

# LÆRINGSFESTIVALEN 2022

Professor  
Gilly  
Salmon



Crossing  
The  
Chasm



'Lone wolf'

Contact hours

Room schedules

Lecturer focused

Design once- deliver many times

Scaffolding

Equivalence

Engagement

Sustainability - Future proofing

Diversity for knowledge construction

**Threshold knowledge**  
core concepts which,  
once understood,  
transform perceptions of  
subjects or experience.



# Focus for today

Design



Equivalence



Engagement



Scaffold



Diversity

Jump to 4.0

Digital Context

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	
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# Education Alchemists Digital & Remote Engagement the 2 years of the pandemic. June 2020 to now

[www.educationalchemists.com](http://www.educationalchemists.com)



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Carpe Diem collaborative learning design workshops – programmes & modules  
Future visioning, imaging & positioning in collaborative sessions  
E-tivities workshops  
Storyboarding workshops  
E-moderating workshops  
Online placement ‘PEEP’ experience workshops

26

Training the trainers, learning technologists & developers  
Advisory and leadership events & workshops

34

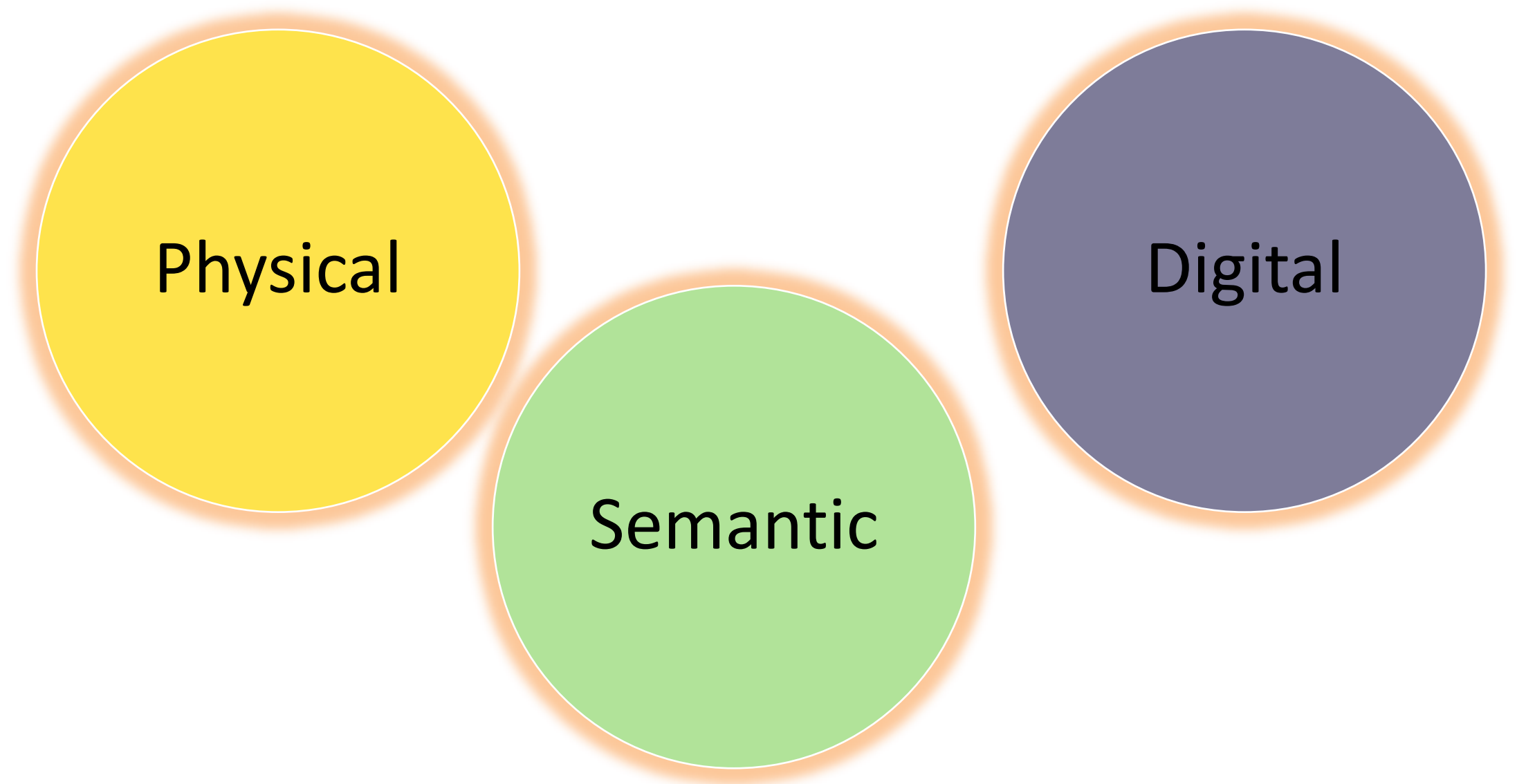
Digital keynotes, webinars, interventions .

