Opening Up Learning Design – the ABC to VLE Project

Clive **Young** and Nataša **Perović**

UCL Digital Education

OEWEEK 2020

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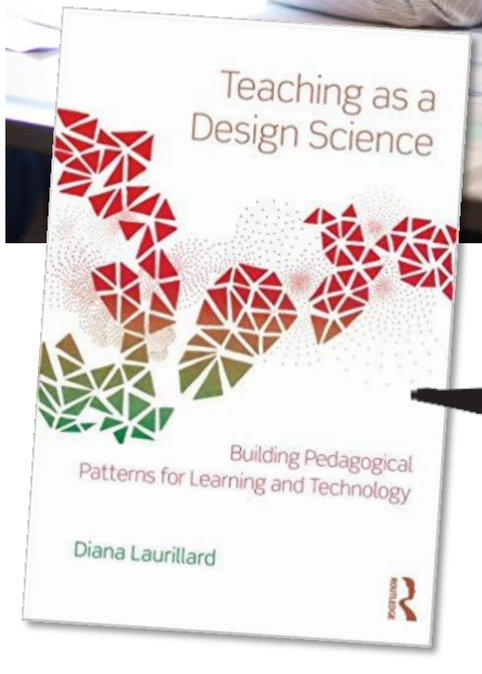
Co-funded by the Erasmus+ Programme of the European Union

What is ABC Learning Design?

ABC - High-energy collaborative academic engagement workshop used with 1000+ UCL teachers since 2015



- time-bound (90’)
- activity-based design
- deliberately analogue
- conversational
- creative
- consensus – shared vision
- narrative – storyboard
- based on theory

Why did we make ABC open?

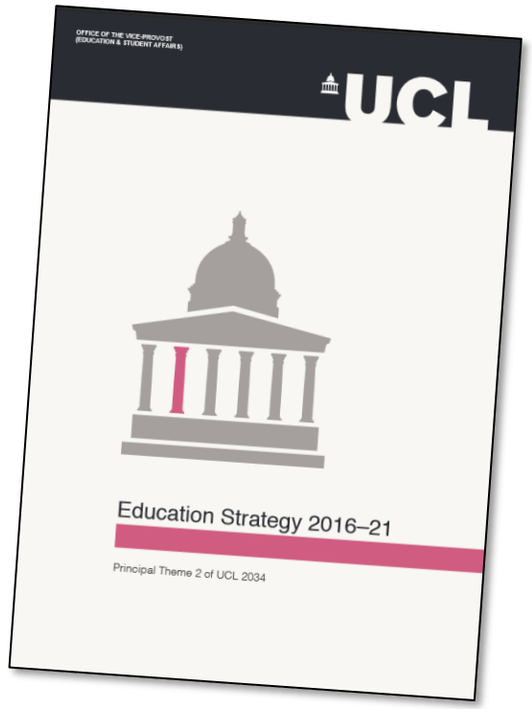
- **Derived from on ‘Viewpoints’, a CC method**

- **Publicly funded**
- **Based on research**
- **Shareable – low start up costs**
- **Adaptable to local needs**
- **Building community of practice(s)**
- **Crowdsourcing improvements**
- **Common design language**

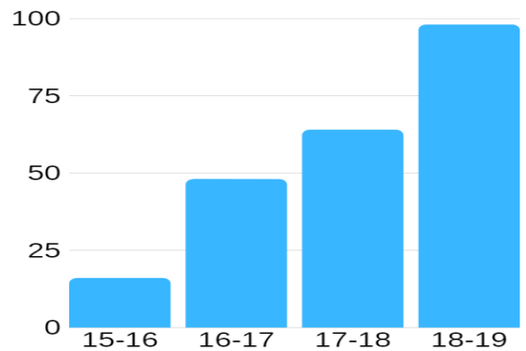
UCL and beyond

2014-2015 initial trials UCL Medical Science

2015 - 2016 **LERU Universities**, inclusion in **UCL Educational Strategy**



UCL workshops 2015-19



2016 - 2018 **Hefce Project** – First ‘Toolkit’ and evaluation, JISC Connect events

