



Professor Gilly Salmon

Designing successful e-tivities

E-Learning Day September 2018  
“Now for the future –  
looking for ideas, concepts, projects”

**FH | JOANNEUM**  
University of Applied Sciences



## Research to 2018

- Collaboration: multi-professional
- Keeps accountability with the knowledge owner
- Opens minds & changes mindsets about what's possible in teaching
- Acceptable introduction of change with technology
- Fast & effective
- Promotes scholarship of learning & teaching
- Promotes ROI from university learning technologies



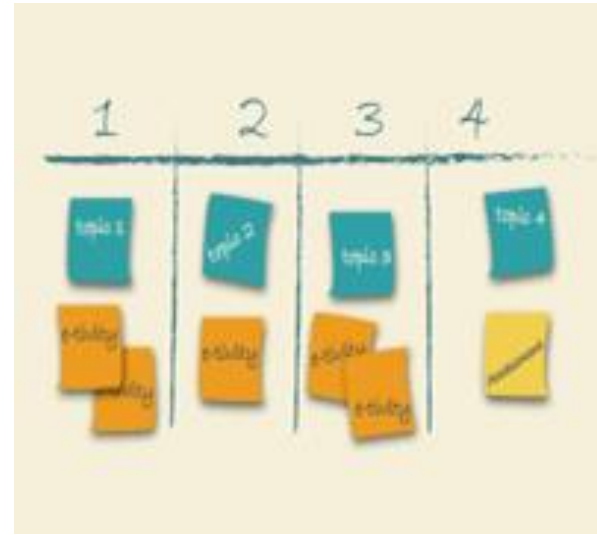
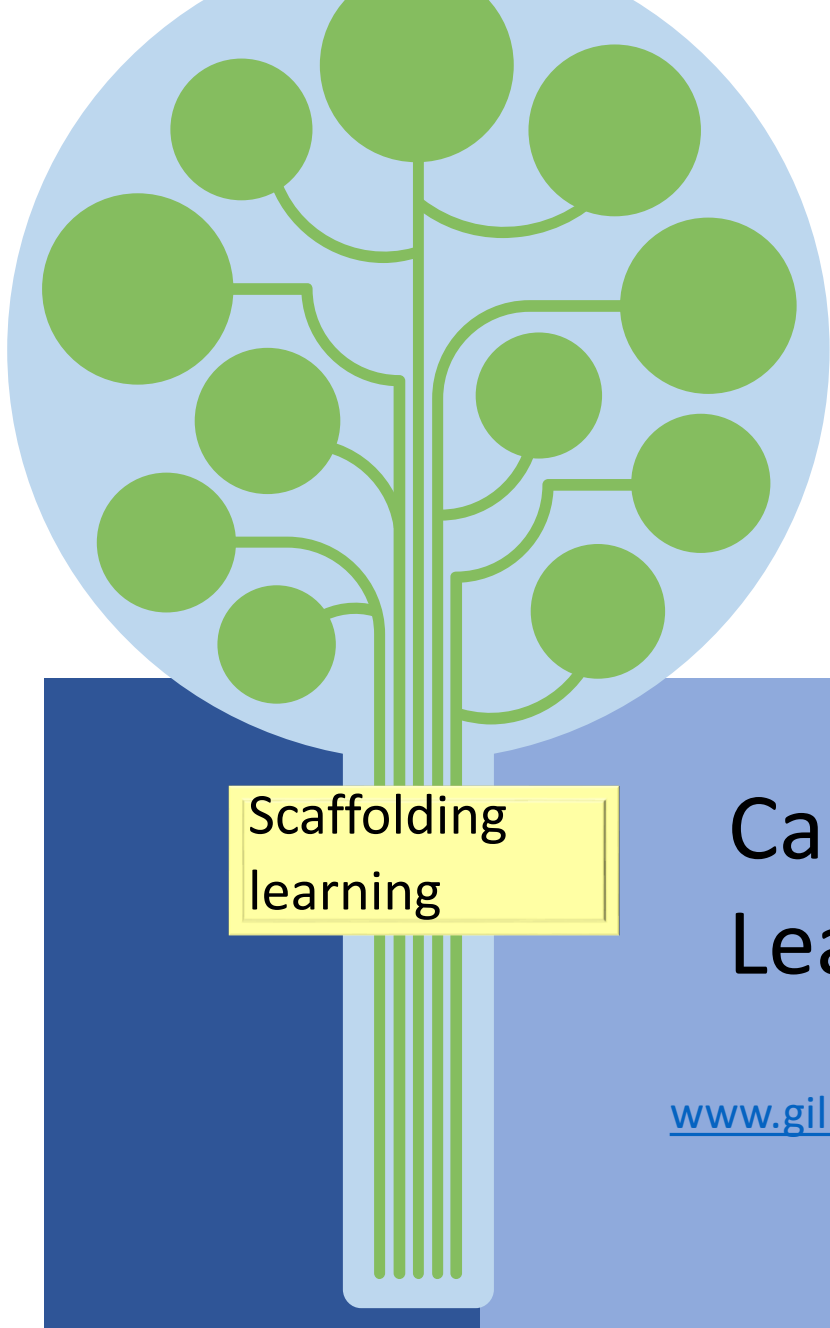
- Promotes 'satisfaction'
- Enables 'engagement'
- Supports students' 'understanding' of study
- Promotes & enables innovation
- Sustains innovation over time
- Future-proofs students' learning experiences
- Promotes action research- students: staff
- Promotes future-orientated outcomes & attributes