# Thresholds: Foresight

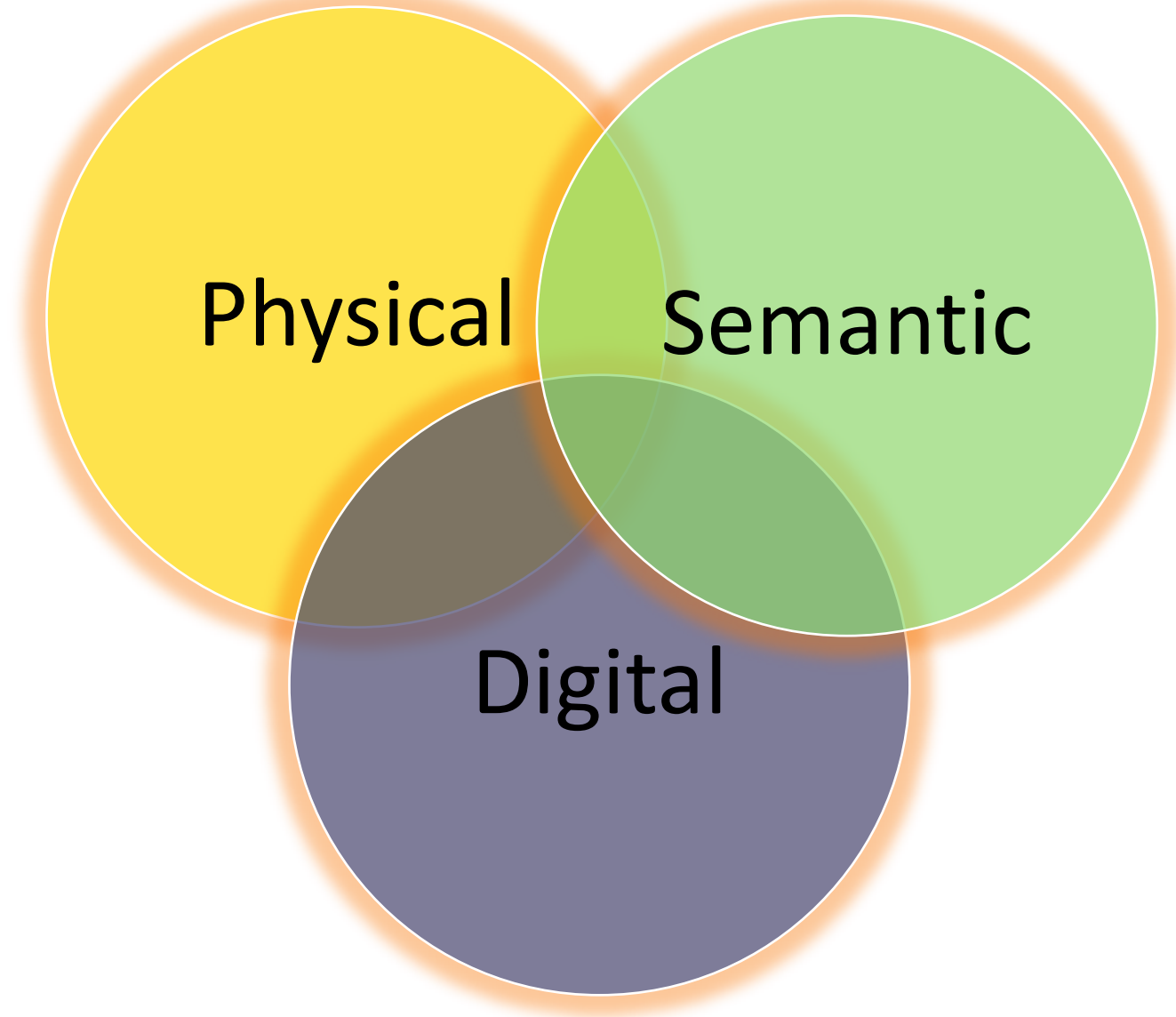
1. Articulate, improve & stick with your values & purposes
2. Directly identify & address the transformations—be bold
3. Investigate futures & bring them to now
4. Highlight opportunities: mobile & integrated, diverse & inclusive
5. Avoid reliance on the physical architecture
6. Build bridges: team working with learning technologists, academics, teachers, and librarians.
7. Discover with others: practical pathways
8. Design once, deliver many times
9. Design for student engagement
10. Deploy research and evidence
11. Orchestrate differently
12. Work towards quality, scalability, sustainability, impact & longer-term