2018 - 2020 Erasmus+ project **ABC to VLE**

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

Co-funded by the Erasmus+ Programme of the European Union

League of European Universities

UPIM Sorbonne

Trinity College Dublin

Non UCL

>1000 participants

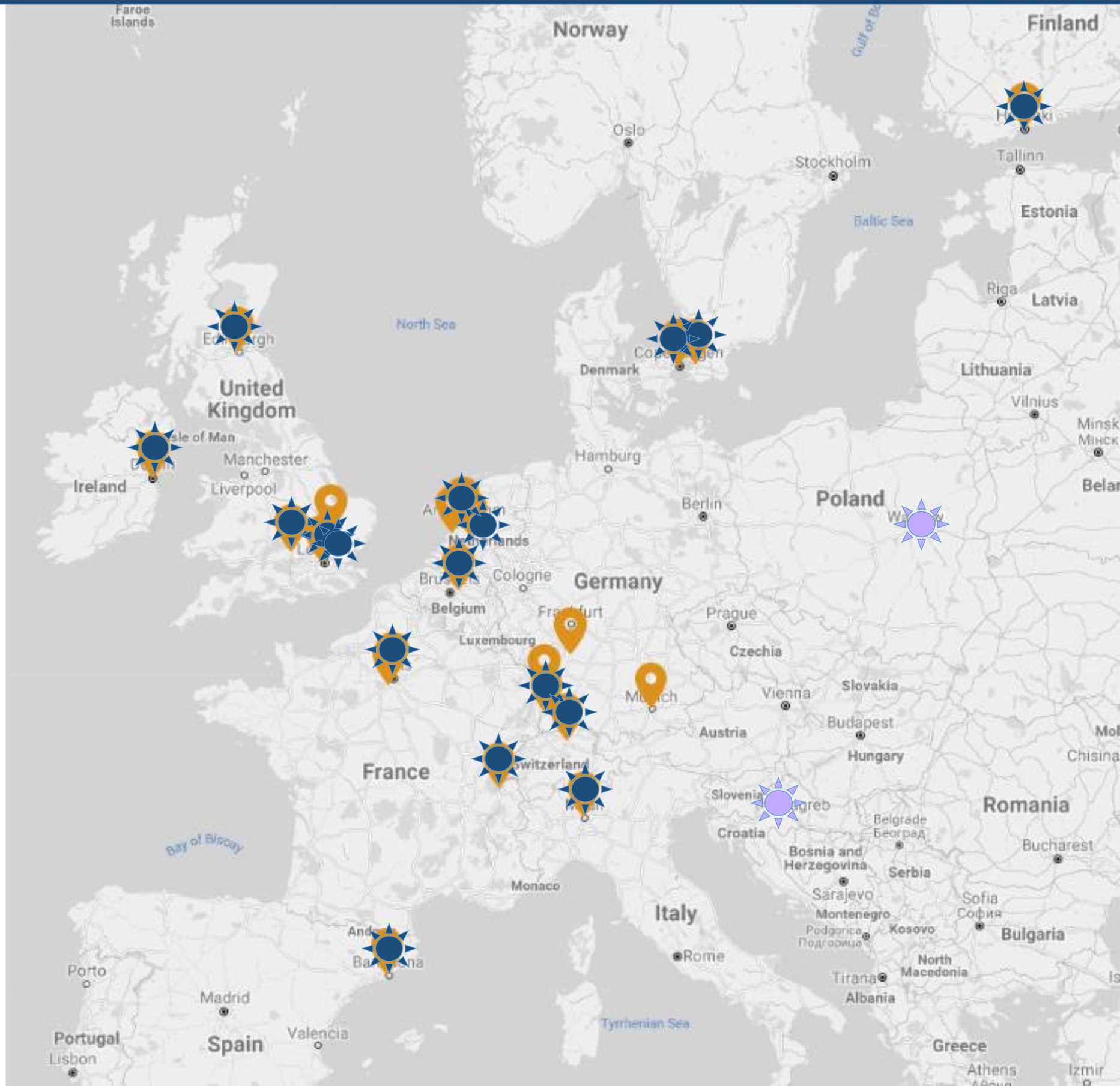
University of Oxford

Imperial College London

ABC LD Europe-wide community

23 LERU Universities

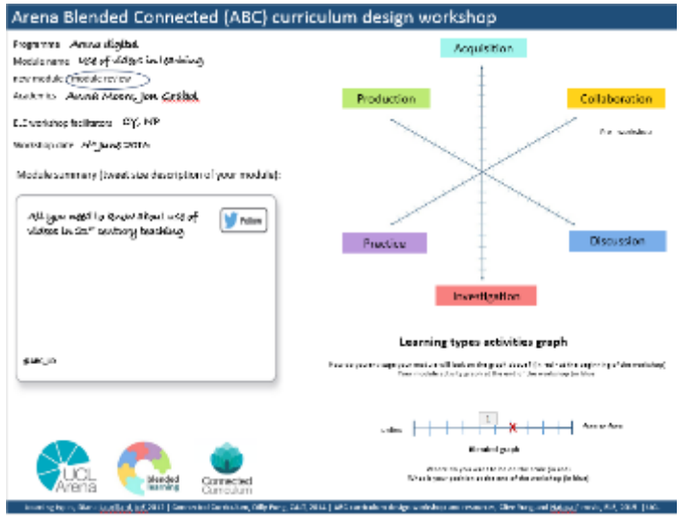
KU Leuven
University of Copenhagen
University of Helsinki
Sorbonne University
University of Paris-Sud
University of Strasbourg
University of Freiburg
Heidelberg University
University of Munich (TBA)
Trinity College Dublin
University of Milan
University of Amsterdam
Leiden University
Utrecht University
University of Barcelona
Lund University
University of Geneva
University of Zurich
Imperial College London
University College London
University of Cambridge
University of Edinburgh
University of Oxford
Warsaw (CR7)
Zagreb (CR7)