- **Ecological:** integration, alignment and blend
- **Scaffolding**
  - for assessment, knowledge and learning
- **E-tivities**-learning activity with frequent feedback
- Designing with the **end in mind – outcomes, assessment, feedback**
- Design **once**, deliver many times

Scaffolding  
knowledge:  
Scaffolding  
learning

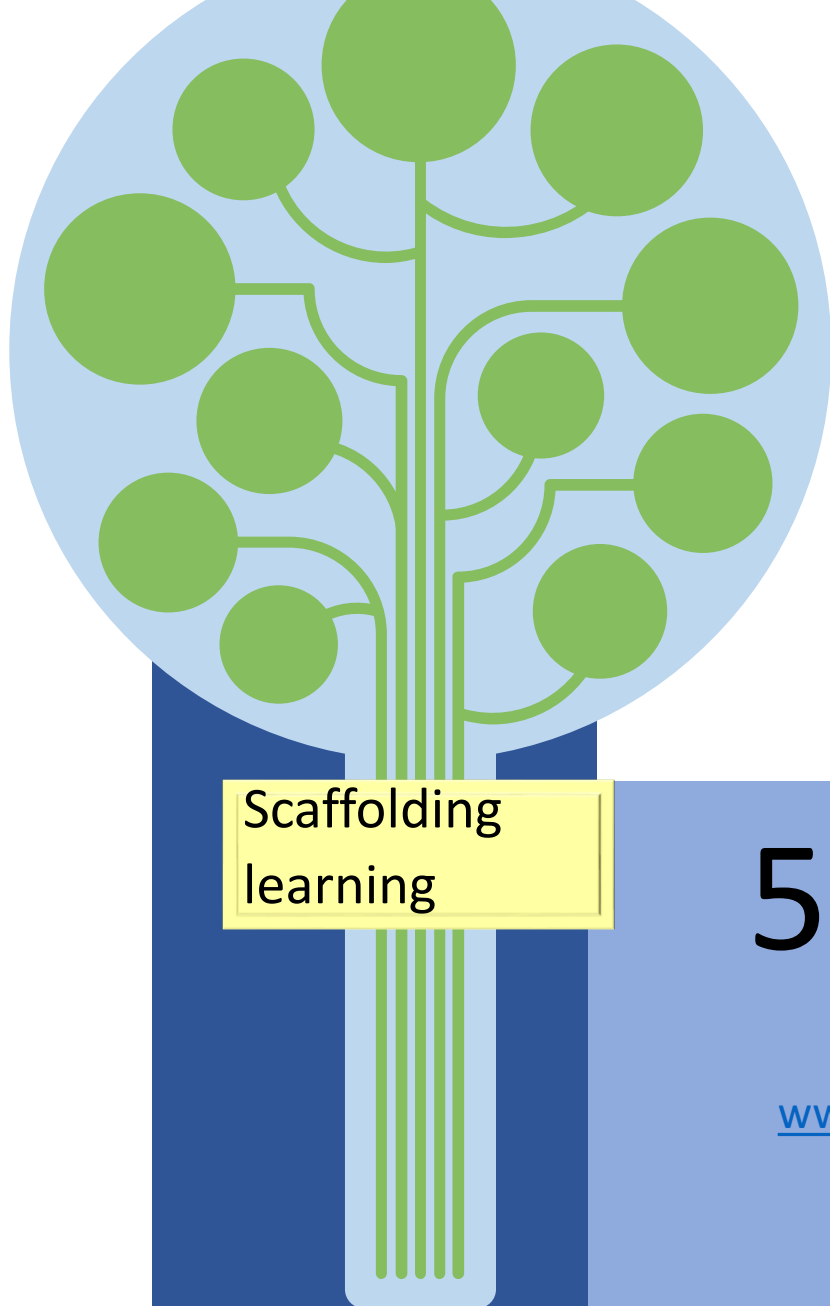




Scaffolding  
learning

# Carpe Diem Learning Design

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



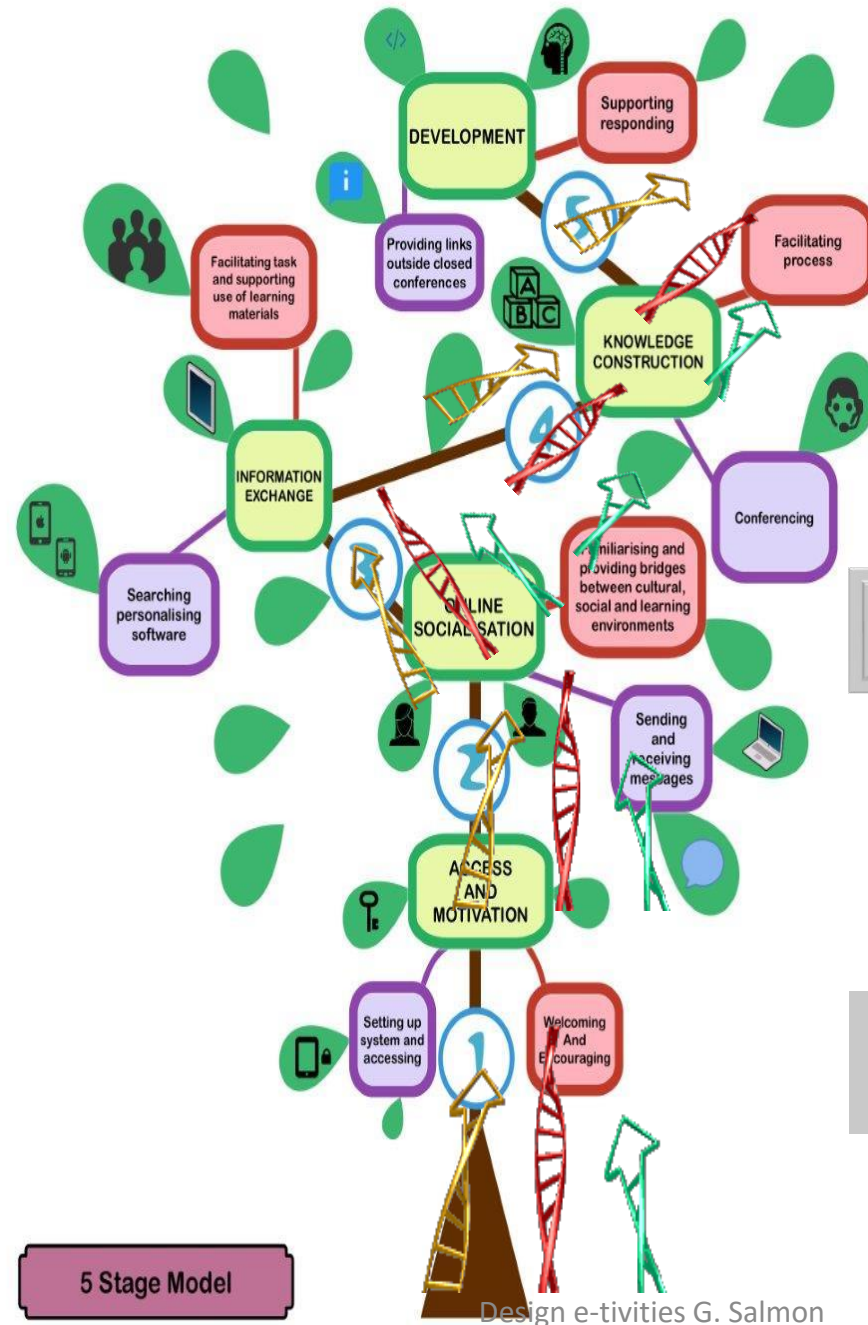
Scaffolding  
learning



# 5 stage model

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





Scaffolding Learning:

