

Bahrain Polytechnic

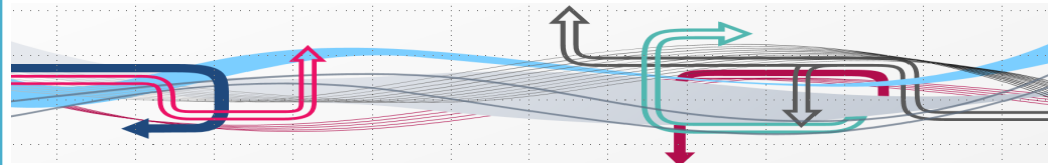


بوليتكنك البحرين



Navigating Through **COVID-19** to Ensure Quality Learning

9 - 11 June 2020



The 5 Stage
Model



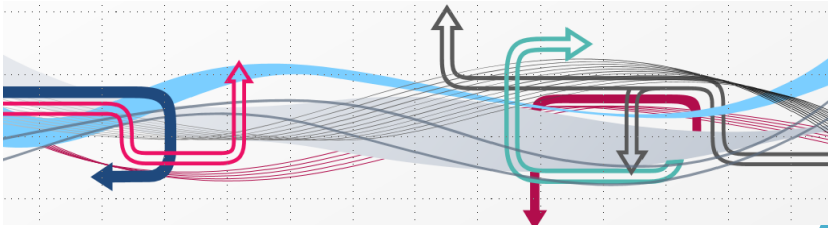
Professor Gilly Salmon



www.educationalchemists.com
