

ABC Learning Design, ABC to VLE Erasmus+ project

Clive Young and Nataša Perović
UCL Digital Education

@ABCtoVLE



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

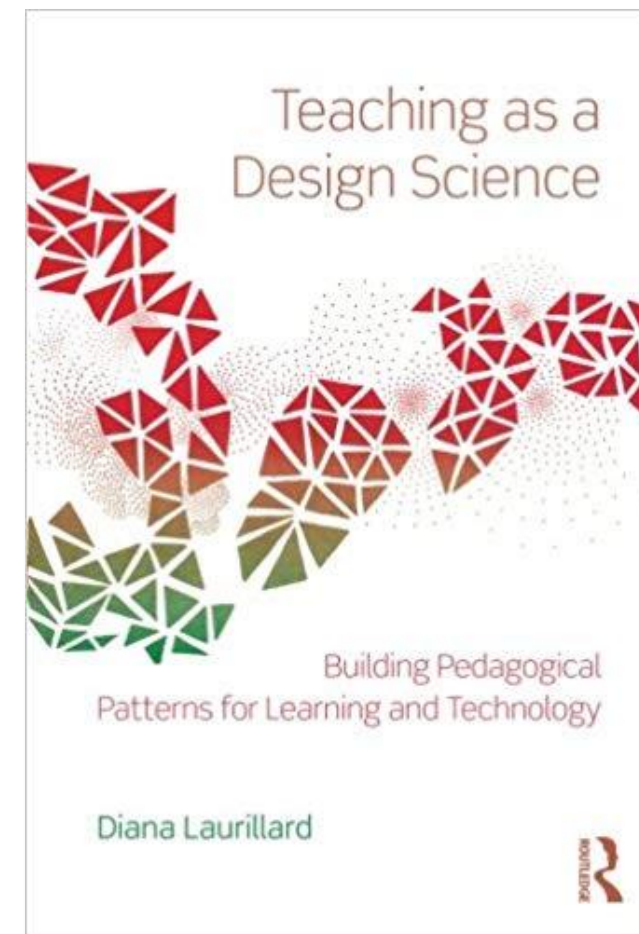


ABC Learning Design

The ABC curriculum design method is an effective and engaging hands-on, card-based approach to curriculum design – curriculum design is where change happens.

Why ABC?

- **fast** – requires minimal preparation
- **student centred** approach
- stimulates informed **dialogue** among teams
- aligns to **strategic** aims
- encourages **blended** approaches
- based on established **theory** ‘Conversational Framework’ (Laurillard 2012)
- **discipline-neutral**
- **works** for HE, FE, CPD, Moocs, with students etc.
- **widely used** - growing international community



ABC Learning Design

ABC international community



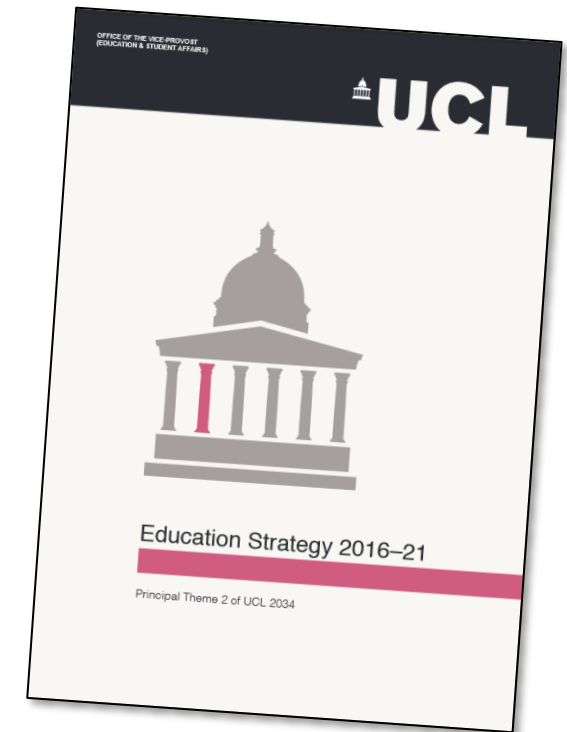
History of ABC

2014 - 2015 initial trials at UCL Medical Science

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

2016 - 2018 **Hefce Project** – Toolkit 2018 (<https://blogs.ucl.ac.uk/abc-ld/home/abc-ld-toolkit/>) and evaluation, JISC Connect events

2018 - 2020 Erasmus+ project **ABC to VLE** (<https://abc-ld.org/>)



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



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



Not just learning design!

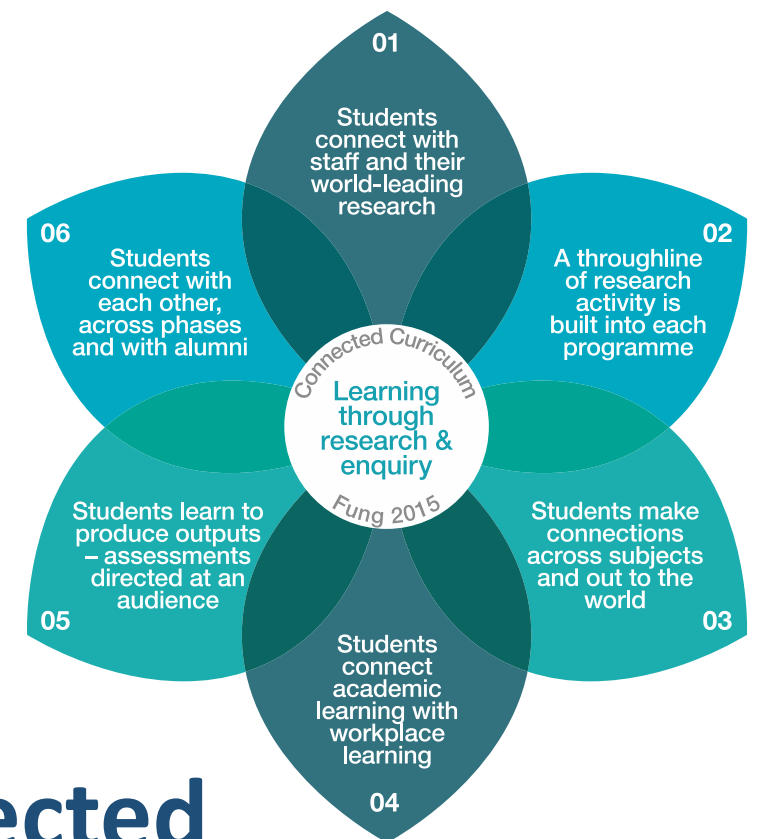
1. **Learning_Design_** – blended courses, programmes, MOOCs, CPD, training
2. **Strategic Development** – Research based learning, digital capabilities, employability, assessment and feedback review, student input
3. **Academic Development** – identification of skills, share practice, terminology, part of courses, practical development exercises, certification, case studies
4. **Review of technical and support environment** – VLE review, gap analysis, service provision, ‘app wheel’
5. **Quality Assurance** – documented part of new module/programme design and review
6. **Analytics** – identification of data points for ‘in-flight’ feedback and post hoc review
7. **Problem solving**
8. **Digital capabilities** for staff and students

