

PEDAGOGICAL L&T-REX #13

Designing a course using the "Carpe Diem" methodology

never stop daring



CARPEDIEM DESIGN

Dan EVANS

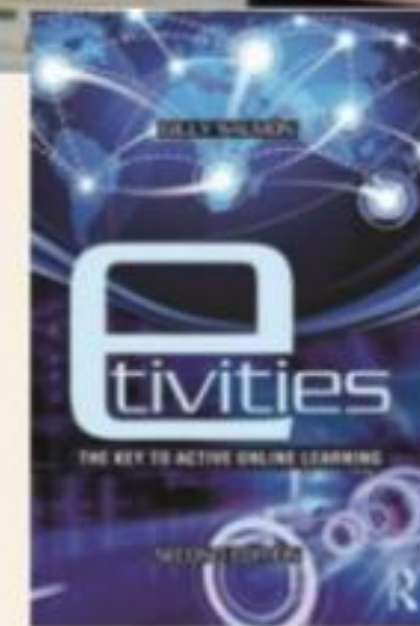
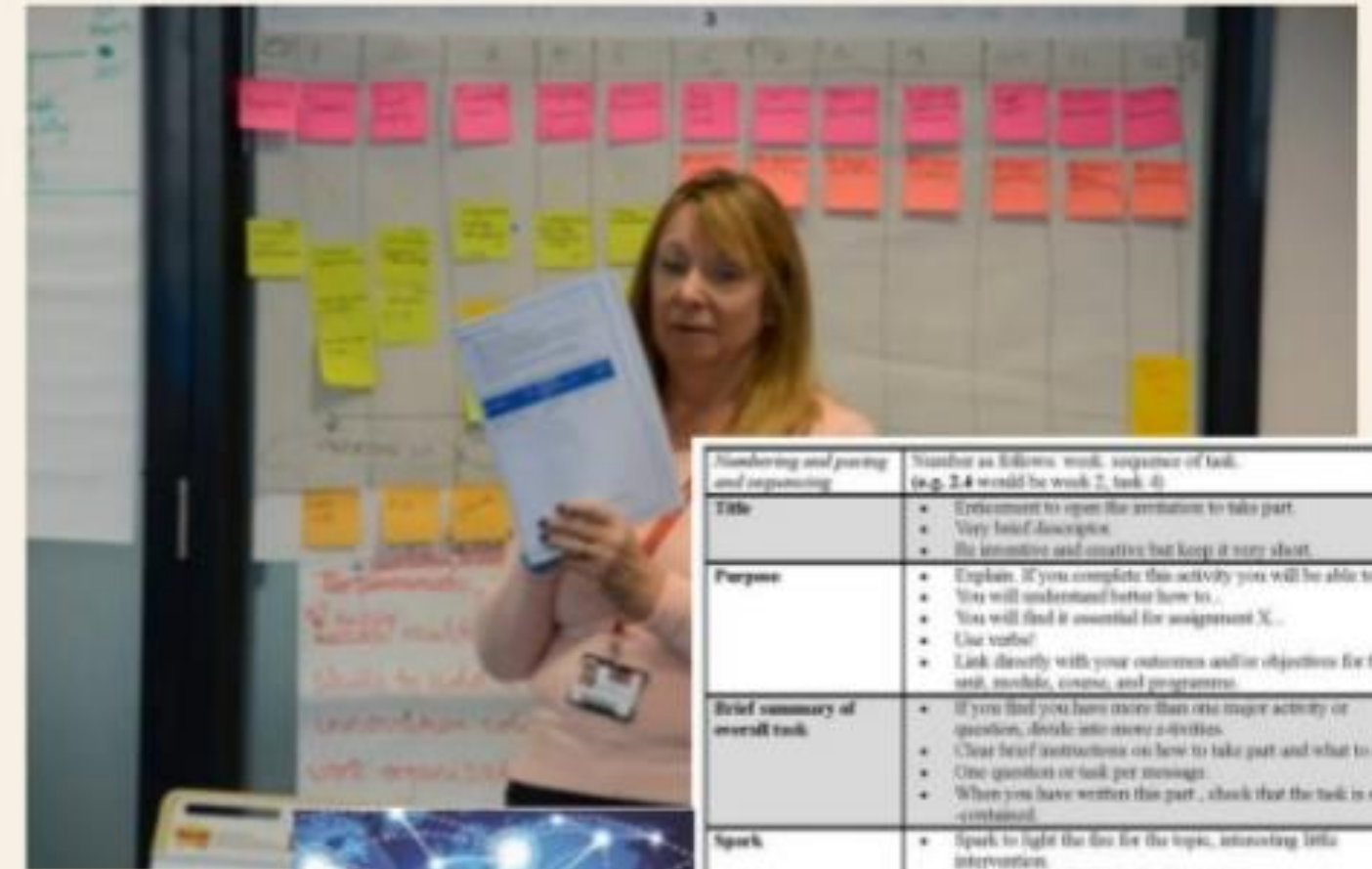
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DESIGN PROCESS

