



EDUCATION
OUT OF THE BOX



Co-funded by the
Europe for Citizens Programme
of the European Union



ABC Learning design - Analysis of your practices

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ABC Learning design

Method created by Ms. Perovic and M. Young (UCL 2015).

Its objective: To be a way to engage teams in developing or redesigning courses but above all to encourage a better educational conversation.

This principle is:

- Fast,
- Focused on student activities,
- Visual (storyboard),
- Suitable for all disciplines,
- Collaborative

Behind the ABC method, we find the "conversational framework and types of learning model" theory of Prof. D. Laurillard (UCL 2012). ABC Cards aims at operationalizing this theory by focusing on its 6 types of learning.

The secondary objectives of this approach are:

- To allow development of "active learning" as 5 of the 6 cards refer to it,
- To integrate the digital dimension into our teaching (blended learning),

ABC analysis

"From line segments and line drawing to simple figures"

<https://education-outofthebox.eu>



1. Set course framework



<https://bit.ly/EOOTBABC>

Step n°1 : **Tweet your course** (5 to 7 min)

You have to summarize in a few characters (140 max), the objective of your sequence. It is not recommended to use the title of the sequence.

Identify and draw simple figures in
geometry



Acquisition

Learning by acquisition is implemented when the learner **listens** to information provided by an expert, by a student or by the teacher; **reads** a book, a WEB page; **watch** videos

Collaboration



Collaborative learning mainly includes **negotiation**, practice and team production activities that must agree and **lead to consensus**.

Learners **build their knowledge collectively**.



Discussion

Learning through discussion requires the learner to **formulate their ideas** and questions, and to **share** and **argue** with the teacher and/or their peers.



Investigation

The learner has the opportunity to **explore**, **compare** and **critique** documents or other resources that reflect the concepts and ideas targeted during the teaching.



Practice

Learning by doing allows the learner to **train, experiment** and adapt their actions to the objectives to be achieved and use feedback to improve the next action.

Feedback can come from self-reflection, from peers, from the teacher or from the activity itself as soon as it shows how to improve the result of its action to achieve the set goal.