ABC Learning Design in UCL

A is for Arena

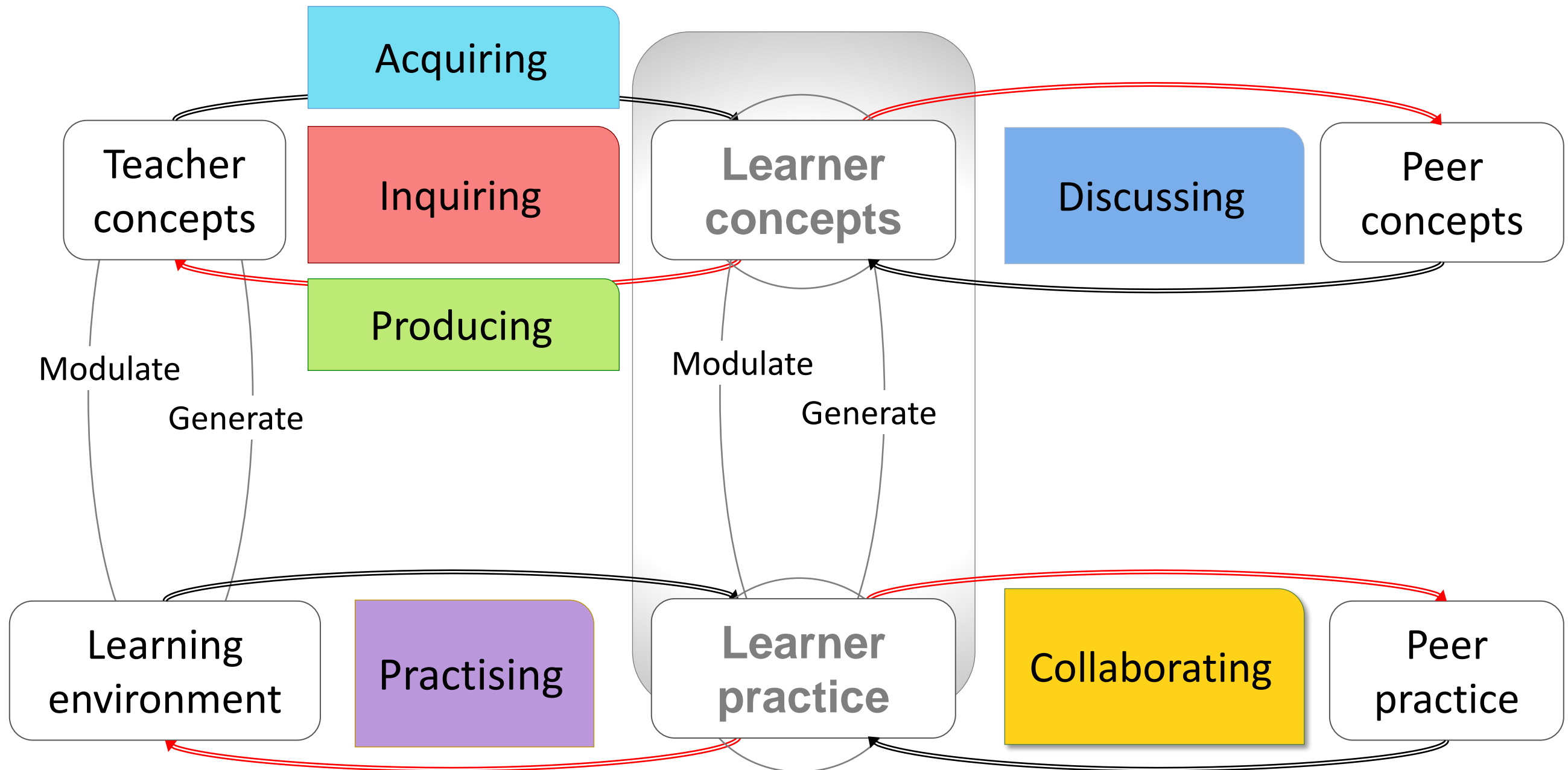


B is for Blended



C is for Connected

Learning in the context of adult education: The Conversational Framework




A sequence of learning activities for a specific outcome uses the appropriate balance between all these types of learning, conventional and digital

ABC Learning Design

Learning types cards

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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>

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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>

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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>


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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>

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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>

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

 AllC Learning Design created by Olive Young and Natalia Perovic, 2013. (2014). Learning types, Lawford, D. (2012).
Resources available from <https://king.ac.uk/abc-4/>

learning types: definitions on one side and examples of activities on the other

ABC Learning Design

Learning types cards (front and 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"/>
<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"/>
<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"/>

learning types: definitions on one side and examples of activities on the other

ABC Learning Design

Learning types cards (front and back)

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"/>	

Additional 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

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

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

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

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



ABC Learning Design workshop





ABC Learning Design

Workshop schedule:

1. Module info, tweet and shape

- **Tweet your module** – tweet size description of your module
- **Module shape (Learning types activities graph)** distribution of learning types
- **Blend** – (blended graph)

2. Storyboard of student journey

- **Storyboard** – learning types sequences and activities
- **Assessment** – align activities and assessment  

3. Module info, tweet and shape


- **Review the graphs** – what has changed? Why?

4. Actions – what next for team?

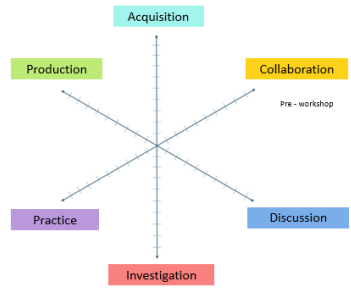
Arena Blended Connected (ABC) curriculum design workshop

Programme: *Arena digital*
 Module name: *use of videos in teaching*
 new module: *module review*
 Academics: *Anna Moore, Jon Grabol*
 ELE workshop facilitators: *CY, NP*
 Workshop date: *5th June 2015*

Module summary (tweet size description of your module):

All you need to know about use of videos in 21st century teaching 

@ABC_ID



Learning types activities graph

How do you envisage your module will look on the graph above? (in red - at the beginning of the workshop)
 Your module activity graph at the end of the workshop (in blue)

online | 1 | face to face

blended graph

Where do you want to be on the scale (in red)
 What is your position at the end of the workshop (in blue)


UCL Arena, blended learning, Connected Curriculum

Learning types, Diana Laurillard, iOE 2012 | Connected Curriculum, Dilly Fung, CAET, 2014 | ABC curriculum design workshop and resources, Clive Yung and Natasa Perovic, ELE, 2015 | UCL

ABC curriculum design

ABC (Arena Blended Connected) curriculum design

Your module may look like this



Week 1-4

- Learning type: Acquisition
- Learning type: Collaboration
- Learning type: Discussion
- Learning type: Investigation
- Learning type: Practice
- Learning type: Production

Week 5-8

- Learning type: Acquisition
- Learning type: Investigation
- Learning type: Discussion
- Learning type: Production


Project reflection

Learning type: Collaboration
- Learning type: Production

Connected curriculum dimensions and components, action plans

Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when



ABC Learning Design workshop by Clive Yung and Natasa Perovic, 2015. Learning types, Laurillard, 2012. Resources available from: https://ucl.ac.uk/abc/