6 step process (by Gilly Salmon)

- Write a blueprint – envision the future (Mission Statement)
- Make a storyboard – become a designer
- Build your prototype (online/offline) – add e-tivities
- Check reality
- Review and adjust
- Planning your next steps



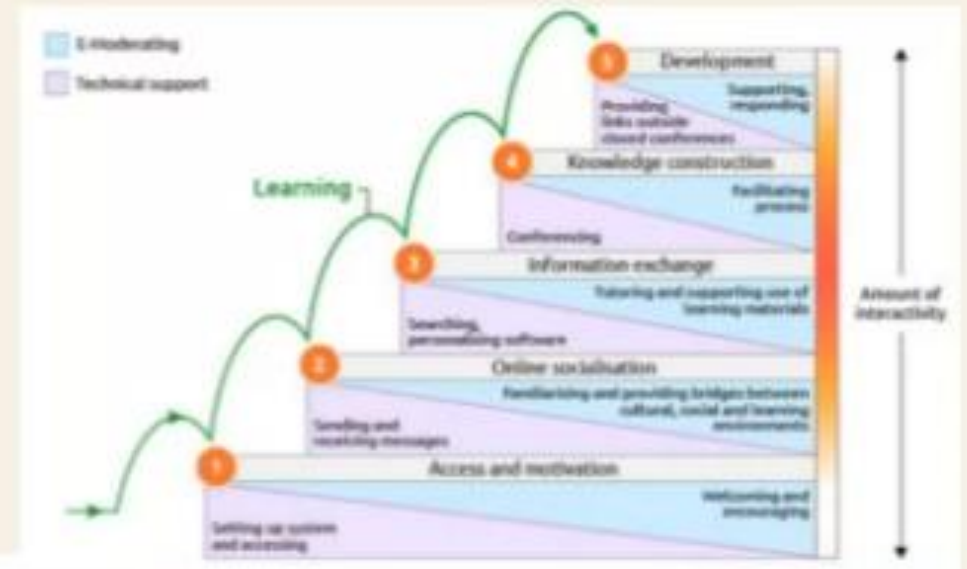
Numbering and naming and sequencing	Number as follows: week, sequence of task. (e.g. 2.4 would be week 2, task 4)
Title	<ul style="list-style-type: none"> • Enticement to open the invitation to take part. • Very brief description. • Be innovative and creative but keep it very short.
Purpose	<ul style="list-style-type: none"> • Explain: if you complete this activity you will be able to... • You will understand better how to... • You will find it essential for assignment X... • Use verbs! • Link directly with your outcomes and/or objectives for the unit, module, course, and programme.
Brief summary of overall task	<ul style="list-style-type: none"> • If you find you have more than one major activity or question, divide into many 2-4-tivities. • Clear brief instructions on how to take part and what to do. • One question or task per message. • When you have written this part, check that the task is self-contained.
Spark	<ul style="list-style-type: none"> • Spark to light the fire for the topic, introducing little intervention. • Directly link with topic for this week. • Opportunity to expose 'content' but with the purpose of a spark to start a dialogue with others.
Individual contribution	<ul style="list-style-type: none"> • Give clear instructions to the individual participant as to what he or she should do in response to the spark. • Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected. • Create a link from this part of the invitation to the location for posting.
Dialogue begins	<ul style="list-style-type: none"> • Request response from an individual to others, what kind of response, how long, when and by whom. • Key point: students access online to see if others have read and responded. Make this happen. • Create a link from this part of the invitation to the location for posting the responses to others.
E-moderator interventions	<ul style="list-style-type: none"> • Clearly indicate what the e-moderator will do and when. • Explain that the e-moderator will comment, give feedback and teaching points and close the e-tivity, and when this will happen.
Schedule and time	<ul style="list-style-type: none"> • Total calendar elapsed time allowed for this e-tivity. • Completion date. • Estimate total study time required (e.g. 2 x 1 hour).
Next	<ul style="list-style-type: none"> • Link to next e-tivity. • You can suggest additional resources to help with the task; indicate whether they are required or optional, place the links at the end of the invitation.

