

Evaluation ABC LD method

Erasmus+ project ABC to VLE+ 2018 - 2020



How to read this evaluation report?

This report is based on the data collected through the participant and facilitator surveys. The analysis was done without differentiation between workshops, institutions or countries. Consequently, only **general conclusions** can be drawn about the ABC LD method.

Project partners can analyse the data for their institution themselves. That makes it possible to see more specified results (per institution for example) and can combine those results with relevant background information.

The report consists of 5 segments, each showing first the figures followed by an interpretation of the figures.

Note: selected participant quotes are from teachers (not from students who followed a student format of ABC or educational developers who followed a train-the-trainer format of ABC).

Content

1

Expectations, impact and support - Participants

2

Format of the workshop - Participants

3

Follow-up - Participants

4

Expectations, impact and support - Facilitators

5

Format of the workshop - Facilitators

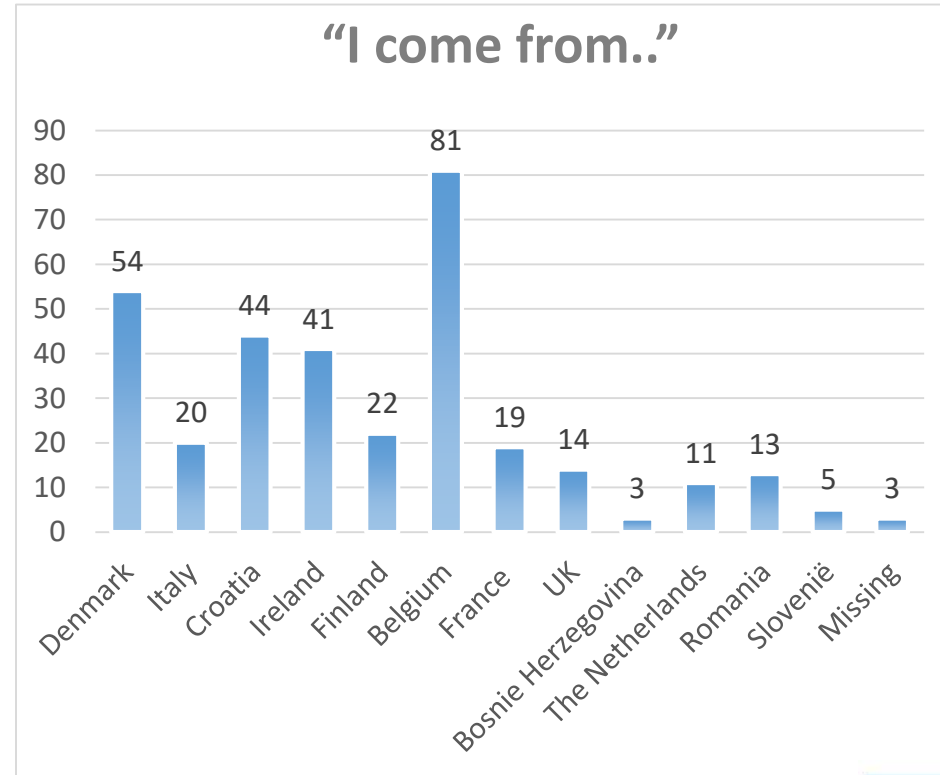
Who are the participants?

N=344

"I follow this workshop..."



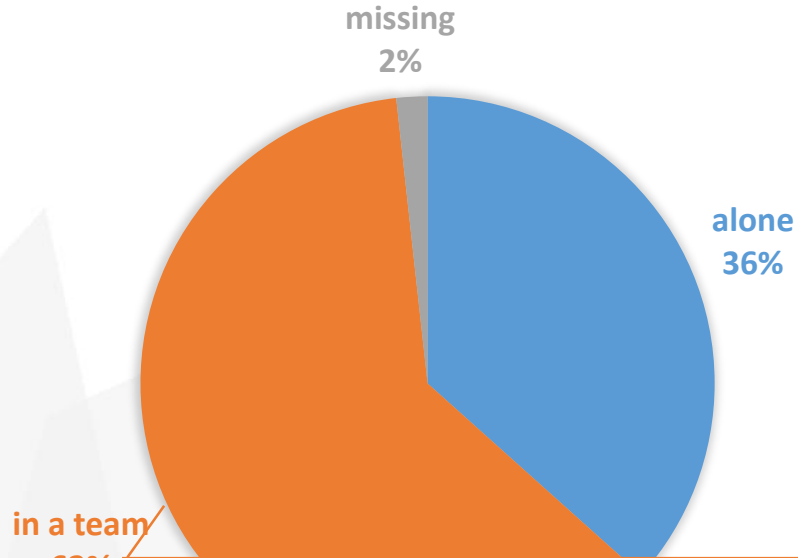
"I come from.."



Who are the participants?

