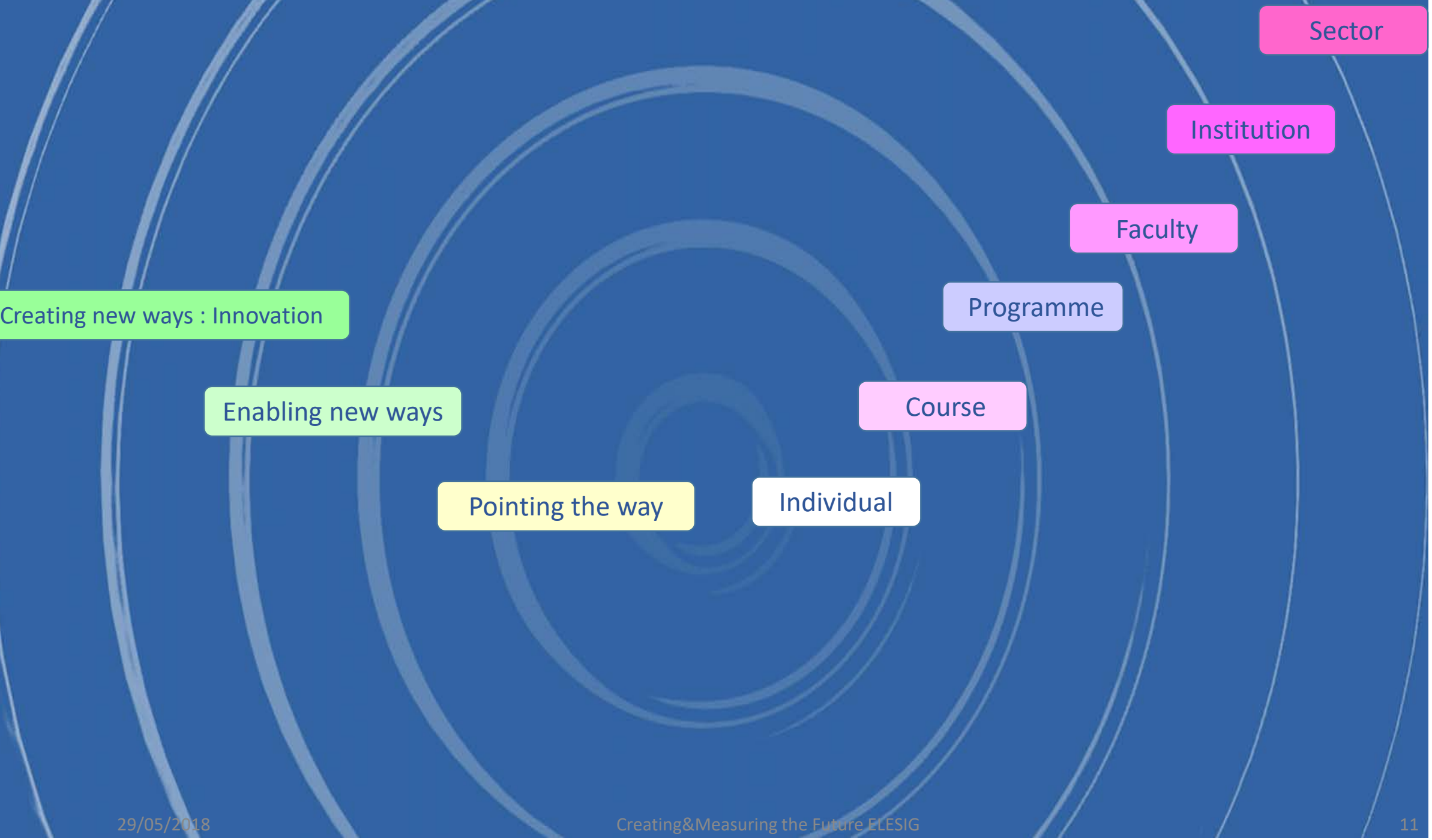
What	Who	When	Risks	Help	M
• WORK OUT CORE MODULES DISSEMINATION → MODULES → EMBRACE	Directors of Study AD MBA Module leaders Julie	Mid June 2018	"buy-in" M: Julia	D of Studies	M
• Communication "shout out external Event(s)"	Elizabeth	Oct/Nov + recruitment figures	Not ready M: back a bit	Teaching Vary Team Julie	S
• plan changes + processes • relevant challenges "really good plan" RGP	David	end June FACTOR Nicola EASY into all Planning, library instruction	Vacations Dates change M: chaos action boldness persistence	D of Studies Talk to relevant university partner	M
Review implication for Thimba + Rimba.	Neil + Tunde	Aug early	vacations availability of fundbasic	Sue + teaching staff Alumni Current students	M
Use new module (simulation + strategy) Use as prototype + assessment 2 core modules	Jo. Elizabeth	July / Aug	companies access + involvement - planning - contingencies - range	Anne D Lisa D Jane John Advisory Board	M
Careers "Embedded" rankings	Fiona Jane Elizabeth D of Ds Rachael Lucas	end Aug	Cheap priorities ?Uni ?	Caroline module leaders	M
Blended Thimba	Work with Elizabeth to work out plan	delivered Aug → end June 2018	identification of personnel Build team	module leaders John B	M
Consider implication for online MBA + transfer for knowledge	Lisa D. Elizabeth	end Sept.	financial implication - big changes! - triple crown.	Julia	O
Module (re)design IB	Vincent + Nick	delivered Si Jan 2019 end July - CD	Just Do it!	Module leaders	M
Teaching with Tech MBA	John B.	July / Aug	attendance	D of S. Gody Fiona	S.