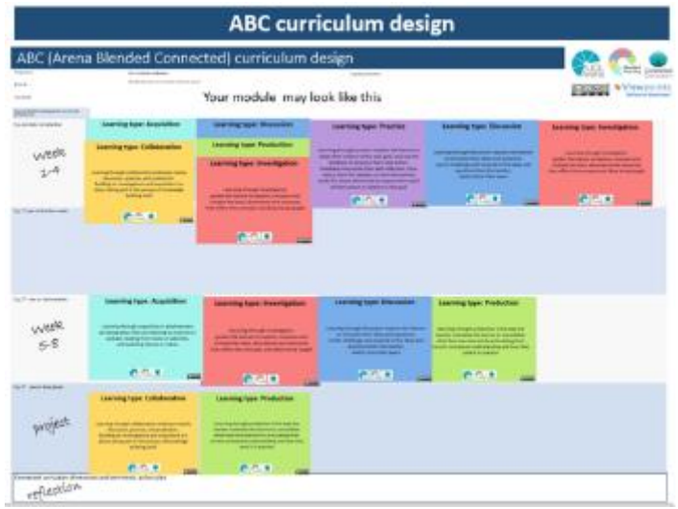


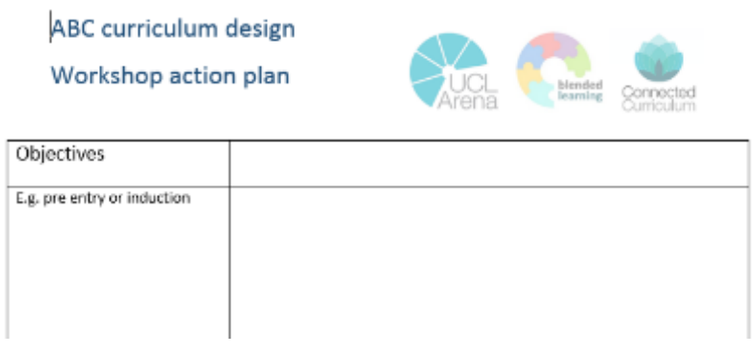
ABC Workshop Format

Workshop schedule:

1. **Module info and graphs sheet**
   - **Tweet your module** – tweet size description of your module
   - **Module shape** (**Learning types activities graph**) distribution of learning types
   - **Blend** – (blended graph)
2. **Storyboard sheet**
   - **Storyboard** – learning types sequences and activities
   - **Assessment** – align activities and assessment
3. **Module info and graphs sheet**
   - **Review the graphs** – what has changed? Why?
4. **Actions** – what next for team?







ABC Cards

Learning types cards (front)

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos

Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself

Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers

Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal

Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice

learning activity types on one side and examples of activities on the other

ABC Cards

Learning types cards (back)

Learning type: Acquisition

Conventional method	Digital technology
reading books, papers	reading multimedia, websites, digital documents and resources
listening to teacher presentations face-to-face, lectures	listening to podcasts, webcasts
watching demonstrations, master classes	watching animations, videos

Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
discussing others' outputs	building a joint digital output
building joint output	

Learning type: Discussion

Conventional method	Digital technology
tutorials	online tutorials
seminars	seminars
discussion groups	email discussions
class discussions	discussion groups
	discussion forums
	web-conferencing tools
	synchronous and asynchronous

Learning type: Investigation

Conventional method	Digital technology
using text-based study guides	using online advice and guidance
analysing the ideas and information in a range of materials and resources	analysing the ideas and information in a range of digital resources
using conventional methods to collect and analyse data	using digital tools to collect and analyse data
comparing texts	comparing digital texts
searching and evaluating information and ideas	using digital tools for searching and evaluating information and ideas