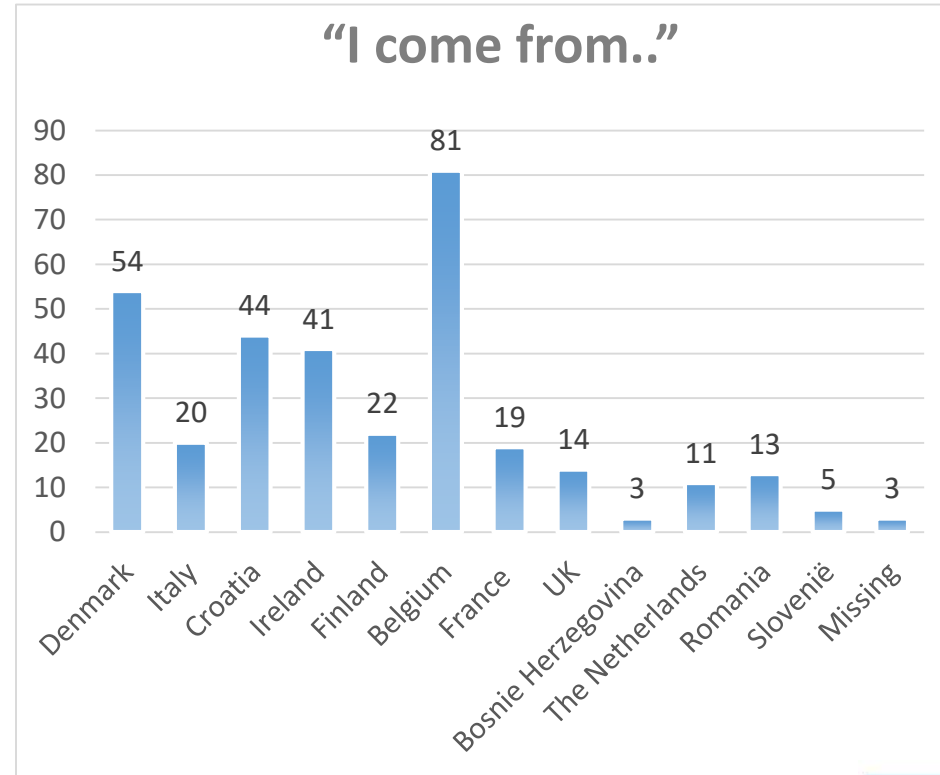
N=344

"I follow this workshop..."



- Department, faculty, unit or team colleagues
- Peers
- Student(s)
- PhD or TA

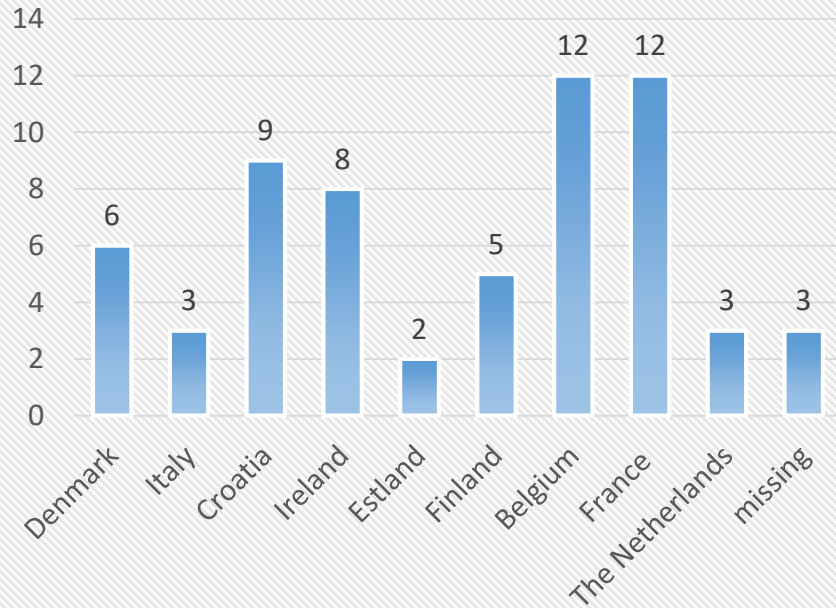
"I come from.."



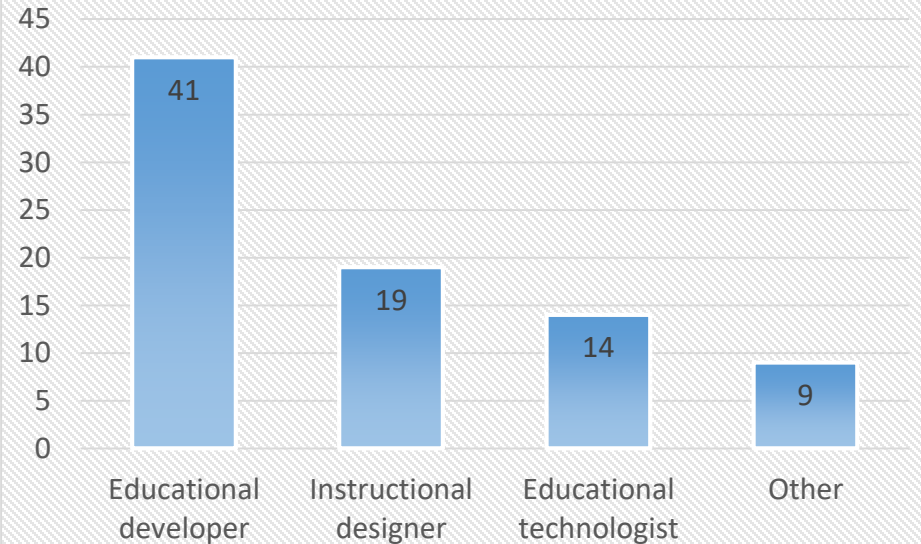
Who are the facilitators?

$N = 63$

The facilitators come from...



The role of the facilitator in their institution



Content

1

Expectations, impact and support – Participants (*n*=344)

2

Format of the workshop - Participants

3

Follow-up - Participants

4

Expectations, impact and support - Facilitators

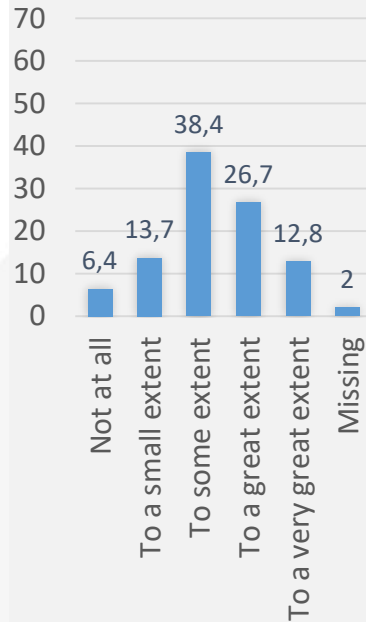
5

Format of the workshop - Facilitators

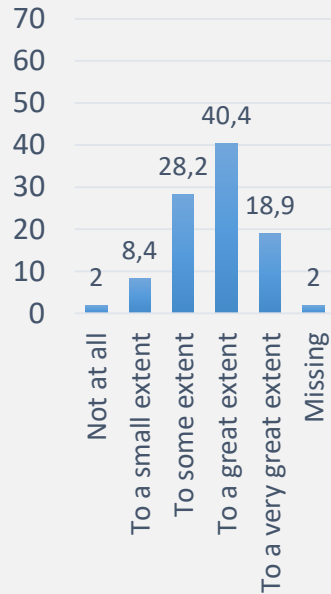
“To what extent did you expect the following outcomes at the start of this workshop?”