WORKSHOP

Collaboration (teachers helping teachers on-line collaborative documents (onedrive))

<https://tinyurl.com/AudenciaCarpediem1>

Notepad for the prototype



15 min., work to revise and build a clear compelling mission statement
 5 min., when complete, add constructive comments to the work of others
 5 min., general discussion (back to main room)

BUSINESS SIMULATION (1 hour)

Before revision
 Better understand the relationship between marketing and strategy
 Evaluate the accounting and financial consequences of various possible business choices
 Define marketing actions
 Critique a marketing plan

After revision
 To create a real we extract when ready
 They will use what I see
 I must open each session brings
 Consider business information

1.2 The Impact: 20 min
 Understanding the learner and the learner's motivation is a critical first step
 Work collaboratively to complete the following questions about the learner

15 minutes, Individually take time to give your input into each of the 15
 15 minutes, general discussion and clarification of what we agree on a

FINANCIAL ANAL

Before Revision
 The course aims at health of a company

After revision
 This course directly addresses interest
 business and other
 business and other

QUANTITATIVE

Before revision
 This course allows a strong base in financial strategies

After revision
 At the end of the co-consultancy, equip
 implement basic financial strategies

What are (according to you), the person's attitudes about learning in a

- minimize effort and maximize reward
- get the grade
- taking what has a direct interest for him / her
- expect direction, prescriptive knowledge, required activities
- active, minimum effort required outside the class,
- expect enhancing skills required by dream job

What does the person potentially see in the proposed course? Benefits? Costs?

BENEFITS

- flexibility
- skills
- certificates / recognition of his / her name

COSTS

- a lot of work
- maybe 15 hr alone
- not recognized

Course Title	Financial Analysis (1 hour)	Quantitative Finance (1 hour)
Outcomes and Objectives pre-defined	Gain a comprehensive overview of accounting statements needed for financial analysis Understand and become skilled in ratio value Develop strategy	
Knowledge and Understanding	<ul style="list-style-type: none"> What must be successfully assessed? 	<ul style="list-style-type: none"> Ability to: <ul style="list-style-type: none"> Perform basic statistical analysis of financial data Interpret the empirical analysis results Use the analysis results to optimize financial choices Employ MS Excel for financial applications
Subject Specific Skills	<ul style="list-style-type: none"> How can you reduce marking and increase feedback? 	<ul style="list-style-type: none"> Give group assignments in which students analyse financial data and prepare a final report with interpretations. Propose students to assess others' reports and propose a grading system. <ul style="list-style-type: none"> Students should think of criteria to assess their peers, considering the difficulties of each assessment. I could ask which the difficult points were and propose to the students to value each other answers and ideas
Key Skills	<ul style="list-style-type: none"> How does the person feel about the learning to be done? <ul style="list-style-type: none"> excited first but will realize during the semester that it is hard to work From what I heard, not happy apprehensive / curious / investigative / like a blind date / into the Deep Confident about not losing any education aspects while enjoying the Apprehensive and curious, glad that no final exam ☹️ warning They should have a final exam, an online one What are (according to you), the person's attitudes about learning in a <ul style="list-style-type: none"> minimize effort and maximize reward get the grade taking what has a direct interest for him / her expect direction, prescriptive knowledge, required activities active, minimum effort required outside the class, expect enhancing skills required by dream job What does the person potentially see in the proposed course? Benefits? Costs? <ul style="list-style-type: none"> BENEFITS <ul style="list-style-type: none"> flexibility skills certificates / recognition of his / her name COSTS <ul style="list-style-type: none"> a lot of work maybe 15 hr alone not recognized 	<ul style="list-style-type: none"> How can you reduce marking and increase feedback? <ul style="list-style-type: none"> Give group assignments in which students analyse financial data and prepare a final report with interpretations. Propose students to assess others' reports and propose a grading system. <ul style="list-style-type: none"> Students should think of criteria to assess their peers, considering the difficulties of each assessment. I could ask which the difficult points were and propose to the students to value each other answers and ideas How can learning be formatively assessed? <ul style="list-style-type: none"> See previously Provide individual questions and, after let us say a week, their commented solution Ways to encourage peer feedback <ul style="list-style-type: none"> See 3 lines above How might we exploit technology for assessment increasing fairness and speed? <ul style="list-style-type: none"> Blackboard tests Discussion platforms, where students can discuss, exchange files, and assess others' work We could push students to create and adapt folders of material on distinct topics of the courses, and make them propose linkages between them. We could monitor their participation and require minimum levels for it