ABC Learning Design

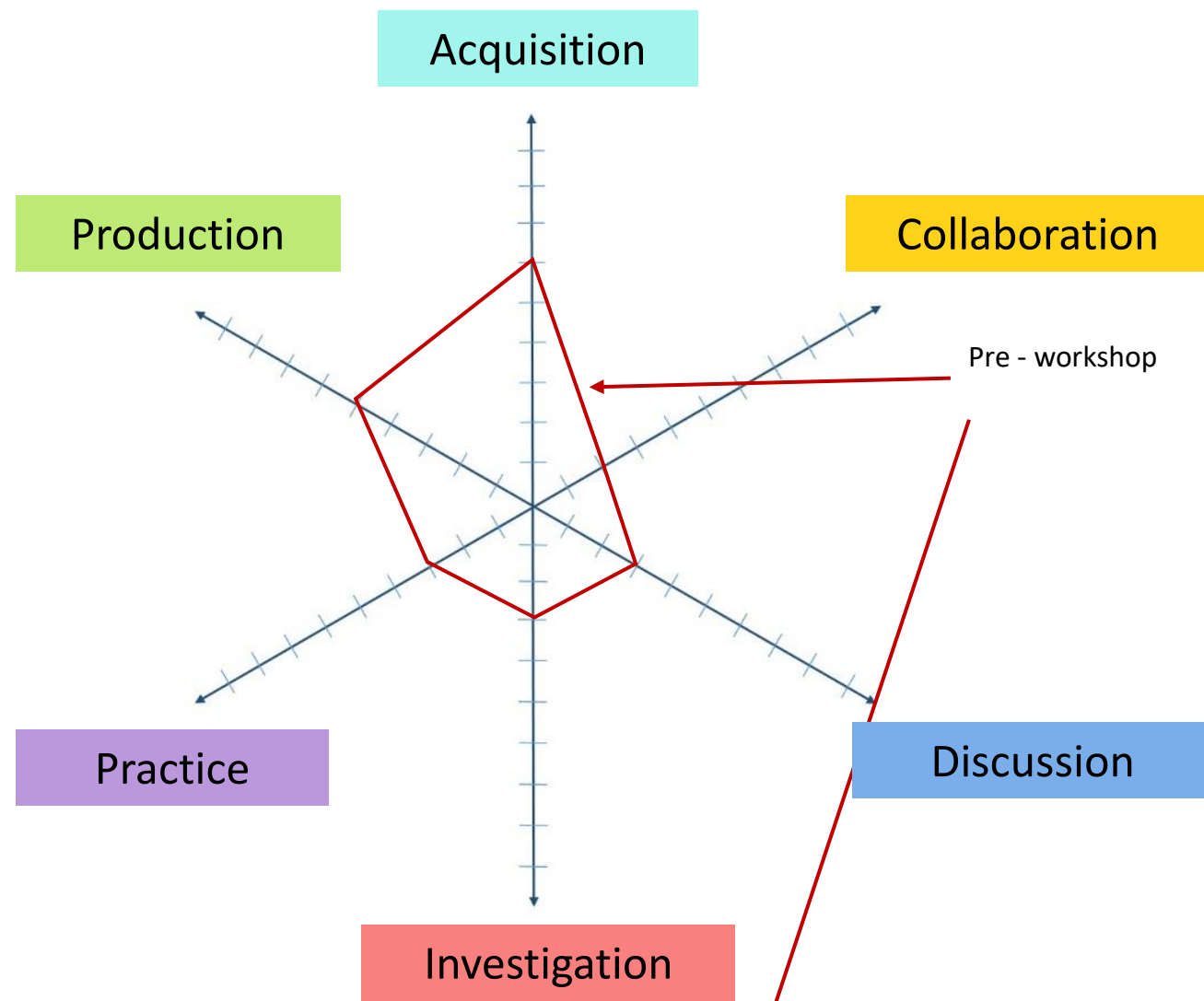
Programme *Arena digital*
Module name *Use of videos in teaching*
new module / module review
Academics *Anna Moore, Jon Grabol*
ELE workshop facilitators *CY, NP*
Workshop date *5th June 2015*

Module summary (tweet size description of your module):

All you need to know about use of videos in 21st century teaching



@ABC_LD



Learning types activities graph

How do you envisage your module will look on the graph above? (in red - at the beginning of the workshop)
Your module activity graph at the end of the workshop (in blue)



Blended graph

Where do you want to be on the scale (in red)
What is your position at the end of the workshop (in blue)

ABC Learning Design

ABC (Arena Blended Connected) curriculum design



Programme: UCL workshop facilitator Learning outcomes:
 Module: Refresh up date own module / module review
 Location:
 Learning timeline (programme or module perspective):



E.g. 1st year or first few weeks

Week 5-8

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: 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: 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: 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

E.g. 2nd year or mid semester

project

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: 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: 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: 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

E.g. 3rd year or final phase

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: 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: 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: 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: 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 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

ABC Learning Design

ABC (Arena Blended Connected) curriculum design



Programme: UCL knowledge facilitator Learning outcomes:

Module: 20 weeks of 40 hours modules / modules review

Assessment:

Learning timeline (using semester or module perspective)

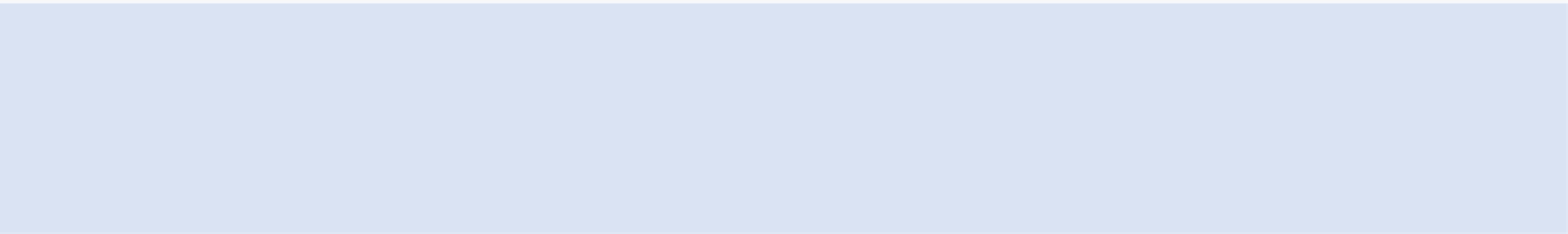
E.g. semester or induction

Induction



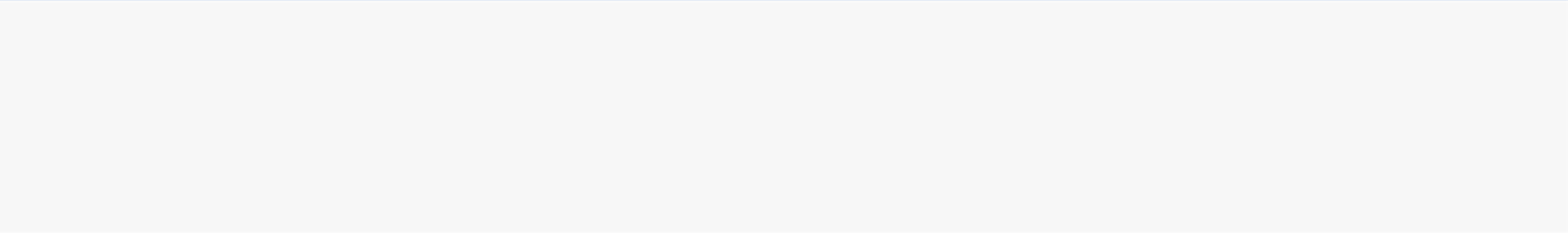
E.g. 1st year or first few weeks

Topic 1



E.g. 2nd year or mid semester

Topic 2



E.g. 3rd year or final phase

Learning type: Acquisition

Learning through acquisition is what learners experience when they are listening to a lecture or watching a video, 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 that the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they have used it in practice