PARTICIPANTS (n=344)

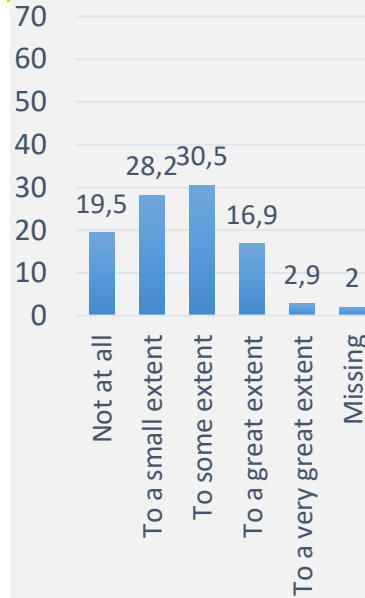
(Re)design of course



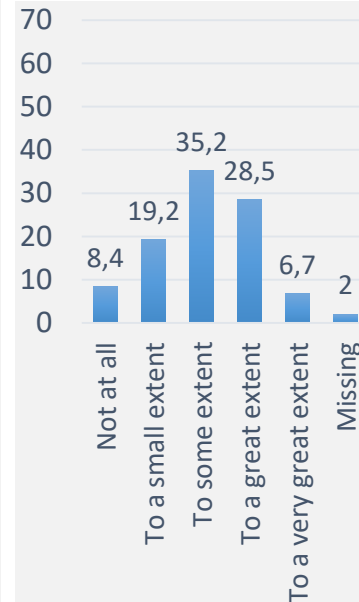
Discuss with colleagues



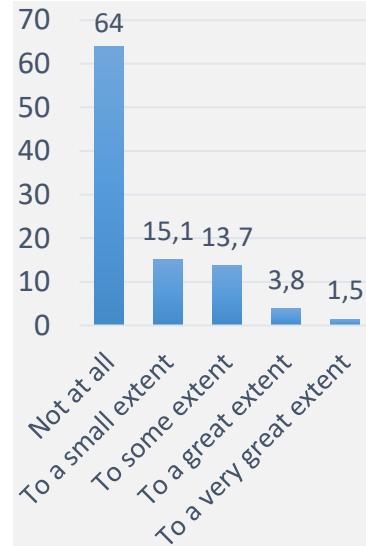
Implement institution's strategy



Become more confident



Nothing in particular



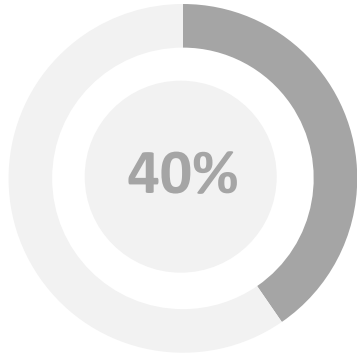
Expectations: some figures

PARTICIPANTS ($n=344$)



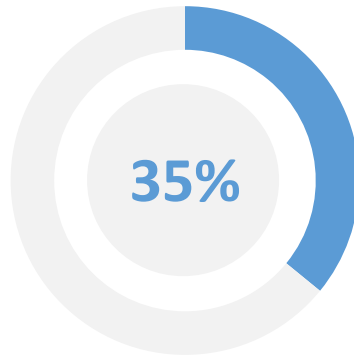
Discuss with colleagues

59,3% ($n=204$) expected to discuss with colleagues about course design to a great or very great extent.



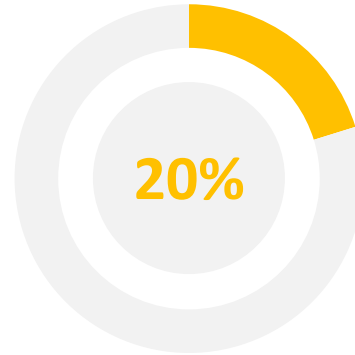
(Re)design of course

39,5% ($n=136$) thought that (re)design of course would be an outcome of the method. (great extent, very great extent)



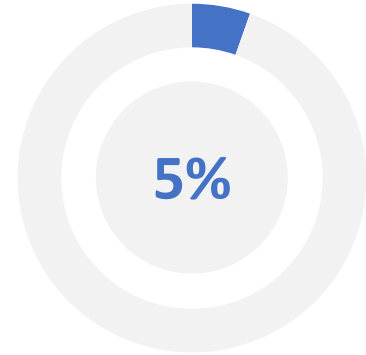
Become a confident teacher

35,2% ($n=121$) expected to become more confident in teaching and designing to a great or to a very great extent.



Implementation of the institution's strategy

19,8% ($n=68$) thought the implementation of the institution's strategy on education would be an outcome of the method.



No expectations

5,3 ($n=18$) started the method with no expectations.

Expectations: some quotes

PARTICIPANTS ($n=344$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Nothing in
particular

I expected the workshop to ensure the design of our programme was under-pinned by research-informed best practice and innovation in teaching and learning . I expected the workshop to ensure alignment between module learning outcomes, teaching and learning activities and assessment.

I'm interested in learning more about pedagogical techniques and course design, since I never had proper education in those fields. This workshop seemed a painless way (only 2 hrs) to maybe expand my knowledge and ideas somewhat.

I expected to have a chance to discuss course design with other teachers, but I did not expect to learn new things about teaching and course design.