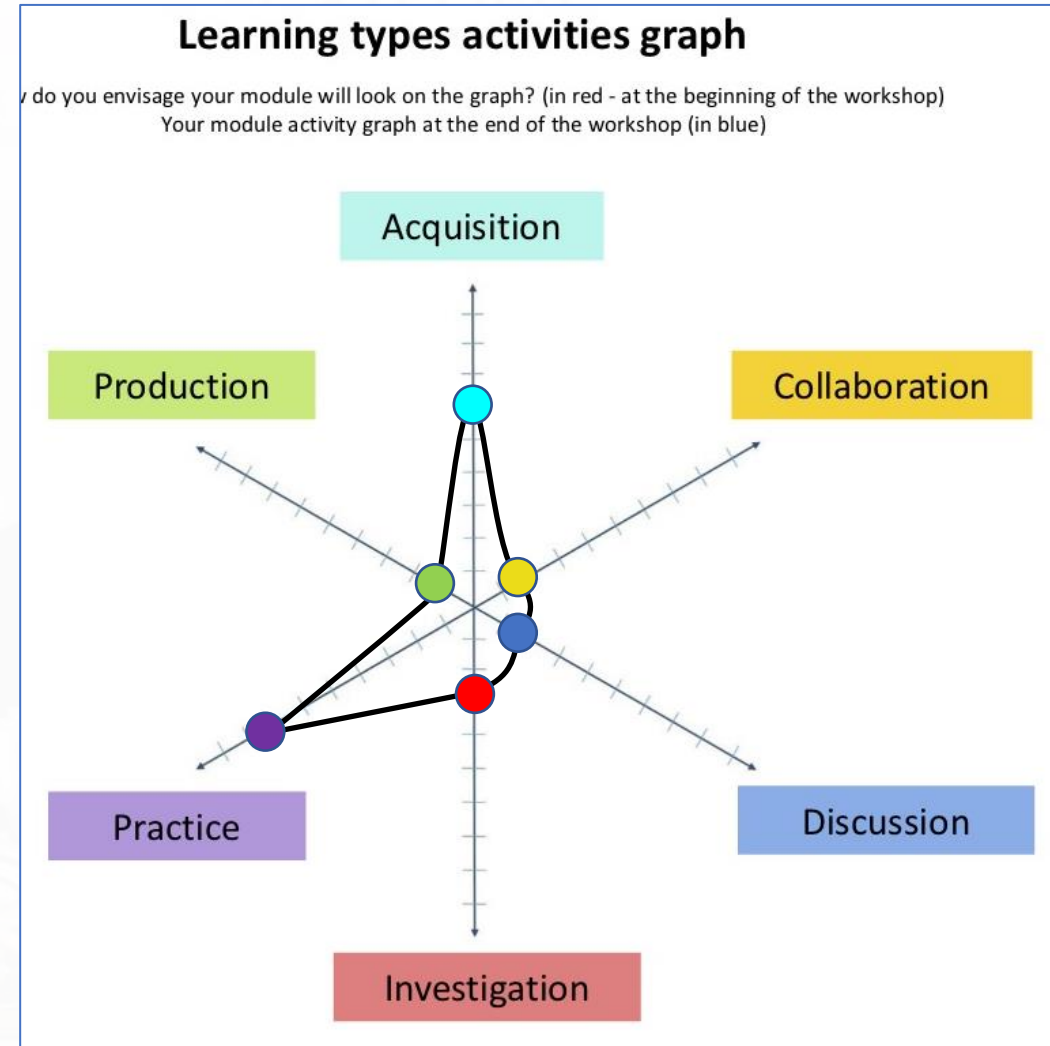
Production



During learning by production, the teacher **motivates** the learner to **consolidate** their knowledge. The latter expresses, through a creation, his understanding and **integration** of the concepts taught.

Step n°2 : **Draw the module's learning outcomes** (5 min)

You have to plan how much time students will spend on each axis and you have to write it down.

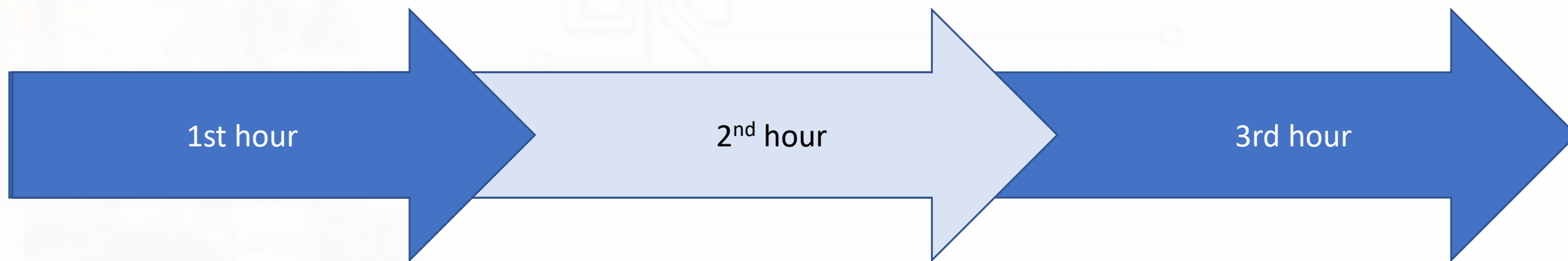


Step n°3 : **Draw up the storyboard** (10 min)

You have to choose the appropriate time scale. Then you must use the cards to build your sequence (be careful, we only base ourselves on **the actions of the children**). It's best to stay at the level of the learning types and not worry about the activity types for now.