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

5 Stage Model

Design e-tivities G. Salmon



# UNIT Title

## STAGE 2

## STAGE 4

## STAGE 1

## STAGE 3

## STAGE 5

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Topic 1

Topic 2

Topic 3

Topic 4

Topic 5

Face To Face component

Face To Face component

Face To Face component

Face To Face component

E-tivity 1

E-tivity 2

E-tivity 3

E-tivity 4

Feedback

Assessment & feedback

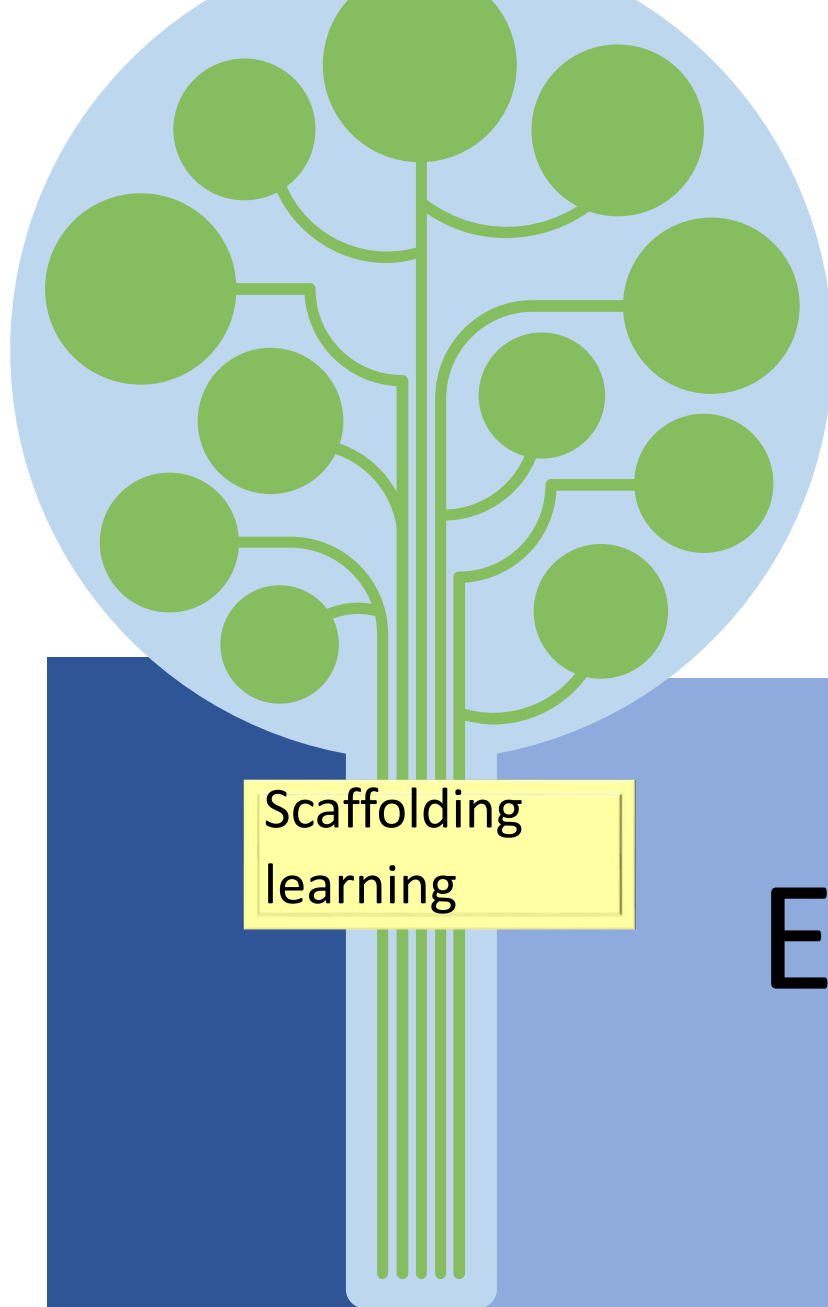
Feedback

Assessment & feedback

Assessment







Scaffolding  
learning

# E-tivities

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

Salmon, G. E-tivities: the key to active  
online learning, 2<sup>nd</sup> Edition 2013  
Routledge.

