

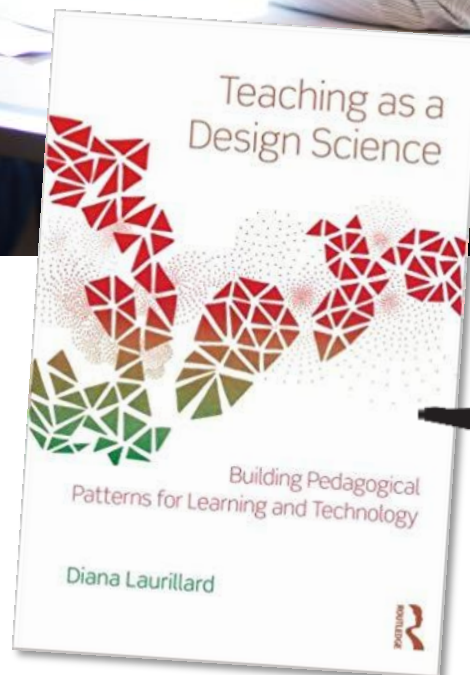


Opening Up Learning Design – the ABC to VLE Project

Clive Young and Nataša Perović
UCL Digital Education

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

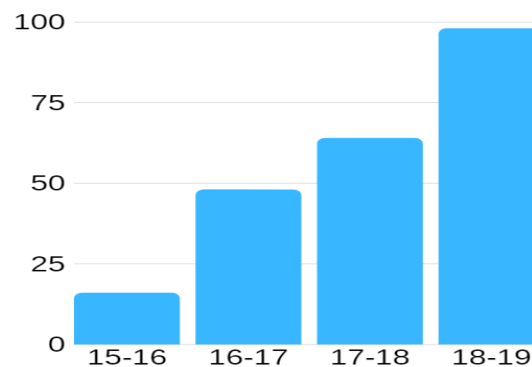


UCL and beyond

2014-2015 initial trials UCL Medical Science

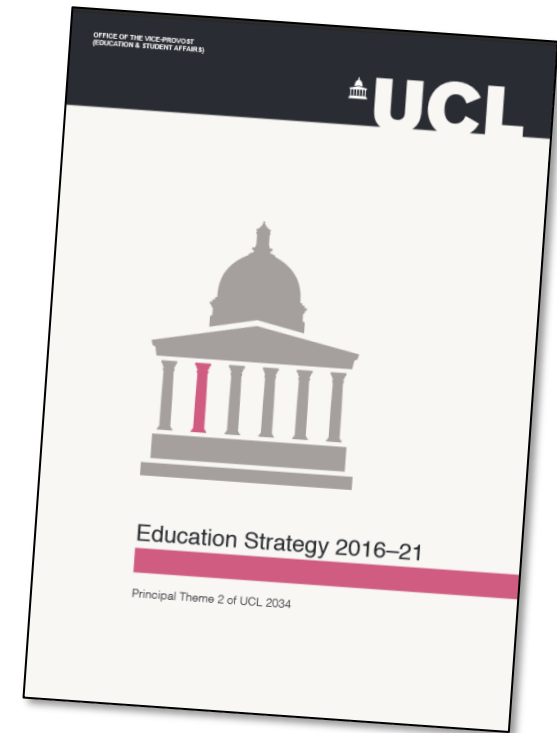
2015 - 2016 **LERU Universities**, inclusion in **UCL Educational Strategy**