<https://education-outofthebox.eu>



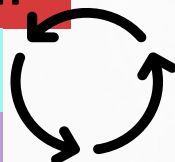


Practice

Investigation

Acquisition

Practice



Production

Investigation

Acquisition



Discussion

Collaboration

Practice

Practice



Acquisition

	Guided	Autonomy	Estimated working time
Classroom			
At home			

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Reading/browsing/discovering books, documents, articles,...
- ☐ Listening to the teacher
- ☐ Listening to experts' lectures
- ☐
- ☐

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Reading/browsing/discovering digital ressources, multimedia, websites
- ☐ Following podcasts or webcasts
- ☐ Watching videos, animations
- ☐
- ☐



Collaboration

	Guided	Autonomy
Classroom		
At home		

Estimated working time

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Meeting during specific activities/workshops
- ☐ Leading to consensus from peers productions
- ☐ Building a production collectively

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Meeting during class projects using digital tools : forums, wikis, chats, ...
- ☐ Leading to consensus from peers productions using digital tools such as : plickers,...
- ☐ Building a digital production collectively



Discussion

	Guided	Autonomy
Classroom		
At home		

Estimated working time

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Formulating ideas during discussion groups
- ☐ Exchanging and arguing during a class
- ☐ Tutoring peers
- ☐

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Formulating ideas via emails
- ☐ Exchanging and arguing during online discussions such as forums
- ☐ Online tutoring
- ☐



Investigation

	Guided	Autonomy
Classroom		
At home		

Estimated working time

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Exploring multiple ressources
- ☐ Applying research methods defined by the teacher
- ☐ Collecting and analyzing data coming from multiple sources
- ☐ Comparing and criticizing collected information

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Exploring online ressource with the help of digital tools such as : Decodex
- ☐ Applying online research methods defined by the teacher
- ☐ Collecting and analyzing digital data coming from multiple digital sources : short videos, animations,....
- ☐ Comparing and criticizing information acquired by using digital tools



Practice

	Guided	Autonomy
Classroom		
At home		

Estimated working time

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Practicing with multiple exercises
- ☐ Experimenting through learning games,
 - ☐ role-playing games (RPG),
 - ☐ field trips,
 - ☐ hands-on experience,
 - ☐
 - ☐
- ☐ Adapting the practices to achieve the objective

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Practicing with online exercises
- ☐ Experimenting through online learning games,
 - ☐ online role-playing games,
 - ☐ virtual field trips,
 - ☐ hands-on experience,
 - ☐
 - ☐
- ☐ Adapting the practices to achieve the objective with online simulations





Production

	Guided	Autonomy
Classroom		
At home		

Estimated working time

WITHOUT ICTE / WITHOUT DIGITAL TOOLS

Produce :

- ☐ Comments
- ☐ Reports
- ☐ Objects
- ☐ Models / prototypes
- ☐ Shows
- ☐ Sounds
- ☐ Models (design, drawings)
- ☐ Presentations
- ☐ Speeches
- ☐
- ☐

WITH ICTE / WITH DIGITAL TOOLS

Produce and store with digital tools :

- ☐ Comments
- ☐ Reports
- ☐ Shows
- ☐ Virtual Objects
- ☐ Virtual models / virtual prototypes
- ☐ Pictures
- ☐ Videos
- ☐ e-portfolios
- ☐ sound recordings
- ☐

Learning types activities , V- Visible learning A - can be assessed (F or S)

Investigation

Web search (forum, wiki) V
OER resources (external)
Literature reviews and critiques
(forum/blog/wiki/RSS) V
Field/lab observations (media/blog/wiki) V
Action research V
Authentic research / data analysis – write a paper
V
Lead a group project V

Practice

MCQs - formative with automatic feedback V/A
Online role play (forum, virtual classroom)
Reflective tasks – group or individual (forum) V/A
Case studies (forum, lesson) V/A
Rapid-fire exam questions (forum) V/A
Advanced role play – you are the consultant etc. V