ABC Learning Design






ABC (Arena Blended Connected) curriculum design







Programme: UCL workshop facilitator Learning outcomes
 Module: Rethink up a business module / module review
 Location: **Your module may look like this**

Learning timeline (programme or module progression)



E.g. pre-entry or induction
Week 1-4

<p>Learning type: Acquisition</p> <p>Learning type: Collaboration</p> <p>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</p> 	<p>Learning type: Discussion</p> <p>Learning type: Production</p> <p>Learning type: Investigation</p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p> 	<p>Learning type: Practice</p> <p>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</p> 	<p>Learning type: Discussion</p> <p>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</p> 	<p>Learning type: Investigation</p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p> 
	<p>E.g. 1st year or first few weeks</p>			

E.g. 2nd year or mid semester
Week 5-8

<p>Learning type: Acquisition</p> <p>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</p> 	<p>Learning type: Investigation</p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p> 	<p>Learning type: Discussion</p> <p>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</p> 	<p>Learning type: Production</p> <p>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</p> 
---	---	--	---

E.g. 3rd year or final phase
project

<p>Learning type: Collaboration</p> <p>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</p> 	<p>Learning type: Production</p> <p>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</p> 
---	--

Connected curriculum dimensions and comments, action plan

reflection

ABC Learning Design

ABC (Arena Blended Connected) curriculum design



Programme: UCL workshop facilitator Learning outcomes
 Module: Rethink up a business module / module review
 Session 10

Your module may look like this

Week 1-4

E.g. pre-entry or induction

Learning type: Acquisition	Learning type: Discussion	Learning type: Practice	Learning type: Discussion	Learning type: Investigation
Learning type: Collaboration	Learning type: Production	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 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 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 through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught		Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

E.g. 1st year or first few weeks

Once happy with your module design, turn the cards to the other side and select learning activities

Week 5-8

E.g. 2nd year or mid semester

Learning type: Acquisition	Learning type: Investigation	Learning type: Discussion	Learning type: Production
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 through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught	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 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

project

E.g. 3rd year or final phase

Learning type: Collaboration	Learning type: Production
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 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

Connected curriculum dimensions and comments, action plan

reflection

ABC Learning Design

ABC (Arena Blended Connected) curriculum design



Programme: **UCL workshop facilitators** Learning outcomes:
 Module: **to build up a set across modules / modules across**
 Location:

Your module may look like this

Learning timeline (programme or module perspective)

E.g. pre-entry or induction

Week 1-4

Learning type: Acquisition		Learning type: Discussion		Learning type: Practice		Learning type: Discussion		Learning type: Investigation	
Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> reading books, papers listening to teacher presentations face-to-face, lectures watching demonstrations, master classes 	<ul style="list-style-type: none"> reading multimedia, websites, digital documents and resources listening to podcasts, webcasts watching animations, videos 	<ul style="list-style-type: none"> tutorials seminars discussion groups class discussions 	<ul style="list-style-type: none"> online tutorials seminars email discussions discussion groups discussion forums web-conferencing tools synchronous and asynchronous 	<ul style="list-style-type: none"> practising exercises doing practice-based projects labs field trips face-to-face role-play activities 	<ul style="list-style-type: none"> using models simulations microworlds virtual labs and field trips online role play activities 	<ul style="list-style-type: none"> tutorials seminars discussion groups class discussions 	<ul style="list-style-type: none"> online tutorials seminars email discussions discussion groups discussion forums web-conferencing tools synchronous and asynchronous 	<ul style="list-style-type: none"> using text-based study guides analysing the ideas and information in a range of materials and resources using conventional methods to collect and analyse data comparing texts searching and evaluating information and ideas 	<ul style="list-style-type: none"> using online advice and guidance analysing the ideas and information in a range of digital resources using digital tools to collect and analyse data comparing digital texts using digital tools for searching and evaluating information and ideas

E.g. 1st year or first few weeks

Learning type: Collaboration		Learning type: Investigation		Learning type: Production	
Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> small group project discussing others' outputs building joint output 	<ul style="list-style-type: none"> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs building a joint digital output 	<ul style="list-style-type: none"> using text-based study guides analysing the ideas and information in a range of materials and resources using conventional methods to collect and analyse data comparing texts searching and evaluating information and ideas 	<ul style="list-style-type: none"> using online advice and guidance analysing the ideas and information in a range of digital resources using digital tools to collect and analyse data comparing digital texts using digital tools for searching and evaluating information and ideas 	<ul style="list-style-type: none"> producing articulations using: <ul style="list-style-type: none"> statements essays reports accounts designs performances artefacts animations models videos 	<ul style="list-style-type: none"> producing and storing digital documents representations of designs performances, artefacts animations models resources slideshows photos videos blogs e-portfolios.

E.g. 2nd year or mid semester

Learning type: Acquisition		Learning type: Investigation		Learning type: Discussion		Learning type: Production	
Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> reading books, papers listening to teacher presentations face-to-face, lectures watching demonstrations, master classes 	<ul style="list-style-type: none"> reading multimedia, websites, digital documents and resources listening to podcasts, webcasts watching animations, videos 	<ul style="list-style-type: none"> using text-based study guides analysing the ideas and information in a range of materials and resources using conventional methods to collect and analyse data comparing texts searching and evaluating information and ideas 	<ul style="list-style-type: none"> using online advice and guidance analysing the ideas and information in a range of digital resources using digital tools to collect and analyse data comparing digital texts using digital tools for searching and evaluating information and ideas 	<ul style="list-style-type: none"> tutorials seminars discussion groups class discussions 	<ul style="list-style-type: none"> online tutorials seminars email discussions discussion groups discussion forums web-conferencing tools synchronous and asynchronous 	<ul style="list-style-type: none"> producing articulations using: <ul style="list-style-type: none"> statements essays reports accounts designs performances artefacts animations models videos 	<ul style="list-style-type: none"> producing and storing digital documents representations of designs performances, artefacts animations models resources slideshows photos videos blogs e-portfolios.

Week 5-8

Learning type: Collaboration		Learning type: Production	
Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> small group project discussing others' outputs building joint output 	<ul style="list-style-type: none"> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs building a joint digital output 	<ul style="list-style-type: none"> producing articulations using: <ul style="list-style-type: none"> statements essays reports accounts designs performances artefacts animations models videos 	<ul style="list-style-type: none"> producing and storing digital documents representations of designs performances, artefacts animations models resources slideshows photos videos blogs e-portfolios.