UCL workshops 2015-19



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

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



LE
RU

HIGHER EDUCATION
FUNDING COUNCIL FOR ENGLAND
hefce

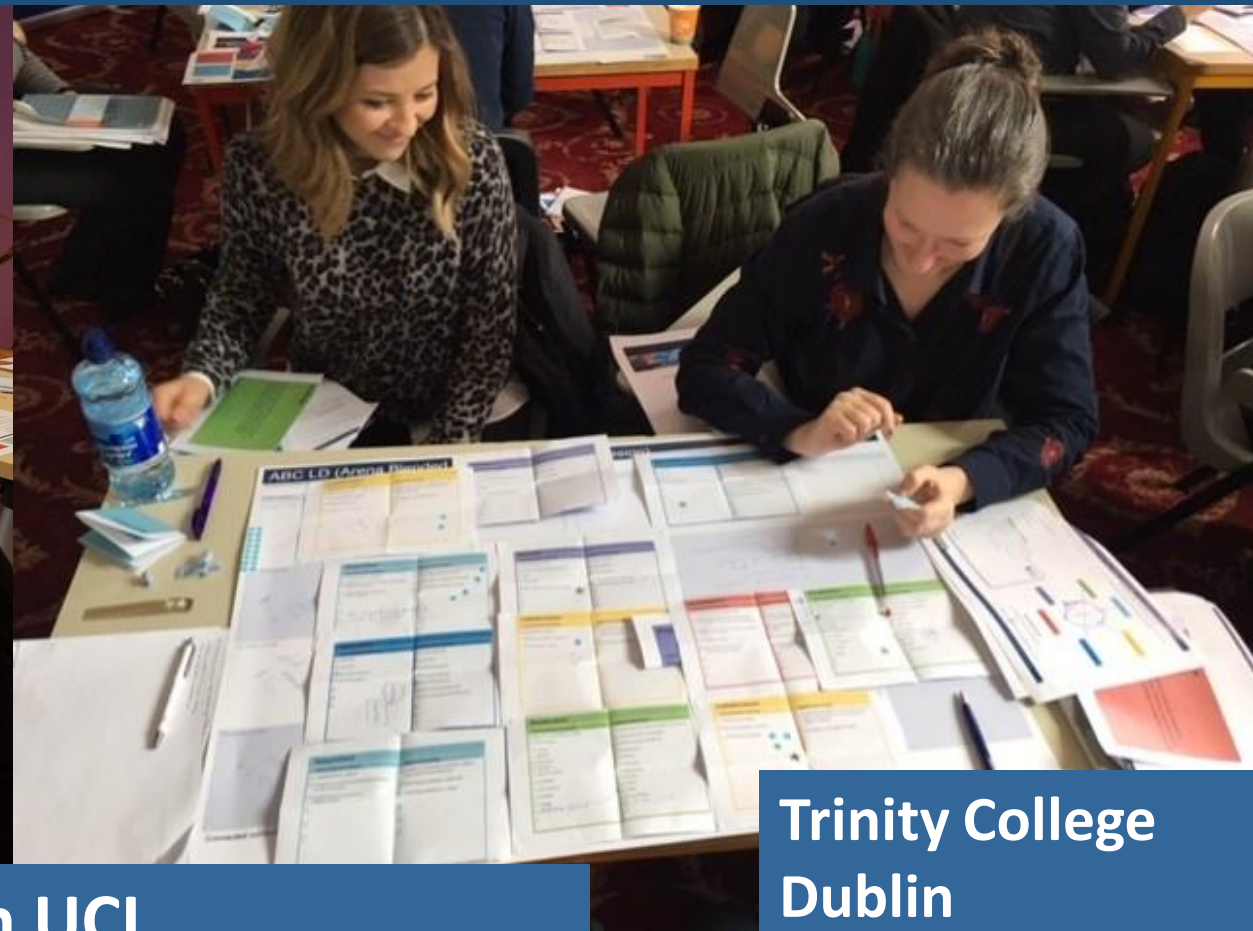


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Erasmus+ Programme
of the European Union