# Working with your educational context

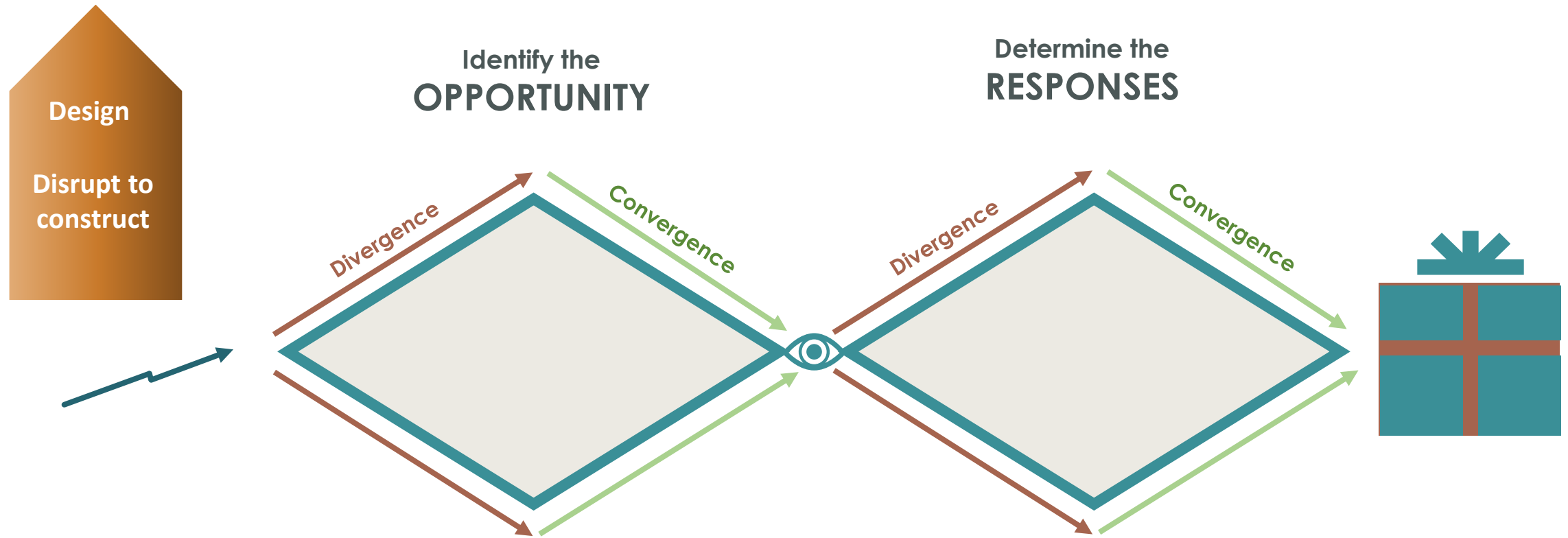


# Working with your educational context



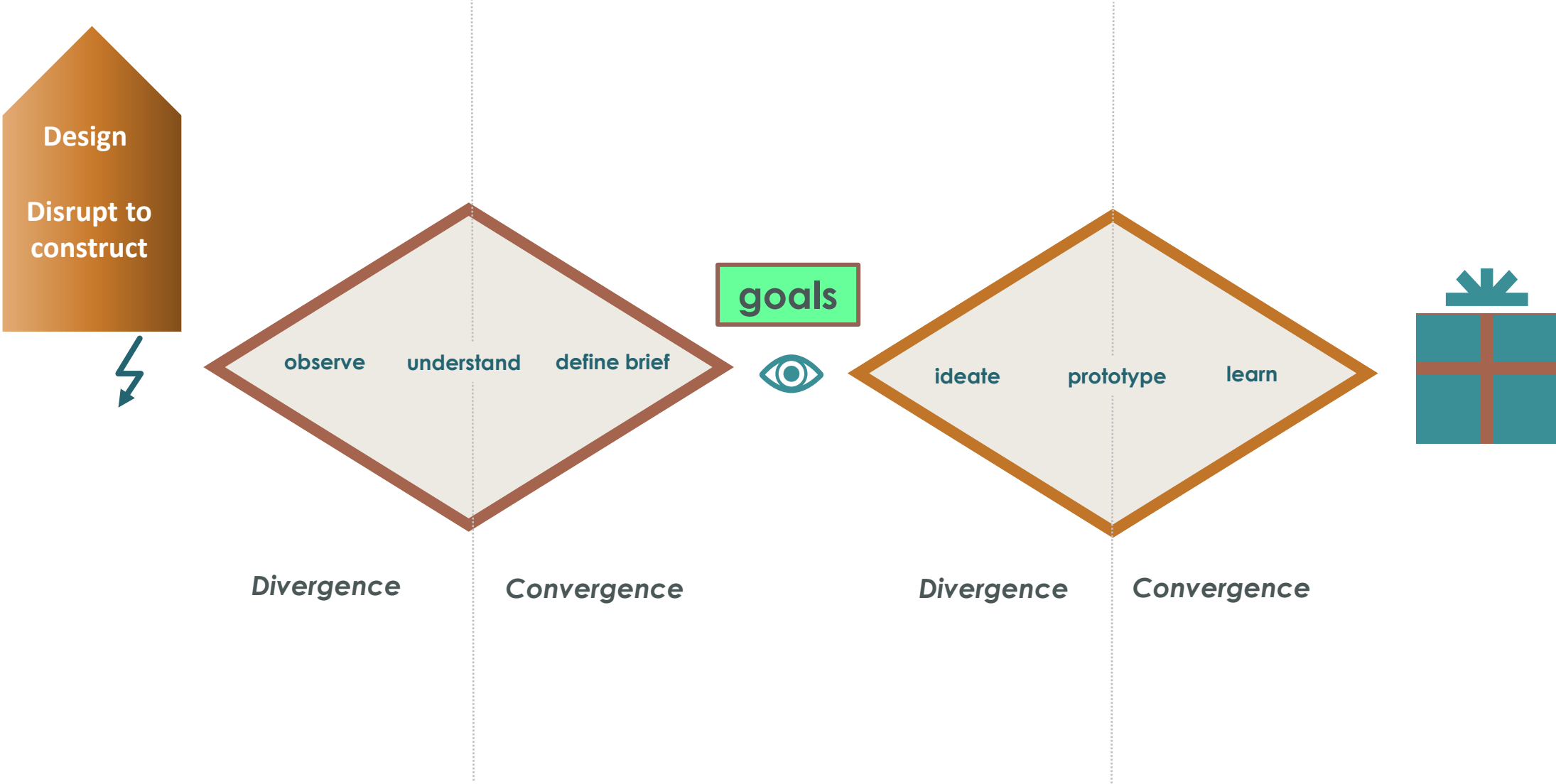


# Diagram 1 – DESIGN THINKING



<https://www.educationalchemists.com/blog/educators-as-designers-of-the-future>

# Diagram 2 – Co-DESIGN– actions



[www.educationalchemists.com/blog/educators-as-designers-of-the-future](http://www.educationalchemists.com/blog/educators-as-designers-of-the-future)

# 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.



1234



## 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.

## 5 REVIEW ADJUST+

## 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!





[www.gillysalmon.com/carpe-diem](http://www.gillysalmon.com/carpe-diem)