Production

Interview an expert (video/forum/chat) V
Literature reviews and critiques
(forum/blog/wiki/RSS) V/A
MCQs - formative with automatic feedback V/A
Develop a shared resource library
(database/glossary/wiki) V/A
Shows/demonstrates learning (displays, posters,
presentations) V/A
Portfolios (MyPortfolio) V/A
Case studies (forum, lesson) V/A
Summarisation tasks (upload texts – individual or
group) V/A
Rapid-fire exam questions (forum) V/A
Concept mapping (external) V
Create video of performance (media) V/A
Audio commentary of performance (media) V/A
Skype or virtual classroom 'viva' V/A
Make and give a presentation (external) V/A
Video blog (external) V/A
Write a report (external) V/A
Make an analysis (external) V/A
Case studies V/A
Advanced role play – you are the consultant etc. V
Action plan for workplace V/A
Action plan for further study V/A
Authentic research / data analysis – write a paper
V/A
Prepare professional briefing V/A
Create, make a case (study) V/A
Create podcast (media) V/A
Work assignment (blog/report) V/A
Interview professional colleagues V/A
Lead a group project V/A

Acquisition

Guided readings (library resources)
OER resources (external)
Podcast (media) V if students do it
Webinars (virtual classroom) V
Q&A forum (forum, where teachers answer
student questions) V
Video lectures (webcast),
YouTube videos (external)
Field/lab observations (media/blog/wiki) V
MCQs - formative with automatic feedback V
Portfolios (MyPortfolio) V

Collaboration

Collaborative wiki - what do we know about ...?
V/A
Develop a shared resource library
(database/glossary/wiki) V
Social networking – participate (external) V
Special interest groups - share on a topic (forum) V
Mentor other learners V

Discussion

Interview an expert (forum/chat) V
Webinars (virtual classroom) V
Model answers/examples of previous work
(forum)
Analyse chat text (in course or uploaded) V
Job/professional reflections (blog) V/A
Group discussions on the topic, problem, reading
(chat/blog/wiki) V/A
Social networking – participate (external) V
Reflective tasks – group or individual (forum) V/A
Special interest groups - share on a topic (forum) V
Lead a group project V/A



Step n°4 : Identify activities (10 min)

Once you are satisfied with your storyboard, you can flip the cards and select some of the learning activities or imagine



Practice

	Guided	Autonomy	Estimated working time
Classroom			
At home			

30 min

1. Realize the challenges.

The challenges are spread over quarter sheets and can be needed.
I find that some students prefer this pace of work (especially those who need movement).
The student must put his first name for the correction and grid holding.
I am available for the understanding of the procedure carried out.
A self-correction is proposed if I am ever overwhelmed by corrections as I go. The student then deposits it in the baccalaureate "To be corrected".

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS



Practicing with multiple exercises



Experimenting through learning games,

- ☐ role-playing games (RPG),
- ☐ field trips,
- ☐ hands-on experience,
- ☐



Adapting the practices to achieve the objective



.....

WITH ICTE / WITH DIGITAL TOOLS



Practicing with online exercises



Experimenting through online learning games,

- ☐ online role-playing games,
- ☐ virtual field trips,
- ☐ hands-on experience,
- ☐



Adapting the practices to achieve the objective with online simulations



.....

2. In case of concern.



Investigation

	Guided	Autonomy
Classroom		X
At home		

Estimated working time

10 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Exploring multiple ressources
- ☒ Applying research methods defined by the teacher



Acquisition

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☒ Reading/browsing/discovering books, documents, articles,...
- ☒ Listening to the teacher
- ☐ Listening to experts' lectures
- ☐
- ☐

WITH ICTE / WITH DIGITAL TOOLS



Practice

	Guided	Autonomy
Classroom		X
At home		

Estimated working time

10 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☒ Practicing with multiple exercises
- ☐ Experimenting through learning games,
 - ☐ role-playing games (RPG),
 - ☐ field trips,
 - ☐ hands-on experience,
 - ☐
- ☐ Adapting the practices to achieve the objective
- ☐

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Practicing with online exercises
- ☐ Experimenting through online learning games,
 - ☐ online role-playing games,
 - ☐ virtual field trips,
 - ☐ hands-on experience,
 - ☐
- ☐ Adapting the practices to achieve the objective with online simulations
- ☐

Activity #2 Analysis and synthesis

We start from the principle of bloom's taxonomy (2003 version)