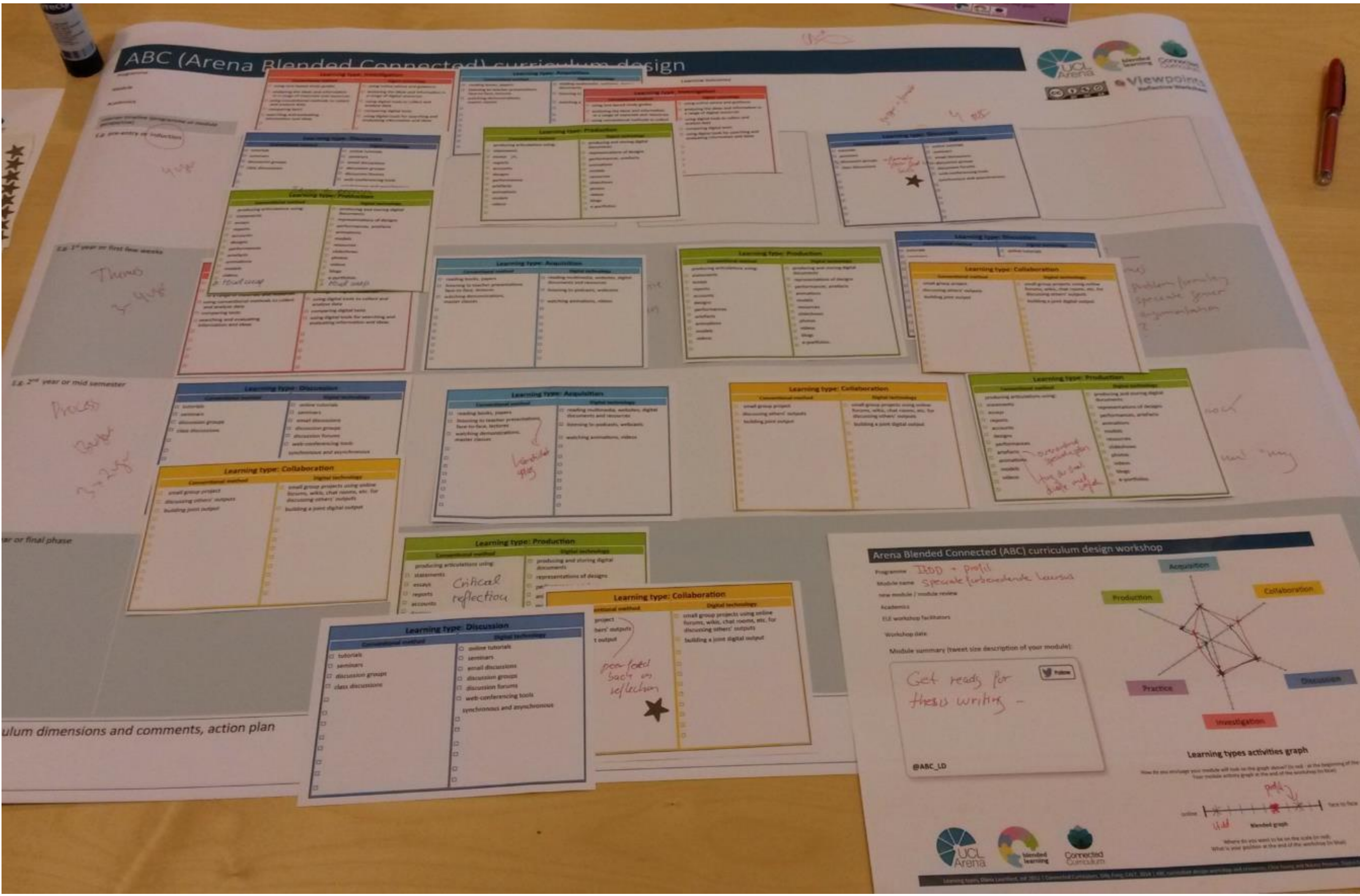
Learning type: Practice

Conventional method	Digital technology
practising exercises	using models
doing practice-based projects	simulations
labs	microworlds
field trips	virtual labs and field trips
face-to-face role-play activities	online role play activities

Learning type: Production

Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
statements	representations of designs
essays	performances, artefacts
reports	animations
accounts	models
designs	resources
performances	slideshows
artefacts	photos
animations	videos
models	blogs
videos	e-portfolios.

Final designs



ABC curriculum design

Learning type: Production

Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
statements	representations of designs
essays	performances, artefacts
reports	animations
accounts ✓	models
designs	resources
performances	slideshows
artefacts	photos
animations	videos
models	blogs
videos	e-portfolios.

Learning type: Investigation

Conventional method	Digital technology
using text-based study guides	using online advice and guidance
analysing the ideas and in a range of materials	
using conventional metl and analyse data	
comparing texts	
searching and evaluating information and ideas	

✓ mark assig

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Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
discussing others' outputs	building a joint digital output
building joint output	

Assessment A

Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
discussing others' outputs	building a joint digital output
building joint output	
✓ work-based project	

5

4

Learning type: Investigation

Conventional method	Digital technology
using text-based study guides	using online advice and guidance
analysing the ideas and information in a range of materials and resources	✓ analysing the ideas and information in a range of digital resources