League of European Universities



UPIM
Sorbonne



Trinity College
Dublin

Non UCL
>1000 participants



University of
Oxford

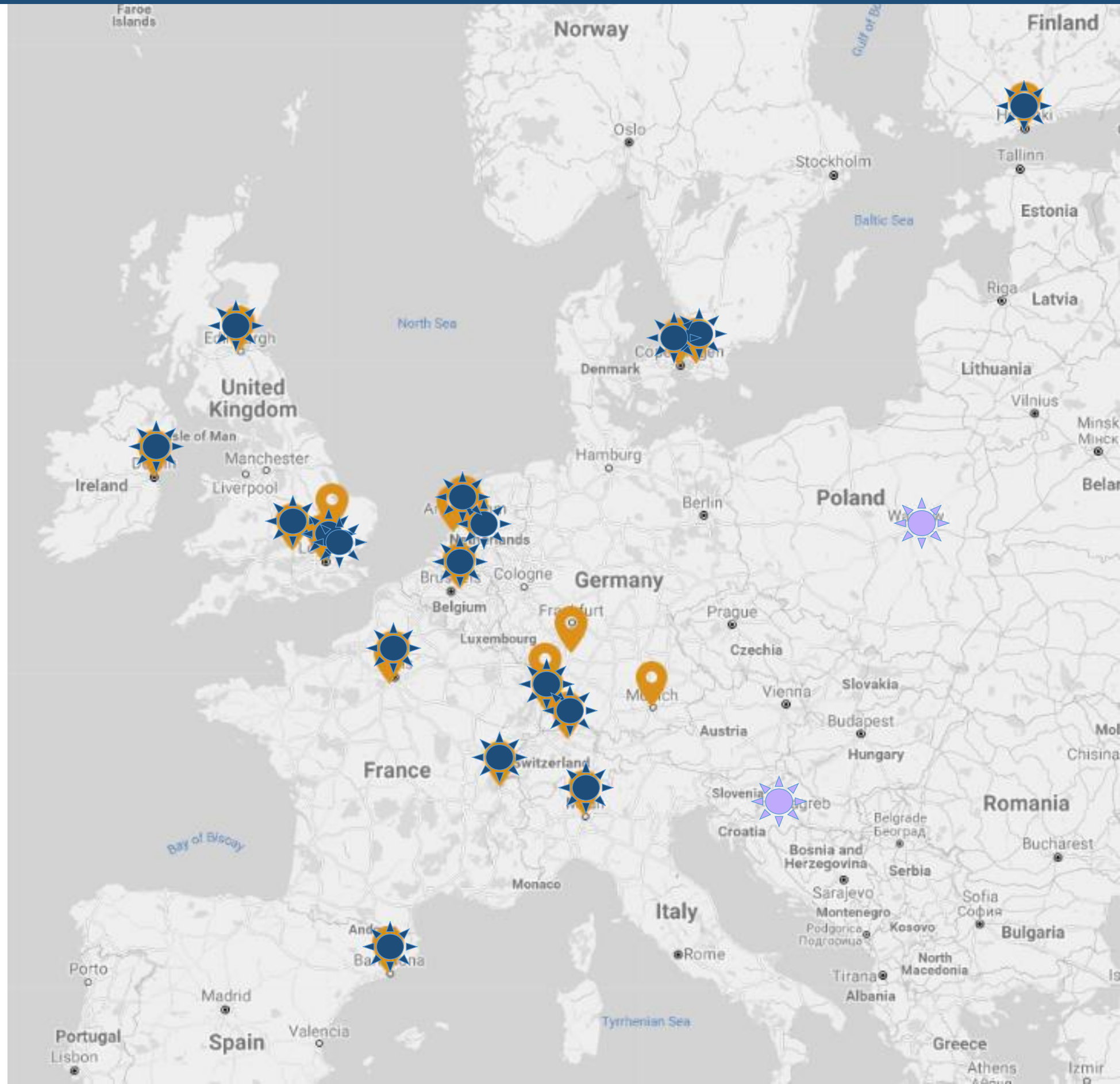


Imperial College
London

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)

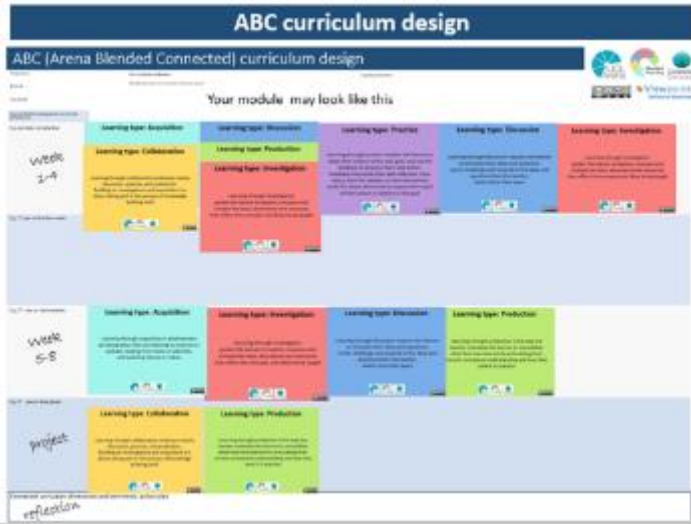
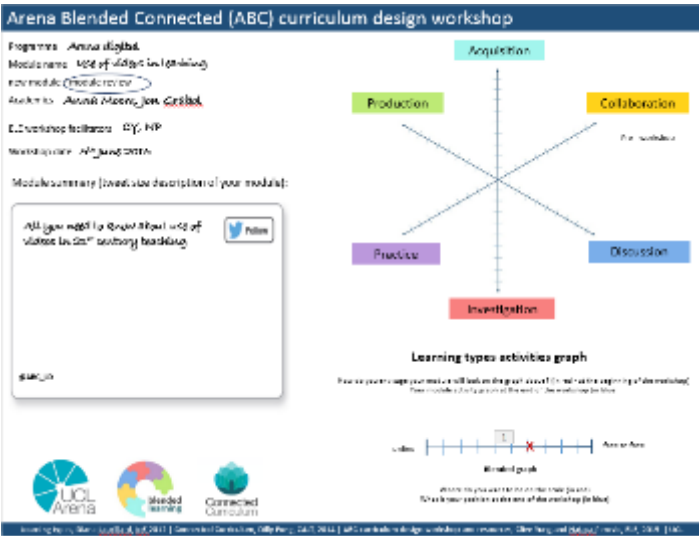
2. Storyboard sheet