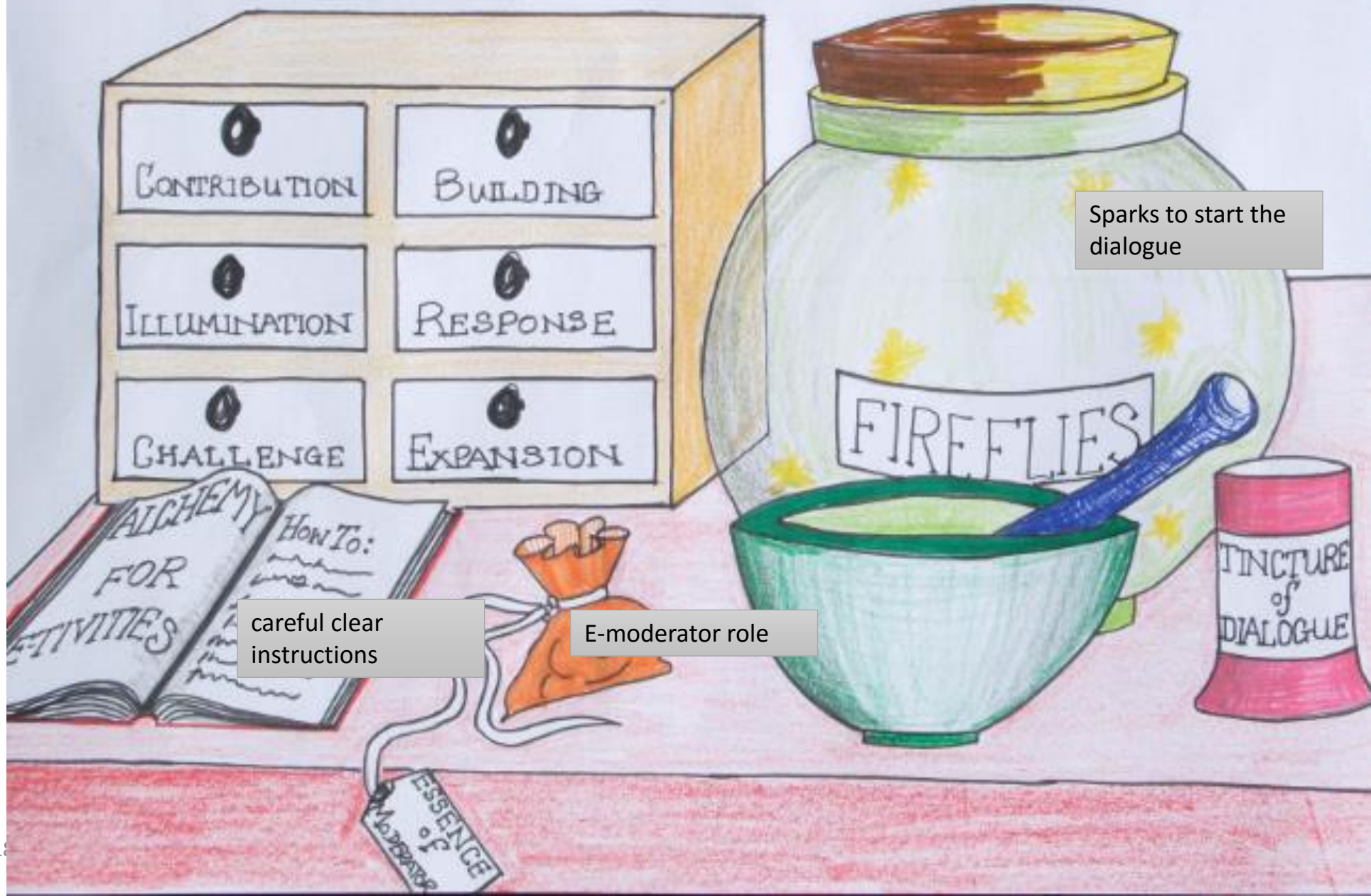
# Carpe Diem

## 3 BUILD YOUR PROTOTYPE

Build your design in the online environment. Develop your e-tivities and test them in a real and practical way.



Students' engagement with each other



Sparks to start the dialogue

Careful clear instructions

E-moderator role

# Key features of e-tivities

- Include a small piece of information, stimulus or challenge (the **'spark'**) that grabs attention/interest
- Online **activity** which includes individual participants posting a **contribution**
- An interactive or participative element- such as **responding** to the postings of others
- Summary, feedback or critique from an **e-moderator**
- Clear, easy to follow and quick to complete
- Aligns with assessments and learning outcomes

# E-tivities invitation

*Numbering, sequencing, pacing*

Title

Purpose

Task summary

Spark

Individual contribution

Dialogue begins

E-moderator interventions

Schedule and time

Next





### E-tivity 2.3

**Purpose:** to write encouraging replies.

**Task:** suppose the following e-mail appeared in a forum you were e-moderating:  
*'I am really fed up with the people in this forum who spend their time looking in on those of us who are doing all the work. If this keeps on - I'm off!  
Andy'*

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

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

Next

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

Familiar symbols

Clear pacing & sequencing

Purpose

Single Task  
Per message/forum

Spark  
(to start the dialogue)

Where to respond

E-tivities

Response to others

# E-tivities



Links

Time



## eTIVITY 2: BP Google Manipulation

<b>Purpose:</b>	To introduce students to the concept of ethical behaviour in business and also examine their own ethical stances.
<b>Task:</b>	(1) Go to <a href="#">the news article</a> discussing Google's purchase of search results during the Gulf Oil Spill of 2010. Go to the forum (as described under 'Respond' below in 1) and post your reflection on this post. (2) Now that you've considered the ethical decisions of a company, it is time to examine your own ethical stances. Complete <a href="#">this quiz</a> . It is based on Kohlberg's ethical framework (which you'll encounter in the next few weeks). Then follow the instructions under part 2 of 'Respond' below.
<b>Respond:</b>	(1) Once you have finished reading this, go to <a href="#">the forum</a> and post your thoughts about whether this type of behaviour is appropriate? What are the consequences of BP's actions? (2) Save a copy of the results of the quiz. We'll need this for the e-tivity in the last week of this course.
<b>How much time:</b>	The entire activity should take: reading (10mins), posting on the forum (15mins) and then the quiz (10mins).

# E-tivities

HOME / ABOUT

## A Bad Case of Bali Belly, It couldn't happen here... Could it?

AUGUST 20, 2015 WASTEWATERWISDOM

Diarrhoea in Australia

In Australia we often hear of and tell stories of bad cases of diarrhoea and other gastrointestinal diseases that occur abroad. Whether its from a dodgy curry on the banks of the Ganges (India) or a cocktail made at 1 a.m. in Kuta (Indonesia) with "local" ingredients the symptoms are the same. What is the common link between these illnesses and are we

RECENT POSTS


- Wastewater Treatment of Tomorrow: Vertical Wetlands
- How to make money with an iPhone and a Sink! (and lose fat too!)
- Breaking the Wastewater Infrastructure Cycle
- Bill Gates' Has a Solution to Human Waste Management in the Developing World. Will it Work?
- A Bad Case of Bali Belly, It couldn't happen here... Could it?