# 5 stage model

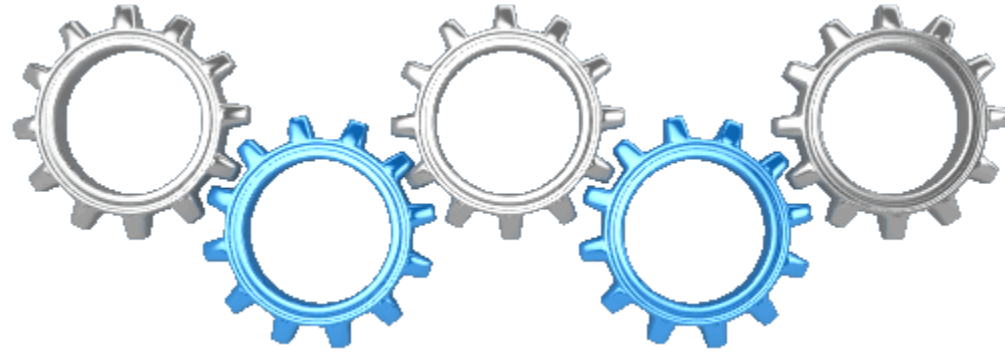


1. Access & Motivation
2. Online team Building
3. Information Exchange:  
Co-operation
4. Knowledge construction:  
collaboration
5. Development



[www.gillysalmon.com/five-stage-model](http://www.gillysalmon.com/five-stage-model)

<https://lmutake5.wordpress.com/2022/04/28/take5-71-gilly-salmon-five-steps-forward/>



‘Constructive alignment’ means:

- the learner constructs his or her own learning through relevant learning activities.
- The designer creates a ‘learning environment’ to ‘support the activities to achieve the learning outcomes.
- The key - the curriculum, the intended outcomes, the design, the delivery ,the assessment tasks - are connected to each other to make a coherent pathway- the meaning of ‘pedagogy’.