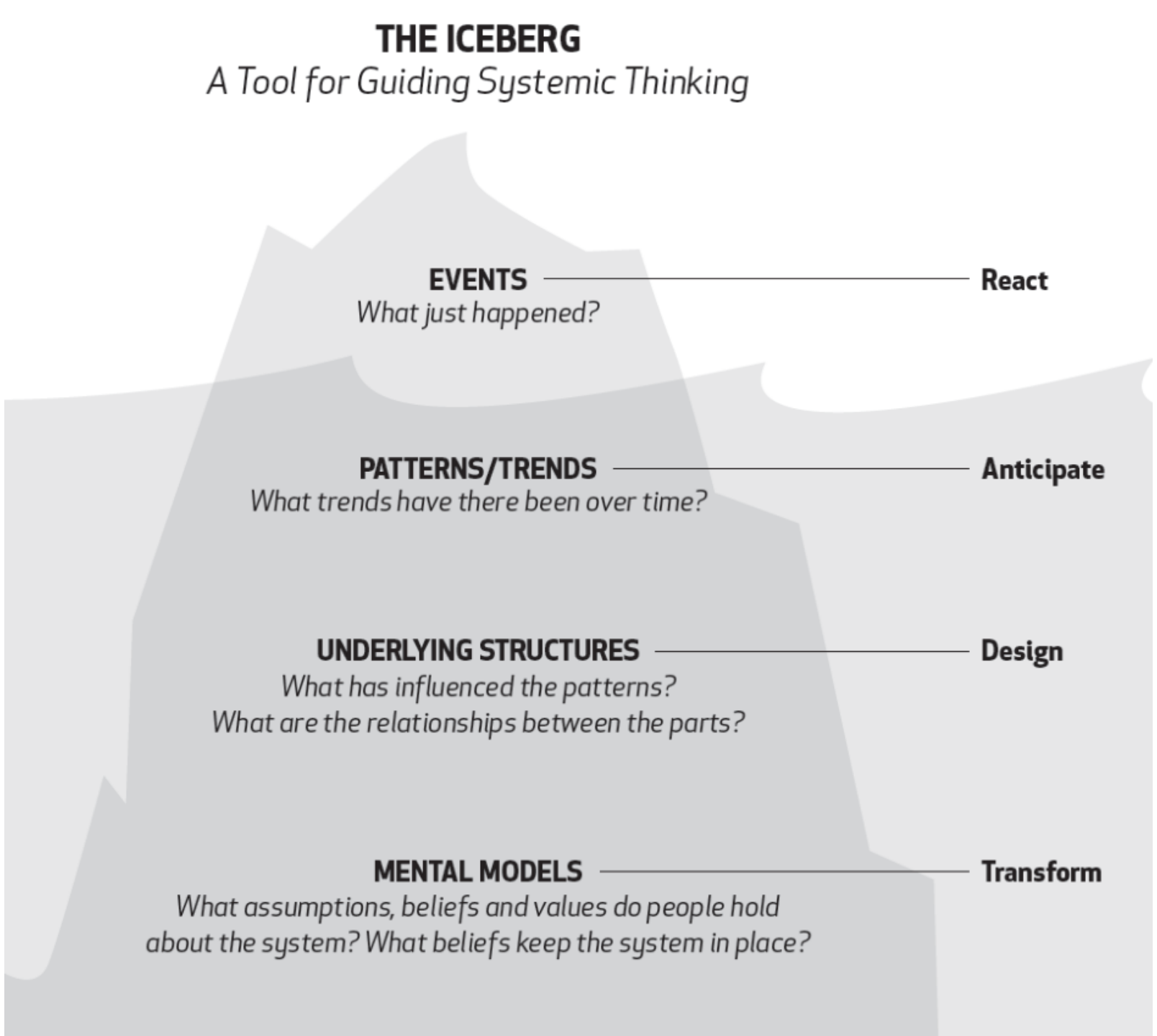
REVIEW PLAN + REFRESH IN SEPT


2000
2005
2010
2015
2020
400 Carpe Diems completed across all disciplines and for special purposes e.g. introduction of Learning Analytics and for innovative research
Carpe Diems in place in the Management School at Liverpool for 'jobs of the future' curriculum'
Programme Carpe Diem developed in South Africa
Digital Carpe Diems- Gradua Certificate
Student impact research pro commences at University of Western Australia.
University of Western Australia- major mission: Education Futures
Carpe Diem MOOC
Carpe Diem training & development of Carpe Diem facilitators
Creative Common licensed handbooks & videos published
'mass' Carpe Diem workshops developed
University of Northampton, mandated quality enhancement for blended learning
Swinburne Online- entirely digital private-public partnership 'DUET'
Swinburne University of Technology, Melbourne- Learning Transformations
University of Southern Queensland : Digital Futures
25% of UK universities trialling versions of Carpe Diem
Scope widened to assessment, scaling, newer technologies, new disciplines
UK PATHFINDER initiative: ADELIE project at Leicester.
Four Universities trialled and researched
Carpe Diem born as 'Rapid Taskforce' for digital learning

STEPS IN ACTION RESEARCH
(FERRANCE, 2000)




Sector
Institution
Faculty
Programme
Course
Individual
Pointing the way
Enabling new ways
Creating new ways : Innovation



www.nwei.org/iceberg

Working with emerging futures

1. Upward connection
   Connecting to inspiration, sparks of intuition and intent

2. Horizon connection
   Listening to the feedback from the context

3. Downward or local connection
   Engaging in and learning from locally embedded fast-cycle connections

From Scharmer 2009 p,213

"Those who pursue what may at first seem impossible are the ones who keep the world turning."
(Ghandi)

"If you don't like change,
you're going to like irrelevance even less."
Eric Shinsek
,

"**Every society honours its live conformists and its dead troublemakers.**"
Mignon McLaughlin

Gillysalmon.com/learningfutures

No budgets or humans were harmed in the making of this presentation

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

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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.

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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