- **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 curriculum design
Workshop action plan



Objectives	
E.g. pre entry or induction	

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



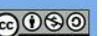
Learning type: Collaboration

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



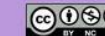
Learning type: Investigation

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
<input type="checkbox"/> reading books, papers	<input type="checkbox"/> reading multimedia, websites, digital documents and resources
<input type="checkbox"/> listening to teacher presentations face-to-face, lectures	<input type="checkbox"/> listening to podcasts, webcasts
<input type="checkbox"/> watching demonstrations, master classes	<input type="checkbox"/> watching animations, videos
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Learning type: Collaboration

Conventional method	Digital technology
<input type="checkbox"/> small group project	<input type="checkbox"/> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
<input type="checkbox"/> discussing others' outputs	<input type="checkbox"/> building a joint digital output
<input type="checkbox"/> building joint output	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Learning type: Discussion

Conventional method	Digital technology
<input type="checkbox"/> tutorials	<input type="checkbox"/> online tutorials
<input type="checkbox"/> seminars	<input type="checkbox"/> seminars
<input type="checkbox"/> discussion groups	<input type="checkbox"/> email discussions
<input type="checkbox"/> class discussions	<input type="checkbox"/> discussion groups
<input type="checkbox"/>	<input type="checkbox"/> discussion forums
<input type="checkbox"/>	<input type="checkbox"/> web-conferencing tools
<input type="checkbox"/>	<input type="checkbox"/> synchronous and asynchronous
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Learning type: Investigation

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

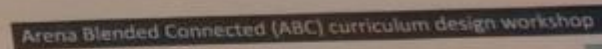
Learning type: Practice

Conventional method	Digital technology
<input type="checkbox"/> practising exercises	<input type="checkbox"/> using models
<input type="checkbox"/> doing practice-based projects	<input type="checkbox"/> simulations
<input type="checkbox"/> labs	<input type="checkbox"/> <u>microworlds</u>
<input type="checkbox"/> field trips	<input type="checkbox"/> virtual labs and field trips
<input type="checkbox"/> face-to-face role-play activities	<input type="checkbox"/> online role play activities
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Learning type: Production

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

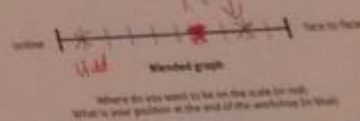
ABC (Arena Blended Connected) curriculum design



Get ready for
the writing.

Learning types activities graph

Now for the challenge: your module will link to the graph detail (in red) at the beginning of the lesson module activity graph at the end of the worksheet (in blue).



ABC curriculum design

Learning type: Production

Conventional method

producing articulations using:

- ☐ statements
- ☐ essays
- ☐ reports
- ☒ accounts ☒
- ☐ designs
- ☐ performances
- ☐ artefacts
- ☐ animations
- ☐ models
- ☐ videos

Digital technology

- ☐ producing and storing digital documents
- ☐ representations of designs
- ☐ performances, artefacts
- ☐ animations
- ☐ models
- ☐ resources
- ☐ slideshows
- ☐ photos
- ☐ videos
- ☐ blogs
- ☐ e-portfolios.