JEAN-LUC CASTRO

PROJECT MANAGEMENT COURSE



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SEMESTRE MANAGEMENT APPROFONDI DISTANCE LEARNING

REPARTITION HEURES PAR COURS

Début	Fin	Cours	Profs	Cours avant adaptation	Parcours online (sans le suivi)	Total Asynchrone par cours	Asynchrone (2/3)		Synchrone (1/3)	Suivi Prof pour tous les étudiants
							Vidéos (3/4)	Activités (1/4)		
21-janv.	25-mars	Analyse Financière	?	30	15	10	7	3	5	8
21-janv.	25-mars	Management Stratégique	D. Evans	30	15	10	7	3	5	8
21-janv.	25-mars	Project management	E. Bernardin	16	8	5	4	1	3	4
21-janv.	25-mars	Finance Quantitative	D. Ronchetti	16	8	5	4	1	3	4
21-janv.	25-mars	Projet entrepreneurial et business plan	V. Lefebvre	18+3	12	6	4	2	3+3	6
28-mars	27-mai	Organizational Change Management	J. Castro	16	8	5	4	1	3	4
28-mars	27-mai	Contrôle de Gestion	C. Moinard	24	12	8	6	2	4	6
21-janv.	25-mars	Simulation d'entreprise Jessie	H. Vyas	16	8	5	4	1	3	4
28-mars	27-mai	Expérience client et image de marque	O. Untilov	30	15	10	7		5	8h dont 6h synchr.
30-mai	27-juin	+ Kit online experience	Aline	5	7	5	5		2	
13-juin	11-juill.	Test de l'ensemble des cours	LQD+DTSI							
		TOTAL		187	101	65	44	16	36	48
		NB heures activités asynchrones					60			

OTHER QUESTIONS?

- Why did I choose to participate in the January workshops?
- How did I prepare today?
- What course did we work on? (Emmanuelle, Firas)

SEMESTRE MANAGEMENT APPROFONDI DISTANCE LEARNING

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TOTAL				187	101	65	44	16	36	48	
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CARPE DIEM WORKSHOP OUTLINE

Today's outline

1. Write a blueprint

Here you work together to lay out the essential aspects of your course.

- > Course vision : 30 min (Real Time 11:20 min)
- > Course look and feel : 5 min (Real Time 11:35 min)
- > Defining the learner : 20 min
- > Measurable outcomes for **your** class : 30 min
- > General assessment strategy: 30 min

2. Make a storyboard

Here you draw out the process of your unit as a 'storyboard'. This is done using notepad. : 45 min

3. Peer Review

A final check of the design and feedback from peers (ongoing and at conclusion)

CARPE DIEM WORKSHOP OUTLINE

Next Session (18th)

4. Build prototype components and activities (filling in the learning process)

With the general structure in place, we will now work together to define potential learning activities that help advance the student along the course over time AND help achieve the specific outcomes for each course module.

5. Reality Check

Your designs are tried out by your reality checker, to see how they work. Check with past, current or future **participants**

6. Planning your next steps

Now the team is ready to build an action plan together to take the concept to reality

Future work

7. Finalize your prototype online

Add all components into the VLE

8. Review and adjust

Building on the feedback from the reality checker, you review the work so far, make adjustments, refine timings, flag up places to return to, indicate what additional work is needed and who should be responsible for it.

STAGE 1 - CREATE A BLUEPRINT

1.1 Our mission is...

Try asking:

- a) What's your dream for this course?
- b) What's the heart and soul of what you're teaching?
- c) How will learners experience 'the difference' after completing your course?

Before you write it up in the space below ask yourselves:

- a) Is it 'future-proofed'?
- b) Is it aspirational?
- c) Is it short??

PROJECT MANAGEMENT (Emmanuelle)

Before Revision

This course provides an introduction to Project Management, which is now used not only to manage technical and business developments, but also as a method of organizational change. The course focuses on the fundamental of project management, including the definition of project objectives, structuring, risk analysis and planning.

After revision . Acquire the basic skills to correctly handle (could be face ? Drive?) your first project and avoid the managers' classic mistakes, including how to define project objectives, structuring, risk analysis and planning.

Benefit: increased conciseness

STAGE 1 - CREATE A BLUEPRINT

1.2 Describe the look and feel

Below is a list of adjectives. Use it (as well as others you may think of) and choose 5 adjectives that best describe the look and feel of your course. Think what you would like participants to say about their learning experience after it's complete.