UK



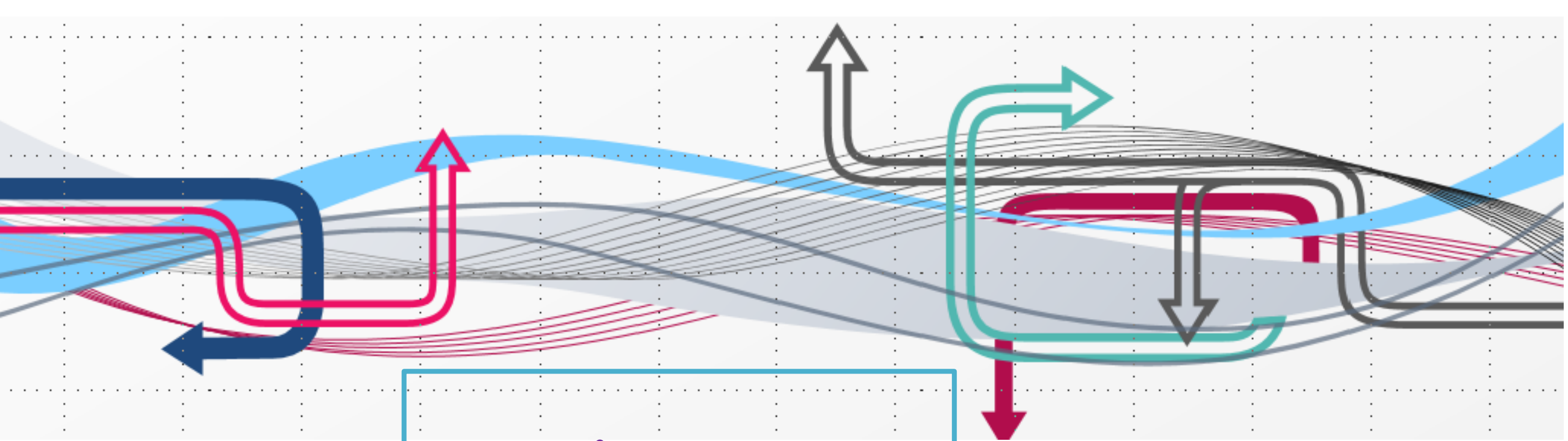
Design



Delivery



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



Design

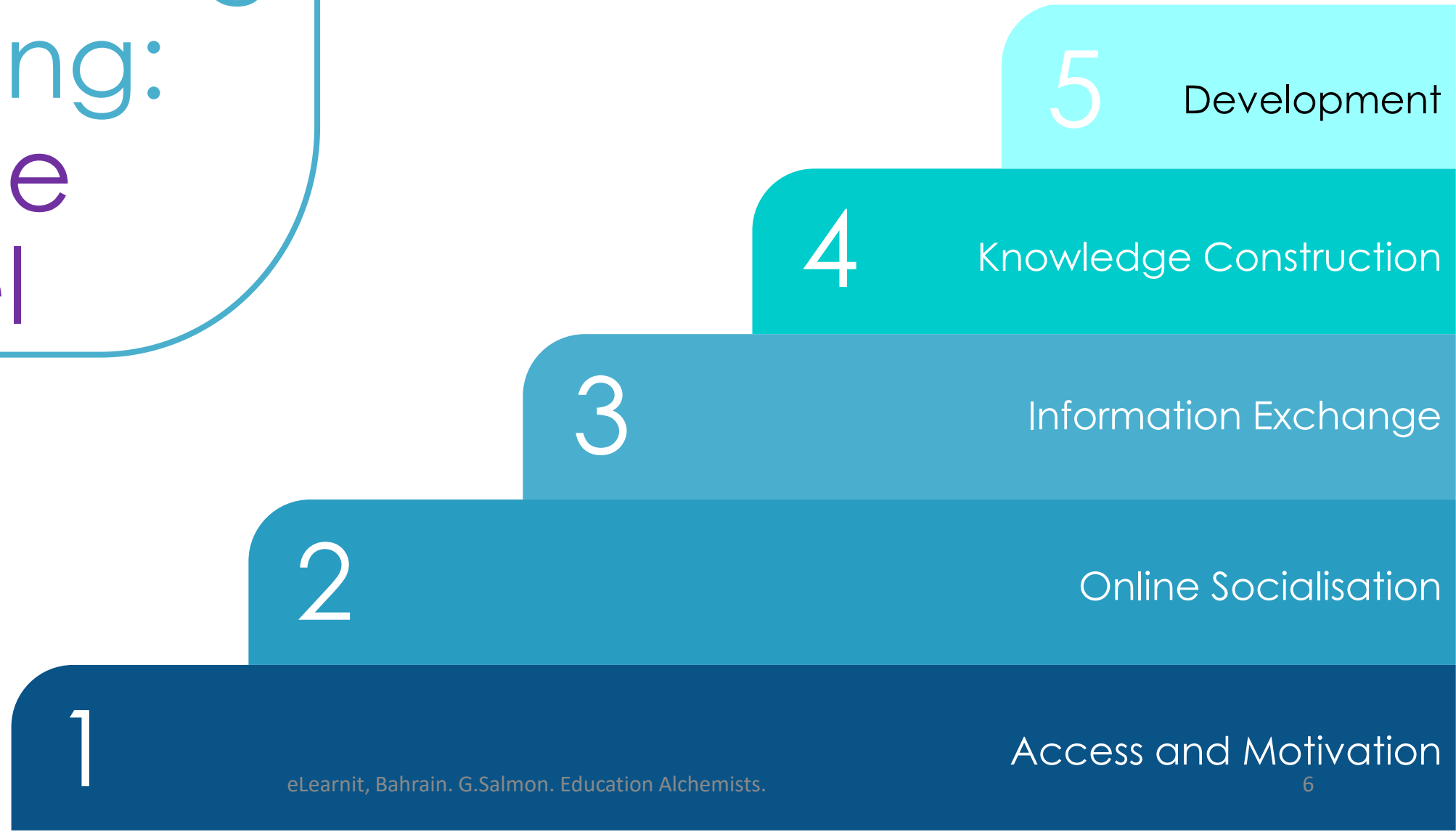


Scaffolding
knowledge:

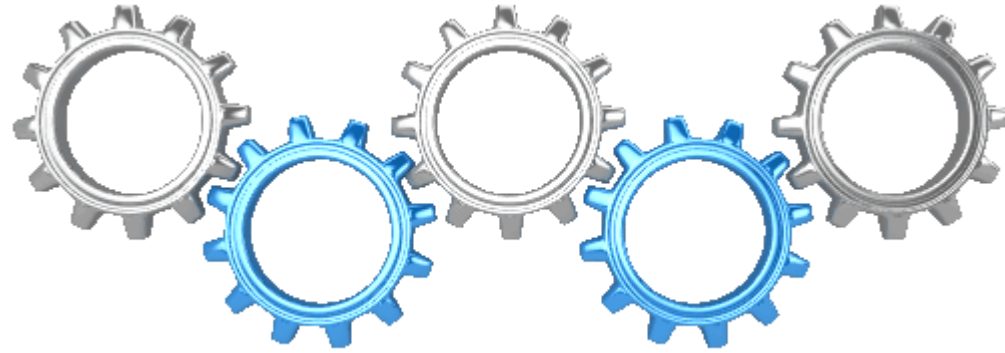
Scaffolding
learning:

