



University of Leicester: Case study final report: 30 April 2012

Learning Design Initiative at the University of Leicester: OULDI Carpe Diem 7Cs pilot workshops

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Abstract

A new learning design initiative which capitalised on the benefits of OULDI and Carpe Diem (the learning design workshop developed at the University of Leicester, arising originally out of another JISC-funded project, ADELIE, in 2006) was developed as part of the JISC OULDI project. This initiative was piloted through two workshops: an online workshop to a group of nine academics from SAIDE (South African Institution of Distance Education) in March 2012, and a face-to-face workshop to a group of twelve academics from Leicester in April 2012. The aim of the initiative was twofold:

- To apply OULDI and Carpe Diem resources to Leicester and SAIDE contexts and to determine the transferability of the existing methodologies to different contexts, in both face-to-face and online settings
- To develop a set of new learning design resources by combining OULDI and Carpe Diem resources

Overall the initiative was highly valued and well-received by the participants. The existing tools and methods were easily transferable to different contexts. The initiative also enabled us to make significant progress in the development of a new learning design intervention – the 7Cs workshop which will be continuously developed and refined through follow up pilots within the University of Leicester and beyond.



University of Leicester: Case study final report: 30 April 2012

Contents

1. Introduction	3
2. Context	4
2.1 The University	4
2.2 Case study focus	4
2.3 Institutional barriers, challenges and enablers	4
3. Methodology	5
4. Overview of interventions and activity within the project	5
4.1 OULDI Carpe Diem 7Cs workshop for SAIDE: 19-30 March 2012	5
4.2 OULDI Carpe Diem 7Cs workshop for BDRA: 11-12 April 2012	8
5. Case study narratives	10
5.1 Christina Randell (SAIDE workshop)	10
5.2 Ingrid Sapire (SAIDE workshop)	17
5.3 Nichola Hayes (Leicester workshop)	21
6. Impact analysis	26
6.1 Success criterion 1: To apply OULDI and Carpe Diem resources to Leicester and SAIDE contexts and to determine the transferability of the existing methodologies to different contexts	26
6.2 Success criterion 2: To develop a set of new learning design resources by combining OULDI with Carpe Diem resources	26
7. Conclusions and recommendations	26
7.1 Recommendations for the institution	27
7.2 Recommendations for the sector	27
Acknowledgements	28
References	30
Appendices	31



University of Leicester: Case study final report: 30 April 2012

1. Introduction

One aspect of the JISC OULDI project (<http://www.open.ac.uk/blogs/OULDI/>) was to undertake some work around embedding the OULDI learning design methodology within the wider community. As Professor Grainne Conole, the lead investigator for the OULDI project, is now at the University of Leicester, Leicester was given the opportunity to trial and explore the OULDI resources as part of the initiative.

The pilot at Leicester aimed to undertake an audit of the OULDI tools and the Carpe Diem (<http://www.le.ac.uk/carpediem>) material developed at Leicester to create new learning design resources. The new offerings were trialed and evaluated with academics at Leicester and SAIDE (South African Institute for Distance Education, <http://www.saide.org.za/>). The purpose of the Leicester pilot was to determine the transferability of the existing learning design methodologies to Leicester and SAIDE contexts.

The Leicester pilot involved a series of activities. Firstly, a review of the learning design resources, tools and activities created by the OULDI project and Beyond Distance Research Alliance (BDRA) at Leicester was conducted. The outcome of this review was a conceptual framework – the 7Cs of design and delivery (<http://beyonddistance.wordpress.com/2012/02/07/carpe-diem-the-7cs-of-design-and-delivery>), which captures seven aspects in the process of design, delivery and evaluation.

Collating, analyzing and synthesizing existing resources and repackaging them as new resources then took place to address the specific needs of Leicester and SAIDE. The resulting resources were then trialed firstly with a group of nine colleagues at SAIDE through an online workshop run from 19-30 March 2012, and then with a group of twelve participants at Leicester through a face-to-face workshop run from 11-12 April 2012.

To obtain feedback regarding the new resources was an important part of the Leicester pilot. In order to achieve this, feedback from participants who attended the SAIDE and Leicester workshops was collected through online questionnaires, followed by semi-structured interviews.

All the resources created as part of the Leicester pilot were made available via:

- Cloudworks (<http://cloudworks.ac.uk/cloudscape/view/2379>)
- Slideshare (<http://tinyurl.com/7cs-bdra-11april>)
- Leicester's OER repository (<http://tinyurl.com/uol-7Cs-oers>)

A revised version of the workshop for future use has also been uploaded to Slideshare at <http://www.slideshare.net/witthaus/7cs-learning-design-generic-workshop-slides>, with an



University of Leicester: Case study final report: 30 April 2012

accompanying new Cloudscape, <http://cloudworks.ac.uk/cloudscape/view/2409>. The resources in Leicester's OER repository were also updated after the workshops to reflect feedback received during the pilot.

2. Context

2.1 The University

The University of Leicester is a leading UK University committed to international excellence through the creation of world changing research and high quality, inspirational teaching. The University of Leicester is home to approximately 23,000 students worldwide.

The University of Leicester comprises four Colleges: College of Arts, Humanities and Law, College of Medicine, Biological Sciences and Psychology, College of Science and Engineering, and College of Social Sciences.

The Beyond Distance Research Alliance is a unique research and development unit that researches learning technologies and builds capacity within the University and the UK university sector. It collaborates with academic departments and senior management to identify appropriate ways to underpin the University's learning and teaching innovation strategy and policy for the future. It is one of the UK's premier centres for research into online and distance learning, facilitating change in the sector by informing best practice in teaching, based on the findings from research. Beyond Distance has made significant contributions to the University's strategic vision and positioning in e-learning and distance learning since it was founded in 2005.

2.2 Case study focus

The focus of the case study was twofold.

Success criterion 1: To apply OULDI and Carpe Diem resources to Leicester and SAIDE contexts and to determine the transferability of the existing methodologies to different contexts

Success criterion 2: To develop a set of new learning design resources by combining OULDI with Carpe Diem resources

2.3 Institutional barriers, challenges and enablers

The Beyond Distance Research Alliance at Leicester has developed Carpe Diem (<http://www.le.ac.uk/carpediem>), a two-day learning design intervention for promoting change in learner-centred e-learning design and assessment, institutional capacity building and innovation. Carpe Diem has become a well-established learning design process at Leicester. It has also been trialed and well-received by many other universities in the UK and



University of Leicester: Case study final report: 30 April 2012

overseas. Carpe Diem has developed many useful tools and resources such as the Storyboard, E-tivity framework, and the Learning Design Resource Audit tool. One of the purposes of the Leicester pilot was to explore ways to develop a new learning design offering by drawing on existing OULDI and Carpe Diem resources.

The pilot at Leicester has been well supported by senior management and the Staff Development Centre at Leicester.

SAIDE, the participant group for the first pilot, is a facilitating organisation that works with course designers, materials developers and planners in education and training institutions in South and Southern Africa to help them design, re-design and evaluate their courses and learning materials. As part of the support for course design and redesign, SAIDE runs workshops for a range of target groups in different educational sectors, from Early Childhood to Higher Education. Print was the main mode of delivery for SAIDE's distance programmes until 2009. Since then SAIDE has begun using online delivery. The primary purpose of SAIDE's participation in the pilot was to learn and explore new learning design tools and resources which could be applied to or integrated into SAIDE's existing practice.

3. Methodology

The new resources were trialed through two workshops run from March-April 2012. The first workshop was conducted from 19-30 March and attended by nine colleagues from SAIDE. Feedback from the SAIDE participants was collected through an online questionnaire (<http://www.surveymonkey.com/s/V8JRTD9>) which was completed by six participants, followed by interviews with three participants. The second workshop was conducted from 11-12 April and attended by twelve participants from Leicester. Feedback regarding this workshop was gathered through an online questionnaire (<http://www.surveymonkey.com/s/VT7YSXL>), which was completed by ten participants, followed by interviews with two academics.

Data gathered from the questionnaires and interviews were analysed using thematic analysis (Boyatzis, 1998; Joffe & Yardley, 2004) to identify key themes. Key findings and results are presented in Sections 4 and 5.

4. Overview of interventions and activity within the project

4.1 OULDI Carpe Diem 7Cs workshop for SAIDE: 19-30 March 2012

The first workshop was run as a series of six, 90-minute synchronous sessions, spread over a two-week period, to nine colleagues from SAIDE. The participants were also required to devote approximately one hour per day during this two-week period to working individually and in groups on the asynchronous activities.

University of Leicester: Case study final report: 30 April 2012

The participants were divided into four teams, each team focusing on the design or redesign of a particular course.

The course outcome statements agreed between the Beyond Distance facilitator and the coordinator of the SAIDE group were as follows:

By the end of the workshop, participants will have:

- Gained awareness of the range of resources, tools and methods which are available to support learning design – including OER repositories and learning design tools/methods
- Gained awareness of affordances of available learning technologies, and assessment of the relevance of these technologies to own context and learners’ needs
- Conceptualised the design process from a range of different perspectives
- Developed an innovative storyboard reflecting the design/ redesign of a selected course for active online learner participation and interaction
- Tested and peer-reviewed sample e-tivities, ready to run online
- Built an action plan for work that remains to be done

A detailed workshop programme is given below.

Time	Synch/ Asyn	Content/Activity
Before 16 March	Synch & Asyn	Technical training and practice – Drop-in session in Collaborate Introductions and expectations – what everyone hope to get out of the workshop on Moodle
19 March 11:15 – 13:00	Synch. facilitated by Gabi, Grainne	Introduction to the workshop Brainstorm: How to ruin a course Introduction to Course Features
19 March 13:30 – 14:30	Asynch. in course teams	Develop Course Features for your course
20 March 11:30 – 13:00	Synch. facilitated by Gabi, Grainne	Share and discuss Course Features Brainstorm: blogs, wikis, forums Introduction to Course Map
20 March 13:30 – 14:30	Asynch. in course teams	Develop your Course Map

University of Leicester: Case study final report: 30 April 2012

Time	Synch/ Asyn	Content/Activity
22 March 11:30 – 13:00	Synch. facilitated by Gabi, Grainne	Share and discuss Course Map Brainstorm: Surprises, Great Discoveries, Frustrations and Highlights Introduction to Activity Profile and OER Resource Audit
22 March 13:30 – 14:30	Asynch. in course teams	Develop Activity Profile and OER Resource Audit for your course
23 March 11:30 – 13:00	Synch. facilitated by Gabi, Grainne	Share and discuss Activity Profile and OER Resource Audit Introduction to Storyboard
23 March 13:30 – 14:30	Asynch. in course teams	Develop the Storyboard for your course
26 March 14:00 – 15:30	Synch. facilitated by Gabi, Grainne	Share and discuss Storyboard Brainstorm: Set targets for asynch work to be done Introduction to the e-tivity template
26 March 15:30 – 17:00	Asynch. in course teams	Develop e-tivities for your course
27-29 March	Asynch. in course teams	As per targets set on 26 th
30 March 07:30-09:00	Synch. facilitated by Gabi	Wrap-up and action plans

Methods for evaluating this workshop are reported in Section 3. Key findings and outcomes from the interviews are included in the case studies in Section 5. Participants' detailed responses to the questionnaire survey are included in Appendix 1.

Responses to the evaluation survey in relation to the workshop indicated that the participants overall felt that their objectives and expectations for joining the workshop had been met. The aspects that the participants liked about the workshop included:

- Opportunities to discover and experiment with new tools and approaches
- Simplicity, creativity and visual nature of the tools
- Enabling critical thinking and reflection; challenging their initial design
- Interactive and collaborative activities, working in groups
- Facilitation, organisation and structure of the workshop
- Balance between synchronous and asynchronous activities



University of Leicester: Case study final report: 30 April 2012

All participants said that the tools were transferable to their current practice. All of them wanted to continue using and applying these tools and resources in their course design and redesign process in future. Another benefit for SAIDE as an institution is that the tools and workshop itself can be incorporated into SAIDE's staff development or educational practice for the development of digital literacy skills in staff.

Suggestions on how to improve the workshop provided by SAIDE participants include:

- Modifying the timing and pacing of the synchronous and asynchronous activities to allow for more extended discussion within course teams about their courses
- Providing more explanation on the terminologies used, inputs on background of the tools and underpinning theory
- Making more explicit the links between the various aspects of course design
- Addressing the target audience – a missing element in the current workshop
- Providing sufficient technical training and practice in using Blackboard Collaborate before the workshop to enable more effective participation in the synchronous sessions
- Providing a pre-workshop activity to establish what exactly the team wants to get out from the workshop
- Making more use of discussion forums for reflection
- Offering more support on developing courses on Moodle

4.2 OULDI Carpe Diem 7Cs workshop for BDRA: 11-12 April 2012

The second workshop was delivered face-to-face to twelve academics and learning technologists from Leicester.

Anticipated outcomes from the workshop included:

- To experiment with the new tools and approaches for developing the new MSc in Learning Innovations
- To review and redesign the Carpe Diem workshop, incorporating elements from the OULDI resources where they would add value

The participants were divided into four teams, each team focusing on the design and development of a particular module of the MSc.

University of Leicester: Case study final report: 30 April 2012

A detailed workshop programme is provided below:

11 April: Morning session		
Time	Activity	Facilitator
9.30-9.40	Update on the Masters	Grainne
9.40-9.50	Background to the OULDI-Carpe Diem Workshop and evaluation	Gabi & Ming
9.50-10.30	Course Features	Gabi
10.30-11.30	Course Map/ Module Map	Grainne
11.30-12.30	Learning Design Resource Audit	Ale
12.30-13.30	LUNCH	
11 April: Afternoon session		
13.30-14.30	Activity Profile (and amend Course Features and Course Map)	Grainne
14.30-16.00	Outcomes and Storyboard	Ale
16.00-16.30	Stock-taking and target-setting for next day	Grainne
12 April: Morning session		
9:30-12:00	Discussion, reflection: How to take the resources and workshop forward	Ale
12:00-12:30	Evaluation	Ming

Methods for evaluating of the workshop are reported in Section 3. Key findings and outcomes from the interviews are included in the case studies in Section 5. Participants' detailed responses to the questionnaire survey are included in Appendix 2.

Responses to the evaluation survey in relation to the workshop indicated that the participants' expectations for taking part in the workshop had been partially met. Some participants expected that the workshop would have enabled them to develop the new Masters course fully. However they felt that the workshop was more focused on combining OULDI and Carpe Diem resources. This suggests that in the future the outcomes of the workshop should be clearly defined and established before the workshop. Other participants expected to get a new learning design product (i.e. a revised Carpe Diem workshop package) resulting from the fusion of key elements from OULDI and Carpe Diem. They felt that this

University of Leicester: Case study final report: 30 April 2012

aim was partially fulfilled as the workshop enabled us to pilot and get closer to a new, well-sequenced intervention.

The aspects that the participants liked about the workshop included:

- Opportunities to discover and experiment with new tools and approaches
- Creativity of the tools and activities
- The visual nature of the design tools
- Enabling critical thinking and reflection, challenging the original design
- Interactive and collaborative activities, working in groups
- Format, facilitation, organisation and structure of the workshop

All participants said that the tools can be easily integrated into their current practice. All of them wanted to continue using and applying these tools and resources in their course design and redesign process in future.

Suggestions on how to improve the workshop provided by Leicester participants included:

- Ensuring that all participants were well acquainted with the mission statement and overarching outcome statements for the courses they had been designated to work on
- Reconsidering the terminology used in some of the OULDI tools (e.g. naming of categories in the Course Features chart and Activity Profile)
- Improving the presentation of some of the tools (particularly the Excel sheet for Course Features)
- Improving the sequence of the activities; making more explicit the links between various tools
- Improving the timing and pacing of the activities to enable more extended discussion within course teams
- Providing more explanation on the terminology used, more input on the background to the tools and underpinning theory, more examples of good design

5. Case study narratives

5.1 Christina Randell (SAIDE workshop)

Christina Randell is an education consultant working for SAIDE (South African Institute for Distance Education). She works primarily on course design and materials development.



University of Leicester: Case study final report: 30 April 2012

SAIDE is a facilitating organisation that works with course designers, materials developers and planners in education and training institutions in South and Southern Africa to help them design, re-design and evaluate their courses and learning materials. As part of the support for course design and redesign, SAIDE runs workshops for a range of target groups from different educational sectors, from Early Childhood to Higher Education.

Christina participated in the workshop run from 19-30 March 2012. She worked with Sheila Drew, Greig Krull and Ephraim Mhlanga, representing the Supporting Distance Learners (SDL) course team. Initially SDL was not considered as a formal course, but a set of integrated learning resources that linked to a variety of practical activities developed using Gilly Salmon's 5-stage model (Salmon, 2004). The team wanted to put these resources online for people in other institutions to use and integrate them into their own programmes. During the workshop, Christina and her team were given the opportunity to explore a range of tools including the Course Features, Course Map, Activity Profile, Storyboard, OER Resource Audit and Development of E-tivity.