Learning type: Investigation

Conventional method

- ☐ using text-based study guides
- ☒ analysing the ideas and in a range of materials
- ☐ using conventional methods and analyse data
- ☐ comparing texts
- ☐ searching and evaluating information and ideas

Digital technology

- ☐ using online advice and guidance


Learning type: Collaboration

Conventional method

- ☒ small group project
- ☒ discussing others' outputs
- ☐ building joint output

Digital technology

- ☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
- ☐ building a joint digital output

Assessment 

Learning type: Collaboration

Conventional method

- ☐ small group project
- ☐ discussing others' outputs
- ☐ building joint output
- ☒ work-based project

Digital technology

- ☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
- ☐ building a joint digital output

Learning type: Investigation

Conventional method

- ☐ using text-based study guides
- ☐ analysing the ideas and information in a range of materials and resources

Digital technology

- ☐ using online advice and guidance
- ☒ analysing the ideas and information in a range of digital resources

Learning type: Production

Conventional method

producing articulations using:

- ☐ statements
- ☒ essays
- ☐ reports

Digital technology

- ☐ producing and storing digital documents
- ☐ representations of designs
- ☐ performances, artefacts

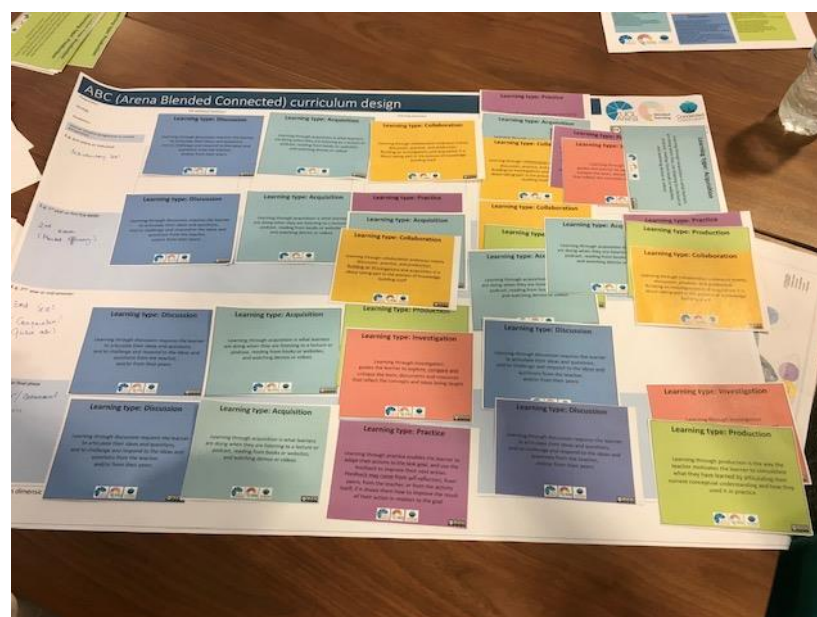
Step 1



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)