Business Simulation	Financial Analysis	Strategic Management
<ul style="list-style-type: none"> • Collaborative • dynamic • interactive • Decision making under uncertainty • practical 	<ul style="list-style-type: none"> • Demanding • Uncomfortable • Rewarding • Integrative • Personable 	<ul style="list-style-type: none"> • Unique • Innovative • Personalisable • Participative • Engaging
Quantitative Finance	Project Management	
<ul style="list-style-type: none"> • Quantitative • Challenging • Useful • Practical • X 	<ul style="list-style-type: none"> • professional • Relevant (vis à vis bus env) • creative • X • participative 	

Benefit: We move from an objective register to a subjective register in terms of student experience. The anticipation of the perception that we would like the student to experience in the end will shape the rest of our pedagogical choices

STAGE 1 - CREATE A BLUEPRINT

1.3 The learner

Understanding the learner and the learner's motivation

What are (according to you) the person's **attitudes** about learning in general?

- > minimize effort and maximize reward
- > get the grade
- > taking what has a direct interest for him / her
- > expect direction, prescriptive knowledge, required activities
- > active; minimum effort required outside the class;
- > expect enhancing skills required by dream job

Benefit: The collective evaluation of the learner's profile, who he/she is and what his/her motivation is, allows for a confrontation of perceptions from which emerges both what seems to be a common perception among teachers but also perceptions that may be more specifically influenced by the nature of the course taught. I draw three lessons from this:

- confirm the professor in his or her perception in order to continue to implement the pedagogical tactics most adapted to the student's profile
- better measure the specificity of the students' perception of one's own course
- to elucidate collegially the possible contradictions in the perception of the profile

STAGE 1 - CREATE A BLUEPRINT

1.4 Learning outcomes

“To the teacher, assessment is at the end of the teaching-learning sequence of events, but to the student it is at the beginning. If the curriculum is reflected in the assessment, as indicated by the downward arrow, the teaching activities of the teacher and the learning activities of the learner are both directed towards the same goal. In preparing for the assessments, students will be learning the curriculum.” (Biggs 2003)

Example: Macroeconomics By the end of this course, you will be able to...

Knowledge

1. Identify the key drivers of macroeconomic activity.
2. Explain how various macroeconomic forces inter-act in a particular situation
3. Express the macroeconomic risks and opportunities facing business
4. Interpret economic data reported in the press and specialized economic organisations
5. Explain economic forecasts published by recognized economic organisations

Specific skills

1. Identify sources of economic information and read macroeconomic data for different countries and economic zones
2. Collectively debate and evaluate the relevance, pertinence and robustness of macroeconomic data and their sources
3. Forecast economic growth and interest rates
4. Build a dashboard of main macroeconomic indicators
5. Apply the IS-LM and AD-AS models
6. Critically evaluate and appraise published forecasts individually and in teams

Key skills (soft)

1. Make decisions in small teams
2. Prepare a dossier in teams
3. Use relevant internet sources for economic analysis
4. Work via electronic forums

Benefits: This grid initially appeared to me as too analytical, but upon reflection, it has two merits:

- it specifies the broad types of learning outcomes being sought
- the key skills or soft skills could be more coherently linked to the C4B learning goals/objectives/outcomes.

When I say that the grid seems too analytical to me, it is to do with the injunction to measure each of the learning outcomes. I see a risk of excessive fragmentation of student evaluation when synthetic evaluations are sometimes sought that touch on several simultaneous registers that cannot be separated analytically

STAGE 1 - CREATE A BLUEPRINT

1.5 Assessment Strategy

Course Title	Project Management (Emmanuelle)
What must be summatively assessed?	Their ability to implement the project management tools
How can you reduce marking and increase feedback?	A presentation that is not graded but discussed. Results of the discussion will be incorporated in the final reports submitted two weeks after the final session
What summative assessment methods are appropriate for the course?	The final report (Project statement, WBS, Risks priority, ect...) incorporating the elements developed through the course
How can we formatively assess learning	By giving strong feedback (students and instructor) that help improving work throughout the course Discussion forums
Ways to encourage peer feedback	Short in-class presentations. Encourage peer review of team work Discussion forums
How might we exploit technology for assessment increasing fairness and speed?	Quiz Grading grid MCQ based on pools

Benefit: My attention was particularly drawn to the educational philosophy underlying this stage of the methodology: to give a much greater place to the student's involvement and sense of responsibility. Among the numerous and very rich recommendations, I retain:

- work with students to define some of their own assessment criteria
- point out how learners can find the correct answer vs giving it to them
- ask learners to self-assess work before submission
- make sure feedback is acted on
- online tasks where feedback is integrated into the task