One of Christina's expectations for taking part in the workshop was to pinpoint what exactly and how they should refine the SDL course. Some of the fundamental questions that she wanted to address through the workshop include: Why do we need to redesign the course? What exactly do we want to refine? What are the features that have worked well and that we want to keep? Which features have not worked well and need to be changed? Which features are missing and need to be included? Who is this course for? What are the purpose and learning goals of this course? Christina summarised what she wanted to get out of the workshop as follows:

"Ultimately, it was to pinpoint those essential elements that needed to be changed and then come out with a clear understanding of how we could do this."

Christina felt that taking part in the workshop helped her review and address some of the key questions above. For example, doing the Course Features activity helped her team identify the key features that are important. Christina said:

"We went through all of them, and we threw out those we didn't think were important. And in doing that, we identified once again what we felt had to stay no matter how you change the course."

The Course Map tool enabled her team to focus on something they had never considered before, as Christina explained:

"Doing the Course Map forced us to look at the allocation of hours which we hadn't done. We never looked at the course and said, 'how many hours do we want the



University of Leicester: Case study final report: 30 April 2012

participants to complete this in?’... We realised immediately that in calculating the hours, that it will have an impact on what is possible and what is not possible. This tool was very useful and really helped us.”

The range of tools introduced during the workshop enabled Christina and her team to look at design from different perspectives. The Course Map tool in particular, enabled them to challenge their initial design of the SDL course. The team realized that there is a need to reconceptualise the course and create it as a short course rather than leave it as a set of separate learning resources. Christina summarised this change as follows:

“I think we made a big breakthrough. We have achieved the insight about the need to structure it as a course, an online course, and not just simply as a set of learning activities plus integrated resources.”

The Activity Profile and Storyboard were also found to be very useful by Christina, as she explained:

“I like the Activity Profile. I think the visual nature, you know, seeing the bar graphs, your initial ideas of the course, and the activities add up to the learning outcomes that you have envisaged. I thought that in particular, was something I found particularly interesting to use.”

“The Storyboard helped us to see the sequence into which everything fits.”

Overall, Christina enjoyed the creativity and simplicity of these tools which enabled her to look at course design in a way which is different from the traditional design where the starting point is always the learning outcome, as she put it:

“I think the visual nature of the tools and the quick and easy way that one could use it without too much elaborative training. They help stimulate us to look at the course in a different way, in a natural and creative way even if we didn’t see all the little links right upfront.”

“So what I like about this, it didn’t start with what are the outcomes. You came to it from a completely different angle. And because you did that, you had to ask yourself, ‘but what are our outcomes? Does this link up with our outcomes?’”

“And I like the way this was done in a much less rigorous and much more playful way, but as Grainne said, it looks deceptively simple, but actually it’s based on really deep research into underpinning, well-researched principles of design. That’s what I liked.”

University of Leicester: Case study final report: 30 April 2012

Examples in Figure 1 and 2 below demonstrate the ways in which Christina and her team used the Course Features and Activity Profile tools to provide alternative representations of their course design.

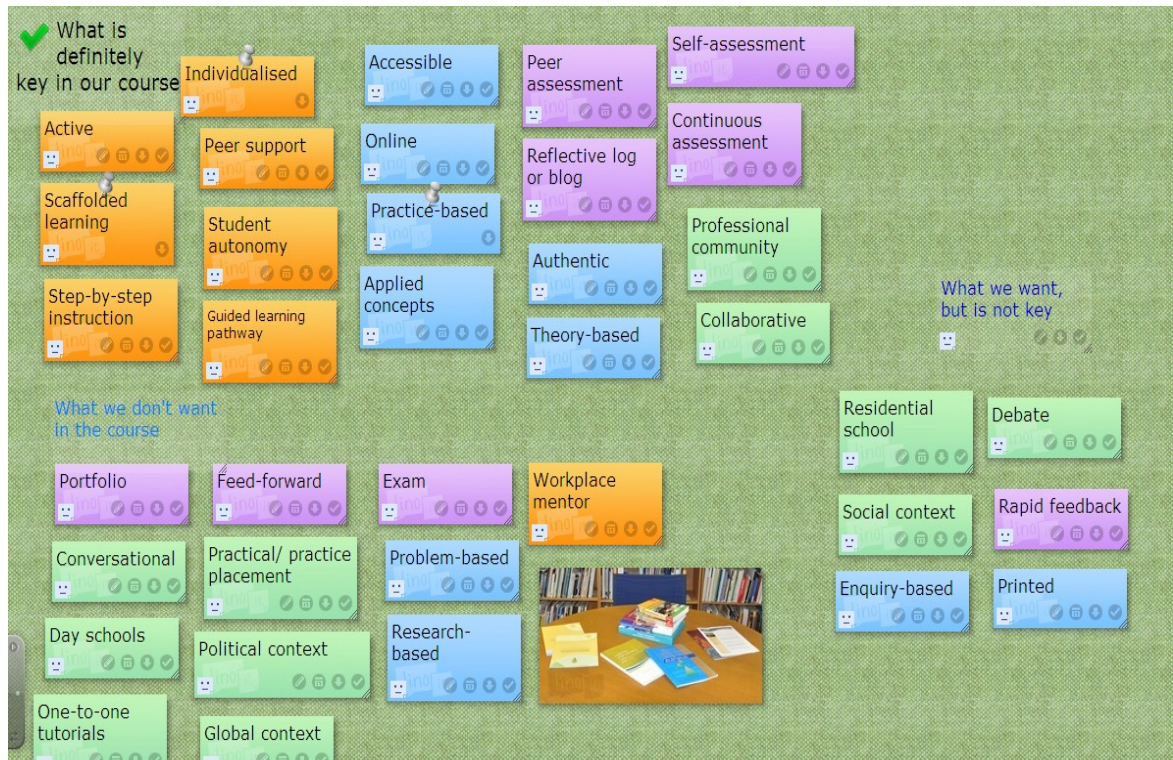


Figure 1: Course Features

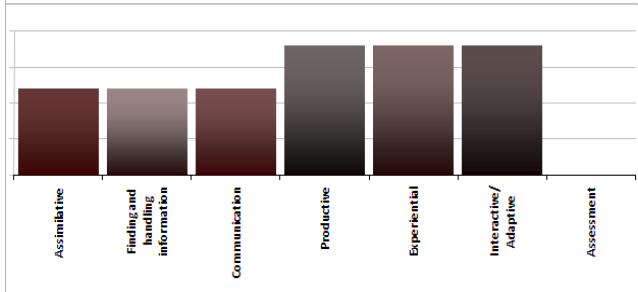


University of Leicester: Case study final report: 30 April 2012

Predicted Pedagogy Profile representation

Module title: Supporting Online Learners

(Some cells in this worksheet are protected. To unprotect them click on Tools-Protection-Unprotect worksheet. No password is required)



Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive/ Adaptive	Assessment
12	12	12	18	18	18	90

Key

Category	Process outcomes (learners will...)
Assimilative	e.g. Read, Watch, Listen, Think about, Access, Observe, Review, Study
Finding and handling information	e.g. List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather, Order, Classify, Select, Assess, Manipulate
Communication	e.g. Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe, Question
Productive	e.g. List, Create, Build, Make, Design, Construct, Contribute, Complete, Produce, Write, Draw, Refine, Compose, Synthesize, Remix
Experiential	e.g. Practice, Apply, Mimic, Experience, Explore, Investigate, Perform, Engage
Interactive/ Adaptive	e.g. Explore, Experiment, Trial, Improve, Model, Simulate
Assessment	Include summative (graded) assessment only here e.g. Write, Present, Report, Demonstrate, Critique

Predicted Course/module hours

How many contact/teaching hours per unit?	5	e.g. classroom/online tutorial activities, lectures, exams
Approximately how many expected self-directed study hours	10	e.g. reading and research, revision, assignment writing, discussion forums, reflective diaries, data analysis
Total estimated hours per unit	15	
Multiply by number of units	90	Total study hours over the entire course/module (not including self-study *)

Task notes

In this first part of the activity you will predict what your module's pedagogy profile will look like and it should only take about 10 minutes. Doing this before you embark on more detailed profiling will allow you to compare what you thought/ hoped might be the case and what actually is.

This prediction is at the top level, so covers the contact/teaching hours and directed study hours for the whole course or module. Calculate either the percentage of time you think learners spend on each activity type, or estimate in hours. If you decide to estimate in hours, make sure that they add up to the same as your estimation for contact and directed study hours.

*This activity is also an opportunity to consider your learners workload. In addition to contact/teaching time and self-directed study, learners will also have a number of other things to do in relation to their learning such as administrative tasks (emails, time management planning, printing etc), refreshing skills, extra reading, extension activities etc. This 'self-directed study' is likely to add up to 10-20% of the total study time (Thorpe, 2006) and is an important consideration. It is good practice to assign 10-20% of total study time to 'self-directed study'. To calculate the approximate amount of predicted 'self-directed study' time take your total contact and directed study hours, divide by 85 and multiply by 15.

Figure 2: Activity Profile

Having worked for SAIDE as a consultant for 19 years, one thing that was highly appreciated by Christina was the introduction and access to a range of useful design tools and resources which she could take away and use in future workshops run by SAIDE, as she put it:

"I'm always looking for ways for designing things...I have found the introduction and access to a range of useful design resources really valuable!"

Another thing that Christina appreciated was that some of the tools and activities were in line with what SAIDE had been doing, and so she could apply them immediately to enhance her current practice, as she summarised:

"This is looking at tools that are different but there are also a lot of similarities feeding into what we have done over many years."

For example, SAIDE has been using coloured cards (SAIDE cards) for planning courses at the early stages of course design for many years. Doing Course Features using Linoit stickies offers another tool and approach for doing the same activity.

Activity Profile is another tool that Christina could apply immediately for another course called Household Food Security (HFS). The HFS course is practice focused. There is no examination and using the portfolio is an essential assessment requirement. Christina



University of Leicester: Case study final report: 30 April 2012

planned to use the Activity Profile tool to ensure that there are enough portfolio and other types of activities in the course design.

Another tool Christina planned to use immediately after this workshop is the Storyboard. She is involved in another programme in which she needs to develop a series of critical skills tutorials. She uses PowerPoint to do the storyboard in the tutorial. Having used Linoit, Christina now thought that she could use the Linoit to develop the storyboard before the tutorial, and then to elaborate the storyboard further by using PowerPoint later on.

On the whole, Christina highly valued the opportunity to be introduced to a variety of different tools and explore the different ways of applying them to enhance her current practice. For her to take these tools forward, one of the challenges is how to apply them in the African context, as Christina stated:

“My work at SAIDE now goes back 19 years and in all that time, I have basically worked and developed my expertise in course design and material development in a range of settings in African situations which is very different from the First World situation. Usually we don’t have sufficient broadband, bandwidth or stable connectivity. You have to be much more innovative in the way that you use online tools.”

If the approaches and tools are to be fully embraced in the African context, there are some fundamental questions that have to be answered. For example, would this tool/approach be possible in African countries? How could you overcome the challenges? Christina felt that they need to investigate the tools fully and be very innovative about how to implement them in African countries.

One thing that could help improve the delivery of the workshop as a whole in future is to give participants opportunities to speak and share their concerns and challenges in design, especially design for online in African contexts. She suggested:

“It’s important to understand the nature of the target group you’re working with, so ask people what their experience is with course design, especially what is your experience of doing online course design in an African setting.”

The combination of In-Session work (synchronous activities in Blackboard Collaborate) and Out-of-Session work (synchronous and asynchronous activities in face-to-face, Moodle and other tools) was highly appreciated by Christina, as she expressed:

“The synchronous is obviously a big motivating thread to us. Without the synchronous sessions people would not have achieved as much, I believe.”



University of Leicester: Case study final report: 30 April 2012

“I became aware again that this way of interacting synchronously is a very important element in sustaining motivation and participation in a process like we have just gone through, especially a process where there is no assessment.”

“I thought working with the tools off-session collaboratively with the team was very important.”

One of the highlights for Christina about the synchronous sessions was getting inputs from the experts, as she put it:

“I think one of the biggest highlights for me was getting the input by Grainne. She has a way in which she communicates the information that is really useful. You gained a lot by listening to what she has to say. I really think that her input was, for me, one of the highlights.”

Christina offered a few suggestions on how to improve the Out-of-Session work in future. One of these suggestions is to encourage participants to post and discuss their ideas more in the discussion forum before they come to the live session. She gave an example: at one of the Collaborate sessions there was a discussion and debate on e-tivities, which Christina thought could have been done as an interesting discussion through the Moodle forum before the live session. She suggested:

“I think that in future maybe identify key elements that you want the participants to comment on in a forum before they come to the online session. That might help to stimulate some of the online sessions.”

Christina felt that working offline with the team is as important as working offline individually. It is important that in the future the workshop encourages more individual reflection and practice. She suggested:

“I think that it’s important to reflect continuously on the learning journey. I really tried very hard to post something every day. If you go to my journal, you’ll find I’ve got quite a lot of reflections there.”

Another suggestion is to have a pre-workshop activity either through Collaborate synchronously or asynchronously through Moodle, for the course team to fully specify what they want to get out from the workshop for redefining their course. A training session to get participants to know about the features of Blackboard Collaborate could be another pre-workshop activity. The facilitator offered an optional drop-in session before the workshop to the SAIDE participants this time. The drop-in session was attended by a few participants only. In future this could be run as a compulsory session to help the participants overcome technical frustrations.

University of Leicester: Case study final report: 30 April 2012

On the whole Christina felt that attending the workshop was very useful and rewarding. She concluded as follows:

“For me this has been an enriching experience. I’ve really enjoyed it especially as I work for SAIDE on a consultancy basis. So for me this has been a really great way of continuously improving my own practice and making sure I’m in touch with what’s going on in other parts of the world. The inputs by the OU people and Leicester people have been absolutely fabulous! ... I’m really grateful for the opportunity of participating.”

5.2 Ingrid Sapire (SAIDE workshop)

Ingrid Sapire works in Maths Teacher Education in SAIDE. She is involved in the evaluation of a teacher development project called DIPIP (Data Informed Practice Improvement Project). As part of the project, she (as part of a team) is developing a module for based on some of the learning experiences from the DIPIP project. The material the team produces will be presented as online material.

Ingrid participated in the workshop run from 19th-30th March 2012. She worked together with Tessa Welch, representing the Assessment for Learning course which is part of the DIPIP project.

Print was the main mode of delivery for SAIDE’s distance programmes until 2009. Since then SAIDE has gone for online delivery. Ingrid’s intention for taking part in the workshop was to learn how to transform the paper-based Assessment for Learning course into an interactive online course delivered via the Moodle VLE. Ingrid felt that she had achieved this purpose by participating in the workshop, as she concluded:

“I think what we’ve been able to learn here are the features that can be catered for using Moodle, so that has been really useful to us.”

The e-tivity framework was found very useful by Ingrid. She could see it fitting nicely in her online course design, as she noted:

“I think the specifications for what you called the e-tivity were even tighter [working in online courses]. I think that’s very helpful because that e-type of instruction is actually very useful for students working independently.”

Ingrid felt that all the tools introduced in the workshop very useful. Using different tools together enabled her and the team to reflect and refine their design. For example, the Course Features activity allowed them to choose the features for their course. By doing the Course Map activity the team was forced to interpret those features. Then doing the



University of Leicester: Case study final report: 30 April 2012

Storyboard helped them to elaborate their design in much more detail. She explained the process as follows:

"...On the Linoit we had to choose features for our course... So interpreting what those stickies meant because we had to do that when we put them to the course map. It enabled us to specify what we really wanted... getting into the storyboard would help us to sort that out in much more detail."

The tools also enabled Ingrid and her team to challenge their initial design. For example, the Course Map tool enabled them to identify a gap in their initial design. The team realised that they needed to bring more interactive and collaborative elements into their course design. Ingrid explained how her use of the tools informed the change to their design as follows:

"I like the format of the Course Map. It was when we were completing the course map that we thought in more detail about the different elements of the course, the forums, blogs..."

"We could rather develop a journal or blog which the students taking part in the course could follow... Then we also had an idea that for each unit we should have at least one more general question which could be addressed in the forum discussion asynchronously, a forum discussion where more of the people participate and that could be used by the course leader to ascertain whether or not people taking the course understood the content."

Ingrid concluded that the presentation of their Moodle course would have been no different from the way it would have been in print-based format if she were not introduced to the tools. The team had now decided to incorporate the new design requirements into the design.

