The 5 Stage Model

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Design

Key concepts & two key well researched, evidenced & developed frameworks: to make your own

Delivery
Scaffolding knowledge:

Scaffolding learning:
Scaffolding Learning: 5 stage model

‘Constructive alignment’ means:
• the learner constructs his or her own learning through relevant learning activities.
• The designer creates a ‘learning environment’ to ‘supports the activities to achieve the learning outcomes.
• The key - the curriculum, the intended outcomes, the design, the delivery ,the assessment tasks - are aligned to each other.

https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning
Equivalent experiences = same learning outcomes.

Events that provide experiences with equal value for learners regardless of mode

Deliver to lead to key threshold concepts and desired outcomes

https://wonkhe.com/blogs/testing-the-equivalence-of-online-and-on-campus-learning/
‘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

Threshold knowledge: the ‘right of passage’

Core concepts that once understood, transform perception of a subject
AUTHENTIC REAL-WORLD ASSESSMENT

PURPOSEFUL

COMPETENCY STANDARDS

#_EDUSKETCH BY @WENDI322 | AUTHOR OF VISUAL NOTETAKING FOR EDUCATORS
How to design assessments with authenticity

- Start with a outcomes ‘brief’
- What would a future employer would consider valid and significant?
- Aim to emphasize realistic complexity ambiguous, ill-structured tasks or problems.
- Choose ‘problems or issues’ from your own practice, or from case studies.
- Look for collaboration between learners that is similar to that experienced by practitioners in the field
- Simulate of role-play or scenarios;
- Use resources taken specifically from real-world examples
- Offer a range of assessment tasks rather than just the ‘traditional’ ones and/or offer student choice
- Assess for how well the student can thinks & acts like a practitioner/professional in the field

What helps

- try to assess of holistic projects that scaffold over time
- deploy students work and/or reflections collected over time
- allow for possibilities of different judgements
• A small piece of information, stimulus or challenge (the ‘spark’)
• Online activity which includes individual participants posting a contribution
• An interactive or participative element—such as responding to the postings of others
• Summary, feedback or critique from an e-moderator

All the instructions to take part are available in one online message.

https://www.gillysalmon.com/e-tivities
<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Brief summary of overall task</td>
</tr>
<tr>
<td>Spark</td>
</tr>
<tr>
<td>Individual contribution</td>
</tr>
<tr>
<td>Dialogue begins</td>
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<td>E-moderator interventions</td>
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<tr>
<td>Schedule and time</td>
</tr>
</tbody>
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**E-tivity 2.3**

**Purpose:** to write encouraging replies.

**Task:** suppose the following e-mail appeared in a forum you were e-moderating:

‘I am really fed up with the people in this forum who spend their time looking in on those of us who are doing all the work. If this keeps on - I’m off!

Andy’

What would you do? Describe your approach and place a response to Andy in **E-tivity 2.3 - Encouraging participation**.

**Respond:** by looking at the messages of others to Andy. How you would feel if you received them.

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**Next**

Now move on to **Lesson 4 - Summarising - a key skill**

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Structure, build, then prototype...then revise

Open video on YouTube on how to create e-vitities

[https://www.youtube.com/watch?v=Rf7CVJfvCtE](https://www.youtube.com/watch?v=Rf7CVJfvCtE)
www.gillysalmon.com/carpe-diem
### 5 STAGE MODEL

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE 1</td>
<td>STAGE 2</td>
<td>STAGE 3</td>
<td>STAGE 4</td>
<td>STAGE 5</td>
<td></td>
</tr>
<tr>
<td>Topic 1</td>
<td>Topic 2</td>
<td>Topic 3</td>
<td>Topic 4</td>
<td>Topic 5</td>
<td></td>
</tr>
<tr>
<td>Face To Face component</td>
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<td></td>
</tr>
<tr>
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<td>E-tivity 2</td>
<td>E-tivity 3</td>
<td>E-tivity 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess</td>
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</tr>
</tbody>
</table>

**STAGE 1:**
- Topic 1
- E-tivity 1
- Assess

**STAGE 2:**
- Topic 2
- Face To Face component
- E-tivity 2

**STAGE 3:**
- Topic 3
- Face To Face component
- E-tivity 3

**STAGE 4:**
- Topic 4
- Face To Face component
- E-tivity 4

**STAGE 5:**
- Topic 5
- Assess
Delivery
Facilitating Learning: 5 stage model

1. Access and Motivation
2. Online Socialisation
3. Information Exchange
4. Knowledge Construction
5. Development

Facilitating Learning: 5 stage model
Scaffolding Learning: Facilitation

Key skills: Summarising weaving

Data & feedback
Weaving Summarizing
Key concepts & two key well researched, evidenced & developed frameworks:
to make your own
“Every society honours its live conformists and its dead troublemakers.”
Mignon McLaughlin

“Never doubt the power of a small group of people to change the world. Nothing else ever has”.
Margaret Mead

Thanks for Listening

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No budgets or humans were harmed in the making of this presentation
Threshold concepts – references

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


web sites:
www.educationalchemists.com
www.gillysalmon.com
References – 5 stage model, e-tivities and carpe diem - articles


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Wright, P. (2015). Comparing e-tivities, e-moderation and the five stage model to the community of inquiry model for online learning design. The Online Journal of Distance Education and E-Learning, 3(2)
**Authentic Assessment – references**


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