STAGE 1 - CREATE A BLUEPRINT

1.5 Now it's time to show alignment!

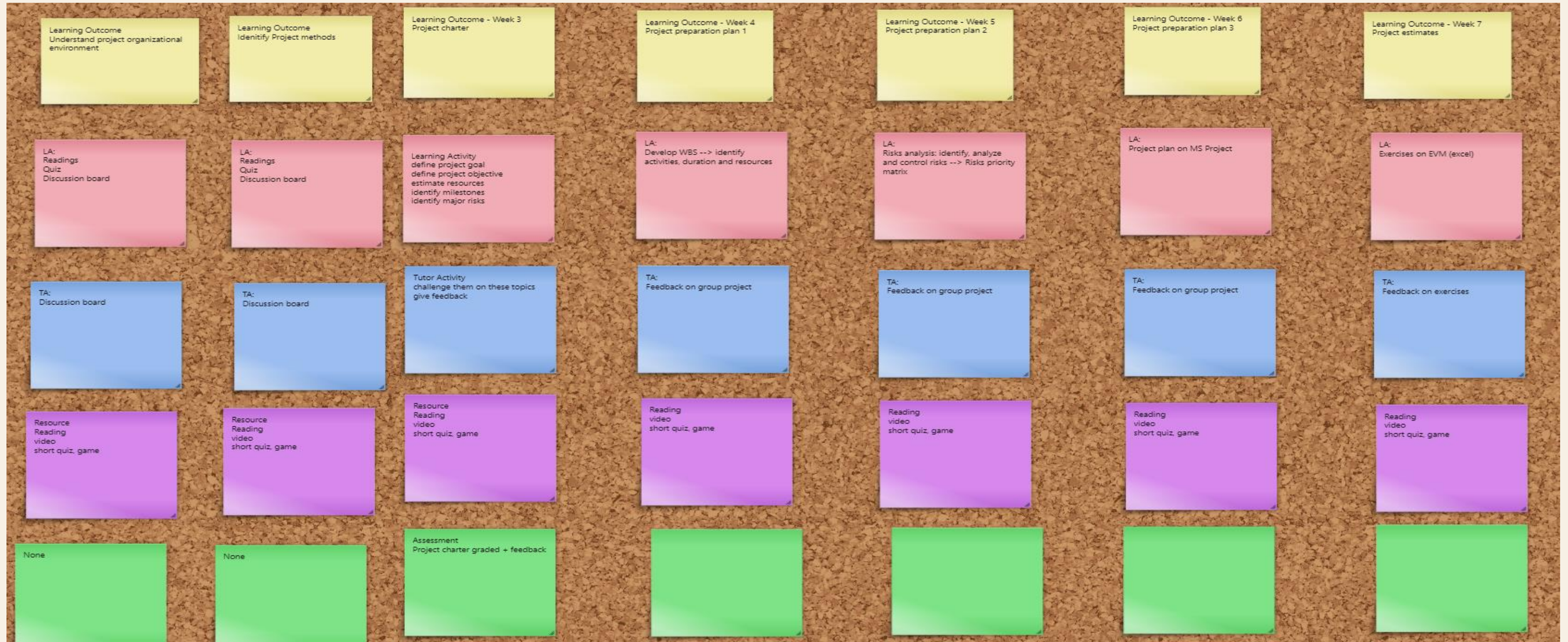
Project Management (Emmanuelle)		
Learning Outcomes	Assessment Activities	Possible Learning Activities
Define project environment	Project charter document --> feedback	Class discussion Forums
Define and build the (WBS) Work Breakdown Structure project Describe and build a PERT and GANTT chart for a project Estimate resources Identify and formalize risks, their criticality and their impact Estimate project costs Apply Earned Value Management tools	Project preparation document including all these elements. Students presentation, discussion of area of improvement	Class discussion Forums Written and oral feedback

Challenging contrast!!!

Strategic Management (Dan)		
Learning Outcomes	Assessment Activities	Possible Learning Activities
Describe the components of a PESTEL analysis	MCQ or matching exercise to link information/data to each PESTEL component Case study	(Investigate) Take and share pictures with cell phone of an emerging trend in one of the PESTEL areas for a given industry. Explain which PESTEL component it is part of and why; Share in TEAMS.
Analyze an industry using the 5-forces model	Review a 5-forces assessment tool of a peer groups and assesses its applicability, ease of use and general design Self test and flashcards on definitions/lexicon	In teams, design an assessment tool using the 5-forces model (Porter) to measure the attractiveness of an industry.
Describe how value is perceived, created and managed.	Mini case study – CSFs and value creation process for a consulting firm. Peer feedback on value decomposition model Self-test and flashcards	Think-pair-share - Value drivers online card sort exercise to define CSFs for a particular consumer goods market. Share your opinion of “best in class” for value creation and explain why (TEAMS) What is your favorite customer experience? Take a picture of the place and then describe how the provider creates exceptional value (TEAMS)
Use the VRIO framework to analyse the sustainability of competitive advantage for a firm	Use the VRIO framework to assess the competitive sustainability of another students ‘best experience’ Asq questions of other student to investigate if necessary Class discussion	Build on past exercise to define the resources and capabilities your “favorite customer experience” provider has/uses to create the experience. (TEAMS)
Analyze the impact of culture on competitive advantage.	Deep dive in teams to uncover the reasons for the downfall of one of the study groups chosen companies. Submit a 1 page explanation.	Share in the TEAMS discussion 100 words on a company that has lost its competitive edge and why.
Describe how the basic generic business strategies can be implemented	Self-test on generic strategies Investigate : in teams, deepdive on the web and uncover how the low cost leader in a sector keeps costs down (airlines, groceries, hotel, auto manuf, restaurant,) Describe key	Photochallenge – take and share a picture of a product : service that has clearly created differentiation value (TEAMS)