RECENT COMMENTS


Follow

<https://twitter.com/anasghadouani>

<https://wastewaterwisdom.wordpress.com/>

<p>GOALS (Week 1)</p>	<ul style="list-style-type: none"> <li>• Start to become familiar with the digital learning environment.</li> <li>• Meet and work with your learning group.</li> <li>• Explore your roles in this unit including as participant and learner, and as a university learning leader in the digital age.</li> </ul>				
<p>INTRODUCTION</p>					
<p>E-TIVITIES</p>	<p>E-tivity 1.1</p> <p><b>Breaking the ice</b></p> <p>Meet others and form learning alliances. <a href="#">...more</a></p>	<p>E-tivity 1.2</p> <p><b>Becoming a Learning Leader</b></p> <p>To explore the idea and qualities of 'learning leadership'. <a href="#">...more</a></p>	<p>E-tivity 1.3</p> <p><b>My SWOT analysis</b></p> <p>To explore your strengths and aspirations as a learning leader. <a href="#">...more</a></p>	<p>E-tivity 1.4</p> <p><b>Elevator pitch</b></p> <p>Create a powerful introductory statement about who you are, what you'd like to achieve, and what you have to offer other participants in this unit. <a href="#">...more</a></p>	<p>E-tivity 1.5</p> <p><b>Thinking like a learner</b></p> <p>Allows you to reflect on the perspective of learners when they work independently to add to their existing understanding, an essential part of the learning process. <a href="#">...more</a></p>

GOALS (Week 2)	<ul style="list-style-type: none"> <li>• Take a whistle-stop tour through theories of learning.</li> <li>• Explore at least one theory in more depth that will inform your own teaching.</li> </ul>	
INTRODUCTION	<p>This week provides an opportunity for participants to appreciate the nature and scope of theories in education. We anticipate that you will reflect on your own learning experiences and how they might relate to one or more of the theories. In addition you will explore the implications of one theory of interest to your current teaching practice and share points of views with other participants.</p> <p>On Thursday afternoon of this week (24th March) we will also be running a synchronous web-conference using Blackboard Collaborate. The discussion will be moderated by your tutor and will focus on the first two weeks of this module - Evolving You and Learning Theories. The session will not exceed 45 minutes. You will be notified of the link to the session on the that day.</p>	
E-TIVITIES	<p><b>E-tivity 2.1</b></p> <p><b>2500 years of learning theory</b></p> <p>Explore learning theory and start to understand its potential significance for your teaching.  <a href="#">...more</a></p>	<p><b>E-tivity 2.2</b></p> <p><b>There's nothing so practical as a good theory</b></p> <p>Develop and share your understanding of at least one of the theories mentioned in Clark's video and consider it in the light of your aspirations for your own teaching, in your discipline.  <a href="#">...more</a></p>

FHE Module 1 <span style="float: right;">             W1   W2   <b>W3</b>   W4           </span>			
<b>GOALS (Week 3)</b>	<ul style="list-style-type: none"> <li>• Explore the context of university teaching in uncertain futures.</li> <li>• Start to map out the future for your discipline.</li> </ul>		
<b>INTRODUCTION</b>	<p><i>If we could first know where we are and whither we are tending, we could better judge what to do and how to do it.</i> - Abraham Lincoln ("House Divided" speech, 1858)</p> <p>This week you will be introduced to some taster techniques that will enable you to explore the context for transforming your teaching in the future.</p> <p>Foresight enables us to anticipate many of the risks and opportunities that could confront us in the future, giving us time to decide what to do before we crash into them. Foresight can also help us to develop worthwhile and achievable goals, along with strategies for attaining them.</p> <div style="text-align: center;">  </div> <p><i>Used with permission from the City of Albany</i></p>		
<b>E-TIVITIES</b>	<b>E-tivity 3.1</b>  <b>Footprints</b>  Enable you to consider innovation for university teaching. <a href="#">...more</a>	<b>E-tivity 3.2</b>  <b>Hindsight, insight, foresight</b>  To explore ideas about key traditional ways of undertaking Higher Education. <a href="#">...more</a>	<b>E-tivity 3.3</b>  <b>Explore timelines and futures</b>  Investigate how both hindsight and insight can be used to explore futures in higher education. <a href="#">...more</a>