<https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning>

# Making it work- storyboarding !



[www.youtube.com/watch?v=BSOJiSUI0z8](https://www.youtube.com/watch?v=BSOJiSUI0z8)

# Storyboarding: the process



OUTCOMES FOCUSED

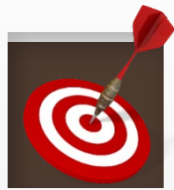
CHARACTERS AND STORY

ACTION ORIENTATED- 'WALK THROUGH'

HIGHLY VISUAL REVIEWS AND ADJUSTMENTS

FAST MOVE FROM PLANNING TO AGILE PRODUCTION

## 6 Elements for storyboarding



### Element 1

**PACING**



### Element 2

**KNOWLEDGE &  
SKILLS**



### Element 3

**FEEDBACK &  
ASSESSMENT**



### Element 4

**ACTIVITY :  
SYNCHRONOUS**



### Element 5

**ACTIVITY  
ASYNCHRONOUS**



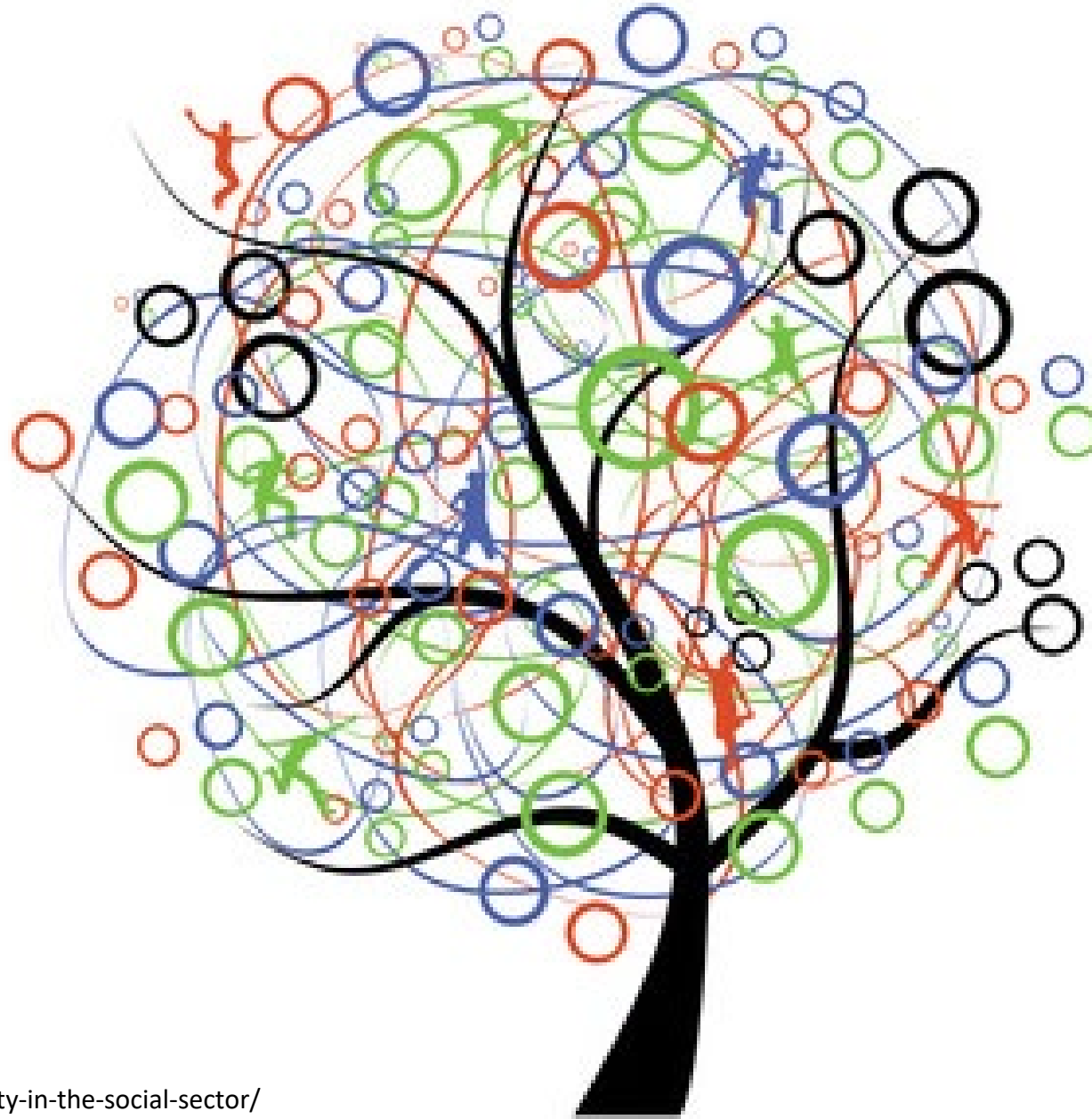
### Element 6

**INDEPENDENT  
STUDY**





Diversity  
For  
knowledge  
construction



[www.penncreativestrategy.com/navigating-complexity-in-the-social-sector/](http://www.penncreativestrategy.com/navigating-complexity-in-the-social-sector/)