Scaffolding Learning: Design

Scaffolding Learning: 5 stage model



Alignment



‘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>

Equivalence



- 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

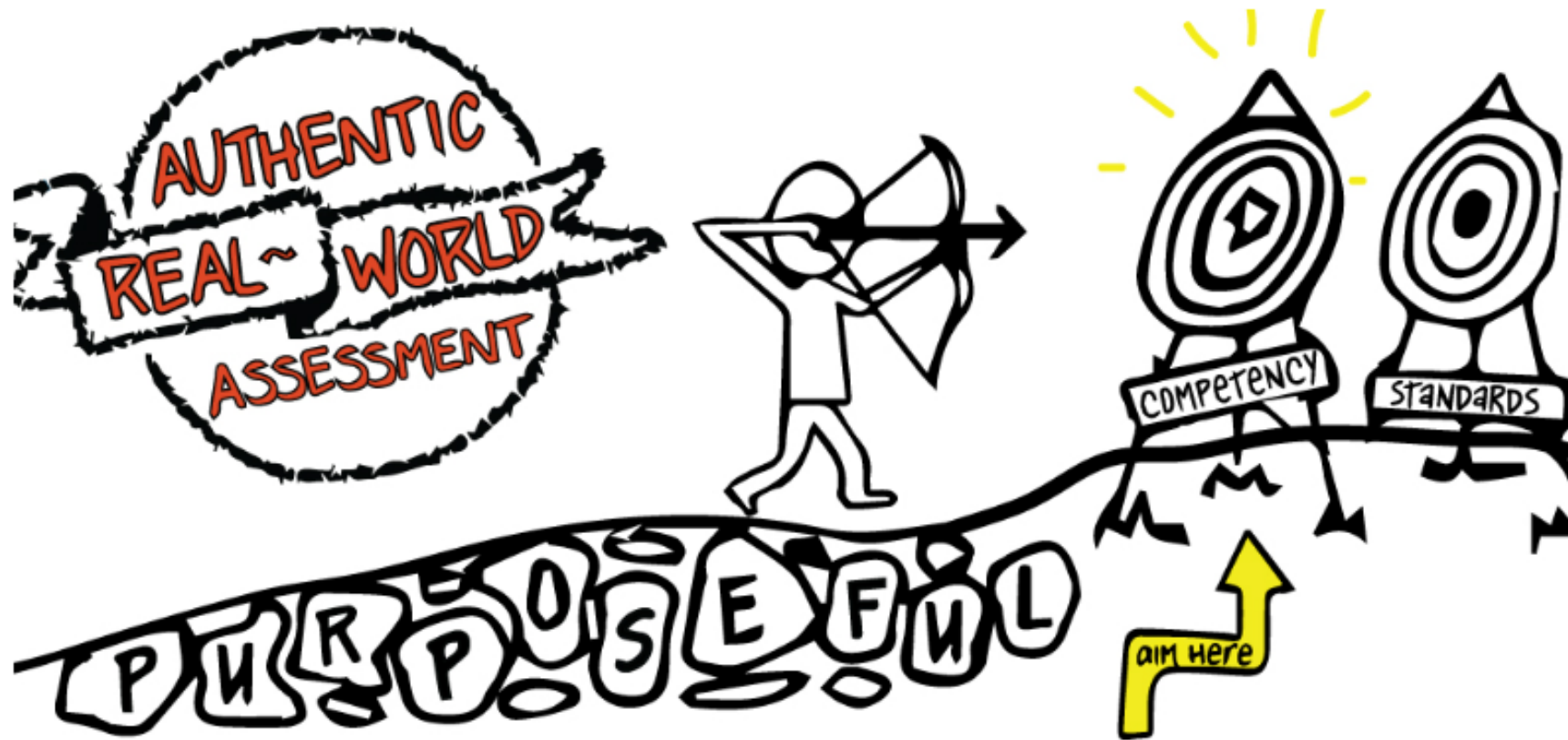
<https://wonkhe.com/blogs/testing-the-equivalence-of-online-and-on-campus-learning/>

‘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



#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

Scaffolding Learning E-tivities

- 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.