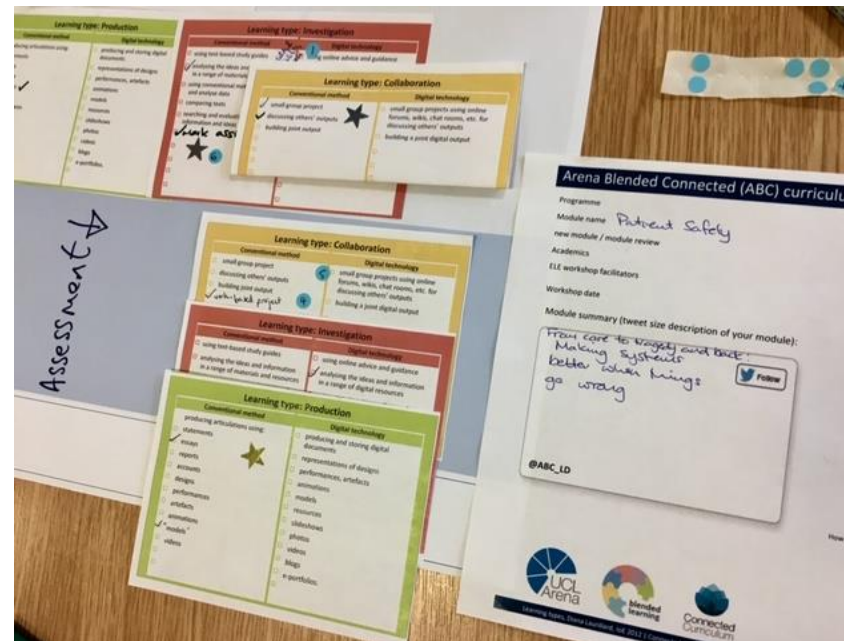
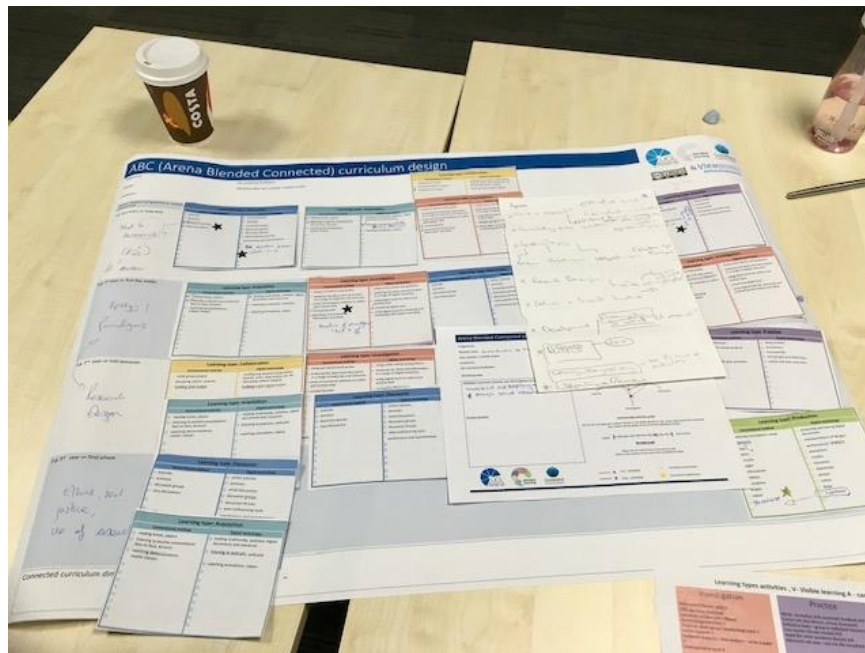
Step 2



Co-creation

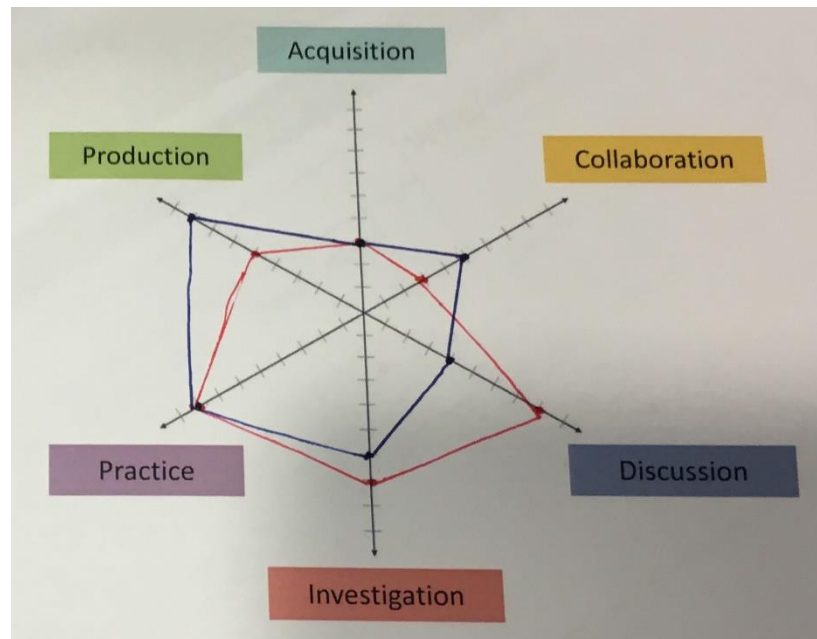
Pedagogic
discussion

Look at programme
outcomes,
assessment, policies
etc



Practical designs
and action plans

Step 3



Poster ★

Learning type: Production	
Conventional method	Digital technology
producing articulations using: <input type="checkbox"/> statements <input checked="" type="checkbox"/> essays <input checked="" type="checkbox"/> reports <input checked="" type="checkbox"/> accounts <input checked="" type="checkbox"/> designs <input checked="" type="checkbox"/> performances	producing and storing digital documents <input checked="" type="checkbox"/> representations of designs <input checked="" type="checkbox"/> performances, artefacts <input checked="" type="checkbox"/> animations <input checked="" type="checkbox"/> models <input checked="" type="checkbox"/> resources