I mainly wanted to see/learn how colleagues were dealing with the challenging of acquiring a new course and trying to innovative both new and existing courses, possibly with multiple lecturers per course. I did not expect course redesign to be emphasized, as I think this should be done at the level of the full year program.

Expectations: some quotes

PARTICIPANTS ($n=344$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Nothing in
particular

I wanted to see new ways to improve course design and to discuss about it with other colleagues to see different points of view.

For some reason, I was expecting that the focus would be on e-learning. However, the workshop dealt with general course design principles, which was far more interesting to me.

The main expectation of this workshop was to obtain information on designing and managing hybrid courses, on the basis of what we have already thought for our teaching unit.

I expected to get some useful guidance and tips for designing the course which we are preparing (which I did). I did not expect nor had the need for the 'Implementation of the institution's strategy on education'

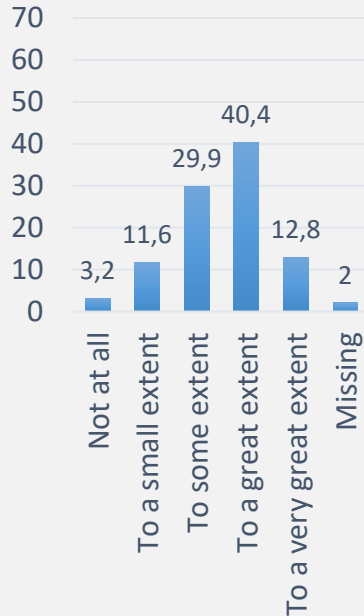
I was quite confident that I will get to try out a tool that I might later be able to use myself in **designing my courses** and I was also aware that I will be able to give my input to the design of a course for developing digital competences (of academic staff).

This workshop was new to me and I have just started my teacher career so I didn't have many expectations.

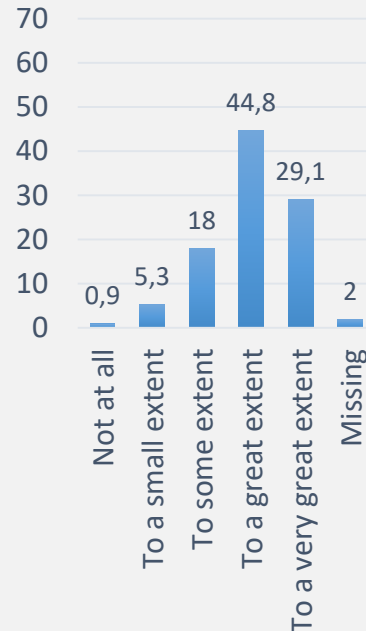
“To what extent did you reach the following outcomes by the end of this workshop?”

PARTICIPANTS ($n=344$)

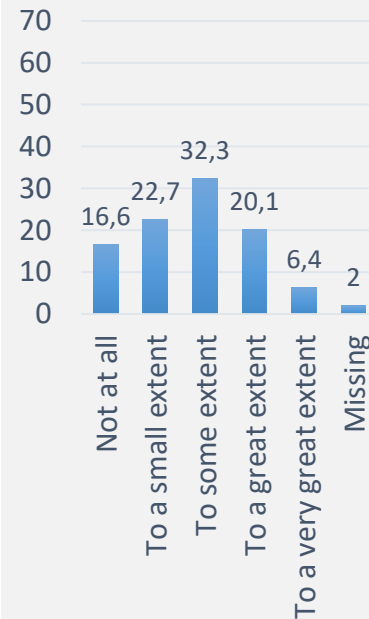
(Re)design of course



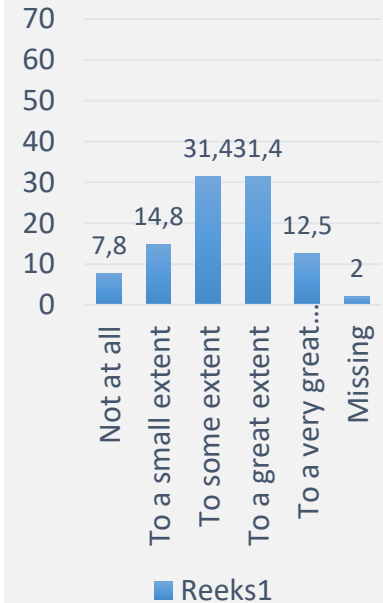
Discuss with colleagues



Implement strategy



Confident teacher



Impact: some figures

PARTICIPANTS ($n=344$)

74%

Facilitates discussion

73,9% ($n=254$) find they have discussed with colleagues about course design to a great or very great extent.

53%

Impact on (re)design of course

More than fifty percent (53,2%, $n=183$) find that the ABC method has an impact on the (re)design of a course to a great or very great extent

44%

Become a more confident teacher

43,9% ($n=151$) of participants feel more confident to a great or very great extent after the method.

26%

Implement strategy

26,5% ($n=91$) say that the method had an impact on the implementation of the institution's strategy on education to a great or very great extent.

Impact: some quotes

PARTICIPANTS ($n=344$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Nothing in
particular

The workshop ensured alignment between module learning outcomes, teaching and learning activities and assessment.

The workshop offered a new perspective on many activities and solutions that are already in use. With good plan and clear vision of desired learning outcomes, it is possible to make changes during coming year.

Even though I had considerable previous knowledge on instructional (course) design and blended learning, I still found the method used in the training seminar to be interesting and inspiring. I learned about new concepts and approaches and was able to develop on my previously acquired knowledge of the topic.

The discussions with colleagues who are at a similar stage in their career was most helpful as I could hear what they already had tried and what had been successful. In my opinion, not a lot of explicit points of view were offered in terms of what the institution/ university wants from our teaching, although I guess most of that information was provided in an implicit manner.

Impact: some quotes

PARTICIPANTS ($n=344$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Other

I formed a much clearer mental picture of the course design process.

It was interesting to learn about other teachers' courses and what elements they were planning to add into their courses/modules.