<p><b>GOALS (Week 4)</b></p>	<ul style="list-style-type: none"> <li>• Explore the journey of change in learning and teaching in Higher Education</li> <li>• Consider how students needs are changing</li> <li>• Reflect on your first steps in your own transforming teaching for learning experience.</li> </ul>		
<p><b>INTRODUCTION</b></p>	<p>This week participants will consider how changes in higher education and student needs may impact on their teaching in their own disciplines. The final e-tivity, together with the module assessment task, will provide an opportunity for reflection and the selection of evidence of professional learning to include in ePortfolios.</p>		
<p><b>E-TIVITIES</b></p>	<p><b>E-tivity 4.1</b></p>	<p><b>E-tivity 4.2</b></p>	<p><b>E-tivity 4.3</b></p>
	<p><b>Make your own future</b></p> <p>To illuminate a pathway or two for the future context of your teaching. <a href="#">...more</a></p>	<p><b>The evolution of Higher Education 1.0 - 3.0</b></p> <p>Explore concepts of change in Higher Education. <a href="#">...more</a></p>	<p><b>Mirror, mirror on my screen</b></p> <p>Prepare you to apply your new found knowledge and foresight to create new futures for your students. <a href="#">...more</a></p>

## 2500 years of Learning Theory

**Purpose:** To explore learning theory and start to understand its potential significance for your teaching

**Spark:**



Donald Clark. (2015). 2500 Years of Learning Theory. Duration: 41 min, 51 sec

**Brief summary of task:** This task overviews many learning theories and the presenter provides a brief commentary on their value and contribution to teaching practice.

**Individual work:** View Donald Clark's presentation. Of the learning theories Clark briefly covers, many are dismissed as being plainly wrong or useless! Drawing from your own learning or teaching experience, identify an example where you particularly agree or disagree with the view of the presenter and explain why.

Go to your group's [E-tivity 2.1 Blog](#) and create a blog entry explaining your reasons for agreeing and disagreeing, with a brief example of your experience. Your text should be 100-300 words.

Title

Purpose

**Interaction begins:** Come back again in a day or two and read through your group's blogs. Comment on at least two of them- more if you can- indicating whether you agree or disagree and adding any experience or thoughts or your own.

**Schedule & Time:** You should spend around 90 minutes on this e-tivity, including watching the video, posting your experience and responding to others. Write your post by Wednesday of this week and then check back on Friday to continue the discussion.

**Next:** Move to [E-tivity 2.2](#).

Spark

Summary of task

Individual contribution

response to others

Timing

Next




## E-tivity 3.3



### Explore timelines and futures

**i Purpose:** For you to investigate how both hindsight and insight can be used to explore futures in higher education.

 **Brief summary of task:**

Explore timelines, trends and ripples for higher education and have a try at some forecasting.

 **Spark:**

The diagram below provides an example of how timelines enable the mapping of key events in order to illuminate connections and ripple effects in the complex environment of higher education (HE). To enable this process HE has been deconstructed into seven elements. Download the pdf below to view more clearly.

One of the strategies used by futurists to inform foresight and explore alternative futures is to build on the benefits of hindsight(s). Insight thus gained can then assist foresight.


For us, we can consider how likely a possible future scenario is based on hindsight and insight. For now you might like to start with 'possible futures' (less likely) and 'probable futures' (more likely).

Then there are other things to contemplate – is this a future that you or your discipline might **prefer** over another alternative.

Then, considering your preferred future- does the system you are in have the capacity and capability to create your preferred future and make it 'viable'? (if not...what would be required?).

[Exploring Futures II.pdf](#)



 **Individual work:** Making reference to the timelines above try and bring some hindsight, insight and foresight to the following task.

Based on the confluence of factors in the timelines, what do you see as a possible or probable future for higher education? Post your brief description of this on the [Group Discussion Board](#) (about 250 words).

### E-tivity 3.3



#### Explore timelines and futures

**Purpose:** For you to investigate how both hindsight and insight can be used to explore futures in higher education.

**Interaction begins:** Choose at least two posts (start with one where there are no comments) and say whether this might constitute a preferred future (for you, your students and/or your discipline), and also whether you think such a future is viable (i.e. could be made to happen?). Are there any futures described by your colleagues that you think are **both** preferred and viable!? Any give you nightmares? Please keep your responses to 150 words max.

**Schedule & Time:** Post your work by Wednesday of this week and then check back on Friday to continue the discussion. This e-tivity should take about 4 hours to complete.