Another tool Ingrid found very useful was Linoit. Although she has not come up with a concrete idea about how to use it, she found that the collaborative and visual nature of Linoit made it an extremely useful tool for people to work together online in groups. Ingrid felt that Linoit lent itself to online learning. She described her experience with Linoit as follows:

"It's quite interesting that we could work on it together. You put a little [sticky] on, I put a little [sticky] on. We did that, so that's very efficient. And it's fun to do."

"We haven't had a chance to talk about it, but we possibly could incorporate an activity [in Linoit] because if you're going to do something online it's nice to use a tool like that, you know, the colour is really nice. It's just a bit of change, and the little stickies."

University of Leicester: Case study final report: 30 April 2012

Examples in Figure 1 and 2 below demonstrate the ways in which Ingrid and her team used the Course Map and Storyboard tools to provide alternative representations of their course design.

(Some cells in this worksheet are protected. To unprotect them click on Tools-Protection-Unprotect worksheet. No password is required)

Course/ module title:

Guidance and Support		Content and Experience	
Tools and resources	Roles and relationships	Tools and Resources	Roles and relationships
<ol style="list-style-type: none"> 1. <i>guided learning pathway - guided in that the module is planned so that related concepts build up</i> 2. <i>scaffolded learning - activities must be structured in such a way that they enable readers to work through them</i> 3. <i>peer support - links to the collaboration and PLC - readers encouraged to work with peers to support them and be supported</i> 4. <i>provide broad structure for how to use this course in a PLC; as individuals and individual course with assessment</i> 5. <i>this is not a course - but course materials</i> 6. <i>target audience - primary audience</i> 		<ol style="list-style-type: none"> 1. <i>authentic - using actual classroom materials - real things that a that a teacher could relate to</i> 2. <i>research based - linked to authentic - but also that it offers learning coming out of a research project</i> 3. <i>practice based - forward looking - requires teachers to try things out in own classes</i> 4. <i>theory based - base established at outset - then deepened later in the</i> 5. <i>enquiry based - building the capacity</i> 6. <i>research for practice based enquiry - same idea and follow</i> 	
Reflection and Demonstration		Communication and Collaboration	
Tools and resources	Roles and relationships	Tools and resources	Roles and relationships
<ol style="list-style-type: none"> 1. <i>self assessment - activities (content, reflection) allow opportunities for self assessment of grasp of unfolding course offering</i> 2. <i>reflective log/blog - activities (ongoing reflection and conversation) allow opportunities to reflect on course material and demonstrate understanding</i> 3. 4. 5. 6. 7. 8. 9. 	mm	<ol style="list-style-type: none"> 1. <i>conversational - understood to mean a style of writing... question this. promote with style</i> 2. <i>professional community - research took place in PLC context; materials teach potential of PLC; materials offer something that could be used in a PLC</i> 3. <i>collaborative - if running the course - set an activity that requires PLC to plan together - optional - have an icon to get to this</i> 4. <i>debate - can take place in PLC/forum - set activities for this purpose</i> 5. <i>forum discussion - per unit - design pose a question - pull together</i> 	mm

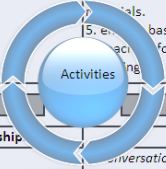


Figure 1: Course Map

University of Leicester: Case study final report: 30 April 2012

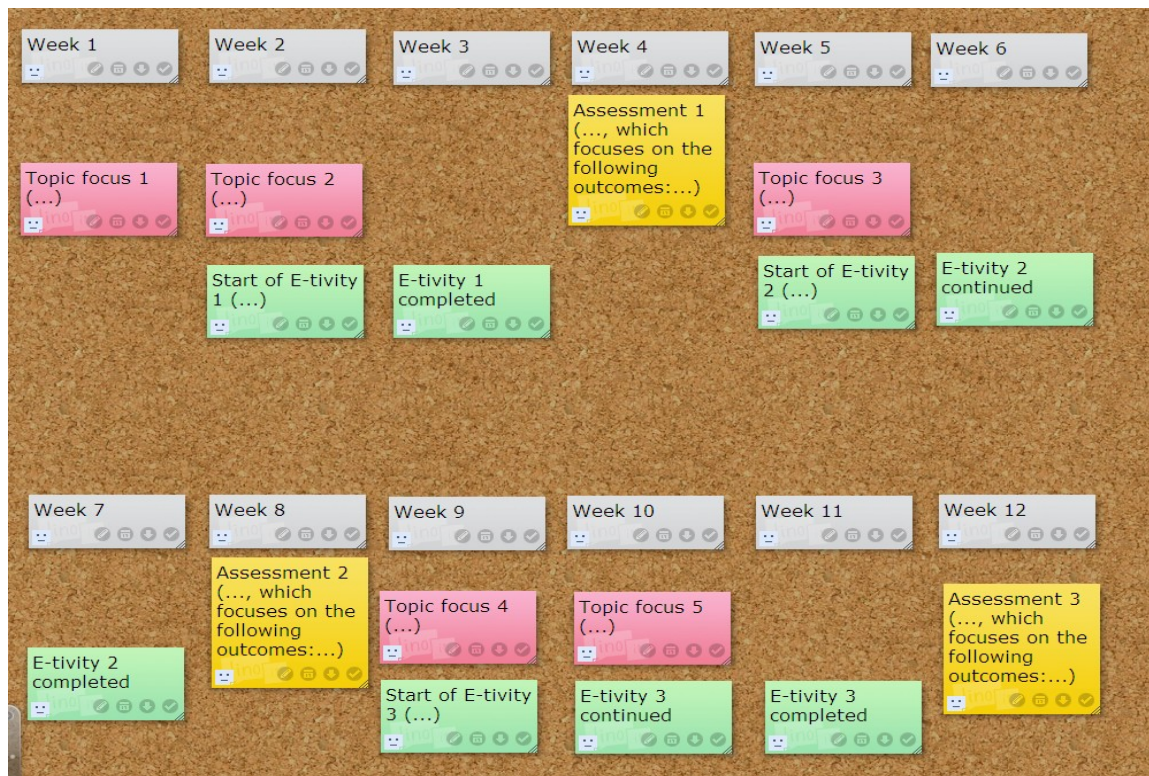


Figure 2: Storyboard

One feature that Ingrid liked about the workshop was the combination of In-Session work (synchronous activities in Blackboard Collaborate) and Out-of-Session work (synchronous and asynchronous activities in face-to-face meetings, Moodle and other tools). She summarised her experience as follows:

“I think the balance was very good. And I think the asynchronous discussions were vital because in those sessions, one definitely deeply understood and applied what you had learned in the lesson in the in-session discussion... I definitely feel there wasn’t an overloading on out-of-session discussion in relation to in-session discussion, and that in-session discussion had fed into what we have to do on our own afterwards.”

The facilitation, organisation and structure of the workshop were highly appreciated by Ingrid, as she put it:

“I really think it was well-planned on your side, very clearly specified. You gave the time for the synchronous and asynchronous discussions. You outlined that there would be activities. Your time allocations for the activities were totally adequate...I found the facilitation was excellent, well supported. The tools worked well. I thought it went very well.”



University of Leicester: Case study final report: 30 April 2012

One aspect of the workshop that could be improved in the future was that the tools or activities did not allow the participants to think and analyse more deeply in the intended audience that their courses targeted on. This is particularly important in South African context, as Ingrid specified:

“One thing which we thought was quite important, and it wasn’t explicit, but it was implied, was the idea of the intended audience for the course. Especially in South Africa, we may be very much aware of that because the audience determines the way in which the style of writing... because they can be so different and their needs can be so different.”

The Course Map enabled the participants to touch on that area to some extent, but the intended audience was not addressed explicitly in the design process. For that reason, Ingrid thought that this element should be covered in future workshops.

Overall, Ingrid felt participating in the workshop valuable and rewarding. She concluded her experience as follows:

“It’s been a really useful thing to add to my general knowledge of course design... Thank you very much for enabling me to participate!”

5.3 Nichola Hayes (Leicester workshop)

Nichola Hayes is an educational designer in the Course Design and Development Unit (CDDU) of the University of Leicester. She primarily supports the design and delivery of the distance learning courses offered by the College of Social Sciences at Leicester which includes eight departments.

One of the challenges that the academics in the College of Social Sciences face in course design and delivery is how to improve student experience through innovations, given the constraints they face in distance delivery. Another challenge they face is to make sure that the pedagogical, technological and administrative/support models are designed and developed in parallel to ensure the scalability, maintainability and sustainability of their distance courses.

Nichola took part in the workshop from 11-12 April 2012. She worked together with Denise Sweeney, from the Academic Practice Unit of the University of Leicester, to develop a Module called Technology-Enhanced Learning (TEL), which will be delivered as part of the new Masters programme in Learning Innovation from September 2012. They were given opportunities to explore a range of tools including the Course Features, Course Map, Activity Profile, Storyboard and OER Resource Audit.



University of Leicester: Case study final report: 30 April 2012

One of Nichola's expectations for taking part in the workshop was to explore new tools and methods in learning design to challenge her own thinking and CDDU's current practice and approaches in course design and development. This expectation was met by participating in the workshop. Nichola felt that all the tools introduced in the workshop were useful. She could see herself using all of them in her work in the future. She summarised her experience as follows:

"I wanted to have my thinking challenged with regard to course design and development and I definitely left reflecting and questioning our unit's current approach and have some good tools and approaches to pilot with course design teams."

Nichola found the Course Features an interesting and engaging activity, and Linoit one of the most useful tools. She described her experience in doing the Course Features activity in Linoit as 'liberating', 'free' and 'creative'. She enjoyed the creativity of this activity because it steered away from the traditional learning design approach in which the development of learning outcomes is always the starting point. She described her feeling as follows:

"I think it's a way of freeing your mind and putting all the ideas of all the people in the course team down somewhere, not having to be so prescriptive. It was just a much freer and [more] creative experience than getting the learning outcomes and writing them as active verbs, and getting in at a granular level. It was quite sort of a liberating thing to just have everybody move components around and say, 'Do you know I really like all these features. I'd like to do some problem-based learning. I'd like to do peer-review.'"

The workshop enabled Nichola to think about how she might use these tools to enhance CDDU's current practice. For example, Nichola sees the value of the Course Features as an ice-breaking activity during early meetings with academic course teams where they try to make sense of the ideas and concerns that they have about their course. She also wants to use the Linoit tool for their post-it scoping activity during the early stages of the course design process.

The Storyboard and Activity Profile tools were also found very useful by Nichola, especially when used together, as she explained:

"I liked the storyboard and the Activity Profile if used in parallel, as you can start to structure elements of your course and use the activity profile to check that the emphasis is in the right areas."

University of Leicester: Case study final report: 30 April 2012

Being able to visualise the learning design was powerful. The Activity Profile tool enabled Nichola and her team to immediately map the types of learning activities that they designed against the learning theories that they want to apply, and prompted the team to go back to rethink and revise their initial design. Nichola described her experience when using the Activity Profile as follows:

“I really like the profile because it suddenly shows you in its beautiful graphical context that actually you might have thought you’ve developed a very socio-constructivism model, but when you see the bar graph, and you see you’ve got absolutely no communication! You actually think, ‘Oh, hang on!’ And you could go back and revisit the storyboard and think where we went wrong in these course elements because we do want it to be social-constructivism. So let’s go back and how we might rework some of the activities.”

Nichola can see herself using the Storyboard and Activity Profile tools in her work as both tools also lend themselves well to the CDDU’s current practice.

The examples below (Figure 1 and 2) demonstrate the ways in which Nichola and her team used the Storyboard and Activity Profile tools to provide alternative representations of their course provision.

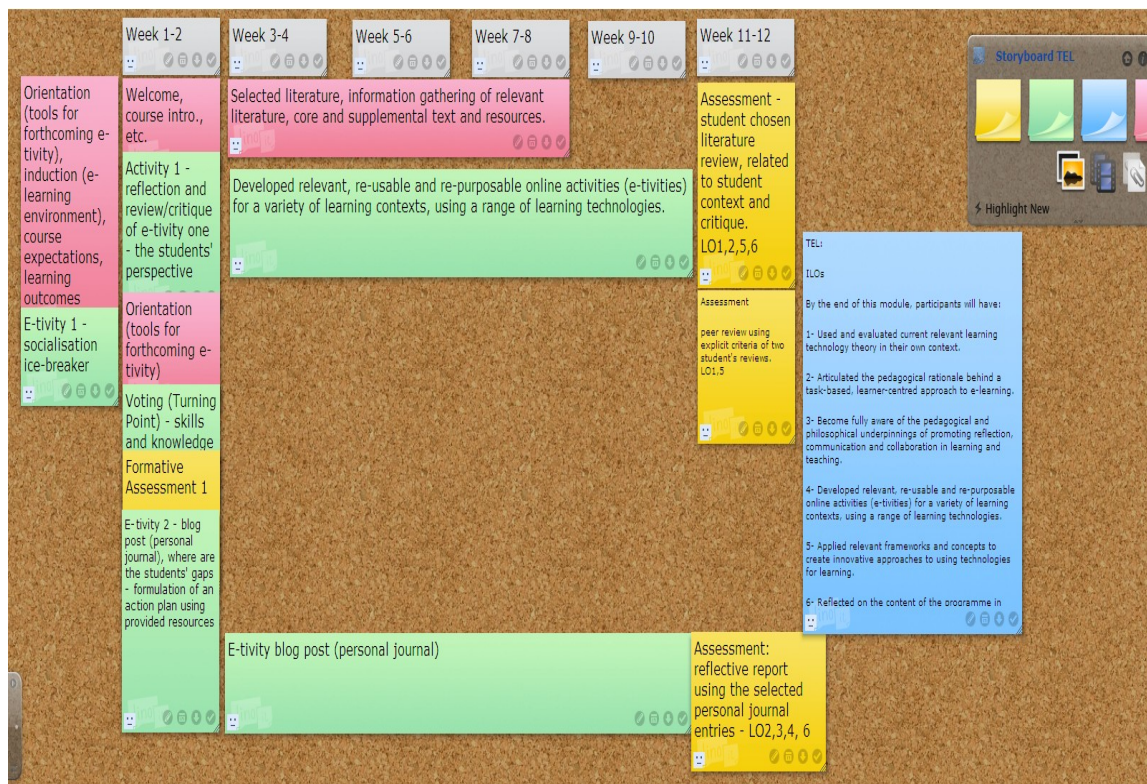


Figure 1: Storyboard

University of Leicester: Case study final report: 30 April 2012

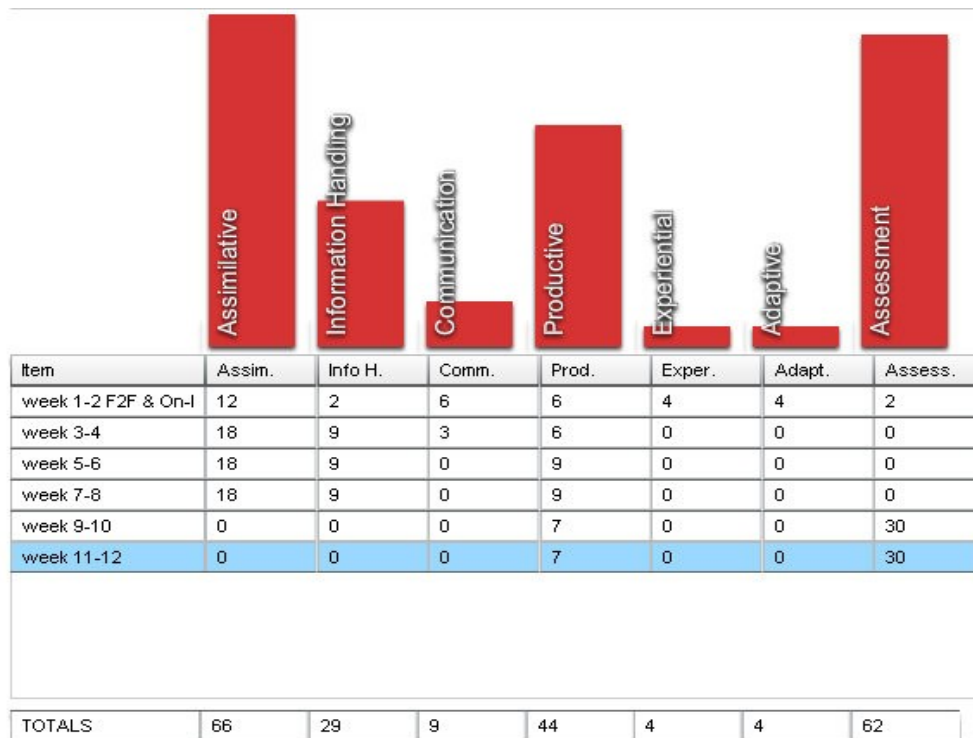


Figure 2: Activity Profile

The OER Resource Audit tool was also found to be very useful. The tool enabled Nichola to think about the materials that are already available which she could reuse and repurpose instead of developing them from scratch, as she stated, ‘You don’t want to spend precious time reinventing the wheel.’ The tool also enabled her to identify the gaps in the materials which the team needs to allocate time and resource to develop.