E.g. 3rd year or final phase

project



Select learning activities and add your own activities

Connected curriculum dimensions and comments, action plan

reflection

ABC Learning Design

Selecting activities and assessment

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 checked="" type="checkbox"/> labs ☆	<input type="checkbox"/> <u>microworlds</u>
<input type="checkbox"/> field trips	<input checked="" 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"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Select formative (☆) and summative assessment (★)

ABC Learning Design

Selecting activities and assessment

Learning type: Production	
Conventional method	Digital technology
<p>producing articulations using:</p> <ul style="list-style-type: none"><input type="checkbox"/> statements<input type="checkbox"/> essays<input type="checkbox"/> reports<input type="checkbox"/> accounts<input type="checkbox"/> designs<input type="checkbox"/> performances<input type="checkbox"/> artefacts<input type="checkbox"/> animations<input type="checkbox"/> models<input type="checkbox"/> videos	<ul style="list-style-type: none"><input type="checkbox"/> producing and storing digital documents<input type="checkbox"/> representations of designs<input type="checkbox"/> performances, artefacts<input type="checkbox"/> animations<input type="checkbox"/> models<input checked="" type="checkbox"/> resources<input type="checkbox"/> slideshows<input type="checkbox"/> photos<input type="checkbox"/> videos<input type="checkbox"/> blogs<input type="checkbox"/> e-portfolios<input type="checkbox"/>

Handwritten notes:

- Star next to 'models' in the Conventional method column.
- Handwritten note: [Flexible Co. ITs or staff 50%]
- Handwritten note: Supporting one 50%.

ABC Learning Design

ABC (Arena Blended Connected Curriculum) design



Programme: PROFILE COURSE
Module name: WEBCOMMUNICATION
new module / module review:
Academics: CLADS TOFT, CHR. BECH
ELE workshop facilitator:
Workshop date: JUNE 10th, 2016

Module summary (tweet size description of your module):
 FIND A DYSFUNCTIONAL WEB DESIGN. QUALIFY A SOLUTION. SUGGEST A REDESIGN. REITERATE

Learning types activities graph:
 How do you evaluate your module will look on the graph above? (in red - at the beginning of the workshop) Your module activity graph at the end of the workshop (in blue)

Learning types: Acquisition, Production, Investigation, Collaboration, Discussion, Practice

Handwritten notes:
 "Week 1 -> 9-6"
 "I have // building upon previous weeks/products"
 "*3 -> week 7-9, week 8-6, week 1-3"
 "Publish 1/week"

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

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

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

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

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

Learning type: Practice
Conventional method:
 practicing exercises
 doing practice-based projects
 labs
 field trips
 face-to-face role-play activities
 interviews/presentations
Digital technology:
 using models
 simulations
 microworlds
 virtual labs and field trips
 online role-play activities
 mood 200

ABC Learning Design + professional skills

ABC LD (Arena Blended Connected Learning Design)

Learning Outcomes

Orientation
1-3 weeks
1 week

Practice

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Acquisition

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Discussion

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Reflect on what we have about Gender

Topic A-C
4-10 weeks
[2 wks ea]
2-10 weeks

Acquisition

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Practice

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Discussion

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Acquisition

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Production

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Merger
11-13 weeks
[3 wks]
11-13 weeks

Acquisition

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Practice

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Discussion

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Collaboration

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Practice

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Production

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Investigation

Conventional method

- Learning outcomes
- Learning activities
- Assessment
- Resources
- Learning and teaching methods

Digital technology

- Using online resources
- Using digital tools to collect and analyse data
- Using digital tools to create and analyse data
- Using digital tools to search and evaluate data
- Using digital tools to create and analyse data

Arena Blended Connected (ABC) learning design workshop

Programme: DT0214
Module: Control Engineering
How would you describe the module?
Academic:
Workshop date: 22/3/2014

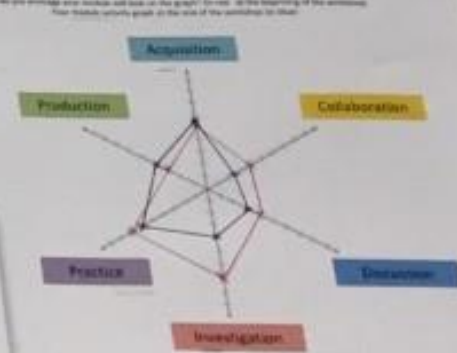
Module summary

(Tweet size description of your module)

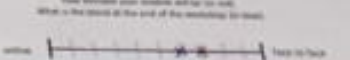
From Control from application to limitations