I realized that teaching is a collective effort. So, lots of discussions as to how courses can or should be organized in fact is more effective when having it with program directors or others in the teaching team.

I found the whole agenda to be extremely useful and interesting, and it surprised me, how easy it is to carry on working with the model at home - it will definitely be something, that I will pursue with colleagues, who did not attend the course.

“What are you planning to do with the outcome(s) of the workshop?”

PARTICIPANTS (n=344)

Discuss (re)design with colleagues

60,8 %



Implement (re)design of course

58,7 %



Look for more information on certain topics

42,7 %



(Re)design another course following the same method

43,0 %



Other plans

6,1 %



I have no plans in particular

5,5 %



Implementation plans: some quotes

PARTICIPANTS ($n=344$)

**Implement
(re)design of
course**

**Discuss
(re)design with
colleagues**

**Look for more
information on
certain topics**

**(Re)design
another course
following the
same method**

It is not possible to make the whole course 'blend' next year, but I will take baby steps. Trial and error is the way to go (according to others).

In the short term I will reduce the "acquisition" part of knowledge and put more emphasis on practice, discussion, and collaboration. I will in the medium term have a look at Poll Everywhere and in the long term think about redesigning another course (but I'm co-teaching with someone else, making it more difficult to redesign the course).

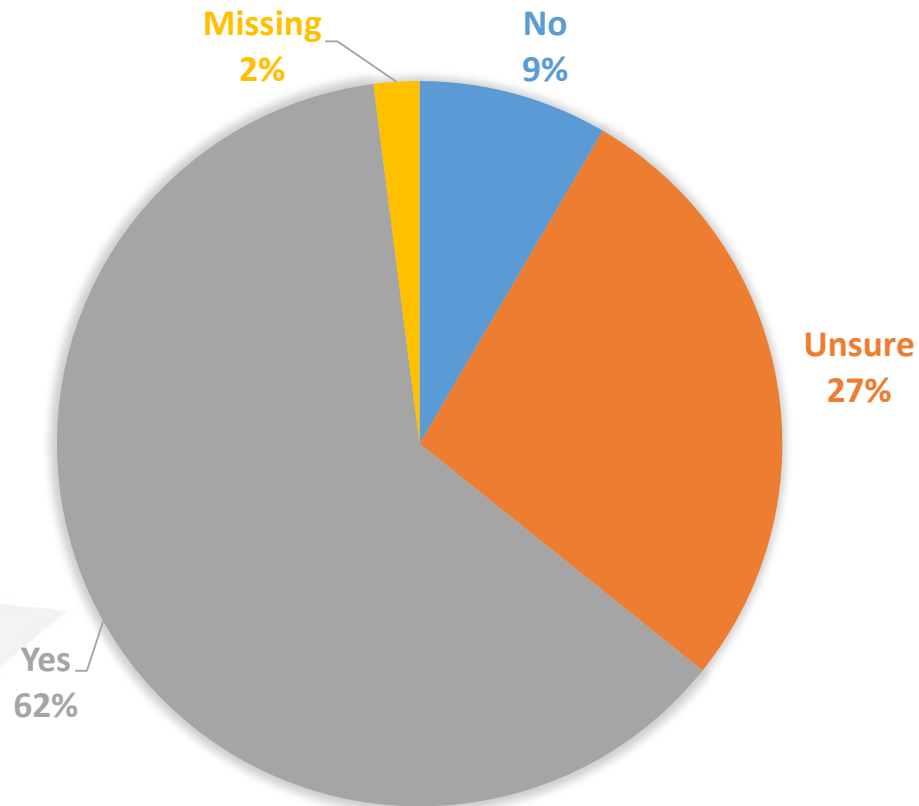
This workshop has triggered me to look for similar materials and try to redesign my other courses.

I especially aim to implement relatively small changes, aiming for a large impact nonetheless. The overall format of lectures and practical sessions will be retained, but changes for activating students as well as making them more aware of the course material beforehand will be tested.

I will use the input from the workshop institutionally to create more awareness and transparency regarding curriculum design and development.

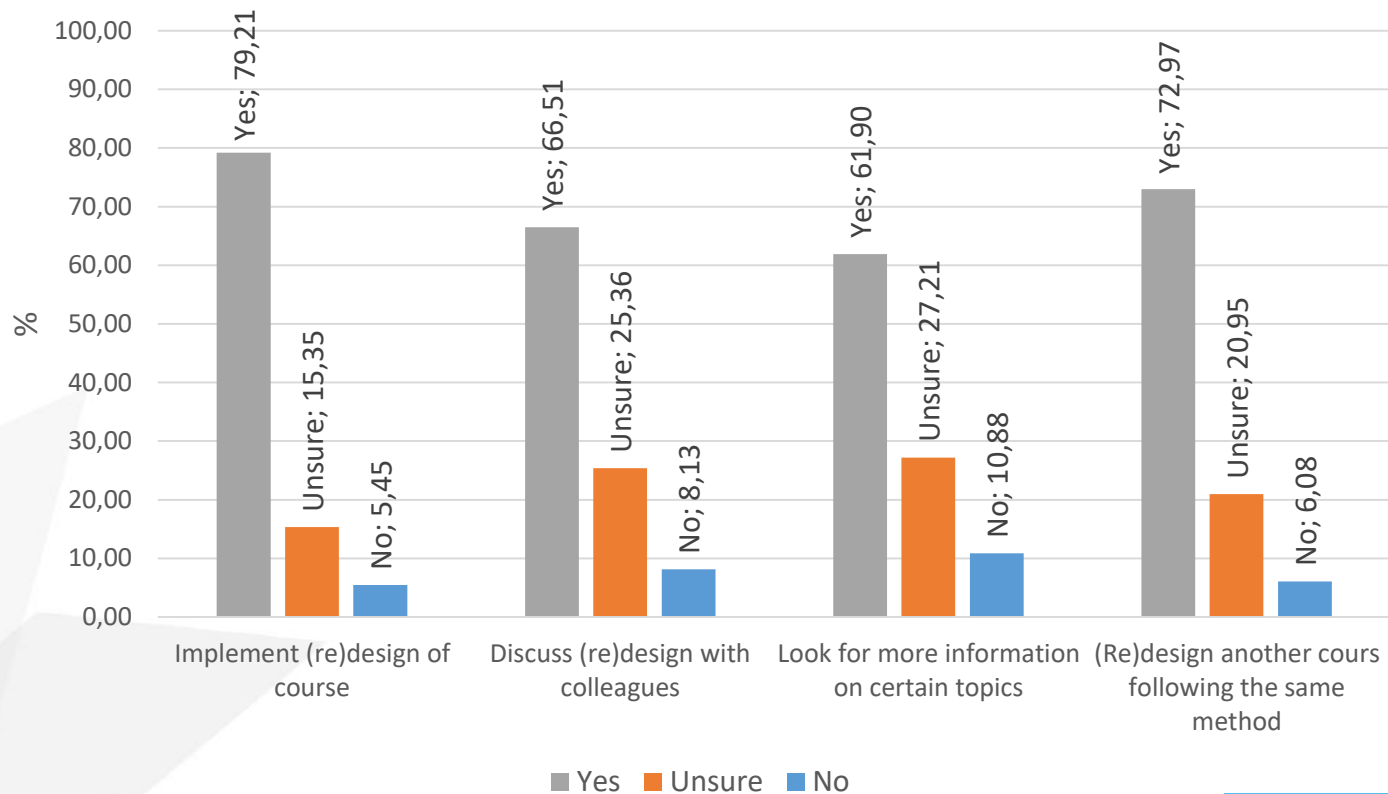
“Are your plans realistic?”