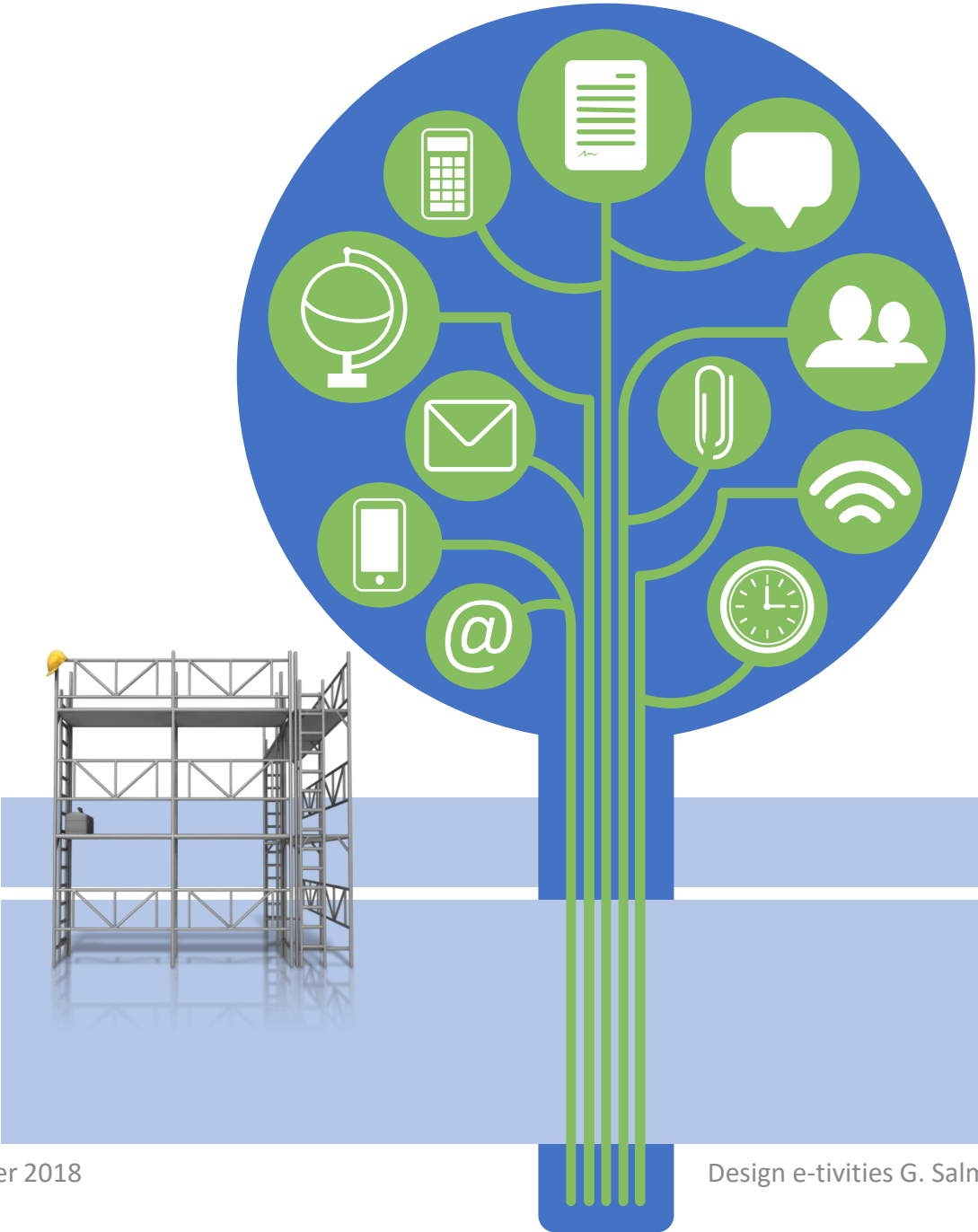
**Earn a Badge:** Add your work to your [ePortfolio](#) under Core Knowledge #4 "The use of appropriate learning technologies." Please give the artefact the title "E-tivity 3.3." Then upload your ePortfolio [using this link](#). After your tutor views the submission, you will receive a badge. You can see the badges you've earned from the [My Badges](#) link on the left menu.

**Next:** You have finished Week 3! [Week 4](#) will begin on Monday.



**Individual work:** Making reference to the timelines above, try and bring some hindsight, insight and foresight to the following task.

Based on the confluence of factors in the timelines, what do you see as a possible or probable future for higher education? Post your brief description of this on the [Group Discussion Board](#) (about 250 words).



## CARPE DIEM

6 steps towards future-orientated, student-centered LEARNING.

## 1 BLUEPRINT

Work with your team to lay out the mission statement for your course and work out what you want to achieve.

1	2	3	4
topic 1	topic 2	topic 3	topic 4
activity 1	activity 2	activity 3	assessment

## 2 STORYBOARD

Make a visual representation of your learning, teaching and assessments. Use it to work out your schedule and how things fit together. Use the five stage model as a scaffold.

## 3 BUILD YOUR PROTOTYPE

Build your design in the online environment. Develop your e-tivities and test them in a real and practical way.

## 4 REALITY CHECK

Have your colleagues test your design and collect the feedback. Test out other participants designs.

Use the feedback to refine the design. Indicate where more work needs to be done and who might do the work.

## 6 PLAN YOUR NEXT STEPS

Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines!

## 5 REVIEW + ADJUST

## 6 PLAN YOUR NEXT STEPS

Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines!

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

**Margaret Mead**

*“If you don't like change, you're going to like irrelevance even less”.* Eric Shinseki

# Thanks for Taking Part

*“Every society honours its live conformists and its dead troublemakers”.*

**Mignon McLaughlin**

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

No budgets or human or harmed in the making of the presentation