I ask the students, on a lined sheet, to write what they think c

1. A straight line
2. A line segment
3. Parallel lines
4. A right angle
5. "A half-line"
6. An obtuse angle

Production

	Guided	Autonomy
Classroom		
At home		

Estimated working time
30 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

Produce :

- Comments
- ☐ Reports
- ☐ Objects
- ☐ Models / prototypes
- ☐ Shows
- ☐ Sounds

WITH ICTE / WITH DIGITAL TOOLS

Produce and store with digital tools :

- ☐ Comments
- ☐ Reports
- ☐ Shows
- ☐ Virtual Objects
- ☐ Virtual models / virtual prototypes
- ☐ Pictures
- ☐ Videos



Acquisition

	Guided	Autonomy
Classroom		
At home		

Estimated working time
15 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

Reading/browsing/discovering books, documents, articles,...

- ☐ Listening to the teacher
- ☐ Listening to experts' lectures
- ☐
- ☐

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Reading/browsing/discovering digital ressources, multimedia, websites
- ☐ Following podcasts or webcasts
- ☐ Watching videos, animations
- ☐
- ☐

TAL TOOLS

urces
ods defined
data coming
g collected

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Exploring online ressource with the help of digital tools such as : Decodex
- ☐ Applying online research methods defined by the teacher
- ☐ Collecting and analyzing digital data coming from multiple digital sources : short videos, animations,....
- ☐ Comparing and criticizing information acquired by using digital tools
- ☐

	Guided	Autonomy
Classroom		
At home		

Estimated working time
15 min

Activity #2 Analysis and synthesis

We start from the principle of bloom's taxonomy (

I ask the students, on a lined sheet, to write what

- 1. A straight line
- 2. A line segment
- 3. Parallel lines
- 4. A right angle

Practice

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☐ Practicing with multiple exercises
- ☐ Experimenting through learning games,
 - ☐ role-playing games (RPG),
 - ☐ field trips,
 - ☐ hands-on experience,
 - ☐
- ☐ Adapting the practices to achieve the objective
- ☐

Discussion

	Guided	Autonomy
Classroom	<input checked="" type="checkbox"/>	
At home		

Estimated working time
25 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☒ Formulating ideas during discussion groups
- ☒ Exchanging and argumenting during a

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Formulating ideas via emails
- ☐ Exchanging and argumenting during online discussions such as forums
- ☐ Online tutoring
- ☐

	Guided	Autonomy
Classroom		<input checked="" type="checkbox"/>
At home		<input checked="" type="checkbox"/>

Estimated working time
10 min

WITH ICTE / WITH DIGITAL TOOLS

- ☒ Practicing with online exercises

- ☐ Experimenting through online learning games,
 - ☐ online role-playing games,
 - ☐ virtual field trips,
 - ☐ hands-on experience,
 - ☐

- ☐ Adapting the practices to achieve the objective with online simulations
- ☐

	Guided	Autonomy
Classroom	<input checked="" type="checkbox"/>	
At home		

Estimated working time
10 min

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Meeting during class projects using digital tools : forums, wikis, chats, ...
- ☐ Leading to consensus from peers productions using digital tools such as : pickers,...
- ☐ Building a digital production collectively

Activity #3 Evaluation

Tools: Challenges 11 to 20 and Evaluation Grid

Description:

To evaluate this sequence, I propose the challenges 11 to 20 but this time without the envelopes and aids to the process.



Practice

	Guided	Autonomy
Classroom		✗
At home		

Estimated working time

25 min

WITHOUT ICTE/ WITHOUT DIGITAL TOOLS

- ☒ Practicing with multiple exercises
- ☐ Experimenting through learning games,
 - ☐ role-playing games (RPG),
 - ☐ field trips,
 - ☐ hands-on experience,
 - ☐
- ☐ Adapting the practices to achieve the objective
- ☐

WITH ICTE / WITH DIGITAL TOOLS

- ☐ Practicing with online exercises
- ☐ Experimenting through online learning games,
 - ☐ online role-playing games,
 - ☐ virtual field trips,
 - ☐ hands-on experience,
 - ☐
- ☐ Adapting the practices to achieve the objective with online simulations
- ☐

2. Discussion

Step n°5 : **Let's discuss about the process** (5 + 12 min)

You have to discuss about the process on the story board. If a misunderstanding appears or a step is misplaced, take the time to exchange and to modify or move your cards.