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

<https://www.gillysalmon.com/e-tivities>

Numbering and pacing and sequencing
Title
Purpose
Brief summary of overall task
Spark
Individual contribution
Dialogue begins
E-moderator interventions
Schedule and time
Next



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.

Next

Now move on to [Lesson 4 - Summarising - a key skill](#)

Structure, build, then prototype...then revise

Open video on YouTube on how to create e-vities

<https://www.youtube.com/watch?v=Rf7CVJfVCtE>



www.gillysalmon.com/carpe-diem

5 STAGE MODEL

STAGE 2

STAGE 4

STAGE 1

STAGE 3

STAGE 5

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Topic
1

Topic
2

Topic
3

Topic
4

Topic
5

Face To
Face
component

Face To
Face
component

Face To
Face
component

Face To
Face
component

E-tivity 1

E-tivity 2

E-tivity 3

E-tivity 4

Assess

Assess

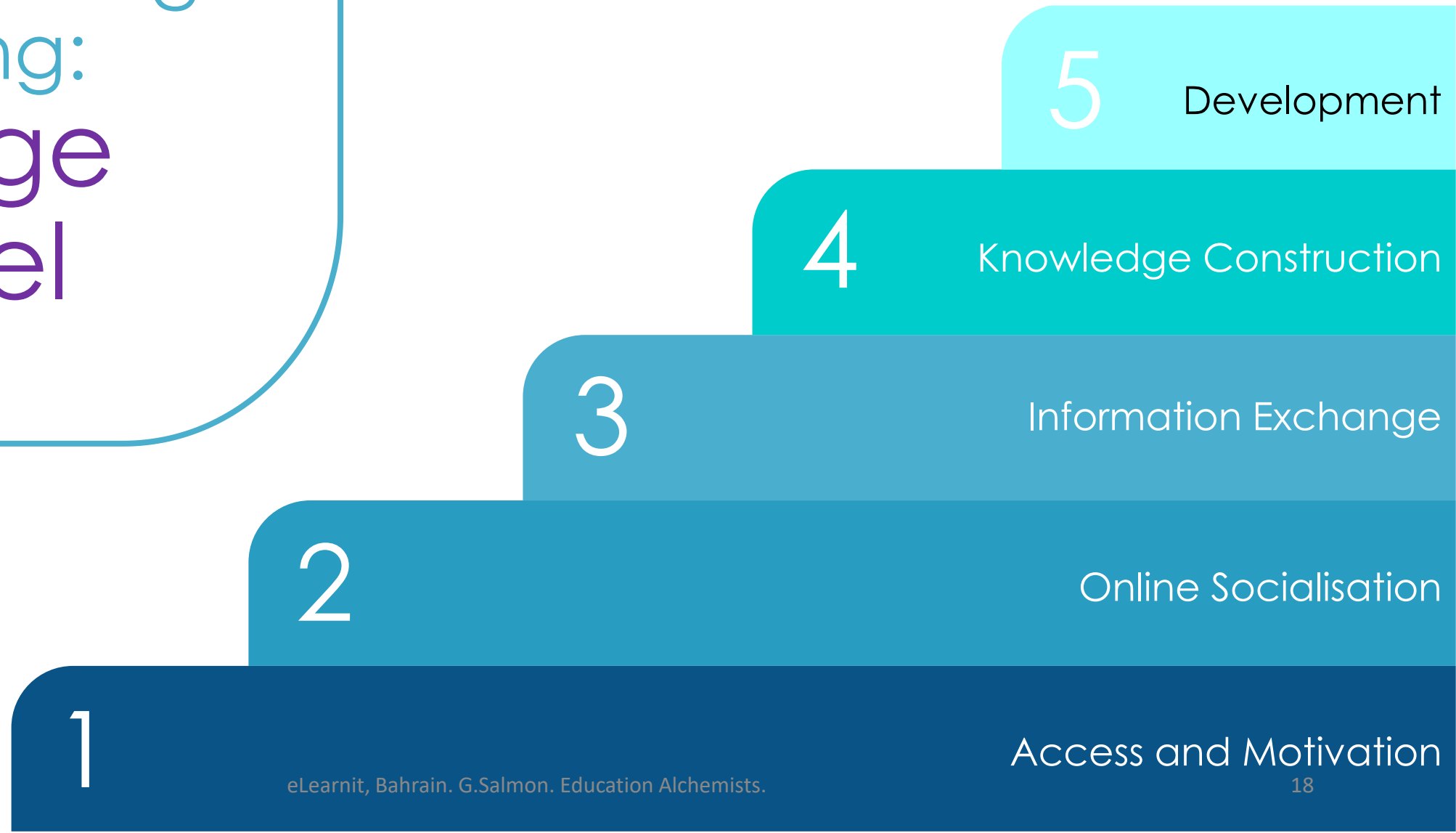
Assess



Delivery



Facilitating Learning: 5 stage model



Scaffolding Learning: Facilitation

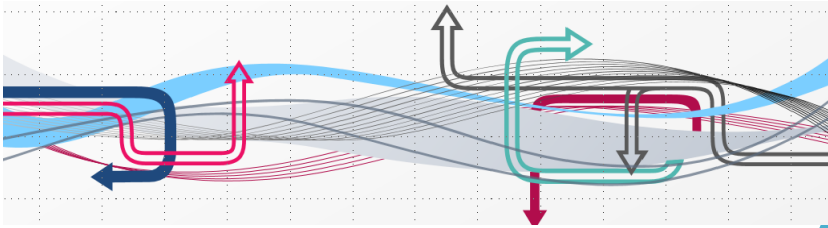
Key skills:
Summarising
weaving

Data &
feedback

Weaving Summarizing



Design



Delivery



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



EDUCATION ALCHEMISTS

*"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

www.gillysalmon.com

www.educationalchemists.com

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

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

web sites:

www.educationalchemists.com

[_www.gillysalmon.com](http://www.gillysalmon.com)

References – 5 stage model, e-tivities and carpe diem - articles

- Andrew, M., & Arnold, J. (2011). [Collaboration, community, identity: Engaged e-learning and e-teaching in an online writing course](#). ACSILITE conference, Hobart, Australia, 4-7 December 2011.
- 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.14678535.2009.01013.x
- Armellini, A., & Jones, S. (2008). [Carpe Diem: Seizing each day to foster change in e-learning design](#). Reflecting Education, 4(1), 17-29.