Learning type: Production

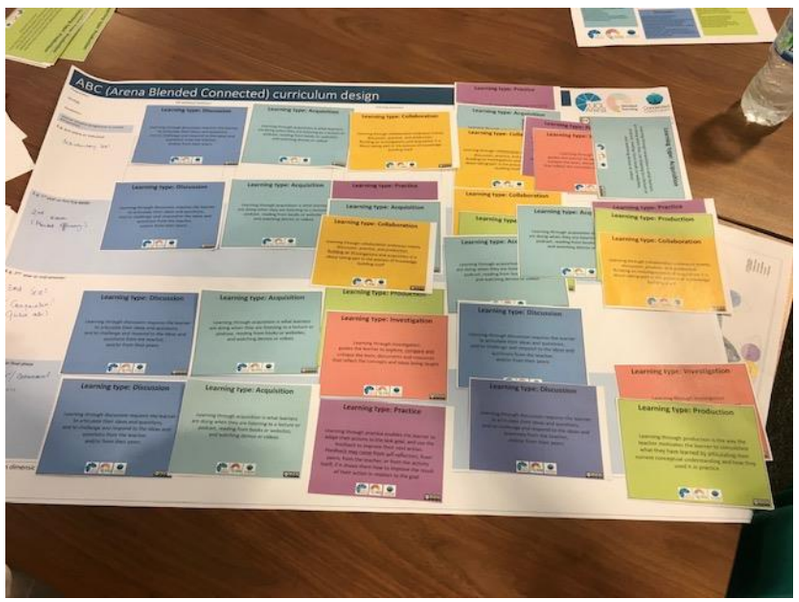
Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
statements	representations of designs
✓ essays	performances, artefacts
reports	

Step 1

Pop-up workshops

90-120 minutes

Invited by programme lead



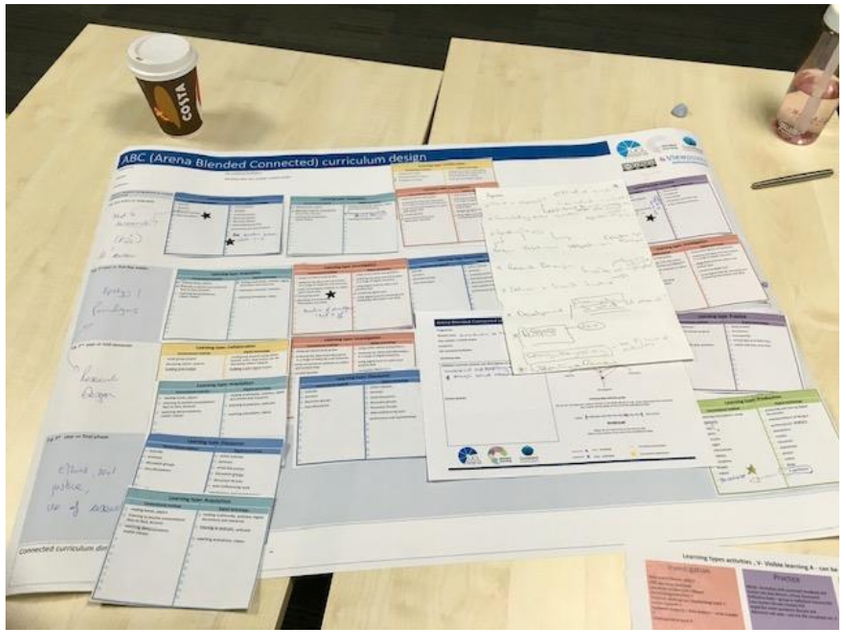
Each table is a course, module, theme team (2-5 people, including students if possible)