@ABC_LD

Learning types activities graph



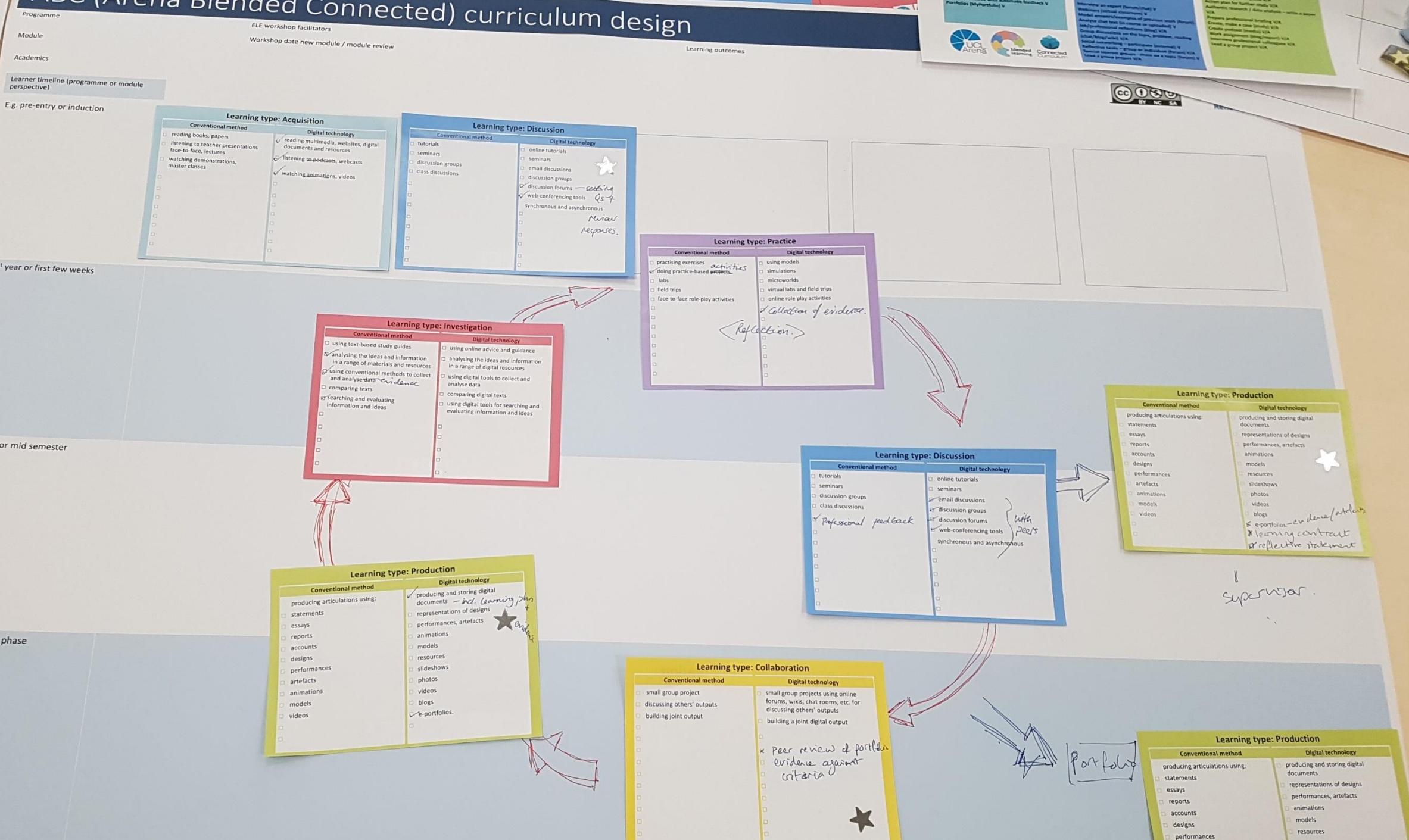
Blended graph



ABC Learning Design

ABC (Arena Blended Connected) curriculum design

9 maths
shuts to 3 months
reflective statement



Connected curriculum dimensions and comments, action plan

ABC storyboard + strategic aims

Learning type: Production

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

Learning type: Investigation

Conventional method	Digital technology
<input type="checkbox"/> using text-based study guides	<input type="checkbox"/> using online advice and guidance
<input checked="" type="checkbox"/> analysing the ideas and information in a range of materials	
<input type="checkbox"/> using conventional methods and analyse data	
<input type="checkbox"/> comparing texts	
<input type="checkbox"/> searching and evaluating information and ideas	
<input checked="" type="checkbox"/> mark assign	

Learning type: Collaboration

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

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 checked="" type="checkbox"/> work-based project	

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"/> analysing the ideas and information in a range of materials and resources	<input checked="" type="checkbox"/> analysing the ideas and information in a range of digital resources

Learning type: Production

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

- Strategic aims
- Academic development
- Support targeting
- Quality assurance
- Analytics
- Digital capabilities
- Employability, etc

+ Assessment

ABC storyboard + analytics

ABC (A) Connected) curriculum design

Programme Facilitators Learning outcomes

Module Workshop date new module / module review

Academics

Learner timeline (programme or module perspective)

E.g. pre-entry

Learning type: Discussion		Learning type: Practice		Learning type: Acquisition	
Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> <input type="checkbox"/> tutorials <input type="checkbox"/> seminars <input type="checkbox"/> discussion groups <input type="checkbox"/> class discussions 	<ul style="list-style-type: none"> <input type="checkbox"/> written tutorials <input type="checkbox"/> seminars <input type="checkbox"/> email discussions <input type="checkbox"/> discussion groups <input type="checkbox"/> discussion forums <input type="checkbox"/> web-conferencing tools synchronous and asynchronous <p><i>FACEBOOK SLACK</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> practising exercises <input type="checkbox"/> doing practice-based projects <input type="checkbox"/> labs <input type="checkbox"/> field trips <input type="checkbox"/> face-to-face role-play activities 	<ul style="list-style-type: none"> <input type="checkbox"/> using models <input type="checkbox"/> simulations <input type="checkbox"/> microworlds <input type="checkbox"/> virtual labs and field trips <input type="checkbox"/> online role play activities <p><i>online test</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> reading books, papers <input type="checkbox"/> listening to teacher presentations <input type="checkbox"/> face-to-face, lectures <input type="checkbox"/> watching demonstrations, master classes 	<ul style="list-style-type: none"> <input type="checkbox"/> reading multimedia, webpages, digital documents and resources <input type="checkbox"/> listening to podcasts, webcasts <input type="checkbox"/> watching animations, videos <p><i>Interactivity</i></p>

E.g. 1st year or first four weeks

Learning type: Discussion		Learning type: Practice		Learning type: Acquisition	
Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology
<ul style="list-style-type: none"> <input type="checkbox"/> tutorials <input type="checkbox"/> seminars <input type="checkbox"/> discussion groups <input type="checkbox"/> class discussions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> online tutorials <input checked="" type="checkbox"/> seminars <input type="checkbox"/> email discussions <input checked="" type="checkbox"/> discussion groups <input type="checkbox"/> discussion forums <input type="checkbox"/> web-conferencing tools synchronous and asynchronous 	<ul style="list-style-type: none"> <input type="checkbox"/> practising exercises <input type="checkbox"/> doing practice-based projects <input type="checkbox"/> labs <input type="checkbox"/> field trips <input type="checkbox"/> face-to-face role-play activities 	<ul style="list-style-type: none"> <input type="checkbox"/> using models <input type="checkbox"/> simulations <input type="checkbox"/> microworlds <input type="checkbox"/> virtual labs and field trips <input type="checkbox"/> online role play activities <p><i>online test</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> reading books, papers <input type="checkbox"/> listening to teacher presentations <input type="checkbox"/> face-to-face, lectures <input type="checkbox"/> watching demonstrations, master classes 	<ul style="list-style-type: none"> <input type="checkbox"/> reading multimedia, webpages, digital documents and resources <input checked="" type="checkbox"/> listening to podcasts, webcasts <input checked="" type="checkbox"/> watching animations, videos <p><i>Interactivity</i></p>

E.g. 2nd year or mid semester

- Digital literacy
- Baseline ability
- Item engagement
- What students have tagged (for them / for us)
- Assessment