PARTICIPANTS ($n=344$)



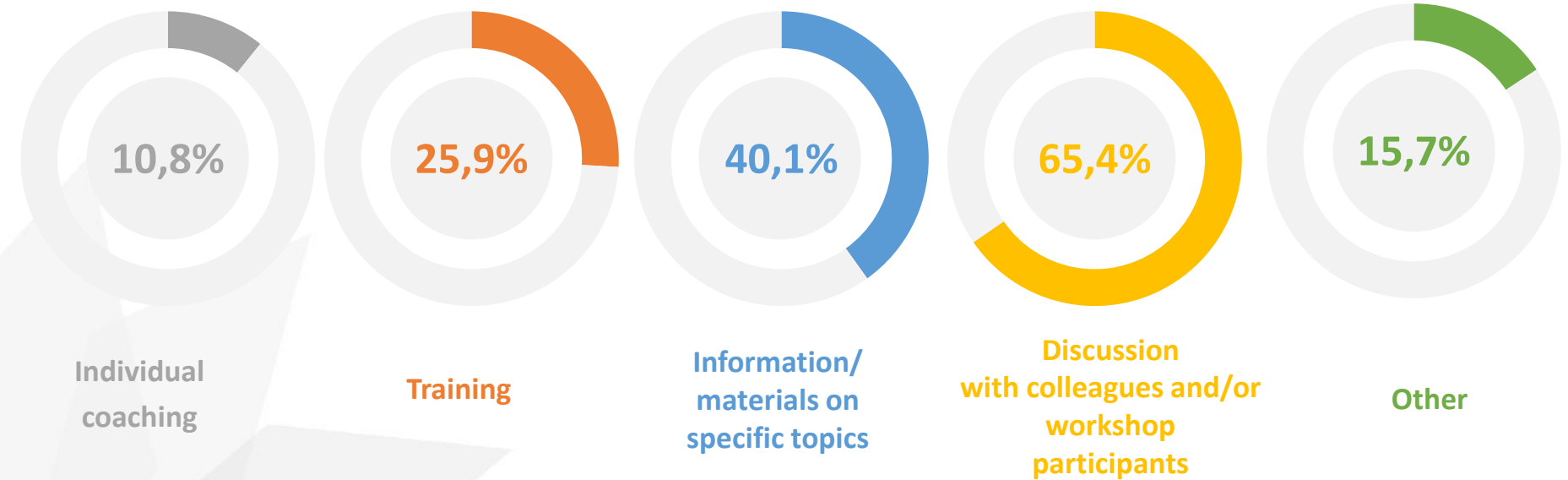
“Are your plans realistic?”

PARTICIPANTS ($n=344$)



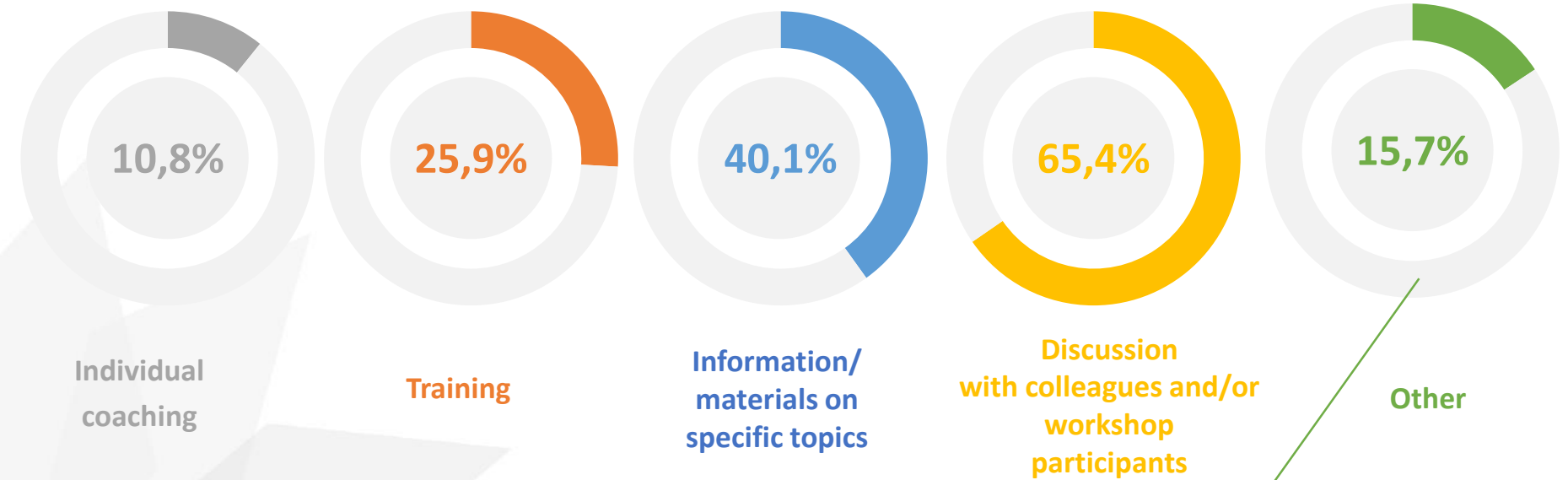
“I need support in the following format...”