Report ★

Learning type: Production	
Conventional method	Digital technology
producing articulations using: <input type="checkbox"/> statements <input checked="" type="checkbox"/> essays <input checked="" type="checkbox"/> reports <input checked="" type="checkbox"/> accounts <input checked="" type="checkbox"/> designs <input checked="" type="checkbox"/> performances	producing and storing digital documents <input checked="" type="checkbox"/> representations of designs <input checked="" type="checkbox"/> performances, artefacts <input checked="" type="checkbox"/> animations <input checked="" type="checkbox"/> models <input checked="" type="checkbox"/> resources

Learning type: Discussion	
Conventional method	Digital technology
tutorials <input checked="" type="checkbox"/> seminars <input checked="" type="checkbox"/> discussion groups <input checked="" type="checkbox"/> class discussions	online tutorials <input checked="" type="checkbox"/> seminars <input checked="" type="checkbox"/> email discussions <input checked="" type="checkbox"/> discussion groups

Learning type: Collaboration	
Conventional method	Digital technology
small group project <input checked="" type="checkbox"/> discussing others' outputs <input checked="" type="checkbox"/> building joint output	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs <input checked="" type="checkbox"/> building a joint digital output

Learning type: Practice	
Conventional method	Digital technology
practising exercises <input checked="" type="checkbox"/> doing practice-based projects <input checked="" type="checkbox"/> labs <input checked="" type="checkbox"/> field trips <input checked="" type="checkbox"/> face-to-face role-play activities	using models <input checked="" type="checkbox"/> simulations <input checked="" type="checkbox"/> microworlds <input checked="" type="checkbox"/> virtual labs and field trips <input checked="" type="checkbox"/> online role-play activities

Table leads present to whole group

Student experience across the programme



Programme-level outcomes, assessment, cohesion, 'through lines'

Programme lead makes action plan

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.



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)

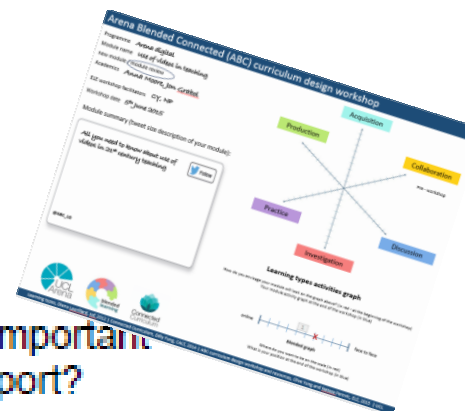
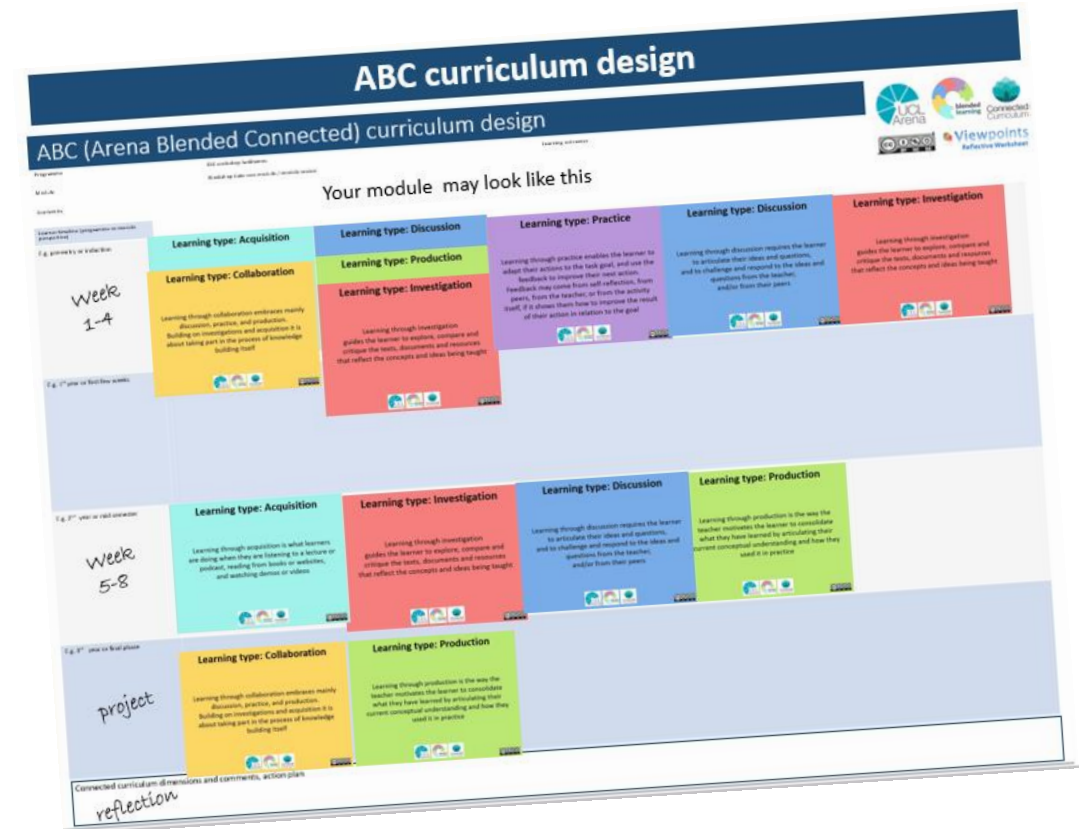
Guide for trainers (doc) - TOC