ABC Learning Design

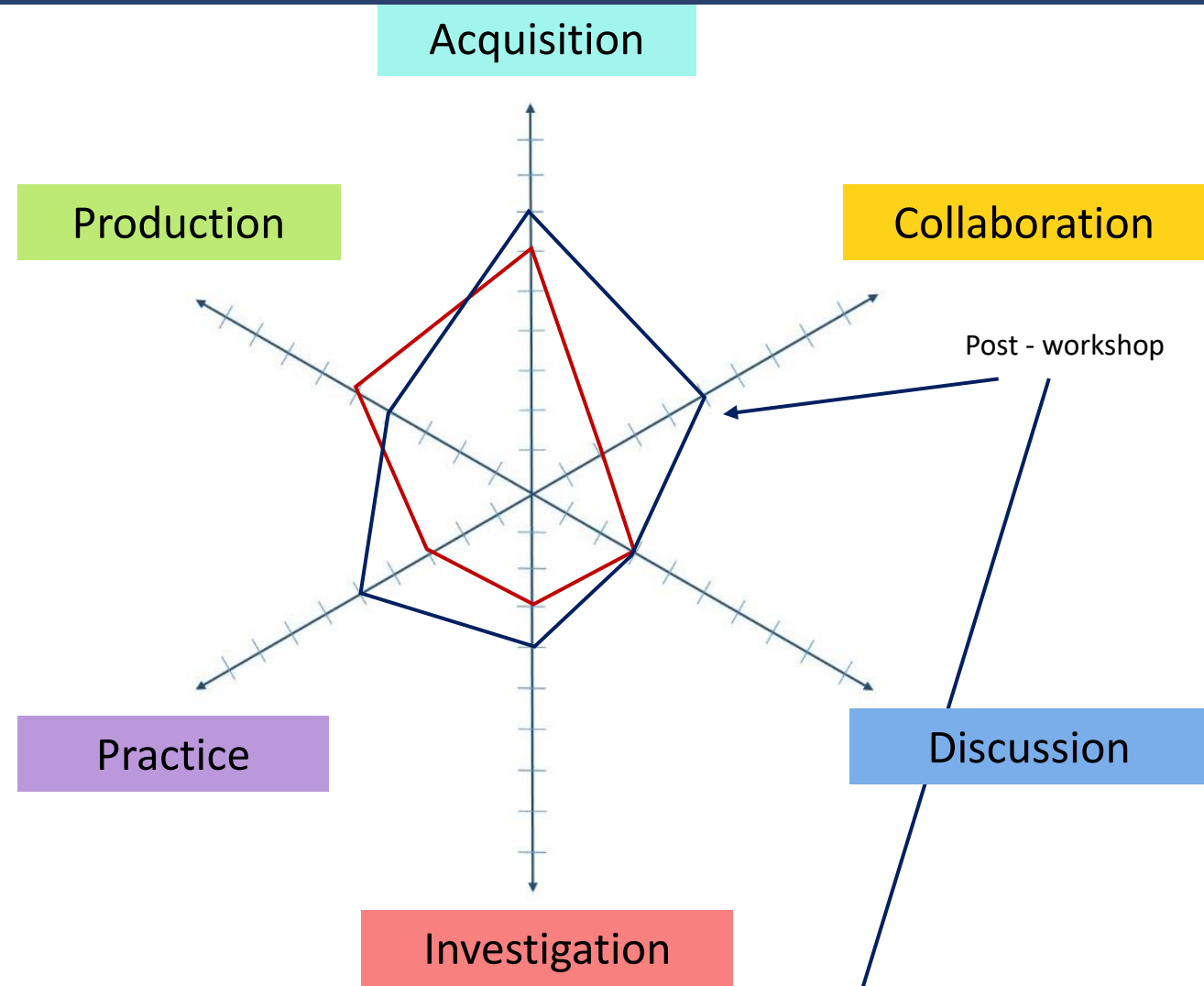
Programme *Arena digital*
 Module name *Use of videos in teaching*
 new module / module review
 Academics *Anna Moore, Jon Grabol*
 ELE workshop facilitators *CY, NP*
 Workshop date *5th June 2015*

Module summary (tweet size description of your module):

All you need to know about use of videos in 21st century teaching



@ABC_LD



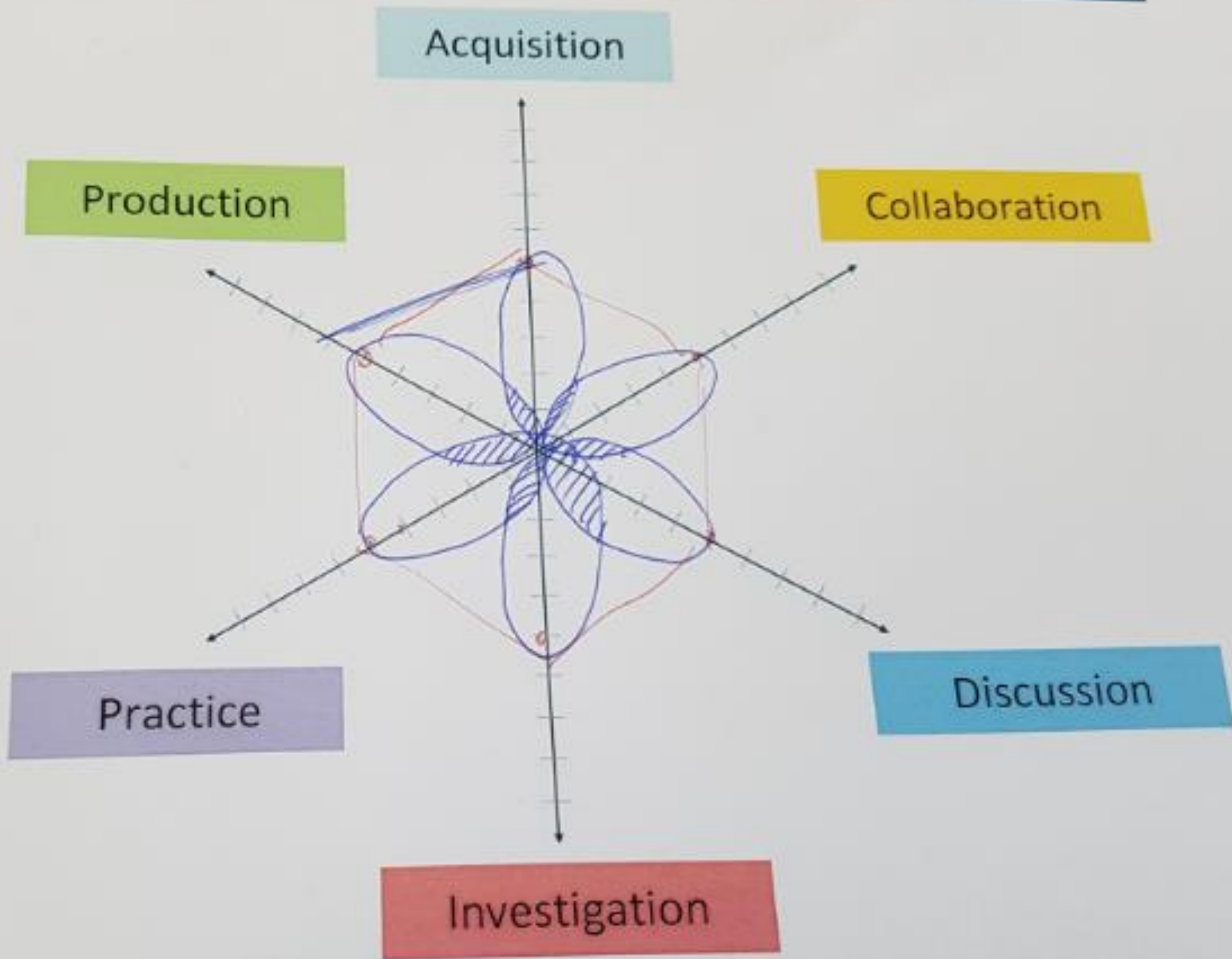
Learning types activities graph

How do you envisage your module will look on the graph above? (in red - at the beginning of the workshop)
 Your module activity graph at the end of the workshop (in blue)



Blended graph

Where do you want to be on the scale (in red)
 What is your position at the end of the workshop (in blue)



Learning types activities graph

odule):

ling:

ollow

elab.