One thing that Nichola liked about these tools was that they could be combined or uncoupled flexibly in different ways and presented in different sequences depending on where a course team is in the design process. Nichola developed her own thinking about how she might re-sequence these tools in her practice. For example, she would like to start with the Course Features as an ice-breaking activity, then do the Storyboard and Activity Profile in parallel to map out the pedagogical model, then use the Course Map to establish the support, resource and guidance needed, and finish up with the OER Resource Audit to identify the gaps in the content.

Some of the tools and representations still need to be improved. Nichola explained her frustrations when using the Course Map tool and provided suggestions on how to improve it:



University of Leicester: Case study final report: 30 April 2012

“The Excel format of the Course Map was hard to use, the categorisation of the headings were not in plain English and caused confusion and the circle in the middle hides the text in some of the cells.”

“The Course Map I would change in terms of its overall presentation and change the second column to roles and responsibilities.”

Her other comments relate to how the workshop can be improved as whole, as in its current form, the tools and activities were felt to be more like separate components and not quite seen as mashed together as a whole, as described by Nichola:

“The activities were very disparate and lacked contextualisation, supporting resources, background, aims, objectives and outcomes.”

“There was a different way I probably would have wanted them to be presented to me, so it’s a more natural course of design progression.”

Another suggestion from Nichola for improving the workshop as a whole is that future workshops should allow the course teams to revisit the, learner context, demographic, administrative, financial, resource constraints that they have at certain stages of the design process.

Learning outcomes were considered very important by Nichola; however they did not have a strong presence in the tools and activities. For that reason, Nichola would like to bring it back to the design process by making it a separate activity, perhaps after doing the Course Features and before doing the Storyboard and Activity Profile.

Timing and pacing are other issues that require some consideration and careful planning. For example, Nichola felt that the course teams need to be given enough time in between the activities to allow them to discuss, reflect and develop properly before they move onto the next tool; however, the gap in between should not be too long so that they give it up. Some of the activities, such as the Course Features and learning outcomes, can be used as preliminary activities that the course team can do before they come to the workshop, as suggested by Nichola.

On the whole, Nichola felt very positive about what she achieved from the workshop. She felt that she took away with her lots of ideas, thinking and reflections which she can take forward and implement in her own practice. She concluded her experience by saying:

“I will think about how the tools can be added to the ones we currently have such as the course design game we use in the early planning stages. I will think about using some of the tools in isolation where appropriate and will share everything I have learnt with my colleagues.”



University of Leicester: Case study final report: 30 April 2012

Nichola and her team proposed a new process for developing future modules by taking into account some of the suggestions provided above.

6. Impact analysis

6.1 Success criterion 1: To apply OULDI and Carpe Diem resources to Leicester and SAIDE contexts and to determine the transferability of the existing methodologies to different contexts

Evidence from the pilot showed that the opportunities to explore and experiment with new tools and methods during the workshops enabled the participants from Leicester and SAIDE to challenge their current approaches to course design and development. All participants could see themselves applying some of the tools immediately to their work as these tools lent themselves well to their current practice. The outputs generated by the participants from the workshops demonstrated the ways in which the participants used a variety of different tools to provide alternative representations of their course design.

The conclusion is that the OULDI and Carpe Diem resources can be applied and used for the enhancement of the course design or redesign processes already in place in Leicester and SAIDE. The existing tools and methods are transferable to different contexts.

6.2 Success criterion 2: To develop a set of new learning design resources by combining OULDI with Carpe Diem resources

Evidence from the pilot showed that the tools and resources could be combined or uncoupled flexibly in different ways and presented in different sequences, depending on where the target audience is in the design process. The flexibility of the tools opens up opportunities to design a new intervention resulting from the OULDI and Carpe Diem. The new product will enable us to trial new interventions and refine them for higher impact within Leicester and beyond.

The conclusion is that the pilot at Leicester enabled us to make significant progress in the development of a new learning design intervention, although there are still challenges to be addressed in the development of a coherent new product. Leicester will continue to working towards that goal after the pilot.

7. Conclusions and recommendations

Overall the workshops were well received and the tools and resources were highly valued and appreciated by all participants from Leicester and SAIDE. The workshops provided the participants with dedicated time and space to reflect on, discuss and share their learning designs. Engaging with a variety of different tools enabled the participants to challenge and



University of Leicester: Case study final report: 30 April 2012

deeply reflect on their design and critically think about ways in which the tools and approaches could be incorporated effectively in their current practice.

For both SAIDE and Beyond Distance, the workshops and resulting resources can be embedded in the institutions' existing practice, for example, to be delivered as part of the staff development programme for the enhancement of the existing course design and development process and for the development of digital literacy skills in staff.

On the whole, Leicester obtained significant value from its participation in this initiative as a partner institution. The facilitators will definitely take forward the suggested improvements and lessons learnt provided by the participants and continue to work on the development of the new intervention.

7.1 Recommendations for the institution

Leicester will continue with this pilot by creating a new learning design intervention – the 7Cs workshop – that draws on the key elements from the OULDI and Carpe Diem. The recommendation for Leicester is to embed the new 7Cs workshop formally into its institutional practice (e.g. delivered through Staff Development workshops), in order to enhance the quality of teaching and improve learners' experience at the institution.

Participants of the pilot offered a lot of suggestions through the questionnaire surveys and interviews on how we could improve the overall delivery of the workshop in future. This feedback will be incorporated into the design of the new 7Cs workshop. Suggestions for a revised 7Cs procedure are available from: <http://tinyurl.com/7Cs-proposals> .

7.2 Recommendations for the sector

Leicester will continue offering the new 7Cs workshop to the sector through face-to-face and online events. Institutions in the UK are welcome to participate and offer feedback, which will help us to refine and improve the workshop. Through future initiatives, such as the upcoming funded projects (see Section 8 below) and ongoing development of the MSc in Learning Innovation, we will continue to engage other institutions in the sector in this process.

8. Plan for sustainability

Leicester will take this pilot forward by developing a new learning design product - the 7Cs workshop that capitalises on the benefits of OULDI and Carpe Diem. The pilot at Leicester enabled us to make significant progress towards that goal. However we realize that a lot of work remains to be done. The pilot at Leicester shows that further evidence is needed, based on ongoing experimentation with different formulations of the OULDI-Carpe Diem

University of Leicester: Case study final report: 30 April 2012

integration, in order to determine the best “package” for every learning design scenario for both internal and external audiences. To achieve that goal, Leicester will continue developing, piloting, evaluating and refining our 7Cs workshop in the following ways:

- To continue piloting the new learning design intervention – the 7Cs workshop within Leicester by offering it as part of Leicester’s Staff Development programmes or courses.
- To pilot the new 7Cs workshop with external academics and institutions. Three events have already been done recently, shortly after the Leicester pilot: a revised Carpe Diem workshop at the University of Limerick in Ireland; a workshop at the Aalborg University in Denmark to 20 participants; a workshop to 24 participants at the Designs for Learning conference, Aalborg, Denmark. The cloudscapes for the two events in Denmark are here <http://cloudworks.ac.uk/cloudscape/view/2402>, <http://cloudworks.ac.uk/cloudscape/view/2401>. Leicester will keep experimenting this new offering with more institutions in the UK and internationally.
- To pilot the new resources and the 7Cs through funded projects. Leicester has recently been granted two projects. The one funded under the JISC Transformations Programme focuses on enabling design for collaborative learning experience by drawing on existing good practices from JISC and 7Cs resources. The SPEED project, funded under the JISC Embedding Benefits Programme will enable us to further review and embed existing benefits in learning design from JISC and 7Cs in four other institutions in the UK: Liverpool John Moores, Northampton, London South Bank and Derby.
- To continue evaluating each pilot for improving and refining the 7Cs.

Acknowledgements

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- All participants from SAIDE, especially Sheila Drew as the SAIDE coordinator who also took part in the interviews, and Christina Randell and Ingrid Sapire who contributed to the case studies
- All participants from Leicester, especially Denise Sweeney who took part in the interviews, and Nichola Hayes who contributed to the case studies.

4. Project resources and outputs



University of Leicester: Case study final report: 30 April 2012

Three key outputs were generated by the project:

- A PowerPoint presentation on Slideshare:
<http://www.slideshare.net/witthaus/7cs-learning-design-generic-workshop-slides> . This presentation contains the revised slides from the pilot, with changes made based on feedback from workshop participants and reflection by the facilitators. The presentation can be used as-is, or modified as needed, by anyone who is leading or participating in a 7Cs workshop in future, to provide a navigation path through the OULDI-Carpe Diem resources. It lends itself to being used in both face-to-face workshops (recommended to be of two to three days' duration depending on the number of e-tivities selected) and online workshops (spread over two weeks as was the case in the SAIDE pilot, or longer if the participants want longer periods for the asynchronous work on the e-tivities). The slides are structured around eight e-tivities, each e-tivity being based on either an OULDI resource or a Carpe Diem resource. The e-tivities are intended to be done by course teams, without the workshop facilitator necessarily being involved. Each e-tivity has a "build-up" – a sequence of slides giving support resources and preliminary activities to be done in the facilitated whole-group session (either face-to-face or using a synchronous webconferencing platform). Please note that tinyurls have been created for all the links in the presentation, so that participants can easily type the URLs into their own browsers if they are looking at it in a read-only format (such as in Blackboard Collaborate, where URLs on the whiteboard are not clickable).
- A cloudscape: <http://cloudworks.ac.uk/cloudscape/view/2409>, with the eight e-tivities that were created in the pilot as the main clouds. Each cloud contains links out to all the relevant resources that provide support for that particular e-tivity, either in OULDI, JISC DesignStudio or the Leicester 7Cs OER site.
- 7Cs Learning Design workshop resources: An integrated set of resources from Leicester's Carpe Diem workshops and the OULDI project, including detailed instruction rubrics for the eight e-tivities around which the 7Cs workshop is based: <http://tinyurl.com/uol-7Cs-oers>. (Please note that, where resources from the OULDI project were not updated or revised, these resources were not added to this repository. Instead, they are accessed from their original sites either in the OULDI blog or the JISC Design Studio via the Cloudscape. In this way, if the OU updates these resources in the future, they only have to be updated at source.)

All the above resources have been published as OERs with CC-Attribution licences.



University of Leicester: Case study final report: 30 April 2012

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University of Leicester: Case study final report: 30 April 2012

Appendices

Appendix 1: SAIDE participant responses to the evaluation survey

(SP1-SP6 refers to SAIDE Participant 1-6)

The participants were asked the extent to which their expectations have been met by participating in the workshop, and their responses are presented in the table below.

The extent to which your expectations have been met
Most of my expectations were met in that I can now use new tools and resources introduced in the workshop to review and refine an online course. My participation in the Blackboard Collaborate strengthened my view on the important role synchronous sessions can play to keep the momentum going, enable direct communication with a team of experts and peers to deepen understanding of emerging issues relating to online facilitation and learning; keep people motivated to complete specified asynchronous activities. The team interactions on asynchronous tasks were particularly useful in helping to contextualise what we learned and it strengthened my long held view that collaborative group activities are an essential part of the learning process. I thought we would get more exposure to and practice of designing the VLE and working in Moodle. This is an area which is new to me and one where my learning curve is steepest. I was disappointed that we did not actually engage with this as we seemed to have run out of time. (SP3)
My expectation was to find out more about courses being run online and I have done so. I also was hoping to make progress on the planning of the DIPIP materials (Assessment in Mathematics) which I also did manage to do. I realised some things about the materials which we would need to add to make it more truly "online interactive" which was great! (SP4)
My expectation of learning more about online design has been met. I was challenged to re-think and review what I know, and I learned some great new tools. Thank you. (SP5)

The participants were asked the extent to which they found the synchronous and asynchronous activities or tools used in the workshop useful, and their responses are presented in the table below.

Activity	Very useful	Useful to some extent	Not particularly useful	Not decided yet	N/A(I did not participate in this)	Response Count
In-Session Activity: How to ruin a course	66.7% (4)	33.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	6
E-tivity 1: Consider	66.7% (4)	33.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	6

University of Leicester: Case study final report: 30 April 2012

Activity	Very useful	Useful to some extent	Not particularly useful	Not decided yet	N/A(I did not participate in this)	Response Count
your Course Features						
In-Session Activity: Brainstorm the features of discussion forums, wikis and blogs	16.7% (1)	83.3% (5)	0.0% (0)	0.0% (0)	0.0% (0)	6
E-tivity 2: Develop your Course Map	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	6
E-tivity 3A: Consider your Activity Profile	100.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	6
E-tivity 3B: Conduct a Learning Design Resource Audit	16.7% (1)	16.7% (1)	0.0% (0)	0.0% (0)	66.7% (4)	6
E-tivity 4: Develop a Storyboard	50.0% (3)	16.7% (1)	0.0% (0)	0.0% (0)	33.3% (2)	6
E-tivity 5: Create an e-tivity	16.7% (1)	50.0% (3)	0.0% (0)	0.0% (0)	33.3% (2)	6

The participants were asked the extent to which they found the synchronous activities or tools used in the workshop engaging, and their responses are presented in the table below.

Activity	Yes, I found it enjoyable and engaging	No, I found it not very enjoyable and engaging	Response Count
In-Session Activity: Brainstorm the surprises, great discoveries, frustrations and highlights	100.0% (5)	0.0% (0)	6
In-Session Activity: Brainstorm of progress the course teams have made	100.0% (5)	0.0% (0)	5

University of Leicester: Case study final report: 30 April 2012

Activity	Yes, I found it enjoyable and engaging	No, I found it not very enjoyable and engaging	Response Count
so far			
In-Session Activity: Brainstorm of 'soft' vs 'hard' outcomes	80% (4)	20% (1)	5

The aspects that the participants liked about the workshop are summarised in the table below.

Aspects that the participants liked about workshop	Comments
Discovering and experimenting with new tools and approaches	<p>New tools to use. (SP1)</p> <p>Found the Resource Audit template really useful and look forward to sharing it with others and I think will work nicely when explaining design and OERs (SP2)</p> <p>Introduction to the tools and access to varied resources. (SP3)</p>
Simplicity, creativity and visualisation	<p>I found the course map, the planning on Linoit, and the activity profile tools really helpful - difficult to find innovative and non-linear ways to plan courses, and these really helped. (SP1)</p> <p>I enjoyed using Linoit and I found the Storyboard activity really useful and fun to do, as it's good to have a "simple" graphical representation of your course :) (SP2)</p> <p>The visual nature of the tools helped me to approach the review of the course in a lateral and creative way. (SP3)</p> <p>I particularly like the simplicity of the tools (templates). (SP3)</p> <p>I enjoyed the simplicity of the activities we did together. (SP5)</p>
Enabling critical thinking	<p>The various activities stimulated a critical reflection and helped to focus on the essential features of the course in new ways. (SP3)</p> <p>I particularly liked working with the course map template linked to the predicted pedagogy profile. I thought that these two activities helped us get to the heart of the course. In completing the at a Glance Course Map we were stimulated to reflect more critically on several issues, e.g. the timeframe and timing of activities, the use of assessment, the nature of guidance and support. I like the four categories: guidance and support; content and experience; reflection and demonstration and communication and collaboration as they capture in an interrelated way the essential features of any course whether online or offline. Putting the activities at the centre or heart of the course is what I have always believed and tried to do particularly in the Household Food Security (HFS) course which I have been working with for the past few years. Now I can</p>

University of Leicester: Case study final report: 30 April 2012

Aspects that the participants liked about workshop	Comments
	<p>show the central position of the activities visually. (SP3)</p> <p>Linking the various aspects of a course: content-activities-assignments. (SP6)</p> <p>I found the course activities profile most useful. The activity was very guiding in terms of rationalising course activities. (SP6)</p>
<p>Interaction, collaboration, working in groups</p>	<p>Really enjoyed the collaborative sessions using the whiteboard on Collaborate e.g. How to ruin a course as it allowed people to brainstorm and collaborate in a different way. (SP2)</p> <p>The interactions with the whole team during the synchronous sessions. I found the inputs, examples and explanations from Grainne, Ale and Gabi particularly helpful and eye opening. Thanks so much for sharing your valuable insights. (SP3)</p> <p>The asynchronous interactions with the team and the support provided by each person. Very important to have a technical savvy person on the team!! (SP3)</p> <p>...the interaction with others and with activities was great. I enjoyed input from other experts outside of SAIDE. (SP5)</p> <p>Synchronous sharing of ideas. (SP6)</p>
<p>Facilitation, organisation, preparation</p>	<p>Well-facilitated collaborate sessions; Careful chunking of work through the two weeks - a good example for us. (SP1)</p> <p>Really liked the mix of facilitators from Leicester (Gabi, Grainne, Ming, Ale etc) which enabled a nice mix of different experiences and expertise. (SP2)</p> <p>I liked experiencing the online environment. I liked the manner in which the online sessions were run - Gabi is incredibly calm and kind - this seems to maintain an air of interest and possibility - one gets the feeling that problems can be overcome, there is never need to panic and support is at hand when needed. The backup team helped to maintain this air. I liked the potential it revealed - for bringing excellent tuition to an audience which may be scattered all over the world. The scattering does not need to be over the world - but it allows for meeting and sharing no matter what distance apart people may be. (SP4)</p> <p>The facilitation on Collaborate. I enjoyed the structure of the workshop, taking us through step by step. The workshop forced me to spend time that I would otherwise not have spent. (SP5)</p>
<p>Combining synchronous with asynchronous activities</p>	<p>I really only participated in the first week, and I found that the in-session work helped to pace the out-of-session work. (SP1)</p> <p>Workshop incorporated synchronous and asynchronous activities, this enabled you to work on your other responsibilities around the workshop (SP2)</p> <p>This was good. I'm glad the second week focused on less in-session work as it allowed more time to work on the e-tivities. (SP2)</p>

University of Leicester: Case study final report: 30 April 2012

Aspects that the participants liked about workshop	Comments
	Initially when I looked at the programme I asked myself why so much time was allocated to synchronous sessions in the first week. I now realize that participation in these sessions helped people to get on board quickly and to stay on board. I think the balance is right for this type of workshop. (SP3)

Things that the participants want to follow up or take forward after the workshop are summarised in the table below.