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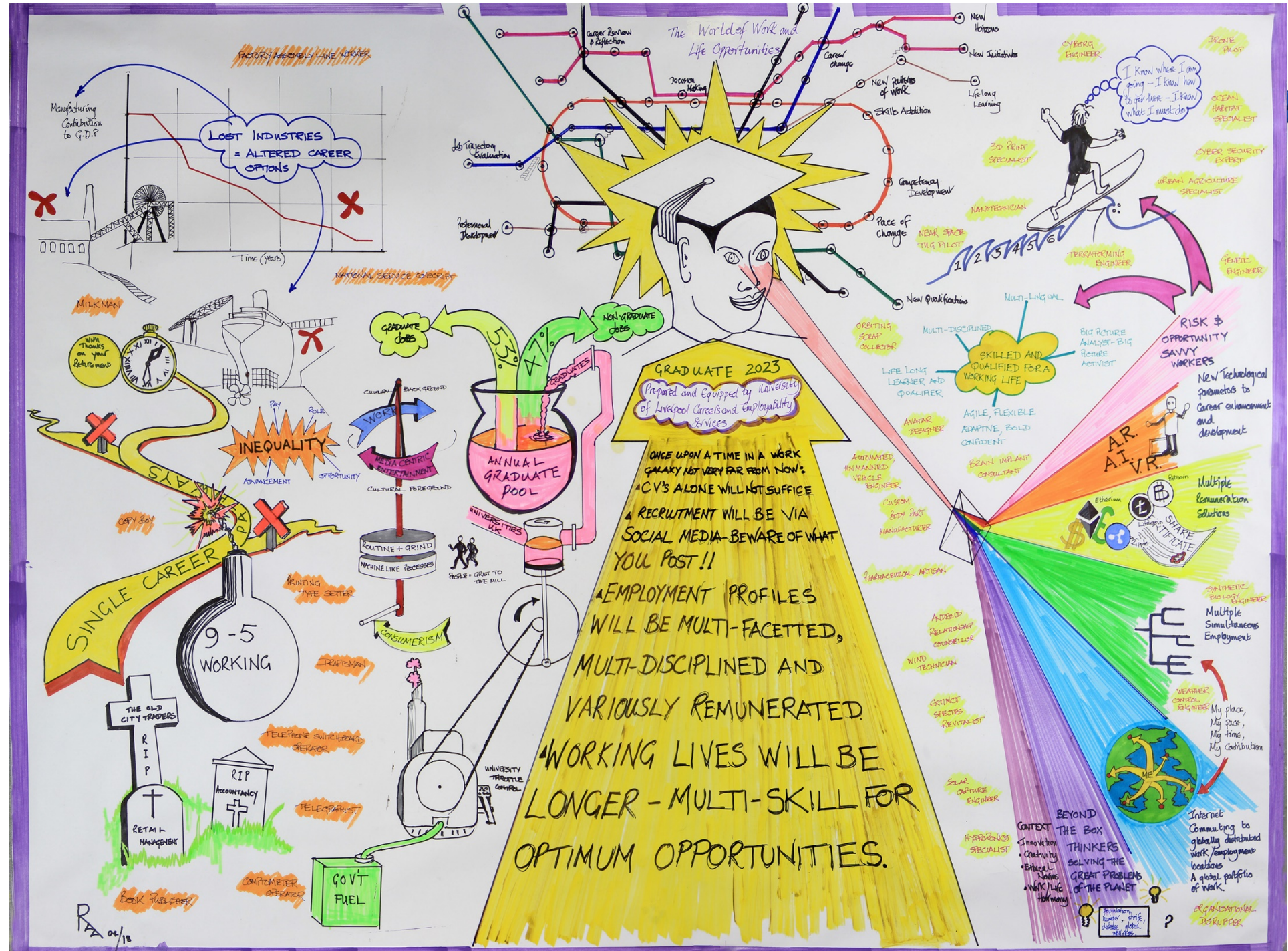
Ferrance 2000

- Theory U: Leading from the Future as It Emerges 2016 2nd Ed, Otto Scharmer.



Programmes:
4 steps

Programmes:
4 steps

Scaffolding knowledge:

Threshold knowledge : the ‘right of passage’

core concepts that once understood, transform perception of a subject

‘Threshold Concepts’ may be considered to be “akin to passing through a portal or “conceptual gateway” that opens up “previously inaccessible way[s] of thinking about something”
Meyer and Land