Step n°6 : **Evaluation(s)** (15 min)

Usually, evaluation is not required with the ABC method which focuses on the learning process.

In this case, there are assessments

--> add a star next to the activities that are assesement :

- a silver star for formative assessment
- and a gold star for certificative assessment

3. Sharing time

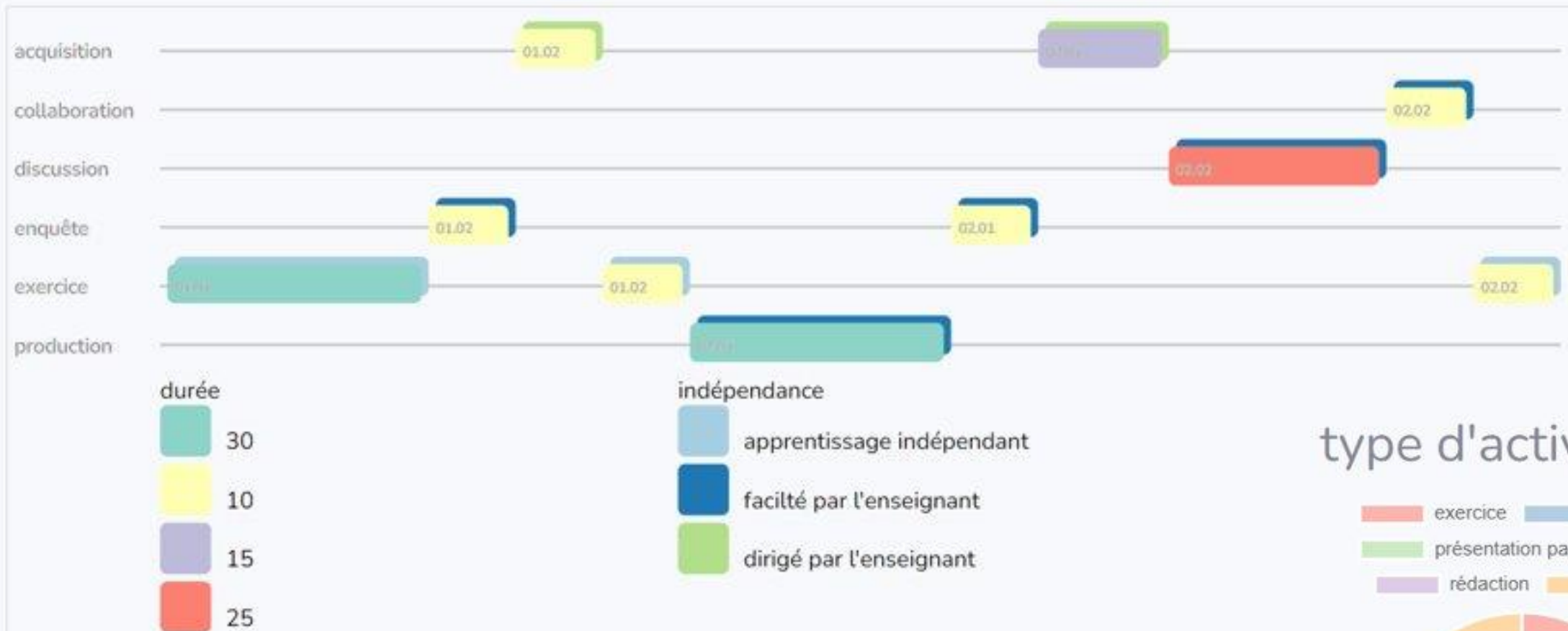
- Bring your flipchart sheet and present the group's work