Things that the participants want to follow up or take forward in future	Comments
<p>Continuing using the tools/resources to enhance current practice</p>	<p>I plan to catch up on the sessions I missed, and definitely to apply the method of developing e-tivities in the DIPIP course. I would also like to explore Cloudworks much more, and how to use it with the DIPIP course development team. (SP1)</p> <p>1) Look to see which activities and resources I can incorporate into my own courses (offer course design in Moodle workshops) - I already know I want to use the Resource Audit template. 2) Continue to work on the design of the SDL course. (SP2)</p> <p>Alice and I will be working on designing the existing HFS course as an online course for a new target group. The workshop has served as a stimulus to get involved in this now. It is something that the Saide and Unisa team have been discussing during the past year. Using the templates and resources we have access to will enable us to move a step closer to making this a reality. There is still much to learn about the VLE and working in Moodle. (SP3)</p> <p>I will work on completing the course and we will put it up using Moodle. I would like to check if we could use a linoit activity in our course - because that was fun. (SP4)</p> <p>The course map is very useful - I will use it again I am sure (for the course development work) (SP4)</p> <p>I think the profile tool, the storyboard and the e-tivity template were very useful, and I am likely to use them again (especially if I can get linoit to work for me). (SP5)</p> <p>I think I will use some of the tools (profile, storyboard, e-tivity template) again. As a course team we plan to review and refine the course, and upload a better version into Moodle. (SP5)</p> <p>I intend to re-visit the course, Supporting Online Learners (SOL) with a view to revising the learning activities. (SP6)</p>
<p>Taking up across the institution</p>	<p>Support SAIDE colleagues in the use of these technologies e.g. Moodle, Collaborate. (SP2)</p>

University of Leicester: Case study final report: 30 April 2012

Things that the participants want to follow up or take forward in future	Comments
	At SAIDE, we are trying to upskill staff into incorporating more technology into their educational practices, and I think this workshop has been a great boost for that with the exposure to tools such as Collaborate, Cloudworks, Linoit etc. (SP2)

Suggestions from the participants with regard to how to improve the workshop are summarised in the table below.

Aspects of workshop to be improved	Comments
Timing	As always, I think we did not allocate enough time to out-of-session work. I don't think we could have spent more time in-Session. (SP5) I think it [in-session and out-of-session] was fairly good, although I found both sessions very time-consuming. (SP6)
More explanation, background information, underpinning theory, guidance	Perhaps have some input - for example, on the categorisation of the elements of the e-tivity profile - the underlying taxonomy. I know you're trying to get us to do things rather than listen to things, but we'd probably have been able to do them a little better with a little input on the background underpinning theory. (SP1) Possibly provide a little more guidance in the Moodle for those who were not able to participate in the Collaborate sessions. (SP5)
Target audience – a missing element	I kept wanting to talk about the purpose and target audience of my course, but there was not really structured time to do that. (SP5)
Making more explicit the links between the various aspects of course design	I needed the links between the tools to be made a bit more explicit. (SP5) Making more explicit the links between the various aspects of course design. (SP6)
Sufficient technical training and practice	We had an optional drop-in session for participants on the Friday before. In future I would suggest to make this compulsory for people who haven't used Collaborate before, as we had some technical issues with some users at the start of the course, which led to delays. It may be because I'm not familiar with Cloudworks so don't really understand it yet, but I think it can be a bit overwhelming for participants when they had to use Collaborate, Moodle, Cloudworks and Linoit. So maybe think about not using Cloudworks as well. I know some people struggled with using Linoit, but I liked using it, so you may need to spend more time on the orientation of Linoit and how to use it etc with participants before they have to do the activities. (SP2) Collaborate is a powerful sharing tool. Sometimes I felt we wasted time on trivia and did not get enough time to discuss some of the important design issues emerging from the activities in some depth. (SP3)
A pre-workshop activity to establish	I would have benefited from a short orientation to the workshop to get a good idea of exactly what we were going to and what we could achieve.

University of Leicester: Case study final report: 30 April 2012

Aspects of workshop to be improved	Comments
workshop outcomes	<p>Would it have been possible to put up the activities for each day ahead of the workshop? What was the reason for introducing the agenda for each day on the day? (SP3)</p> <p>It would have been useful if the team could have worked together on a short activity before the workshop to identify exactly why the course needs to be redesigned and what exactly we hoped to achieve during the workshop. (SP3)</p>
Discussion forum under used	<p>We hardly used the forum and I guess one reason might be that we did not have sufficient time because we focused our attention instead on completing the activities. I do feel however, that as part of the experience we could have engaged with a particular issue in some depth. We could then have reflected on the value of the discussion forum as a communication, support and guidance tool and discussed different ways in which we might include it in our course. (SP3)</p>
Working more in depth with Moodle	<p>However, I would have liked one more synchronous session slotted in during week 2 where we could have worked more in depth with the VLE and working in Moodle. (SP3)</p> <p>I'm so disappointed that we ran out of time to look critically at designing the VLE. For me this is one of the areas where I need a lot of guidance and support. A related aspect is how to upload the course resources and activities on Moodle. I think these two aspects need more time and need to be dealt with in the some depth. (SP3)</p>

The participants commented on their experiences with the three platforms used for the workshop: Collaborate, Moodle and Cloudworks (see table below).

Platforms	Comments
Collaborate	<p>Collaborate - better than the old Elluminate in terms of the range of tools available. No technical trouble at all in participating. Took a little while to get used to the tools, but generally successful. Much better feel and flexibility than Adobe connect. (SP1)</p> <p>Collaborate and Moodle - have lots of experience with these tools :) (SP2)</p> <p>I'd like to comment on Collaborate from two perspectives: the technical experience and the interaction experience. I had some positive experiences with a previous version, Elluminate so I thought I would cope quite easily. However, I struggled initially to get the text button working for me. Also I figured out by trial and error how I could delete items. Elluminate has a little eraser which was quite easy to use. The technical difficulty did interfere with my ability to engage fully on the whiteboard and I found this frustrating. I liked the interactions per voice and chat but felt some frustration when the sound quality diminished or when time was wasted on sorting out technical related stuff. (SP3)</p> <p>Collaborate - went well - I only had difficulty writing on the blackboard - but I did manage. I think it is because I have an old computer? (SP4)</p> <p>Generally, Collaborate was fascinating & I enjoyed using it. (SP6)</p>
Moodle	<p>Moodle worked fine. (SP1)</p>

University of Leicester: Case study final report: 30 April 2012

Platforms	Comments
	<p>I found it very easy to negotiate the Carpe Diem 7Cs Moodle site. Everything was clearly set out and I like the structured approach for each day. I made a point of completing a journal entry for most of the activities we did in the first week. I ran out of time in the second week as Alice and I had to catch up and complete the various activities for the HFS course. (SP3)</p> <p>Moodle - great - easy to negotiate with everything well layed out and presented for us. Incredible what links and information can be provided through Moodle so efficiently. (SP4)</p> <p>I enjoyed the Collaborate and the Moodle. Again, the simplicity of the Moodle space was attractive, though I wonder if there should be a little more guidance in the Moodle for those who were not able to participate in the Collaborate sessions. (SP5)</p> <p>Moodle is also very interesting because of the various tools like forums and blogs. (SP6)</p>
<p>Cloudworks</p>	<p>Found Cloudworks a little difficult to get the hang of, but did eventually. (SP1)</p> <p>Cloudworks - is new to me so still finding out how to use this. (SP2)</p> <p>I have as yet only looked at the Cloudworks site to get a sense of some of the resources available there. I like what I've seen and will definitely go the clouds in future!! (SP3)</p> <p>Cloudworks - good - seemed to get me where I needed to go. (SP4)</p> <p>I did not really have time to engage with Cloudworks much, but what little I did I found informative. (SP5)</p> <p>I had problems with cloudworks and still don't quite understand how it works. (SP6)</p>

University of Leicester: Case study final report: 30 April 2012

Appendix 2: Leicester participant responses to the evaluation survey

(LP1-LP10 refers to Leicester Participant 1-10)

Participants were asked the extent to which their expectations coming to the workshop have been met. Their responses are summarised in the table below.

The extent to which your expectations have been met		Comments
To develop the new MSc in Learning Innovations by using new tools and approaches	Met	Met to some extent by learning about course design and features integral for teaching modules/curricula. (LP1) More than met - worked better than I expected and was amazed by what we produced! (LP3) I expected to apply the OULDI elements I was less familiar with to a real course (our MSc). That expectation has been met. (LP4) Expectations met. Workshop provided adequate guidance and tools to develop the modules and the course. (LP5)
	Not met	I expected to work on details of content, and these expectations were not met. (LP2) I was expecting this workshop to be focused on planning & designing the modules for MLI, whereas the aim of this seemed to be more on combining the OULDI and CD approaches to develop a new product/process for learning design. (LP6)
To develop a new learning intervention by combining OULDI and Carpe Diem resources	Met	To that effect, the attempt at combining the OULDI and CD approaches to develop a new product/process was, I suppose, successful. (LP6) Totally met. A very useful exercise that introduced some new tools and allowed me to look at Carpe Diem in a new way. (LP7) I did not actually understand the point of this workshop until it was over. So I pretty much had no expectations. But now I know I was taking part in blending Carpe Diem and Seven Cs, and on Day 1 I was the guinea pig for Seven Cs. I think it was tremendously successful in doing that. (LP8)
	Not met	I was also expecting to get closer to a new product resulting from the fusion of key elements from both interventions. While we are a bit closer, we are rather far from a new, agreed, evidence-based, functional, well-sequenced intervention. (LP4) I want to get to a new, agreed product or intervention that capitalises on the benefits of both OULDI and Carpe Diem. Again, we're rather far from that at present. The new product would enable us to trial new interventions and refine them for higher impact. (LP4)

The participants were asked the extent to which they found the synchronous and asynchronous activities or tools used in the workshop useful, and their responses are presented in the table below.

University of Leicester: Case study final report: 30 April 2012

Activity	Very useful	Useful to some extent	Not particularly useful	Not decided yet	N/A (I did not participate in this)	Response Count
Consider your Course Features	90.0% (9)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	10
Develop your Course/Module Map	40.0% (4)	40.0% (4)	20.0% (2)	0.0% (0)	0.0% (0)	10
Conduct a Learning Design Resource Audit	77.8% (7)	11.1% (1)	11.1% (1)	0.0% (0)	0.0% (0)	9
Develop your Activity Profile	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)	0.0% (0)	9
Develop a Storyboard	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9

The aspects that the participants liked about the workshop are summarised in the table below.

Aspects that the participants liked about workshop	Comments
Discovering and experimenting with new tools and approaches	<p>The course features exercise was interesting as it did not have to relate directly to the learning outcomes. (LP2)</p> <p>Experimenting with 'variants' to the standard Carpe Diem approach. (LP4)</p> <p>A very useful exercise that introduced some new tools and allowed me to look at Carpe Diem in a new way. (LP7)</p> <p>The Lino IT tool is very useful and engaging, and works well with the Consider your Course Features session. (LP7)</p> <p>I liked Course Features because it broke the ice and got us immediately started on designing the course in a creative and friendly way, making us feel that we were shaping the end game even at the first stage. (LP8)</p> <p>I liked the course design features tool, it was very liberating to put all your thoughts and ideas down in this format without getting bogged down in the granular level or preconceived ideas that some course teams do in the beginning of the process and create a resource for reference, reflection and a shared starting point. In doing this activity you are free to engage with other steps of the design process without clouded judgment. (LP9)</p>
Enabling deep and critical thinking about design	<p>I really liked the storyboard as a way of bringing it all together very satisfying! (LP3)</p> <p>I thought the Activity Profile was very useful as a means of assessing the storyboard, which for me remains central to learning design workshops. (LP7)</p>

University of Leicester: Case study final report: 30 April 2012

Aspects that the participants liked about workshop	Comments
	<p>I think the Activity Profile was helpful and probably maps onto university course programme committee requirements. (LP8)</p> <p>I liked the storyboard and the activity profile if used in parallel, as you can start to structure elements of your course and use the activity profile to check that the emphasis is in the right areas. The OER audit is useful so that you don't reinvent the wheel (LP9)</p>
Interactive tools, discussive activities, working in groups	<p>The time allocated to thinking through ideas and participating in discussion with others. (LP1)</p> <p>Seeing the resources other groups found (e.g. TED talks). (LP2)</p> <p>Getting our teeth into the new MSc in a meaningful, collaborative manner. (LP4)</p> <p>The Linoit was a great interactive tool to work with groups. (LP5)</p> <p>...working with learning designers, learning technologists and researchers. (LP7)</p> <p>I liked the fact that we were all asked to contribute, regardless of our job roles. (LP8)</p> <p>...doing practical activities and having lots of discussive activity around this. The format was very engaging. (LP9)</p> <p>The group work, the variety of the activities, the time for reflection/discussion. (LP10)</p>
Visualising learning design	<p>The course map and activity profile were particularly useful to develop and visualise the key features of the module/course. (LP5)</p>
Format, structure, organization and facilitation	<p>Structure, organised material and content prepared by Gabi beforehand, 'expert' comment from Grainne and Ale. (LP1)</p> <p>The pace and the way Gabi facilitated it. (LP3)</p> <p>Facilitation was excellent. (LP6)</p>
Building confidence	<p>It has not been my main job to 'do learning design' until now but this has given me confidence in doing it and in helping others doing it. (LP8)</p>

Things that the participants want to follow up or take forward after the workshop are summarised in the table below.

Things that the participants want to follow up or take forward in future	Comments
Prompting the use of the tools together with existing learning design tools and resources, to inform	<p>Linoit- very useful tool that we can use for our own post-it scoping activity in the early stages of the course design process. (LP9)</p> <p>Storyboard and Activity Profile will also lend themselves well to our current practice. (LP9)</p>

University of Leicester: Case study final report: 30 April 2012

Things that the participants want to follow up or take forward in future	Comments
current practice	<p>I will think about how the tools can be added to the ones we currently have such as the course design game we use in the early planning stages. I will think about using some of the tools in isolation where appropriate and will share everything I have learnt with my colleagues. (LP9)</p> <p>I wanted to have my thinking challenged with regard to course design and development and I definitely left reflecting and questioning our unit's current approach and have some good tools and approaches to pilot with course design teams. (LP9)</p> <p>Go back to each of the tools and use again and try using for other learning designs. (LP10)</p>
Continuing developing the Masters programme	<p>Continue to work up for the masters (LP3)</p> <p>Develop our forthcoming course and the modules within the course. (LP5)</p>
Opening up opportunities to design new forms of intervention	<p>...develop a more coherent set of resources and activities for future workshops. (LP3)</p> <p>Opening up options and challenges to design a new intervention resulting from the two we know: we're nowhere near that yet, but it's good to have this challenge. (LP4)</p> <p>Great progress, but a lot of work remains to be done! This trial run shows that we need to do a lot more thinking and testing before we can come up with a real new, creative and valuable product to offer internal and external audiences. (LP4)</p> <p>Day 2 generated discussion, debate and will, I hope, lead to informed decisions. (LP6)</p> <p>I want to see a consolidated LD workshop outline based on all the tools used. I think this would be very effective. I would like to work producing online and/or shorter versions too, in order to suit the various demands of academic teams. (LP7)</p> <p>A chance to blend the two approaches. (LP8)</p> <p>From the work done on day 2 we have presented some further tweaks to the original workshop plan. (LP10)</p>

Suggestions from the participants with regard to how to improve the workshop are summarised in the table below.