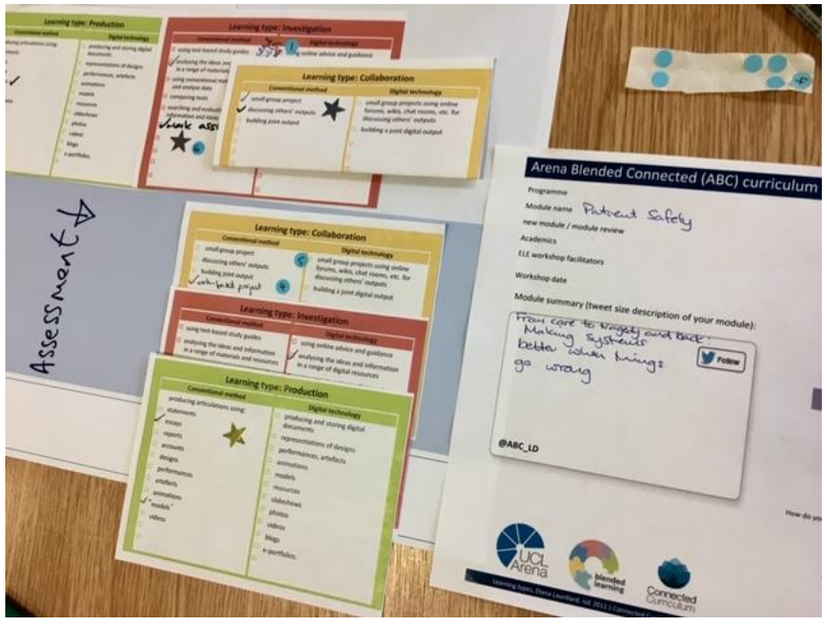
Step 2

Co-creation

Pedagogic discussion

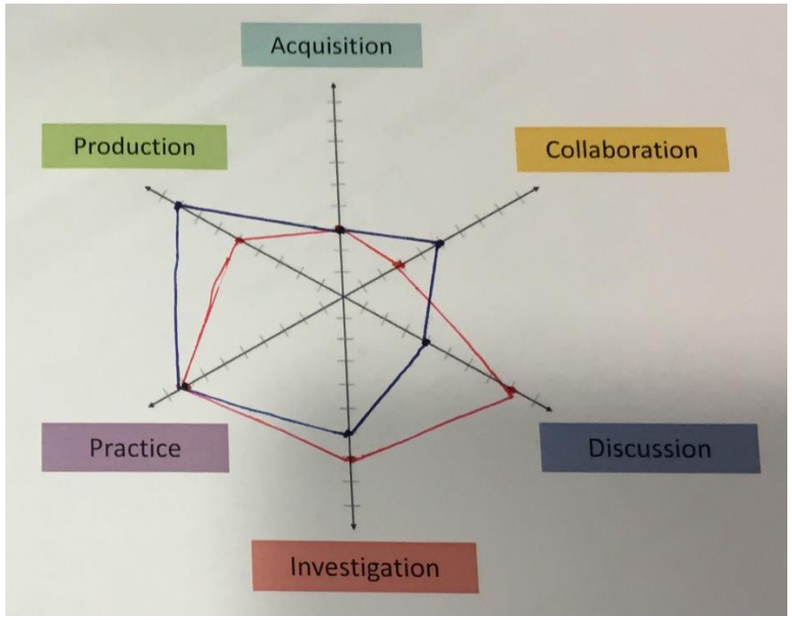
Look at programme outcomes, assessment, policies etc





Practical designs and action plans

Step 3



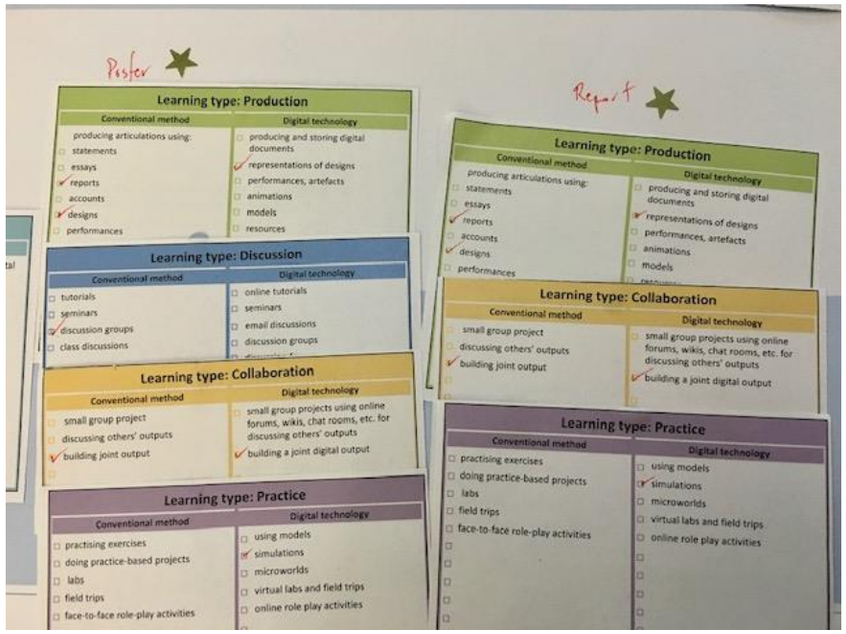


Table leads present to whole group

Student experience across the programme

Programme-level outcomes, assessment, cohesion, ‘through lines’

Programme lead makes action plan

Erasmus+ Project

ABC to VLE: beyond curriculum design

01-09-2018 – 31-08-2020 (24 months)
The partnership will develop ABC as a downloadable toolkit that can be used globally by any institution in the sector.

canvas

>> fronter
Learning Together

eDidaktikum

Co-funded by the Erasmus+ Programme of the European Union

It works! - Erasmus+ Project

The impact of ABC is continuously evaluated, most recently through the Erasmus + ABC to VLE project https://abc-ld.org/

Participants from 11 countries (n=221)

72.4%

Facilitates discussion

find they have discussed with colleagues about course design to a great or very great extent.