- 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., & Hawkrigde, 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.
- Fitzgerald, R., Anderson, M., & Thompson, R. (2015). [Adding value: open online learning and the MBA](#). Electronic Journal of e-Learning, 13(4), 250-259.
- Kiers, J. (2016). [MOOCs and their effect on the institution: Experiences in course design, delivery and evaluation; research; faculty development; unbundling and credits for MOOCs](#). *Foro de Educación*, 14(21), 133–149.
- Lawrence, J. (2013). [Designing and evaluating an empowering online pedagogy for commencing students: A case study](#). *International Journal of the First Year in Higher Education*, 4(2), 49-61. doi: 10.5204/intjfyhe.v4i2.170
- 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.
- Oakley, G. (2016). *From diffusion to explosion: Accelerating blended learning at the University of Western Australia*. In C. P. Lim & L. Wang (Eds.), Blended learning for quality higher education: Selected case studies on implementation from Asia-Pacific (pp. 64-102). Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002468/246851E.pdf>
- 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 future teaching through 'Carpe Diem' learning design](#). Education Sciences, 4, 52-63. doi: 10.3390/educsci4010052
- Weaver, D., & Duque, S. (2015). [Standing on the shoulders of others: Creating sharable learning designs](#). Paper presented at the ASCILITE conference, Perth, Australia, 23-26 November 2014.
- Wicking, K., Knight, C., Bradey, S., Lindsay, D., & Anderson, S. (2016). [No more lonely learning: Applying Salmon's Carpe Diem process of subject re-design to three fully online postgraduate nursing subjects in a regional Australian university](#). Paper presented at the ASCILITE conference, Adelaide, Australia, 30 November to 3 December 2015.
- 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

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