Aspects of workshop to be improved	Comments
Improving the terminology and presentation of the tools	<p>I think the terminology of the Course Map tool needs to be rewritten and a different tool used - Google Docs. But it is a useful reference point to return to as the design of the course progresses. The Terminology of the Activity Profile could also be changed, but it is a really useful tool. (LP7)</p>

University of Leicester: Case study final report: 30 April 2012

Aspects of workshop to be improved	Comments
	<p>...probably the heading titles (Activity Profile) need to be clarified. (LP8)</p> <p>Don't use Excel as a collaborative document. Lino seemed a bit fiddly but does the job. (LP8)</p> <p>The activity profile Flash widget needs to have a key as everyone interpreted the categories differently. (LP9)</p> <p>...the course map tool has a good purpose but is poorly executed. (LP9)</p> <p>The excel format of the Course Map was hard to use, the categorisation of the headings were not in plain English and caused confusion and the circle in the middle hides the text in some of the cells. (LP9)</p> <p>OER audit I would modify to include tools and resources and couple with a needs/gap analysis. The course map I would change in terms of its overall presentation and change the second column to roles and responsibilities. (LP9)</p> <p>The activity profile did have some limitations with the terminology. (LP10)</p> <p>There could be some improvement to the course map tool and some minor changes to the activity profile. (LP10)</p>
Lack of coherence in the activities	<p>Critically, the 'glue' keeping the sequence of activities together was missing this time. That is the challenge. The workshop felt like a jigsaw of many things, not always well connected and with not much of a rationale for the order in which these activities were run. Some of those 'many things' were interesting and relevant, others were certainly neither. The order in which the activities are conducted, the rationale for that sequence (what should be done in A so that B makes sense) and the expected outputs all need careful thinking through. (LP4)</p> <p>The most useful activities were those that (1) made sense to me; (2) were conducted within a rational sequence; (3) were not 'guesswork' based on decisions we should have made before. Being more familiar with Carpe Diem, it's no surprise that Carpe Diem activities are higher on my list. The Module Map activity was rather meaningless to me. For the Activity Profile activity to make sense, we should have done other things before. The way we did things, those two were a bit of a waste of time. (LP4)</p> <p>Revise the sequence of activities... (LP5)</p> <p>The activities were very disparate and lacked contextualisation, supporting resources, background, aims, objectives and outcomes. (LP9)</p>
Lack of presence of learning outcomes	<p>Start with the learning outcomes. (LP2)</p> <p>I think in this workshop the learning outcomes for the module or a mission statement would have provided a valuable starting point for the subsequent use of the tools. (LP7)</p>
Timing	<p>More time as always... (LP3)</p> <p>Two days are needed as a minimum. A pre-workshop meeting is needed. Online elements can be explored, but not as a replacement of the f2f components. (LP4)</p>

University of Leicester: Case study final report: 30 April 2012

Aspects of workshop to be improved	Comments
	...allocate more time to develop e-tivities. (LP5)
Providing more examples, guidance, background information	...some examples of good designs. (LP3) Provide examples of 'good' learning outcomes statements. Not only categories of 'soft' and 'hard' outcomes or 'verbs' that can be used. Provide more support in searching and identifying OERs. Provide some background to the theory behind the learning design approach, e.g. 'constructive alignment'. (LP5)
Pre-workshop activities	Organise logins and sign-ups beforehand. (LP1)
Cleared defined workshop outcomes	There should have been clearer statement at the beginning of Day 1 that we were both trialling Seven Cs as well as putting Seven Cs together with Carpe Diem plus also doing our masters degree course along with a statement of what we wanted to see as a product. (LP8) Also some improvements on the workshop learning outcomes would be beneficial. (LP10)



University of Leicester: Case study final report: 30 April 2012

Appendix 3: Interview with Christina Randell (SAIDE workshop)

Date: 27 March 2012 [MN: Ming Nie, interviewer; CR: Christina Randell, interviewee]

MN: My understanding of the purpose that you come to this workshop is for re-designing of your existing course, which is the Supporting Distance Learner course. So is that the starting point for you?

CR: Yes. I think it's a quite useful way to start the whole thing because I was originally part of the team with Gabi that designed this particular online set of materials. Initially and this is where I think, a lot of confusions came as we were doing various examples. Initially it was not considered as a course as such, but rather a set of integrated learning resources linked to a variety of practical activities following that the 5-step approach [Salmon's 5-stage model] that we mentioned, where we wanted to put all these online for people in other institutions to possibly use it and integrate it into their own programmes, capacity building programmes. It actually goes to the heart of the second, third question [on the interview schedule]: What is the course design process at SAIDE? I think I need to give you a quick description of how we work because I think that will also help to explain a number of things. First all, SAIDE is, you may know this, but I just want to confirm, a facilitating organisation. We work with people, with professionals, course designers, material developers, planners in education and training institutions in South and Southern Africa. We help people to design or re-design their courses and learning materials, and are often called upon to evaluate this, and to provide informed and critical review of how we see these materials and what we suggest how they might be improved. Often we are called back to actually assist in helping people to do that. So sometimes when we work with an organisation and we start with an evaluation of the material which leads to review of the course, which leads to us to assist in various ways. One way that we have done in the past, we have been asked and requested to run various workshops to assist people in these different organisations. We work with a range of different target groups in education and training from Early Childhood Educator, Higher Education to all the different sectors. Anyway, until 2009 we work mainly in print in the distance education mode of delivery. But since then in 2009 we thought there was a new need and that was online design. And that's how we then decided as an organisation, and the team, our main team should work with Gabi, and in doing that also learn how to design. That's how that course came about. That's why when we told you we didn't know how many hours [how many learning hours are required for learners to study the course]. It was because we haven't really conceptualised it as a course per se, you see.

But in the meantime, our main challenge, now I'm coming back to your question, pinpoint our main challenge here was to pinpoint what exactly and how we should refine the course.



University of Leicester: Case study final report: 30 April 2012

What had we learned? Why we would need to re-design the course? And maybe one of the things, because this course has been implemented on at least two occasions: with SADC (Southern African Development Community) as well as in Swaziland. Some of our people have actually worked with the teams from those countries, and just taken them through those topics, not even all the topics, just a few. So the question is why do we need to re-design this course? What is exactly that we want to refine? We then had to look through at as we're doing various activities, we looked at what are the features that worked well and that we want to keep? Which feature has not worked and need to be changed? And which features are missing and need to be included? And then in terms of all of these we kept having to go back to the original: Who is this course for? Let us review and understand our target group and what is the purpose and learning goals of this course. Are we're still on board with that now after three years? So ultimately, it was to pinpoint those essential elements that need to be changed and then come a way with a clear understanding of how we could do this. That's how we went into this.

But one of the things I need to say upfront is I think what would have been more helpful for the team is to start getting this idea, freshening up this idea a little bit ahead of the workshop. We hadn't done that. We basically all came together on the first day at the collaborative synchronous session. I think it would have been more helpful if we have had some time for the team to ask ourselves: What do we want to get out of this for this particular course? So that's just a suggestion. I don't think you want to know anything more about that?

MN: This is something helpful for us to deliver the same workshop for people with similar needs.

CR: Yes, then I think what would be useful is for each of the people in the team to actually have a session before the workshop. It could be integrated as part of the orientation to the workshop where the team are told, 'here is an activity synchronously go together and specify what do you want to get out for re-defining your course.' I think that would be very helpful, because as we are bumping along, and I'm using that word not in a negative way, but everyone is moving through various tools which is very very enjoyable, and these questions kept popping up. And you know, eventually these questions came about, but I think it would have been more focused if we had done this initially.

MN: So if we could have something like a pre-session, just to get people to focus on what the outcomes they want to get out from the session, and people can focus on that outcome throughout the workshop, that would be helpful.



University of Leicester: Case study final report: 30 April 2012

CR: Yeah, I think so. You will then start to ask various questions as well, you know, throughout the process. That could have been done as an asynchronous thing, you know. I know one of the orientation activities is: Come and join us and elaborate on the Blackboard [Introduce yourself on Moodle]. But I couldn't do that because I was very much involved in a pressured project that I needed to deliver on. So unfortunately I was unable to do that. But that could be part of that orientation. Get to know what you want to achieve. No. 2, get to know the features of this Blackboard Collaborate thing because I spent quite a lot of frustrations not knowing how to use that button to write down things on the Blackboard [Whiteboard] which is ridiculous because you don't want to spend that time, precious time during the synchronous session. People should be able to, and you don't even have to be in a synchronous session to practise on that, they should have been able to practise that beforehand.

MN: So some kind of training session or practice session would be helpful.

CR: Yes, absolutely because I think quite a lot of, if you go through the chat thing, pick up on from all different bits and pieces where people say, 'I can't write'. 'I'm getting frustrated...' because it distracts you from what it's supposed to be a really simulating environment, you know. So I think that would really help.

MN: So do you think taking part in this workshop has helped you to pin down the key issues or key problems faced by the course re-design?

CR: Yes, I do think so. I've been thinking a little bit about this. I think the visual nature of the tools and the quick and easy way that one could use it without too much elaborative training help stimulate us to look at the course in a different way, in a natural and creative way, and even if we didn't see all the little links right upfront, you know. One of the big things about educators is really the kind of, what we call it, they always stuck on what are the outcomes of this activity. You know, it can actually be a barrier. So what I like about this, it didn't start with what are the outcomes. It actually started, you came to it from a completely different angle. And because you did that, you had to ask yourself, 'but what are our outcomes? Does this link up with our outcomes?' So it was, something that I thought was, I want to run a workshop of this kind, this is what I would do as well, because I think it does help people. People feel a little bit uneasy at first because our default setting is always what are the outcomes, how will you, you know, go about ensuring that they are met, etc. And I like the way this was done in a much less rigorous and much more playful, but as Grainne said, it looks deceptively simple, but actually it's based on really deep research into underpinning, well-researched principles of design. So that's what I liked.



University of Leicester: Case study final report: 30 April 2012

I also thought that helped us to do what I said in No.1. For example, taking the Linoit stickies, it helped us to identify the key features that we think still are important. So we went through all of them, and we threw away those we didn't think were important. And in doing that, we identified once again what we felt had to stay no matter how you change the course.

Then doing the Course Map it forced us to the allocation of hours which we never did. We never looked at the course and say, 'how many hours we look the participants to complete this?' Remember initially I said, it wasn't conceptualised as a course from the start. It was conceptualised as a set of coherent learning resources with activities. I think that came through then because I'm sure people [would wonder]...but these people at SAIDE, you know, they do course design, why hadn't they allocated hours to it!? But that was the reason. But we then realised immediately to calculate ours and obviously that will actually have an impact on what is possible and what is not possible. So I thought that was a very tool that really helped us.

I also like the Activity Profile. I think the visual nature, you know, seeing the bar graphs, your initial ideas of the course, actually the activities add up to the learning outcomes that you have envisaged. I thought that in particular, was also something that I found particularly interesting to use.

So all of those tools that we did, now of course, the other one was the Storyboard, yes, that also helped us to see the sequence into which everything fits. One of the things that we haven't yet, really we grapple with it, and put it with the storyboard, but it's not really yet in a format that is going to be useful, but it is a good starting point. We met the starting point, but that storyboard still has to be flashed out. But even just having the starting point, I think that's always useful to a workshop to allow a team to achieve some success. Even if that success is not...because what we do with a lot of workshop activities, we make them far too complex and too time consuming, and bearing in mind all of us have been very heavily involved in other projects. So our time for this work was actually quite limited. I think that's always going to be something that you'll never ever, the balance of, you know, the time input. You'll never get a situation where everybody had a whole lot of time to participate. I think we have to accept that. We have to accept the limitations.

MN: So they are useful tools you can take up probably with the rest of the team.

CR: Yes, and that's what I liked about it because in a small amount of time, in a time available we actually dealt with the most important concepts of course design using really useful tools. I thought that's a strength of the workshop.



University of Leicester: Case study final report: 30 April 2012

MN: So what you are saying is, the tools or activities get you to think of the design process from different perspectives.

CR: Different perspectives and it helped us to conceptualise, re-conceptualise this SDL course and realize the need to create it as a short course, not to just leave it as a set of coherent learning resources... It actually helped to conform what we have been thinking, but we haven't had the time to do.

MN: And it helped by pulling things together as a course as well as realising the key features of the course?

CR: Yes, I mean I think we made a big breakthrough. For me it was, that insight I think we have achieved the insight about the need to structure it as a course, an online course, and not just simply as a set of learning activities plus integrated resources.

MN: Right, that's very good. Do you want to comment on the In-session and Out-of-Session work? How did you find that?

CR: First of all, the In-Session work on the Blackboard synchronous sessions, I just want to mention a few highlights for me. I think one of the biggest highlight for me was getting the input by Grainne. She has a way in which she communicates the information that is really useful. And you felt that the way she did it, you felt you gained a lot by listening to what she has to say. I really think that her input was, for me, one of the highlights.

Another highlight for me, because I'm involved in the course design and material development on an ongoing basis, is the introduction and access to a range of useful design resources. I'm always looking for new ways for designing things. My work at SAIDE now goes 19 years and in all that time, I have basically worked and developed my expertise in course design and material development in a range of settings in African situations which is very different from the First World situation. We are often, we don't have broadband, bandwidth, or connectivity, and you have to be much more innovative in the way that you use these online tools. So I have found the introduction and access to a range of useful design resources, for me, has been really valuable.

I think another thing is working with the tools. So the introduction online wasn't enough. You have to go offline and work with your team to actually engage with the tools. That's what I always thought was very important. The offline is as important as the online.

I do think sometimes though, one of the things I felt and I have to say it as one of the suggestions...maybe there wasn't enough time spent on the actual forum where people could post their ideas before coming to the online session. I know there was the idea that people would do this, but if you look carefully at the actual forums, there isn't really meaty



University of Leicester: Case study final report: 30 April 2012

discussion at all. And I think that is a pity. I think we could have done more about that. But then of course it does require you as an individual to go in and post ideas and to get something going. Maybe that could have been stimulated the actual online session in which somebody could have said, 'Oh we're gonna post, we're gonna start...' I know this is structured, but maybe just to get people moving. 'Would you please write on your ideas on this particular aspect?' For example, the thing that came out yesterday about e-tivities. I'm still not convinced that you need to change the word activity to 'e-tivity'. But it could have been an interesting online forum discussion on that. So I think that in future, maybe identify key elements that you want the participants to comment on in a forum before they come to the online session. That might help to stimulate because some of the online sessions were very very helpful in that way, but others didn't. I mean initially of course it takes people a while to keep people to get going. But there was quite a lot of silence and people sort of waited. Later, you know, obviously as people are getting more and more ok with the situation, they go much further. Ok that was another thing.

I thought for working with the tools off-session collaboratively with the team was very very important. The support from Gabi and Leicester team, we didn't make enough use of their support maybe because there wasn't the time. But I know they are always available. Some frustrations that I've experienced were technology related. I've already mentioned that. The other frustration was probably in the team sometimes we wasted time because it took such a long time just to get it going. But that's in the nature of things. Then I think one of the biggest things is that I really tried very hard to post something every day, if you go to my journal, you'll find I've got quite a lot of reflections there.

MN: Yeah, I've read all your reflections.

CR: So I did try to discipline myself to actually do that because if you don't do that, it's water in the desert. So for me the biggest thing was, I'm now under tremendous pressure with another project, therefore I felt that I didn't have enough time outside even for myself because I think it's not just synchronous and offline with your group. It's also yourself, you have to engage with this thing. You have to practice. I remembered EM [a colleague at SAIDE] was saying, 'I will now go and practise.' He won't because there will have other things to do. You have to actually make time to practise now as you're going through it. I think in future workshops, if one can start look at three, you know, take a triangle, one is the synchronous which is obviously a very big motivating thread to us. Without the synchronous people would not have achieved as much, I believe. But the synchronous can still be used more efficiently. I don't think it was always used as efficiently as it could. Then the second one is working offline with your team and the third is working offline just reviewing things



University of Leicester: Case study final report: 30 April 2012

for yourself and practise things for yourself. Those are the things that will make a much more fully participative approach.

MN: I think that's a very good piece of advice. So maybe in the future, we can structure the workshop into three headings rather than between the In-Session and Out-of-Session.

CR: Yes, I really do think that's important, you know, and I know that we think people are going to do that, but they won't. And it's often because there isn't enough time for everything. But I feel if you commit yourself to this learning journey, you have to agree to make time for it. And if you cannot do it, then you shouldn't participate. Or then you should say, 'my level of participation is one of the lurkers, I would only sitting on the synchronous session', which is fine. But then if you go and be fully participated, you've got to post to the forum, and you've got to do all these different things, and because this is an expensive process, and you want to get the most out of it.