53.9%

Impact on (re)design of course

More than fifty percent find that the ABC method has an impact on the (re)design of a course to a great or very great extent

42.5%

Become a more confident teacher

feel more confident to a great or very great extent after the method.

26.3%

Implement strategy

say that the method had an impact on the implementation of the institution's strategy on education to a great or very great extent.

Download your ABC to VLE Toolkit

Version 1 now available

ABC workshop resources - all in editable ppt format (* non-ACE materials)

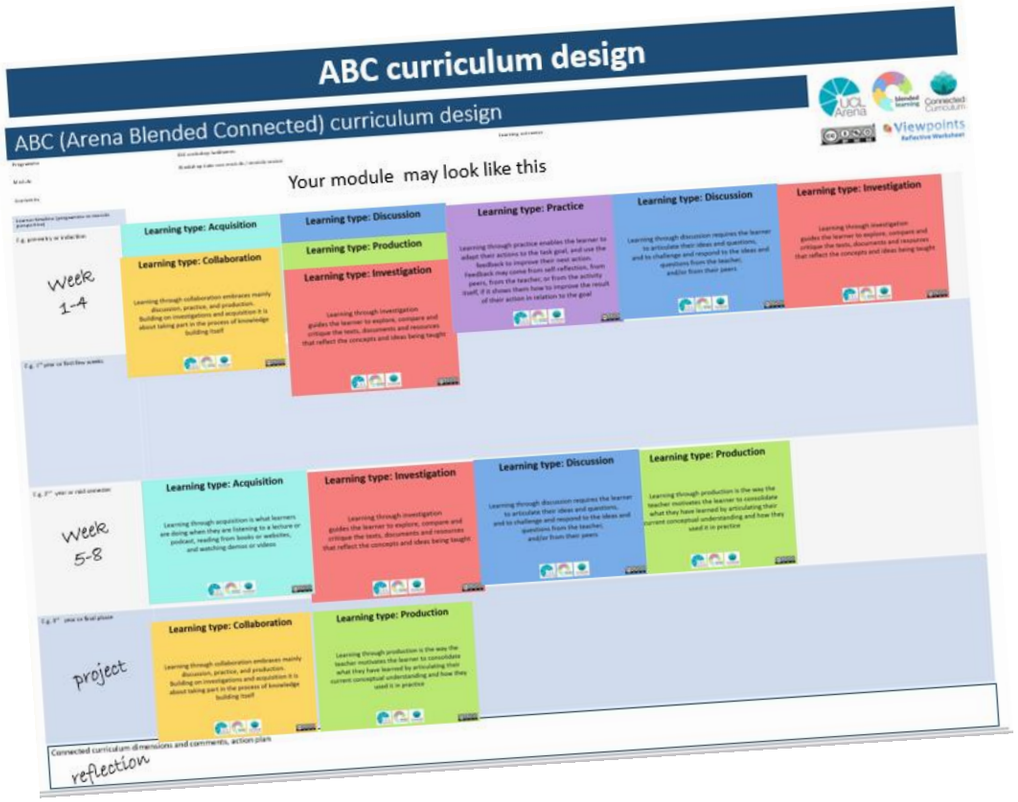
1. Introductory presentation
2. Card set (6 learning types)
3. Storyboard sheet A1
4. Activity sheet
5. Action sheet
6. Quick guide (doc)

Optional resources (both ppt)

- Extra activities (for distance learning courses)
- Tool wheel (technical guide)

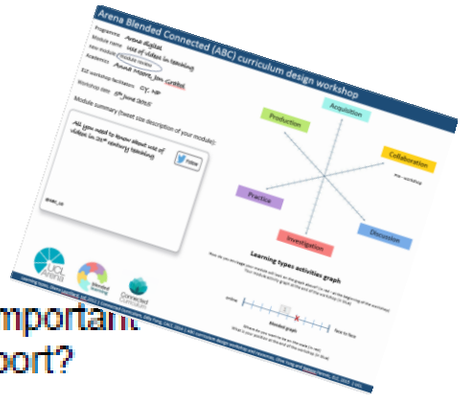
Guide for trainers (doc) - TOC

1. ABC Introduction
2. Running the ABC Workshop
3. Localisation – linking to strategies, technologies and support



Video guides

- Introduction to ABC*
- Activity types*
- Introductory presentation (full recording)
- Interview with Clive and Natasa (separate sections)



1. Why was ABC developed in the first place?
2. How was the distinctive ABC format chosen?"
3. Why is the strategic context of learning design important
4. Why do you now emphasise post workshop support?
5. What different types of ABC do you use?]
6. How do you work with students?
7. How has ABC spread beyond UCL
8. You often talk about 'localisation' of ABC, what does that mean?
9. What has the evaluation of ABC shown?
10. How do you see ABC developing in the future?