PARTICIPANTS ($n=344$)



“I need support in the following format...”

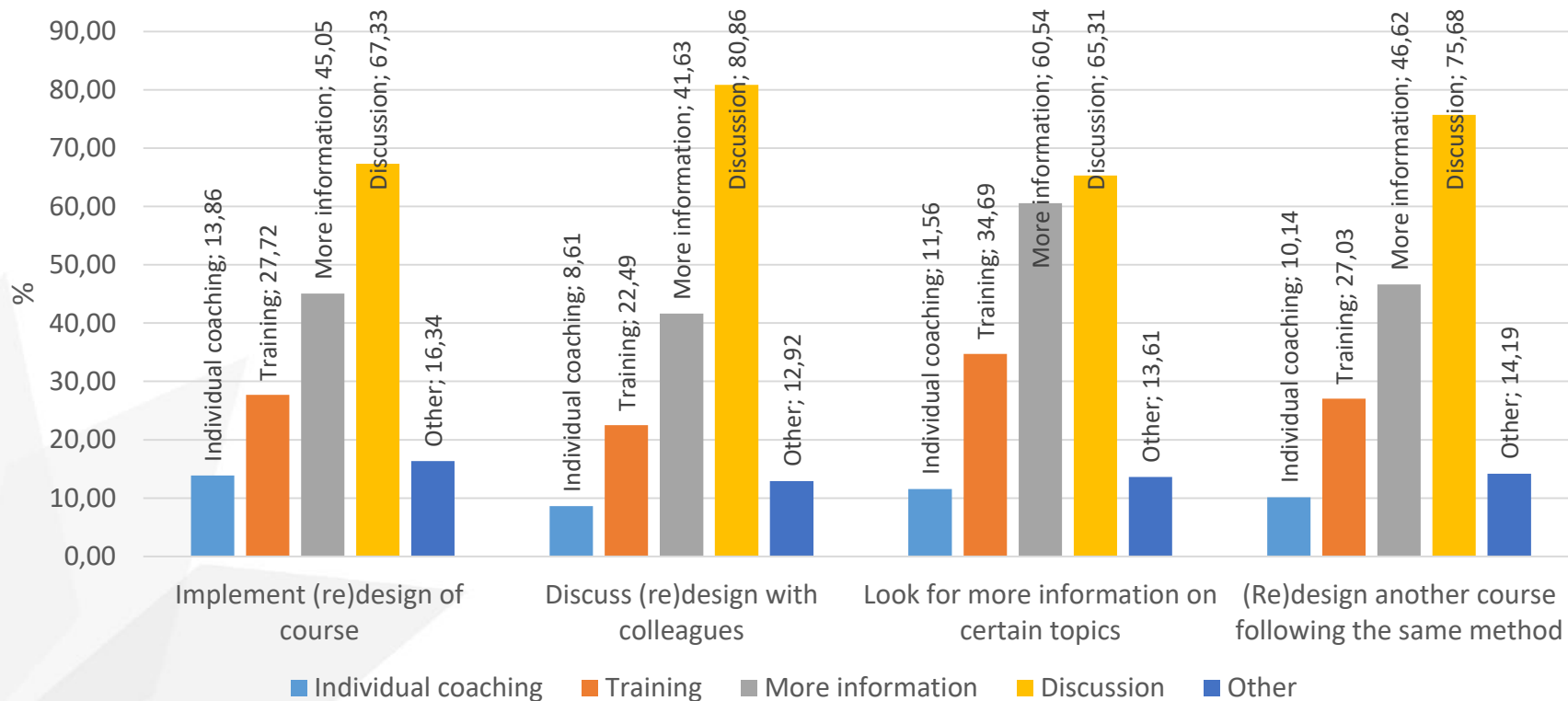
PARTICIPANTS ($n=344$)



- Time
- (Financial) resources
- Formal approval
- Leadership

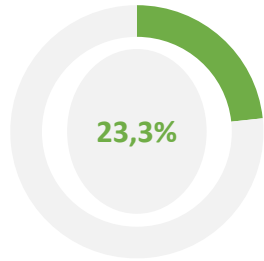
In order to realize my plans, I need...

PARTICIPANTS ($n=344$)

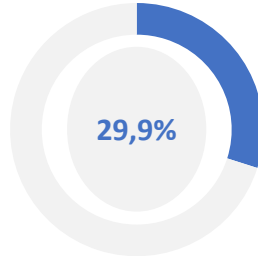


“I need support on following topics...”

