



Transforming Future Teaching through 'Carpe Diem' Learning Design

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Abstract

Academic staff in Higher Education (HE) need to transform their teaching practices to support more future-orientated, digital, student-centered learning. Promoting, enabling and implementing these changes urgently requires acceptable, meaningful and effective staff development for academics. We identify four key areas that are presenting as barriers to the implementation of successful staff development. We illuminate the Carpe Diem learning design workshop process and illustrate its impact on academic staff as a viable, constructive alternative to traditional staff development processes. The Carpe Diem model directly exposes and addresses the irony that educational institutions expect their academic staff to learn to design and deliver personalized, mobile and technology-enhanced learning to students, whilst wedded to 'one size fits all' face-to-face interventions...or worse, 'page turning' e-learning that masquerades

as staff development. To avoid further frustrations and expensive, inappropriate initiatives, the spirit and practice of Carpe Diem could act as a ‘pathfinder beacon’, and be more widely adopted to enable fast, effective and fully embedded, learner-ready, future-proofed learning. [View Full-Text](#)

Keywords: staff development; academic development; learning design; pathfinder; Carpe Diem model; Carpe Diem workshops; transforming teaching

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