STAGE 2 - STORYBOARD

Storyboarding means visually representing a process that you can later build. It needs to show what the key players do, how they move through the process, what the critical moments are in the 'story' and of course what it's all leading to and what happens in the end.



CONCLUSION

- **Very interesting methodology from two angles:**
 - richness of the teamwork
 - richness of the resources
- **One difficulty:**
 - disproportion between the very high density and relevance of the resources and the time to assimilate and apply them during the workshops



DIEGO RONCHETTI

QUANTITATIVE FINANCE COURSE



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QUANTITATIVE FINANCE – GRANDE ECOLE PROGRAM

- Course on financial data analysis techniques
 - **Application of statistics and mathematics to finance**
 - **MS EXCEL used to solve practical problems**
- ²⁰• Required interaction with lecturer
 - **gaps in essential technical preparation**
[unfortunately, it happens often...]
 - **guiding the interpretation of analysis result**

QUANTITATIVE FINANCE - DISTANCIEL VERSION

- Required balance between
 - **learning flexibility**
 - **course quality**
 - **coordination with other distanciel courses in the program**

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CARPE DIEM WORKSHOP

Helpful to adjust course's

- **learning outcomes**
- **learning activities**
- **assessment methods**
- **course schedule**

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keeping an eye on flexibility, quality, program coordination

CARPE DIEM WORKSHOP

- I focused mainly on my course
- I got an overview of the other courses
- Carpe Diem workbook available offline
- Inspiration on
 - **targeting activities in a cohesive way**
 - financial portfolio optimization as unique problem tackled in multiple ways

CARPE DIEM WORKSHOP

- Inspiration on
 - **keeping a focus on students' final thoughts about the course**
 - exercises for students with distinct background
 - working/wishing to work in distinct business sectors
 - attending meetings from different geographic areas
 - **motivating students to study rather technical topics**
[no interesting case studies here, but applied math...]
 - Insights to develop 3 interactive exercises in week 1/3/5 out of 8

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QUANTITATIVE FINANCE - DISTANCIEL VERSION

Week	ASYNCHRONOUS ACTIVITIES										SYNCHRONOUS ACTIVITIES		
	RECORDED VIDEOS				STUDENT ACTIVITIES						Group assignment	ACTIVITY WITH LECTURER	
	1st	2nd	3rd	4th	Short clip from movie	Interactive exercise	Multiple Choice Quiz 1	Multiple Choice Quiz 2	Numeric Exercises 1	Numeric Exercises 2		Numeric exercises correction	Discussion of group assignment
0	5												
1	12.5	10	12.5			5	10		20			20	
	Intro on stock market indexes	Price-weighted indexes	MS Excel										
<i>Sequence</i>	1	3	6			4	2	5	7	8	10	9	11
2	15	20					10		25		120	20	60
	Other weighting schemes	MS Excel											
<i>Sequence</i>	1	3					2		4		6	5	7
3	5	10	20			5	5		25			20	
	Price adjustments and stock splits	Dividend payments	MS Excel										
<i>Sequence</i>	1	3	6			5	2	4	7	8	10	9	11
4	10	10	10	10			5		10	15	120	20	60
	Returns	Mean and variance	MS Excel										
<i>Sequence</i>	1	3	4				2		5	6	8	7	9

