

Takeaway L&T-Rex #13 : “Designing a course using the 'Carpe Diem'” methodology - 22/02/22

Sharing experiences with:

- Dan Evans: Professor at Audencia and Senior Fellow
- Jean-Luc Castro: Professor of Business Ethics & Management
- Diego Ronchetti: Assistant Professor of Asset Pricing, Portfolio Choice and Econometrics

Introduction by Dan Evans

Carpe Diem is:

- A goal-based design collaborative process (“backward design process”) created by Gilly Salmon. Comprises of 6 stages:
 - Write a blueprint: envision the future (mission statement)
 - Make a storyboard: become a designer
 - Build your prototype online/offline and add e-tivities
 - Check reality: test your design with potential students
 - Review and adjust
 - Plan your next steps
- **A methodology designed for pedagogs rather than content experts.**
- The Carpe Diem workbook was filled in step by step during our workshops.

Presentation and feedback from Jean-Luc Castro

Jean-Luc worked on a course that lasts 16 hours in traditional teaching in order to transform it in a distance format.

Writing a blueprint	Benefits/limitations/questions
1. The course vision	Valuable to rethink the course mission and make it more concise
2. Course look and feel	Putting oneself in the shoes of the students <ul style="list-style-type: none"> • Think about their subjective experience of the course • Anticipe their perception during the course • Helps shaping learning activities
3. Defining the learner	<ul style="list-style-type: none"> • Thinking about students attitude and motivation to learn • Confrontation of viewpoints about the learners accross professors. • 3 lessons: <ul style="list-style-type: none"> ○ Confirm the professor in his/her perception in order to continue to implement the intended pedagogical tactics ○ Better measure the specificity of the students' perception of one' s own course ○ Elucidate collegially the possible contradictions about the perception of the profile
4. Writing measurable learning outcomes	<ul style="list-style-type: none"> • Being very analytical does have merits • Risk of excessive fragmentation of students evaluation that could miss transversal registers (eg. soft skills, etc.).

<p>5. General assessment strategy</p>	<ul style="list-style-type: none"> • Takes time • Questions the place that needs to be given to students involvement and sense of responsibility: <ul style="list-style-type: none"> ○ Work with students to define some of their own assessment criteria, ○ Think about how learners can find the correct answer vs giving it to them, ○ Ask learners to self-assess work before submission, ○ Design online tasks where feedback is integrated into the task, ○ Make sure feedback is acted upon.
<p>6. Showing alignment</p>	<ul style="list-style-type: none"> • Aligning learning outcomes, assessment activities and learning activities • Questions: <ul style="list-style-type: none"> ○ Is the contrast between his and Dan's course structures due to the respective nature of each course? ○ Is the need to be so analytical due to the very nature of online vs traditional classes, where the former may call for more fragmented content to maintain a strong pace?

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

Presentation and feedback by Diego Ronchetti

Diego picked up on the next stages, starting from the storyboard drafted in the 2nd workshop and into the course design.

Diego made several design choices:

- Disseminate synchronous sessions with the teacher to address gaps in students' preparation and understanding,
- Focus on one unique big problem (financial portfolio optimization) tackled in various ways along the course,
- Design exercises according to the variety of needs of the students to have a lasting impact,
- Design exercises with data that comes from various fields related to students own personal background.

His course outline is divided in 8 weeks, each addressing specific sub-topics by mixing:

- Short videos,
- Individual exercises in a traditional format,
- Individual immersive and interactive case studies to keep students motivated,
- Group exercises every two weeks which build on each other along the course,
- Live sessions to discuss the exercises, provide feedback and consolidate understandings.

It alternates the various types of content (eg. going back and forth between 10 min videos and exercises).

QUANTITATIVE FINANCE - DISTANCIEL VERSION

Week	RECORDED VIDEOS				ASYNCHRONOUS ACTIVITIES						SYNCHRONOUS ACTIVITIES			
	1st	2nd	3rd	4th	Short clip from movie	Interactive exercise	Multiple Choice Quiz 1	Multiple Choice Quiz 2	Numeric Exercises 1	Numeric Exercises 2	Group assignment	Activity with lecturer	Numeric exercises correction	Discussion of group assignment
0	5													
1	12.5	10	12.5			5	10		20				20	
Sequence	1	2	3	6		4	2	5	7	8	10		9	11
2	15	20						10	25		120		20	60
Sequence	1	3					2		4		6		5	7
3	5	10	20			5	5		25				20	
Sequence	1	3	6			5	2	4	7	8	10		9	11
4	10	10	10	10				5	10	15	120		20	60
Sequence	1	3	4				2		5	6	8		7	9

Diego found the workshop:

- Useful to adjust the course's learning outcomes, learning activities, assessment methods and course schedule
- Useful in keeping an eye on flexibility, quality and program coordination
- Efficient because he focused mainly on his course
- Helpful in confirming his intuition about the necessity to keep an eye on students final thoughts about the course