

Title: **Evolving Carpe Diem for learning design: a tale of two universities**

Presenter: **Julie Usher, Linda Creanor, Sheila MacNeill**
University of Northampton, Glasgow Caledonian University

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand how the Carpe Diem methodology has been contextualised and repurposed
- Recognise the key elements of staff engagement in the learning design process
- Review a range of OERs related to the process.

Session Outline

Online delivery is increasingly being recognised as important for the development of digital literacy, as well as being a potential revenue stream for universities across the UK, particularly with the current uncertainty over student visas brought about by Brexit. The need for effective learning design, both to support the development of effective online learning and to integrate online elements into traditional campus based delivery, is well established. Yet it is still not as embedded in practice as many educational developers and learning technologists would wish (Maina, Craft and Mor 2015).

In terms of developing effective blended and online courses, good learning design is fundamental to the success of online and blended delivery (Conole 2013). The University of Northampton and Glasgow Caledonian University have used the Carpe Diem methodology in different ways to develop a range of staff development resources and workshops, aimed at supporting teaching teams to create and enhance blended and online courses.

This workshop will outline the drivers and approaches developed by each institution, and will take participants through a condensed version of key elements of the revised workshops. Throughout the session, feedback and discussion and sharing of participants' own approaches to supporting learning design will be actively encouraged.

OER resources produced by the institutions will be available for delegates to explore

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Introduction/overview/: Context of each institution outlining similarities and differences in approaches to learning design support: 10 mins

Workshop activity 1 (15 mins):

- Exploring consensus building: tools for surfacing individual beliefs about pedagogy in a team teaching / collaborative context (look and feel cards)

Workshop activity 2 (10 mins):

- Exploring ways to support collaborative action planning and keep teams on track (Trello)

Questions (10 mins)

References

- Armellini, A., Salmon, G. and Hawkrigde, D. (2009) The Carpe Diem journey: designing for learning transformation. In: Mayes, T., Morrison, D., Mellar, H., Bullen, P. and Oliver, M. (eds.) *Transforming higher education through technology-enhanced learning*. York: The Higher Education Academy, pp.135-148. <https://www.heacademy.ac.uk/resource/transforming-higher-education-through-technology-enhanced-learning>
- Conole, G. (2013) *Designing for Learning in an Open World*. New York: Springer
- Maina, M., Craft, B. and Mor, Y. (eds) (2015) *The Art and Science of Learning Design*. Rotterdam: Sense Publishers.
- Salmon, G., Jones, S., and Armellini, A. (2008) Building institutional capability in e-learning design. *Research in Learning Technology*, 16(2), pp.95–109. <http://dx.doi.org/10.1080/09687760802315978>