Dernière modification hier à 15:30

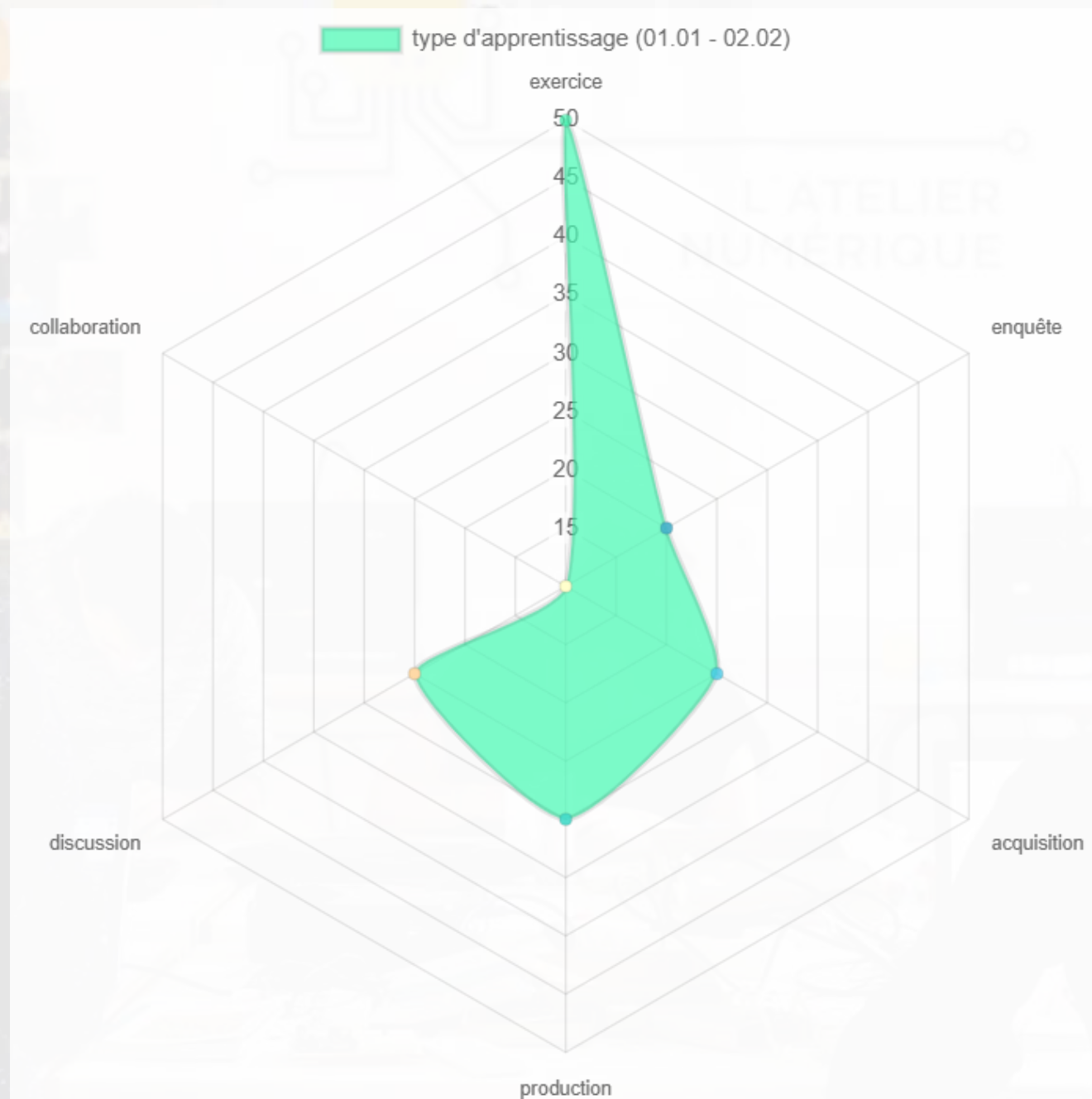
[illegible]

type d'apprentissage



type d'activité





5. Improving the process

Digital tools specific to "From line segments and line drawing to simple figures" :

Geogebra : <https://www.geogebra.org/>
Draw your game : <https://www.draw-your-game.com/>

Digital tools to create a poster :

Canva : <https://www.canva.com/>