# The whole story . . .



<https://oeb.global/oeb-insights/captivating-learning-storyboarding/>



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Equivalence

Values  
outcomes

## Equivalence

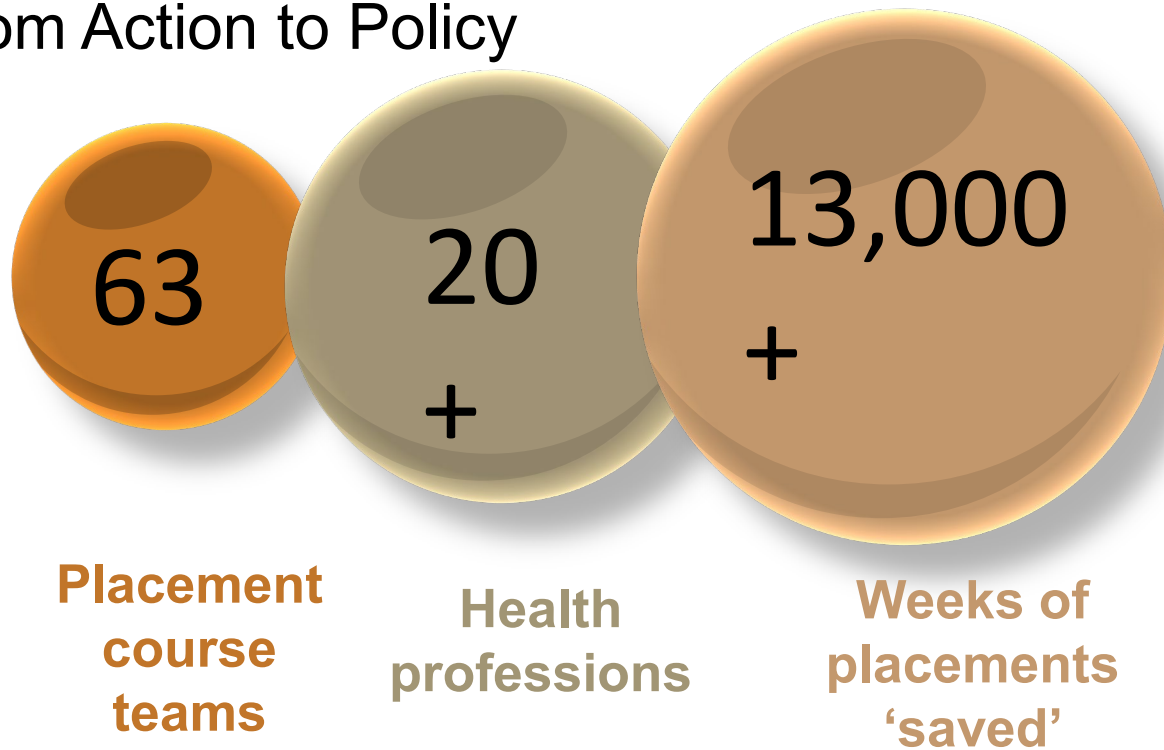


# The Peer Enhanced E-Placements' project (PEEP)

2 years...from the start of the pandemic:

from 'Emergency to Sustainability',

from Action to Policy



UK's Nursing & Midwifery Council authorized 600 hours of 'simulated practice', (around a quarter of work-based learning in a degree) in November 2021 for student nurses.

[www.e-placements.net](http://www.e-placements.net)

[www.educationalchemists.com/placements](http://www.educationalchemists.com/placements)

# The Composition of an E-tivity

Engagement

Evidence-based pedagogy

Spark



Individual contribution



Participation



Summary & feedback



Purposeful



Aligns: assessment & feedback



Instructions - one message



Clear timing

[www.gillysalmon.com/e-tivities](http://www.gillysalmon.com/e-tivities)

[www.youtube.com/watch?v=OoKulKkO7t8](https://www.youtube.com/watch?v=OoKulKkO7t8)