... on the graph above? (in red - at the beginning of the workshop

ABC Learning Design

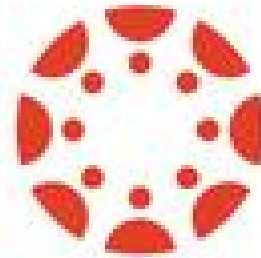
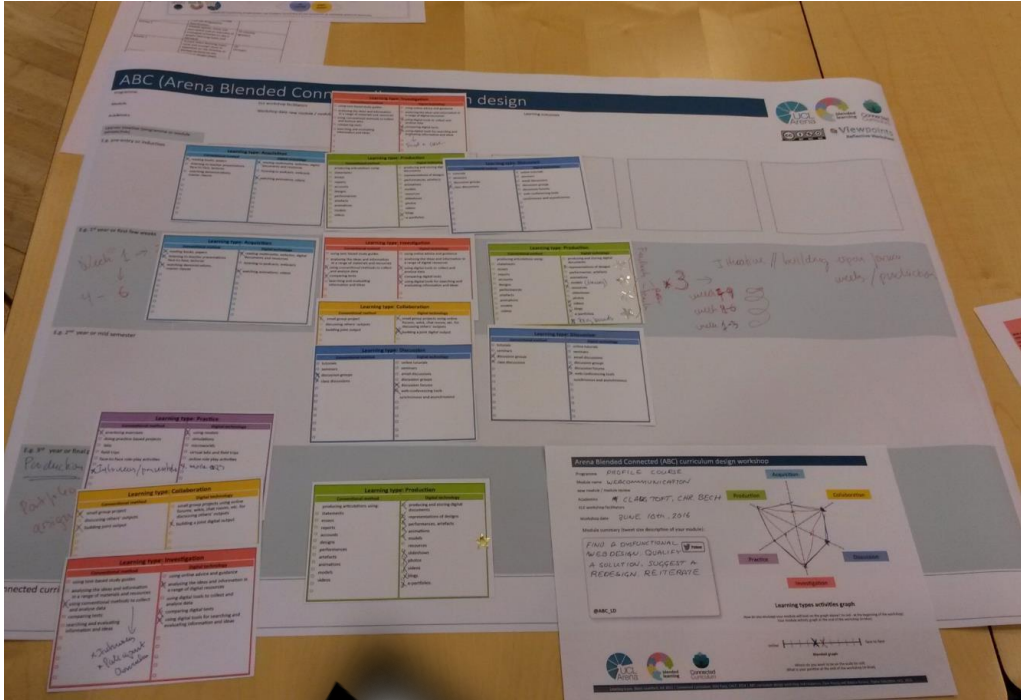
Action plan

Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when



Beyond curriculum design



canvas



eDidaktikum

<http://abc-ld.org/abc-to-vle/>

ABC what next?

1. Erasmus +

- Review of 'localisation' – publication/report
- ABC to VLE crowdsourcing T&L 'recipes'
- Pre-ABC workshop in development
- 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



ABC toolkit

GET INVOLVED!



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



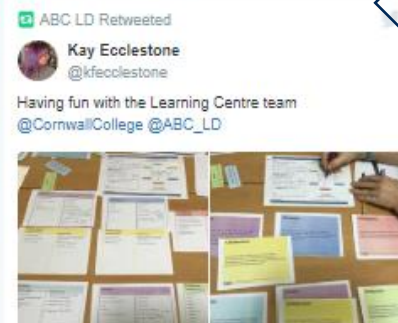
Teachers discussing the redesign of a module during an ABC workshop at UCL.

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.

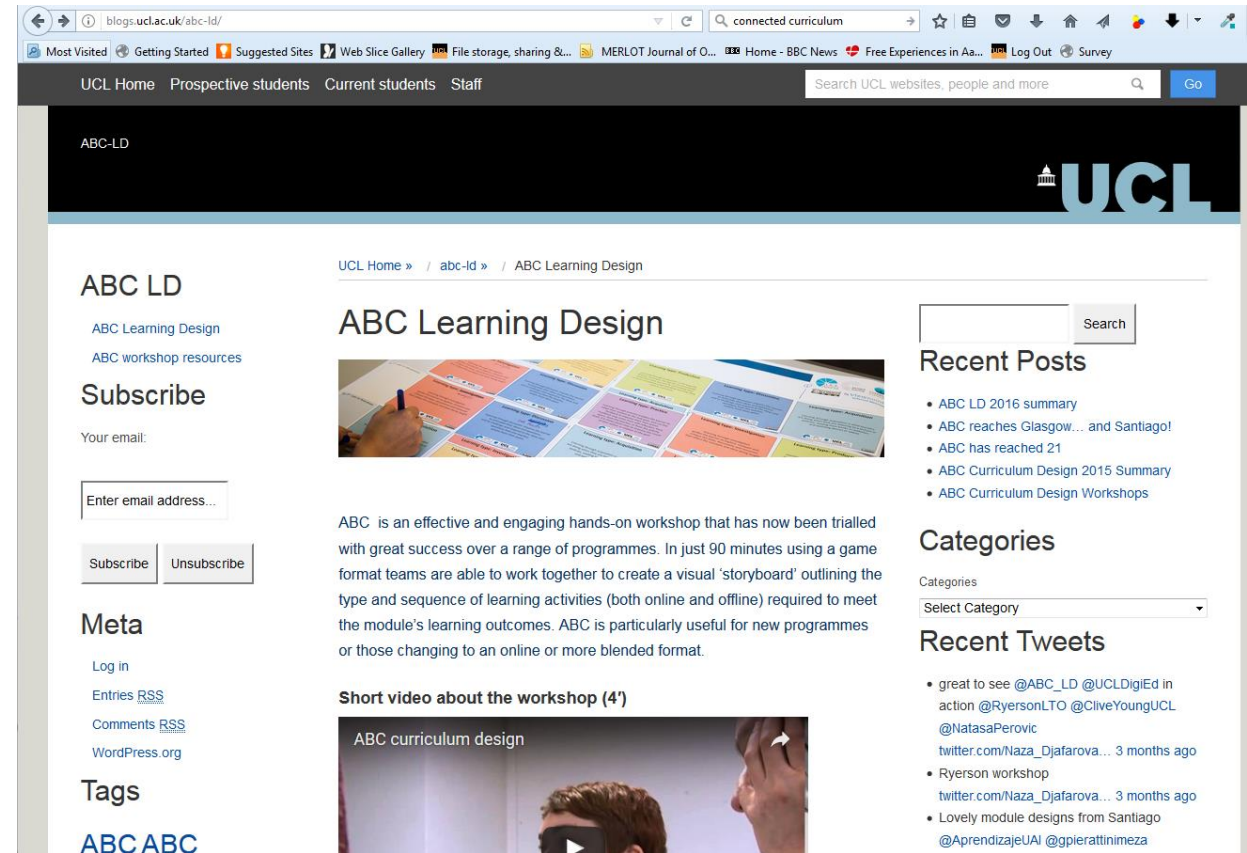
QUICK LINKS

- [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 Learning Design

ABC Learning Design
ABC workshop resources

Subscribe

Your email:

Subscribe Unsubscribe

Meta

Log in
Entries [RSS](#)
Comments [RSS](#)
WordPress.org

Tags

ABCABC

UCL Home » / abc-ld » / 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')

ABC curriculum design

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

Select Category

Recent Tweets

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

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

@ABC_LD
@ABCtoVLE

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



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