Then how do I plan to use the tools from the workshop? I'm already using them. I'm busy at the moment reworking for a module for Household Food Security programme, which we have piloted in the Eastern Cape within the households. What is really useful about this programme is that is a very practice focused and we're using the portfolio as an essential assessment. There is no examination. And so what I have learned about the analysis of the Activity Profile, for example, I'm already stated to use here in reviewing and reworking the modules because my job is to include various activities that they haven't or reworked on some of the activities well. So I'm already doing that.

And of course I do run workshops, so I shall be working and using these tools in future workshops. And when I evaluate, because when you evaluate, you see that it's not just design, but evaluation. These tools can also feed into evaluation questionnaire, for example.

MN: So for the Household Food Security module, is the Activity Profile the only tool you're using, or are you using other tools as well?

CR: I'm not really using the course design plan because it was already an existing course, and it's not going to be changed, you know, it's already existing. The stickies and all of that stuff, the course is designed, it's done. I'm not doing materials. My job is to ensure that the learning design is able to enable the students to achieve the outcomes. So that's why I'm saying that I'm going to be in the work I'm doing with this, I will be looking mainly at the Activity Profile for myself to ensure that there is enough of the portfolio activities, there is enough for this and enough for that, and if this is an activity, then what kind of an activity it is? Is it a consolidation activity? You know those categories. So that's why I'm saying for this that is what is important for me.



University of Leicester: Case study final report: 30 April 2012

MN: So the tools also gave you a range of choices about which one is appropriate to be used for one particular course?

CR: Yes.

MN: And you think that the resources, tools and activities you can probably adapt them into the workshops that you're delivering at SAIDE?

CR: Yes, well, not necessary at SAIDE, as I mentioned, we don't really have workshops we run at the institution. We usually run them inside in other institutions at capacity building. You know, we were called in to help people to design their courses and it was a capacity building project which happened within the institution.

But I'm also involved in another programme and it's called the developing critical skills tutorials. And when I do this I have to design the tutorial from scratch. It's not a course. It's a tutorial. But I can use some of the tools that I had now learned to use. I can apply them in those situations. For example, we do a storyboard for this tutorial. We used the PowerPoint which is quite an interesting way. We used the PowerPoint as a storyboard. I found it interesting when I looked at the stickies [Linoit]. And then I thought of, you know, before I actually do the tutorial, I can do a stickies, and then I go to onto the PowerPoint slides, and I then start to elaborate a little bit on what I'm doing. I don't know if anybody has ever used the PowerPoint as a storyboard technique. But it's absolutely fabulous! So that's another one which I'm going to be using immediately after this workshop. I will be using those in the critical [skills tutorial]... the next one I'm doing is on thesis statements. So I've got to develop a tutorial on that. And this is for students at the university who are not coping with...It's strengthening certain skills. One of them is to write essay and to write thesis statements. Another is to do with certain things on technology, computer related, etc ICT. And then these tutorials are online on a website called... They are being used by the University of Swaziland. And other institutions will be using the tutorials and integrating them into an orientation programme for university students.

MN: And you think these tools can be used for reviewing that tutorial as well?

CR: Yes, for actually designing the tutorial. I've already asked my colleague, she's also involved. I'm going to send her some of these tools so that the two of us, when we design the new tutorials we can use the tools to do that.

MN: That's great! I think I probably asked all the questions I'm interested. This is probably just a final opportunity if you have any other comments on the workshop?

CR: Yes, you know, I myself have also tried my hand as being a facilitator on the Elluminate, was the Elluminate, it's the Blackboard Collaborate now. It's not an easy thing to do. I must



University of Leicester: Case study final report: 30 April 2012

congratulate Gabi on how she did it. But I know that it isn't an easy thing to do. I become aware again that this way of interacting synchronously is a very important element in sustaining motivation and participation in a process like we have just gone through, especially a process where there is no assessment. You'll find that although people said they're going to participate, they often don't because other things take precedence, you know. And I found for me what was once again a concern was that in future, if you run such a thing, the synchronous is as important as the asynchronous. But I would suggest that to try to make it more efficient, it's easy to say this, and I've asked myself, 'how do you make it more efficient?' And that's why I said earlier, I think we need to give people practice at the beginning to use this tool. Otherwise it'll be distracted from the actual... the technology can intrude rather than facilitate. So I think that's a very important thing.

And then also I think one needs sometimes to have a little reflection that you can insert on something. Not to just wait for people to come up with ideas. But if you feel there are certain key aspects that you want people's opinions on those.

Most of the people here, that's another thing I wanted to say. I think it's important to understand the nature of the target group you're working with because one of the things I felt was, you know, yes you could look at the profile of everybody, we were asked to put together a profile. But I also think in more detail initially, ask people what their experience is with course design. So that you, as a facilitator, understand the nature and level at which the synchronous facilitation has to happen, because if you have beginners, you'll do differently.

If you're dealing with people, I would say the SAIDE staff have a lot of experience. So I think we can assume certain things and then delve certain things into a little bit more depth. What is your experience of doing this online in an African setting for example. Because I think for us in South Africa and African countries, a lot of the stuff is a challenge because we're dealing with bandwidth that is very poor. People... I worked with Andrew in Malawi. It was a midwifery course in the College of Nursing where the students did not, they did not have enough books for the students to be able to engage with the course. So what they wanted from us was an online course, but they actually didn't want it an online synchronous course. What they wanted is a digital version of the course. What we did was we engage with them, we put together OERs and all of that. We put together a problem-based approach to midwifery and then link it to a whole range of resources which Andrew then put them onto a CD. And each [student] will receive a CD. So I'm using this as an example by saying, 'ok, so in South Africa, would this be possible? In African countries, would this be possible?' We could have touched a little bit more on that kind of experience because it's all very well. We say all these wonderful things but we have to go back.



University of Leicester: Case study final report: 30 April 2012

One of the interesting things just before you phoned, I was on Skype with ABZ [a colleague at SAI, and the two of us have worked for three year for the Household Food Security programme, and we're now looking at the programme as online programme. And we asked ourselves, knowing what we know about the people, say in the Eastern Cape, which is very rural. We cannot offer synchronous sessions online. So how are we gonna do this? Do you see what I was trying to say? I think that was for me, being also an enriching thing if we could have patched a little bit on. Ok, so when you're doing this using this method, on your storyboard, you said, you were going to be a, b and c. If this is possible in your context, talk some of the challenges, how could you overcome them?

MN: So there are fundamental problems faced by African countries. How can you implement these tools is another challenge.

CR: You see that I don't say that we can't go, obviously, the whole of Africa, the whole of the world, we'll have to go online. But it's how we do it. That will be different. So essentially because most people in Africa have got cell phones because there are some kinds of connectivity, but it isn't quite the same. So I think we need to embrace that. And need to be very innovative. And I think the programme last week, the workshop last week, if people... give people, allow them to give a voice to some of their concerns about using a, b or c.

MN: And thinking of different delivery mode. This is the e-learning or online delivery, but maybe to think of a way for mobile delivery?

CR: Another thing is we've already said that instead of people having Elluminate, for our course, what we're gonna to do is we're going to start with the face-to-face, that's what we're gonna do because that is what people are comfortable with, you have to start with it. But then other stuff maybe will be with synchronous, with forum, email, discussion and then the tutor on this programme will have regular Skype discussions, you see, because you don't require such a lot. Again that's how we're trying to view our course because we have to go right back from scratch. Remember ABZ [a colleague at SAIDE] works with AM [another colleague at SAIDE] and she wasn't really fully on board for this. From now I'm working with her on various things that we've worked on three years in a face-to-face, mainly face-to-face mode, we now wanting to balance that to an online mode. So we're now dealing with those kinds of issues. We're gonna to have CDs, so each student will get a CD with all the stuff on it. They can put it into their computer. They don't necessarily have to go online to access all that stuff. But anyway, that's just an example of, I think the reason why I talked about this example was, how can you improve the synchronous facilitation or, you know...

MN: And generate motivation to engage people throughout the workshop.



University of Leicester: Case study final report: 30 April 2012

CR: If you come out each time from a synchronous discussion, feeling that people have contributed, then you feel you have dealt with some of the real issues that you're dealing with.

[Additional comments from CR on using the tools]

CR: Right from the start, we start using cards, coloured cards, for planning courses. We called it stickies. We put them all on a board. And then we play around with them. So we already use that approach, but it wasn't the Linoit stickies. It was the SAIDE cards. [MN: so the linoit is the electronic cards]. Yeah, exactly, so we've already used that for many years.

Also I think what I like is when I look at a course, I look at: what do you want to achieve? I usually have three or four, four main questions: What do the students need to learn? How would they learn it? How do you know they've learned it? And how do you know that the course has achieved the outcomes? So those four questions are our design questions. They are very simple, but they get to heart of exactly what we've been doing here as well. So this is looking at tools that are different, there are also a lot of similarities feeding into what we have done over many years. We're now needing to do it online.

MN: So the tools give you another chance to look at those critical questions in different ways?

CR: Yes, correct, absolutely!

CR: Because for me this has been an enriching experience. I've really enjoyed it especially I work for SAIDE on a consultancy basis, and I'm at the SAIDE offices every day. So I often work in isolation in that sense. So for me, this has been a really great way of continuously improving my own practice and making sure I'm in touch with what's going on in other part of the world. The inputs by the OU people and Leicester people have been absolutely fabulous! Like I said, right from the beginning, we have people from the OU and Australia and Hong Kong who came to SAIDE in the first three years that SAIDE existed to assist us to learn the institution, SAIDE, and to make it into a functioning and facilitating organisation for others to prompt quality in distance education. I'm really grateful for the opportunity of participating.



University of Leicester: Case study final report: 30 April 2012

Appendix 4: Interview with Ingrid Sapire (SAIDE workshop)

Date: 29 March 2012 [MN: Ming Nie, interviewer; IS: Ingrid Sapire, interviewee]

MN: I'll start with the first question that is: Why did you come to the workshop? What are the design challenge and need faced by you and the team in redesigning the course called Assessment for Learning?

IS: It's called Assessment for Learning, and it's something coming out of what was called DIPIP, a research project, so that's why we also call it DIPIP initially.

First of all for coming to this workshop was to learn more about developing a course which will be run online rather than a course material which is offered to people as a print based course. So the challenge was, to write something which is put on the Moodle platform rather than a course which are activities and everything, but it's not really interactive as in Moodle. I think what we've been able to learn here is that to learn about the features that can be catered for using Moodle, so that has been really useful to us.

MN: So you think that taking part in the workshop actually helped you transform a paper-based course into Moodle?

IS: Yes, definitely because in the second discussion Tessa and I had, we then realize that we were developing a course, and we had looked at Moodle template, we know we're going to kick on activities, and activity will be reviewed when they do that, their readings will be reviewed, and all that kind of thing, but really the presentation would have been no different to it would have been in print-based. Then what we realized is that we need to authorize an icon for a blog, so instead of having a little question for reflection, we could rather develop a journal or blog which the students taking part in the course could follow. The instruction would be different because you would say, 'the blog is for people who use our material be made an active thing, and students could use it online interactively, as opposed to just keeping an hand-written journal into which they could write based on the reflection and questions that we give them.

Then we also had an idea that for each unit, we should have at least one more general question could be addressed in the forum discussion asynchronously, a forum discussion where more of the people participate and that could be used by the course leader to ascertain whether or not people taking the course understood the content, or that kind of thing. So we now have put it into our design requirement for the writer, because there are a couple of different writers working on units, but they should develop these things, blog, ideas for blog discussions, and questions for forum discussions. So that was a definite change based on our discussion of what we've learned from your course.



University of Leicester: Case study final report: 30 April 2012

MN: So the workshop enabled you to see the course differently and also ways to integrate them into the course?

IS: Yes, because of our context, I mean ultimately our course material has to be possible as print-based material as well because they're not going to be many people in South Africa who will be able to use it properly as a Moodle course now, but what we know and this could change overnight in South Africa. Then we feel we would be ready for people who can use the proper Moodle course.

MN: So once you've got the Moodle course, you can reform and change the paper-based course as well.

IS: That's right.

MN: So it works for both directions.

IS: It does work both ways. I think, I mean I don't know if it's relevant here, but the idea of highly structured e-tivities in the independent study, it was also a good one and we're working on some of those now as well because obviously in SAIDE, there is a lot of knowledge about material development, you know a lot of experience, and our material was written into very good specification and everything. But I think the specification for what you called the e-tivity were even more tight. I think that's very helpful because that e- type of instruction is actually very useful for students working independently.

MN: So you're planning to use the e-tivity structure on Moodle?

IS: Yes, we're gonna try that.

MN: Are there other tools that we presented in the workshop that you found them useful?

IS: I personally like all of them. The whole delivery I thought was very professional and wonderful I think it's very effective. So there is the Elluminate room where we gathered and we were able to raise your hand, check all icons on the board. But I did always struggled with the icon on the board, I don't know that was because of my computer was old or what, but it doesn't easy for me to write on the Blackboard. But I was able to do it. I thought that was very very good, very effective, and allowed for meaningful conversations between all the participants. Then the task which we did on Linoit, I thought that was a lovely tool. We haven't personally thought of using the linoit, but I'm thinking now, Tessa and I, we haven't had a chance to talk about it, but we possibly could incorporate an activity, because if you're going to do something online it's nice to use a tool like that, you know, the colour is really nice, it's just a bit of change, and the little stickies, you know. So I like the Linoit, I didn't have any difficulty with that at all. I thought that was very effective. And the room, the chat which went really really well.



University of Leicester: Case study final report: 30 April 2012

MN: the linoit, to me is like an equivalent of post-it in face-to-face.

IS: That's right. In fact, Tessa and I we could talk to each other from our different offices, we both have the linoit screen opened in front of us, and we were able to work together on it. And we thought if she put on a little sticky, I couldn't do it at the same kind. It's quite interesting that we could work on it together, you put a little on, I put a little on. We did that, so that's very efficient. And it's fun to do.

MN: What do you think of the other tools, for example, the Course Map, Activity Profile, and Storyboard?

IS: I thought that the tools are very good. I like the format of the Course Map. It was when we were completing the course map when you had that discussion around filling in course map that we thought in more detail about the different elements of the course, the forums, blogs and all different kind of things. So I thought that was good. On the basis of the discussion, out of which you could get into the meaty of the course development.

So the Storyboard we haven't actually finished it yet, so I can't comment on that. But I'm sure it would have helped us to put things together because what it seems to me is that everything is very well linked, the different elements worked together as a whole.

MN: So the use of blog and forum discussion is actually from by using the Course Map?

IS: Yes. That was also came from your original assignment which was on the Linoit where we had to choose features for our course, so for those when you put them in the course map, you have to think about how you're going to do it basically. So that's how we developed from the linoit, from everything we've selected, we will find out, we say, 'do you really want to do apply, if we do, what does it mean?' That kind of thing. So interpreting what those stikies meant because we had to do that when we put them to the course map or it enabled us to be what we really wanted. I'm sure getting into the storyboard would help us to sort that out in much more detail.

MN: So different tools actually allowed you to rethink things twice?

IS: Yes, and to refine as you go along.

MN: Could you comment on the balance between the In-Session and Out-of-Session work?

IS: When you first got out the outline of the whole programme, I thought asynchronous and synchronous, and all of that was quite interesting to me. Obviously we didn't know exactly what would be happening in different discussions, but I think the balance was very good. And I think the discussion between the asynchronous discussions were vital because in those sessions, one definitely deeply understanding and apply what you learned in the lesson in



University of Leicester: Case study final report: 30 April 2012

the in-session discussion. So I think the balance was good. I think the time pressure was difficult that I wasn't able to keep access of everything that I definitely feel there wasn't an overloading on out-of-session discussion in relation to in-session discussion, and that in-session discussion had fed into what we have to do on our own afterwards.

MN: So probably the pacing is important in terms of between in-session and out-of-session work, and how the outcome from one session can feed into the other one.

IS: I think so. My participation in quite a few of the SAIDE participation was a bit pressured so that didn't make it ideal. But when students sign up for a course or something and normally they are committing to a certain number of hour of working, they have to be able to do those hours. Even with the courses with our designing, that we had our full day workshop on Friday last week which was arranged like two months ago, we couldn't change that. It was unfortunate because it would have been better to carry on properly with the full course discussion.

MN: Do you think that there are gaps in the tools which won't allow you to do at the moment?

IS: For me I thought it was pretty comprehensive. One thing which we thought was quite important, and it wasn't explicit, but it was implied was the idea of the intended audience for the course. Especially in South Africa, we may be very much aware of that because the audience determines the way in which the style of writing because they can be so different and their needs can be so different. I think it was in the first column in the course map, the first one in the example that you had in the resources or tools or something like that, we could see that the intended audience was talked about in that particular cell. But that wasn't talking about explicitly in the description of the course or in the outline of that map. And I thought may be that could be mentioned there.