Futures

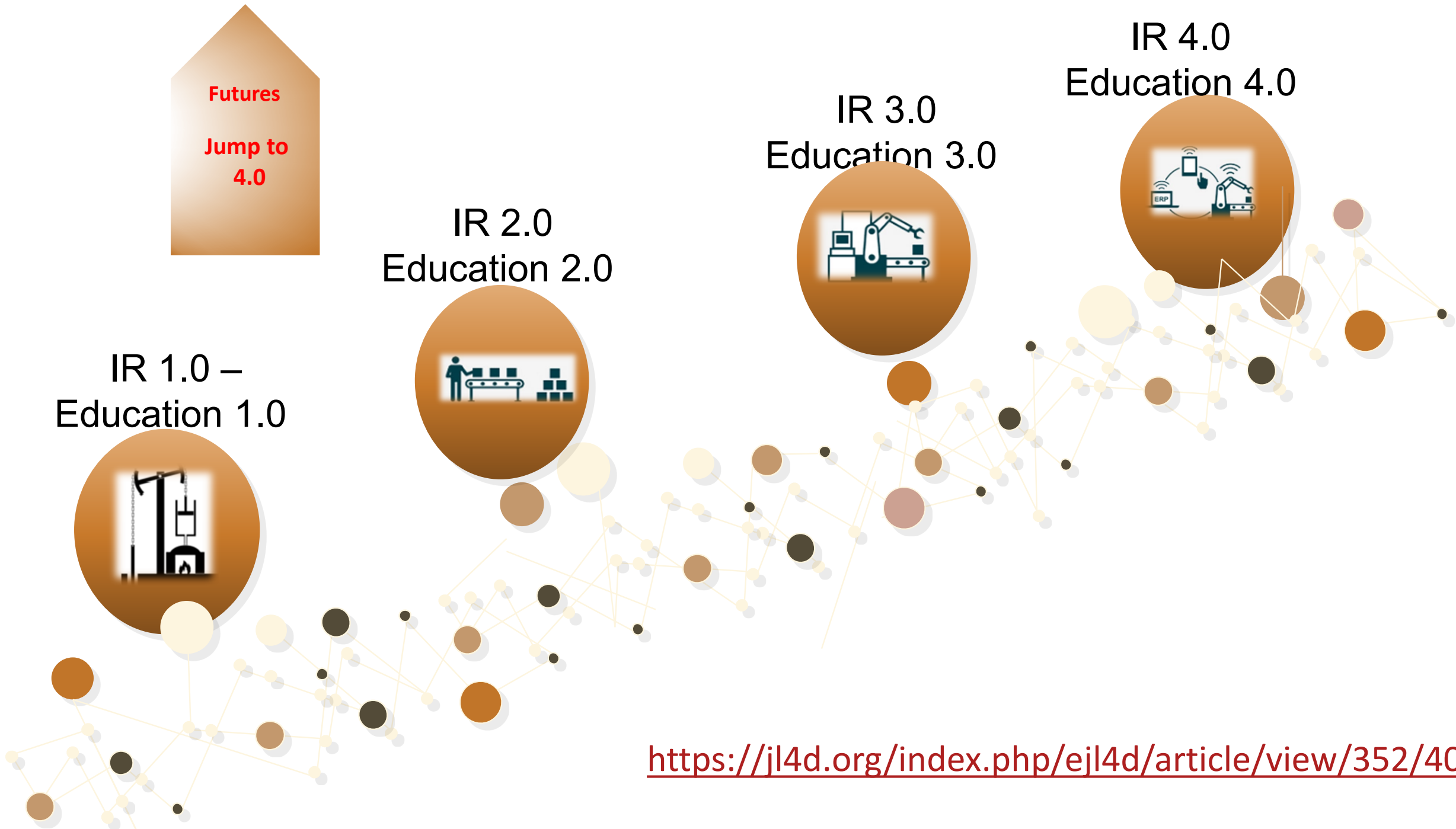
Jump to  
4.0

IR 1.0 –  
Education 1.0

IR 2.0  
Education 2.0

IR 3.0  
Education 3.0

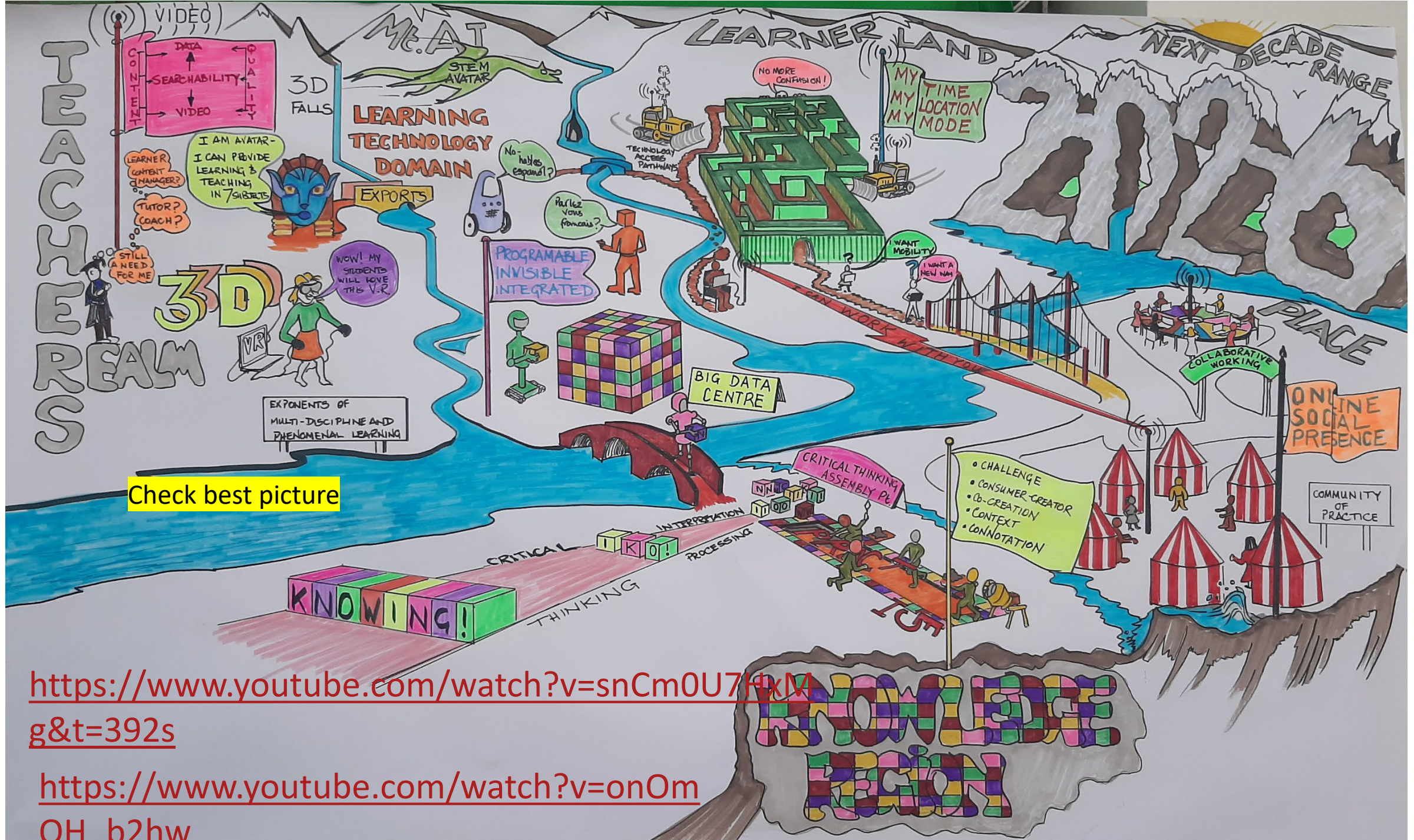
IR 4.0  
Education 4.0



<https://jl4d.org/index.php/ejl4d/article/view/352/403>



<https://www.youtube.com/watch?v=Nt-a2cqc2DI&t=17s>



<https://www.youtube.com/watch?v=snCm0U7HxMg&t=392s>

[https://www.youtube.com/watch?v=onOmOH\\_b2hw](https://www.youtube.com/watch?v=onOmOH_b2hw)

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# EDUCATION ALCHEMISTS

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

## Thanks for taking listening

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

[www.educationalchemists.com](http://www.educationalchemists.com)

[www.youtube.com/c/EducationAlchemists](https://www.youtube.com/c/EducationAlchemists)

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

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- Health placements [WWW.E-PLACEMENTS.NET](http://WWW.E-PLACEMENTS.NET) [WWW.EDUCATIONALCHEMISTS.COM/PLACEMENTS](http://WWW.EDUCATIONALCHEMISTS.COM/PLACEMENTS)
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- Alignment <https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning>
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- May the Fourth be with you article <https://jl4d.org/index.php/ejl4d/article/view/352/403>
- Changing academic roles [www.timeshighereducation.com/opinion/who-am-i-now-how-academic-identity-changed-through-covid](http://www.timeshighereducation.com/opinion/who-am-i-now-how-academic-identity-changed-through-covid)

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- <https://schmidt-arch.com/how-architecture-design-affect-higher-education/>
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- <https://www.tes.com/news/ability-learn-not-what-makes-us-human-it-ability-teach>
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