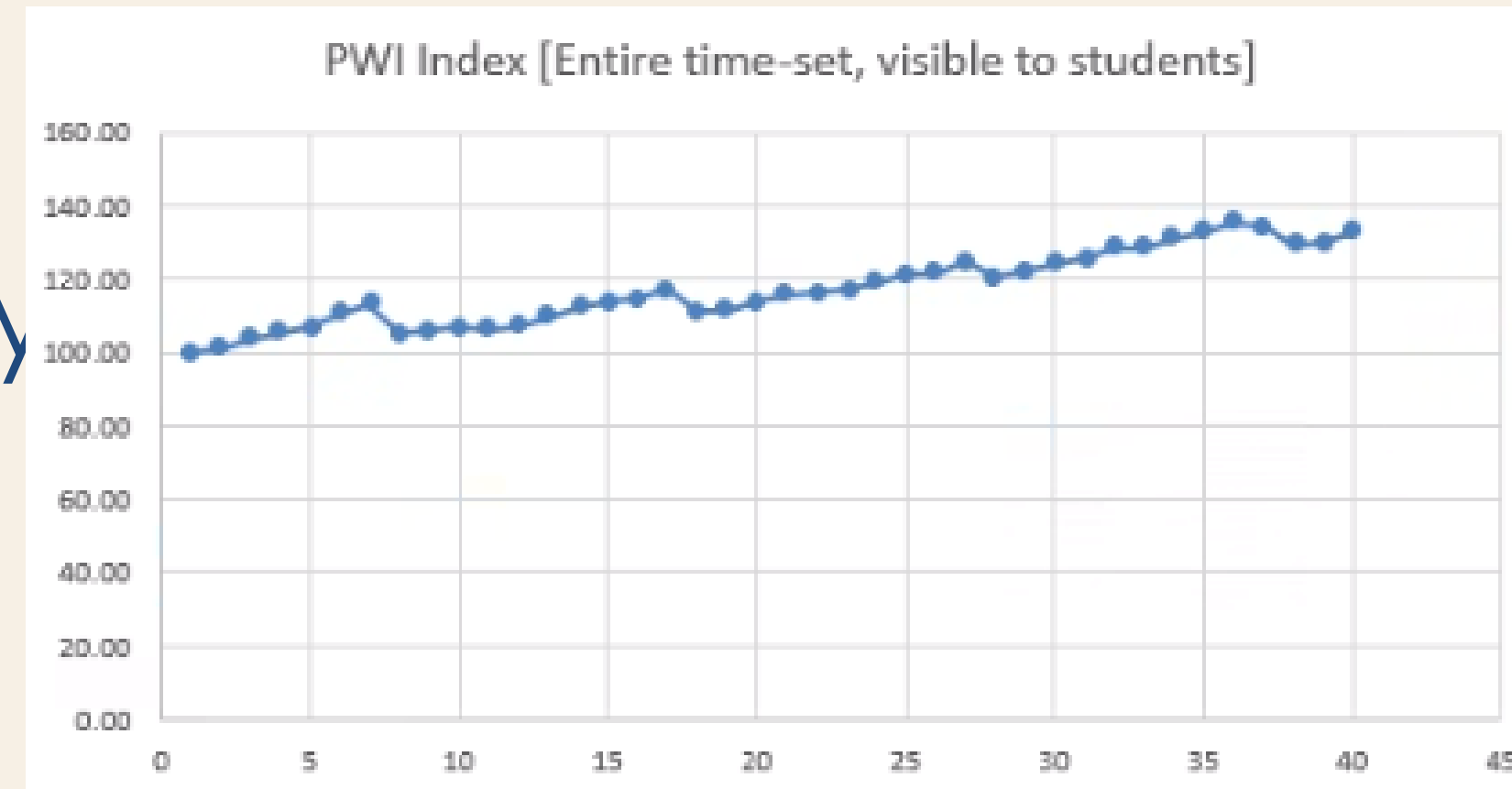
QUANTITATIVE FINANCE - DISTANCIEL VERSION

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5	10	10	20			5	5	5	20		20			
	Skewness	Kurtosis	MS Excel											
<i>Sequence</i>	2	4	6			1	3	5	7	8	10	9	11	
6	10	5	10	10					5	15	20	120	20	60
	Correlation	Correlation by Excel	Portfolio returns	Portfolio returns by Excel										
<i>Sequence</i>	1	2	4	6					5	3	7	9	8	10
7	10	15				2			5	20			20	
	Semi-variance	MS Excel												
<i>Sequence</i>	2	4				1			3	5	7	6	8	
8	5	10	10	15					5	5	20	120	20	60
	Risk Measures	Gaussian VaR	Historical VaR	MS Excel										
<i>Sequence</i>	1	3	4	6					2	5	7	9	8	10

QUANTITATIVE FINANCE - DISTANCIEL VERSION

Interactive exercise 1:

- Student working for an investment company
- €100 000 to invest actively during 10 periods
- Information provided is likely to make students money if she/he rushes to a conclusion



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Q/A

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Une école

 CCI NANTES ST-NAZAIRE



Merci de votre attention.

 **Audencia**
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