MN: I think that is a good comment, especially for the tools to be used outside the UK context.

MN: Any suggestion on how we can improve the workshop?

IS: I must say that I don't feel that I can offer suggestions for improvement because I really think it was well-planned on your side, very clearly specified, you gave the time for the synchronous and asynchronous discussions, you outlined there would be activities, your time allocation for the activities were totally adequate. But the fact that I couldn't keep up with it because of me, not because of the asynchronous discussion time was under specified. I found the facilitation was excellent, support well. The tools worked well. I thought it went very well.



University of Leicester: Case study final report: 30 April 2012

MN: Which tools that you might follow up and use in the future?

IS: I'd like to try and see if we could use Linoit and design for activities that my call of the use of our course materials to go into Linoit and use it. That'll be good. I mean in terms of different course and assessment that we're developing, one of the things that we also thought about is that we will describe the different ways in which people could use our course material. But what we are designing is the material which could be taken up by people in different institutions in different ways. So what we are going to make provision for is people who were using it interactively online. And we could speak about it, we need to be very clear of how they could use the Blackboard Elluminate and the linoit. We were also speak about how they could be simply used as a Moodle course, or how they could be used as a print-based material. If we go the description of the full internet-based course, then we will follow up on the same kind of things that the tool gives you because I think that they were excellent. It was exciting to use them. And it's been a great privilege to see how they work.

MN: So if in future if you come to design or redesign other courses, these tools you can refer to as well.

IS: I think so, yes. It's been a really useful thing to add to my general knowledge of course design.

MN: Any other comments?

IS: Thank you very much for enabling me to participate!

University of Leicester: Case study final report: 30 April 2012

Appendix 5: Interview with Nichola Hayes (Leicester workshop)

Date: 12 April 2012 [MN: Ming Nie, interviewer; NH: Nichola Hayes, interviewee]

MN: If we can begin with the first question which is about, what are the design challenges or needs faced by the course teams that you have helped with?

NH: I support the College of Social Science, and there are 8 departments there, and primarily it's distance learning courses. So it's really only the DL providers that I've been involved with. So the challenges tend to be that they want to do something innovative, they want to improve their student experience, but they feel that sometimes the constraints of DL, so being aware of their student contexts, the demographic, they sometimes aren't sure how they can do it. So they feel nervous about moving away from print, about using OERs. They want to. They see the potential. But I think sometimes they approach us because it's all feeling a bit of overwhelming, and then not too sure where to start. And they might have, others have lots of ideas. They are very creative. And with them they sometimes forget the constraints. So you have to sort of remind them about who their student audience is. It's always about the learner and thinking about the learners and their market. I think that's some of the starting points that we approach. I think as well because it's a team of people, some of the other challenges when you're designing the course is to make sure that the pedagogical, the technological, and the administrative models are all designed and developed in parallel because we find that if the pedagogy has driven the course design, then sometimes the course isn't going to be scalable, maintainable and sustainable because they haven't factored in the administrative model quite to run the DL course, because with being distance learning, the support model is much higher than a campus-based one. So then you end up having to maybe compromise the pedagogical model because you have to sort of cut your cloth accordingly, you know, you have to look how many administrators that you have and what they can manage and sustain, and what other infrastructures there might be. So it's been creative and innovative and creating a very good student experience, not being too constrained by parameters that are there, but being aware of them I think, and not letting either one of the three strands be the driver, but think of them more in parallel in re-design. And that's a challenge because you have potential tensions sometimes between the academics and administrators, and thinking about how we can marry them all together in a course design.

MN: So by attending yesterday's workshop and using the tools and activities, do you think the workshop helped address some of the challenges that you've just mentioned?

NH: Yeah, definitely. I definitely think there is early meetings where they're trying to make sense of the ideas and concerns that they have. I think using the storyboards thinking

University of Leicester: Case study final report: 30 April 2012

about... so for some early stages, thinking about it in terms of features. I like that tool where we put what you think might be the features, and then just sort of reflecting on that in an iterative process, then defining it a little bit more. I think personally it allowed me to have sort of a brain dump almost, and sort of free my mind, so I put all the different preconceived ideas and ideas that I had about the course down somewhere, to free myself up to consider other possibility. I think that was a really nice way of doing things. And it surprised me because as Gabi said... she said that we are not starting with the learning outcomes because for us we always start with the learning outcomes, so you create an aligned course. So just do that without any outcome was really an alien experience for me as an educational designer and for a lot of people within academic practice because you're always thinking about the learner and the learning outcomes and aligning your assessment model before you unpack anything else. So that was quite interesting to start with what features do you see with your course having. So that was interesting.

MN: So the Course Feature tool, maybe you can use it with the DL course teams at the start meetings?

NH: Absolutely! I think it's a way of freeing your mind and putting all the ideas of all the people in the course team down somewhere, not having to be so prescriptive. It was just a much freer and creative experience than getting the learning outcomes and writing them as active verbs, and getting in a granular level which would come in the process, but it was quite sort of a liberating thing to just have everybody move components around and say, 'do you know I really like all these features. I'd like to do some problem-based learning. I'd like to peer-review.' And then it gives you something to start to structure your discussion as well. I think you're able to see how members of the course design team feel about things. Did you actually all come out with very similar list, and why there were differences, and why do you think problem-based is better than enquiry-based? It can really help us to structure those initial discussions and scoping meetings.

MN: I think that you've just mentioned another activity we did, that is the hard vs. soft outcomes.

NH: I think all of the activities that we did yesterday, I can see myself using, but probably in a different sequence, maybe with some additional resources or things we would put in to make it applicable to our university culture and context.

MN: Can you elaborate on that a bit more, for example, in what sequence and with what additional resources?

NH: I think I was surprised and think I would start with the features. As I mentioned before, it was quite liberating to just think of it in a very broad brushstroke to structure that very

University of Leicester: Case study final report: 30 April 2012

initial discussion. Then I think I'll probably use the Storyboard. I think that was quite interesting although I'm not so sure about whether there has to be some kind of precursor to that because I do think you have to bring in the learning outcomes before you can do that. I think you do have to talk about the learner, your demographic, your resources, you know, what are the constraints because they are always some constraints that you're going to have to operate within. Actually I was reflecting on it and think that was really important, but should you put them all in there, or should it just be the learning outcomes and the assessment model so you know it's aligned? So you have the learner context, and the other two, and then maybe bringing in some of the other things later because I was wondering you're not always being as creative and optimising the full potential of what you could create because you're always thinking that I've only got this much money and this many staff, and whether you apply those parameters later when you've been through the design process. Well, actually that's lovely, that's what we like to work towards, but in reality I have only got one administrator, I have only got one associated tutor, so I can't run this, this is not going to work, but these elements would. So whether it's better to put those two constraints at the beginning of the process and create something that is realistic and sustainable and scalable, maintainable, or whether to leave that at the end, and then put those parameters in the end. But I think there is definitely I would say the need for the learner context, the learning outcomes and the assessment before you start the storyboard because you have to think what you want the students to achieve and how are you going to measure that they have achieved. Then once you have the start and end points you can unpack the curriculum. You can reflect back on the features, activities that you've done and thought, 'well, actually we did want some problem-based learning, I can see that would work here in that 12-week block.' And you could put some of the features then into timeline. Then you could unpack the features, but keeping it within the storyboard. I could really see the storyboard coming next with access to additional references to help to guide that. And you keep unpacking them. Then when you got back, when it's unpacked, I think then...I like the Activity Timing? [MN: Activity Profile]. Yes, I think that was really nice because having mapped out the curriculum for a module, you could then enter... there is that many hours of collaboration, there is that many hours of assimilation, because you've mapped them all on the storyboard. And then I really like the profile because it suddenly shows you in its beautiful graphical context that actually you might have thought you developed a very socio-constructivism model, but when you see the bar graph, and you see you got absolutely no communication! You actually think, 'oh, hang on!' And you could go back and revisit the storyboard and think where did we go wrong in these course elements because we do want it to be socio-constructivism. So let's go back and how we might rework some of the activities. I thought they were quite nice together.

University of Leicester: Case study final report: 30 April 2012

MN: So the Storyboard and Activity Profile can be used in parallel with each other and keep feeding back to each other.

NH: Yeah, to give you sort of a check to see if you're actually in terms of the learning theory that you've chosen or components that you wanted to have for student experience... because I think on the storyboard it might look great but then that visual bar graph is really good. I was quite surprised when we did that activity to find that given it's such an innovative sort of pushing the boundaries kind of course that we're creating in Learning Innovations, what we have done is a quite traditional course, kind of simulation and assessment, and we have very little communication and collaboration, that hasn't been our intention. I think those two are really nice to keep going and checking.

Then there was the Course Map? I think that's really important. But I'm just not sure about that activity. That didn't stay with me as the others did. I'm not sure whether it was because we didn't have it long to explore it and it was difficult to work within it because the Excel won't working, and you got that big [circle] in the middle so you can't see a bit of text. Or whether we're not in the position in the design process to use that one effectively at that point because I think the Course Map is really nice, probably after use the storyboard and everything else, then you start to think, 'well, what we're going to need to support students and to enable them to do this? What are the key skills? What are the staff roles?' I think that's really nice because then you would have mapped out the pedagogical, you now start thinking of the administrative and support model, roles, responsibilities, support guidance, key skills, so then you start to get that layer. And then you can finish off with the technology and how it would be delivered.

MN: So that's something comes after the storyboard and activity profile.

NH: And then again going back to that iterative process, reflecting back again and thinking 'ok, have we...' and that's maybe when those other constraints come in when you start to think about, 'well, to support that, this is the ideal, but how many staff are we going to need and what are their roles?' We do a lot of work on staff roles and that's probably come out from the Course Map. And then I'd finish it with the OER audit because then I'm ready to think about the content, where is the content going to come from because you've mapped out the curriculum, you've mapped out the support model and the key skills and the admin, and how is it going to be delivered? You make choice of them because when you've got your storyboard, you're able to say, 'we want some reflection, the blog is going to be the best for that, we want collaboration.' So I think for me the storyboard, the presentation and delivery choices fall out of that, so from the Course Map. Then I would finish with the OER audit because I think it's a really good idea because before you start, now authoring and sort of

University of Leicester: Case study final report: 30 April 2012

realising the design, you want to see what's already available, you don't want to spend precious time reinventing the wheel. So I think the OER audit is really nice, sort of final activity because it's so much like a gap analysis, then you'd be able to say, 'oh, actually we've already got all those materials that deal with the key skills. We've got that content that would satisfy that component of my storyboard. And these are the things that are left.' And because you've almost looked who's going to be responsible for providing this. So I think all of the tools I felt were really good, just a bit of re-sequencing, and just thinking about the learner context and some of the constraints and support.

MN: And bringing different contexts and constraints at different stages.

NH: Yes. So at the end you'd feel confident that your design will scale and it's easy to maintain because quite often we design the first intake like 15-20 students, and what we find would happen is because they haven't factored in the design process, the support model and the administrative model. They get success, then the next intake, we've had a course that goes from have 15 students to 90, but they haven't got any administrative, they haven't had a database, they haven't had any of the things that they need. So although that model that course design works beautifully for 15 students, it doesn't work for 90. And then people have to go back, almost fix and tweak, and becomes sort of messy then, and create additional work, and unnecessary pressures on staff, whereas if they had factored that into their design process a little bit more rather than just leaving it as a pedagogical model or a technological model, if they had all three layers.

MN: Did you see any gap in the tools that we presented? Or, you talked about some of the constraints, sustainability and scalability models which the tools do not allow you to do?

NH: I think probably the Course Map starts to touch on support. But I think it's definitely having a... asking the team about how much money do you have, how many staff do you have, how many are you likely to have. You don't always have to design for... But I think it's just making them aware of that and being realistic. You know, they do very well, maybe they will get more administrators, but what happens if they don't. Is the course design resilient? How well can it respond and reflect? One of the starting points we have when we are doing course design. We have course design game. So right at the beginning, we get people to think about their demographic and their resources, and they take cards that help to map the four components of the course, and then we have the consequence cards, so suddenly the internet cable is being cut, and you have to see how well your course design responds. And it gets staff thinking about, 'actually I thought I was going to do lots of print, but if there is a postal strike, actually it really heavily impacts on my students, and I've got no backup plan.'

University of Leicester: Case study final report: 30 April 2012

It makes them sort of question their design choices a bit more. That's something that maybe fit in.

MN: So you have some other tools and games, and this is something different, probably more focused on pedagogy and design, but you have something getting people to think about the wider context. Those two may be combined in a way.

NH: I think so. I think that would be really nice. I think then that would just help sort of have all the components of the course design together, so think of those three layers, the pedagogical, technological, and the support and administrative layers of course design.

MN: So any suggestions about how we might improve the workshop, both in terms of the tools and activities, and the format and delivery.

NH: I think for me it was the sequence. So I think it's what Ale said at the end of yesterday that maybe they didn't mash together, or almost felt like they were separate components that we were testing and trailing, and it didn't quite see as a whole workshop because the sequence of events weren't quite right for me, as I've sort of outlined in this interview. There was a different way I probably would have wanted them to be presented to me, so it's a more natural course of design progression, but whether that's just the way I design because it's a bit more instructional design. And the learning outcomes are not coming. So I would like the learning outcomes the second, so having done the brain dump, 'oh, yes, I like all these features...' I then want the learning outcomes, so everything is coming back to the learner and actually what we want the learners to achieve.

MN: So how each tool or activity links back to the learning outcome?

NH: Yeah, keep going back to the learner, the learner profile and the learning outcomes. So I wanted it to be cyclic and return to that, because they're at the heart of what this is all about. I mean if we don't have the learner at the heart of this, then why we are doing this because this is just a hypothetical kind of activity, and because we are not thinking about what we want them to achieve, what are their expectations, and what are their limitations, you know, where is the market, what is the context, how much money do we have, and what we can actually deliver, are we going to get any more money? So it's those sort of factors I think coming in early. But if this workshop is longer, this would need to be spread over a longer period of time because... But if this is for the institution, it's nice, I can see how you can uncouple some of these, depending on where a department is in the design process, you might only use two of these tools or one of those tools. If it's somebody just starting like yesterday maybe from scratch, then the whole suite is applicable. And it's a case of timing when you use those giving the course team enough time in between to go away and reflect and develop aspects before they are going to the next tool, but not so long that they've



University of Leicester: Case study final report: 30 April 2012

given it up. So it's the timing of those. But I think either that needs a lot more guided preparation work before they come to a 2-day block. There will be a lot of things they need to be... Maybe they do the Linoit features activity and do the learning outcomes and assessment work before they come to the 2-day workshop. Some of them are preliminary activities that they do on their own before they come and get the consultant and facilitation input. Potentially, maybe that's another way to do it so the process doesn't go on too long. But I think that they need some briefers in between for reflection, and for the team to have their own discussion without a facilitator.

MN: So there is a need to give participants enough time to complete their tasks properly and to have proper discussion.

NH: That's right. I don't know which of those benefits having a facilitator or consultant role with them, and which they could actually be doing independently, and then bring to the next face-to-face contact time.

MN: So they can have a proper output from each activity.

NH: Absolutely, so you feel satisfied that's been a worthwhile activity for you. I think yesterday what I took away was a lot of ideas, a lot of thoughts, a lot of things to reflect on, and I could see the value. But I didn't feel like I made any sort of significant progress into some of these things. We all get some good outlines. And it's great to get stuff done in paper like that. But then if you think that you're new to all these, and if you just left that workshop now and you left alone to just carry on. How well are they going to succeed because this is probably going to be points down the line where they need somebody to question them about the decisions that they are making. And because it's quite a broad brushstroke in a timeframe, and actually when they get down to some of the final details, they need an expert to come in to give them a bit more guidance. I think it's just a case of thinking of the schedule.

MN: So it should be just one-off, but should be happening at certain intervals.

NH: If it was a new course design, if it's a brand new degree programme, yes. But if people are reviewing a module or they are very experienced course designers, then they may not want to be covered by all these tools. Just help them with a particular stage of design maybe.

So really really good! Lots to think about!

MN: So any other comments?

NH: I don't think so. I thought it was really really good. I wanted to do this to challenge my thinking because you're get quite set in a way of using instructional design, and it can be



University of Leicester: Case study final report: 30 April 2012

quite of sequential. The process is nice to actually think about creative ways and other ways of approaching course design and development. And I took away a lot of tools. I can see me using all of these. But as I just said, maybe in a different sequence with different support materials, and different timings, if it was somebody starting from scratch for a new programme design, and they're not very experienced. But then you can uncouple it using other elements independently with others. Yeah, it was really good!