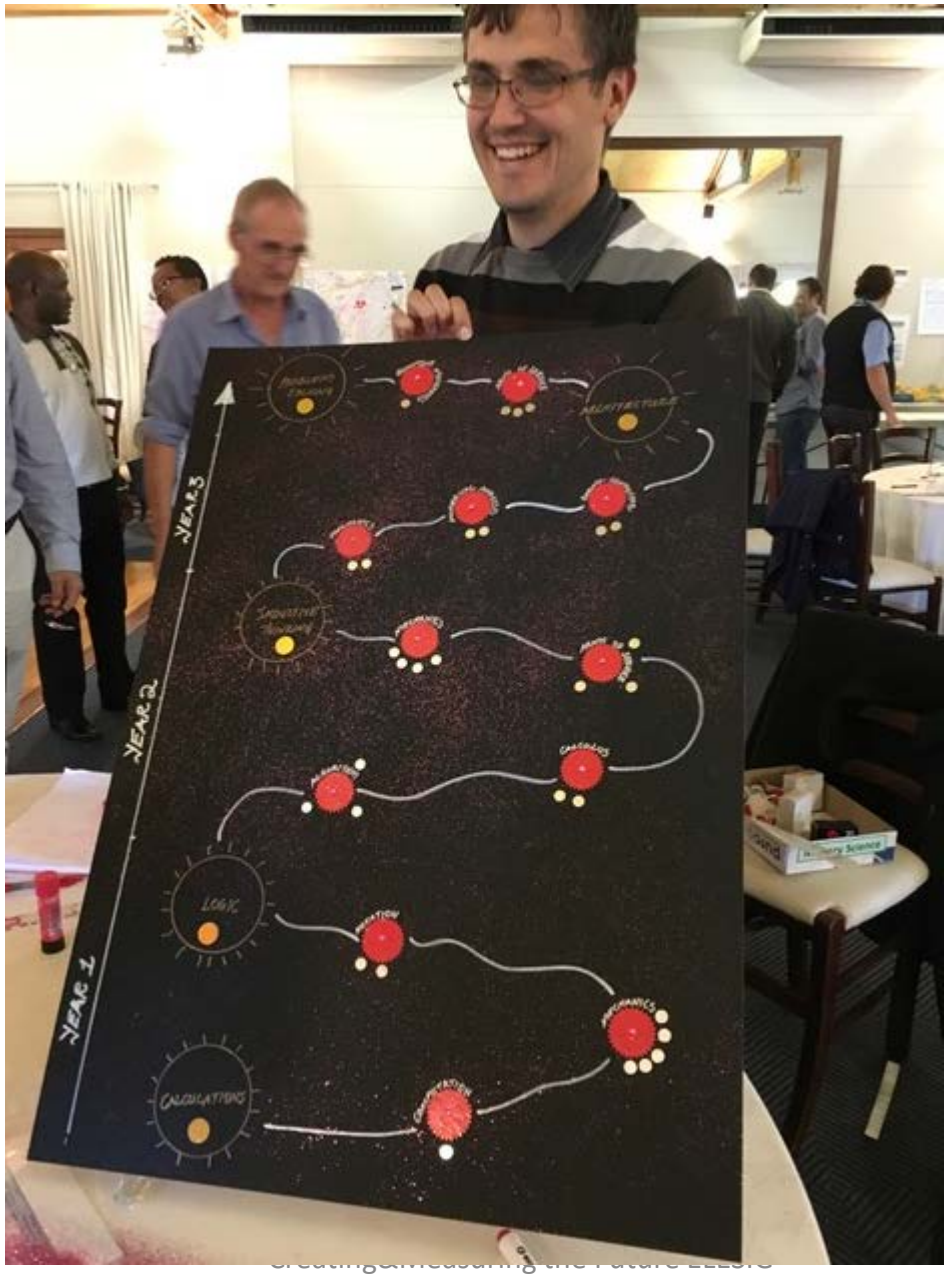
‘Star Gates’ (threshold concepts)

Developing your Programme Story Board V3

ENT 464
CAPSTONE INTERNSHIP THESIS
CONS ECOL 424
FEWER LECTURES IN EACH MODULE
SES IN DEPTH
CONS ECOL 314
ECOSYSTEM SERVICES
BIOMES ECOSYSTEM
COMPLEXITY THINKING
CONS ECOL NEW
RESILIENCE
DISTURBANCE ECOLOGY
GLOBAL CONSERVATION POLICY
CONS ECOL 344
LOCAL REGIONAL AFRICAN AND DERIVED
CONS ECOL 244
CENSUSING QUALITATIVE
SES BASICS
SYSTEMS THINKING
CONNECTION
SHIFT ENT 314 LECTURE
INTRODUCE CONS ECOL IN YEAR 2
UNDERSTANDING OF SCALE
BIODIVERSITY
SUSTAINABILITY
THRESHOLD CONCEPTS
ACTIONS
CONTENT

COMMUNITIES OF LEARNING
MPHIL CHIGHER EDUCATION
MPHIL CLIFELONG LEARNING
KNOWLEDGE INTEGRATION
GRADUATION
FINAL THESIS
RESEARCH PROJECT
REGISTRATION
APPLICATION + SELECTION
DEEPENING LEARNING
BLENDED LEARNING

BCom (MathSci) Data Scien
3.2
3.1
2.2
2.1
1.2
1.1
OR
Comp Science
Math
Econ


YEAR 3
YEAR 2
YEAR 1
LOGIC
CALCULATIONS