https://abc-ld.org/

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Evolving ideas

1. **Learning Design** – blended programmes, MOOCs, CPD
2. **Strategic Development** – Connected Curriculum, digital capabilities, assessment, student input
3. **Academic Development** –HEA, share practice, case studies
4. **Review of technical and support environment –** VLE review, gap analysis, service provision, ‘app wheel’
5. **Quality Assurance** –design and review, CPD
6. **Analytics** – data points for ‘in-flight’ feedback and review
7. **Cross-institutional/multidisciplinary**
8. **Digital capabilities** for staff and students

Problems of Open

- **Maintenance of ‘brand’**
- **Sustainability of resources**
- **Feedback variable**
- **Promotion of approach (conferences etc)**
- **Maintenance of the community**
- **Sharing of new resources**
- **Training the trainers**
- **Income generation (mix of CC and UCL approaches)**

Some problems with open

- **Maintenance of ‘brand’**
- **Sustainability of resources**
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- **Maintenance of the community**
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- **Income generation - mix of CC and UCL approaches**

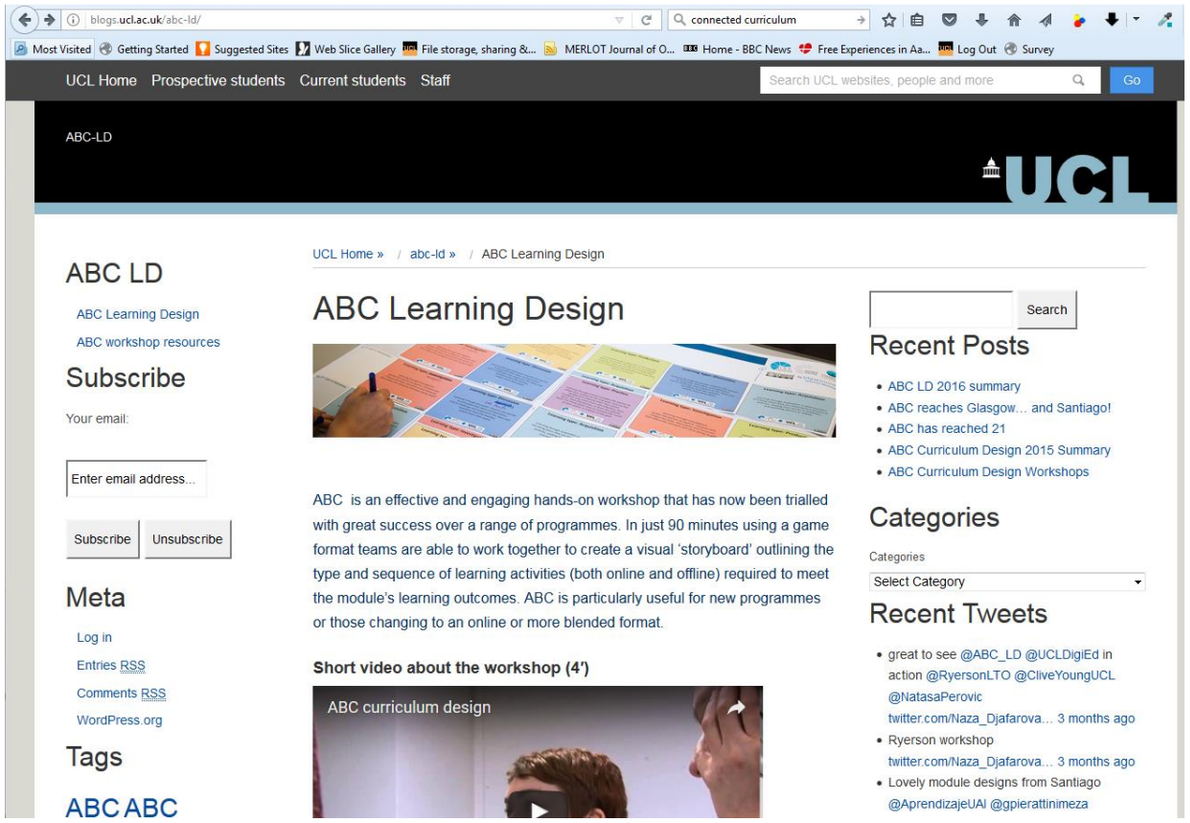
Some solutions?

1. **Erasmus +**
    - Toolkit launch
    - ABC network? What can we do with a common/transnational/interdisciplinary design language? Joint publications? Affiliates?
2. **Canvas network** (Lund/Oxford/Amsterdam) + Sweden
3. **Certification –** badging
4. **ABC Hubs** - sustainability
5. **Academic development** – course?
6. **R&D** – lots of projects
7. **Funding** – Erasmus and beyond

Download and try for yourself!

https://abc-ld.org/

http://blogs.ucl.ac.uk/abc-ld/



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