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/>



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)**

- **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 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!

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

<https://abc-ld.org/>



ABC Learning Design

A 90 minute workshop to design a storyboard of learning activities

[About ABC](#) [ABC to VLE](#) [ABC Community](#) [ABC Toolkit \(Download\)](#) [Log In](#) [English](#)

About ABC



Teachers discussing the redesign of a module during an ABC workshop at UCL.

ABC Learning Design is a high-energy, hands-on curriculum development workshop developed at **UCL**. In just 90 minutes teaching teams work together to create a visual 'storyboard'. The storyboard is made up of pre-printed cards representing the type and sequence of learning activities (both online and offline) required to meet the module or programme learning outcomes.

QUICK LINKS

- [Learn about ABC](#)
- [Download the ABC Toolkit](#)
- [Join the ABC Community](#)
- [Contact us](#)

Tweets by @ABC_LD

ABC LD Retweeted


Kay Ecclestone
@kfecclestone

Having fun with the Learning Centre team
@CornwallCollege @ABC_LD



[UCL Home](#) [Prospective students](#) [Current students](#) [Staff](#)

ABC-LD



ABC LD

[ABC Learning Design](#)
[ABC workshop resources](#)

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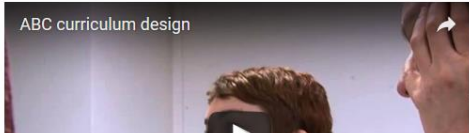
ABCCBC

ABC Learning Design



ABC is an effective and engaging hands-on workshop that has now been trialled with great success over a range of programmes. In just 90 minutes using a game format teams are able to work together to create a visual 'storyboard' outlining the type and sequence of learning activities (both online and offline) required to meet the module's learning outcomes. ABC is particularly useful for new programmes or those changing to an online or more blended format.

Short video about the workshop (4')



Recent Posts

- ABC LD 2016 summary
- ABC reaches Glasgow... and Santiago!
- ABC has reached 21
- ABC Curriculum Design 2015 Summary
- ABC Curriculum Design Workshops

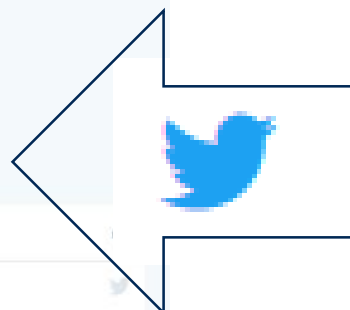
Categories

Categories

Select Category

Recent Tweets

- great to see @ABC_LD @UCLDigiEd in action @RyersonLTO @CliveYoungUCL @NatasaPerovic
twitter.com/Naza_Djafarova... 3 months ago
- Ryerson workshop
twitter.com/Naza_Djafarova... 3 months ago
- Lovely module designs from Santiago
@AprendizajeUAI @gpierattinimeza



@ABC_LD
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