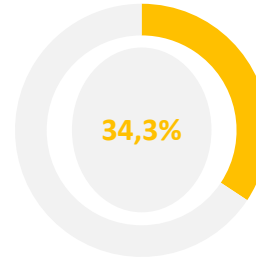
PARTICIPANTS ($n=344$)



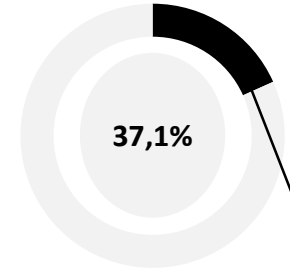
Learning outcomes



Teaching methods

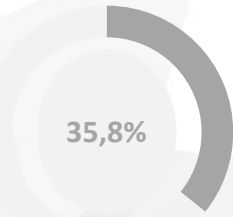


Tools

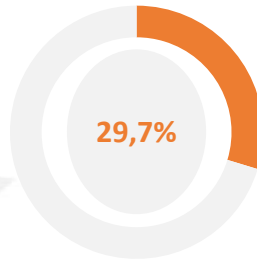


Other topics

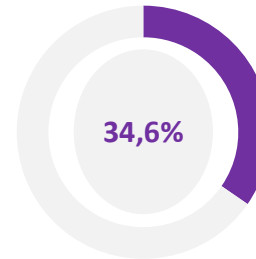
- (Financial) resources
- Feedback on all aspects
- Programme redesign & tools



Course design



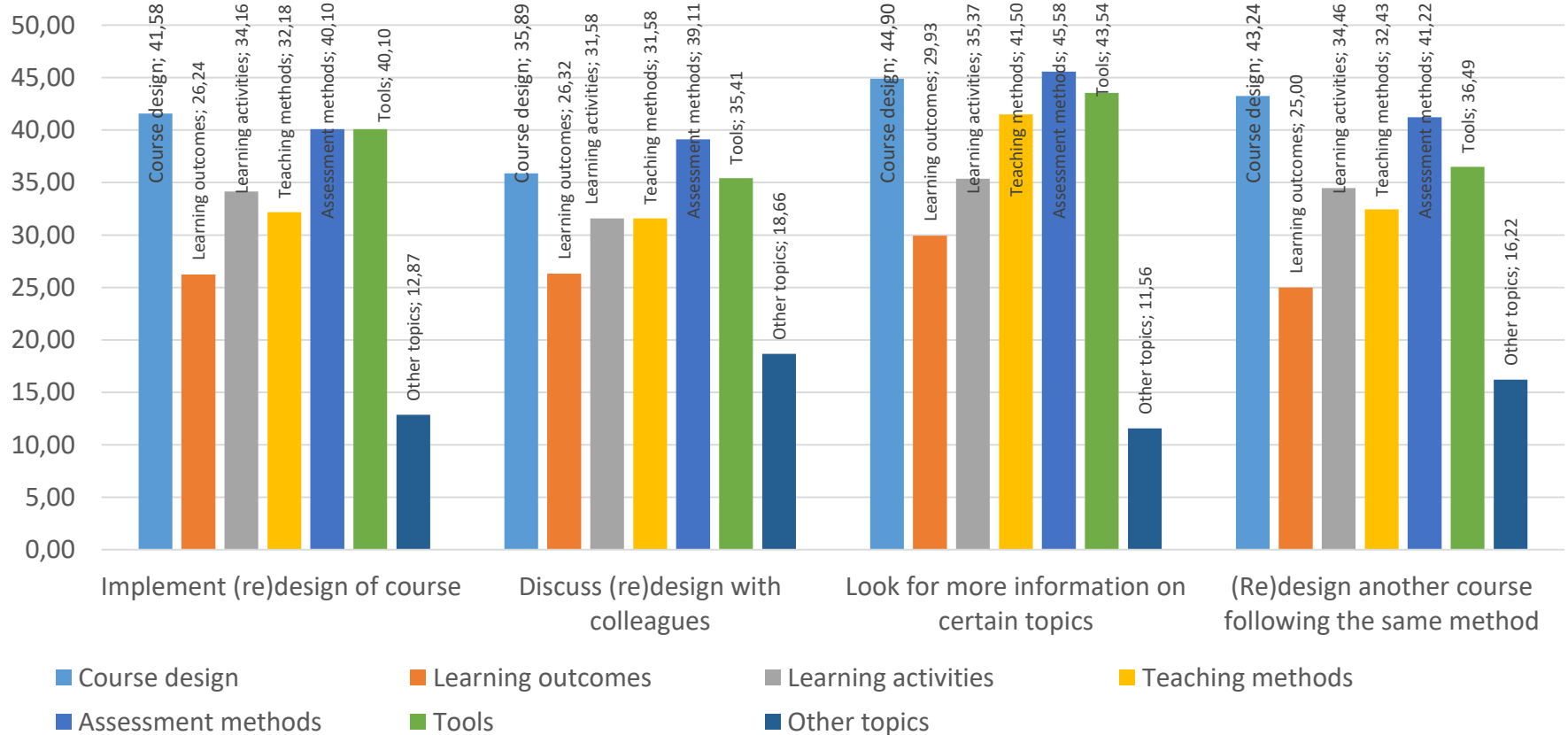
Learning activities



Assessment methods

In order to realize my plans, I need support on following topics...

PARTICIPANTS (n=344)



“I need support on following topics...”

To let the students be more active into flipped learning, digital presentations and proactive feedback it requires a **coherent strategy for department** as we are to change some traditional ways of lecturing students.

The course as I followed was very interesting, but in my opinion a **discussion with a 'specialist'** with whom you can discuss individually your specific concerns and who is also into the topic of the course can, in addition, be very helpful to give some hints and tips.

Extra input is mainly needed **to fit the course within the program**, maybe also other courses need some adaptations (or topics need to be moved between courses)

Correct information on **how to implement changes** in an efficient way is needed (using specific teaching methods in the right way).

I really would benefit more **workshops on using technology** in teaching and assessment methods

Content

1

Expectations, impact and support – Participants (*n=344*)

2

Format of the workshop – Participants (*n=344*)

3

Follow-up - Participants

4

Expectations, impact and support - Facilitators

5

Format of the workshop - Facilitators

“Appreciation of the format of the workshop”

PARTICIPANTS ($n=344$)



Overall appreciation: some quotes

PARTICIPANTS ($n=344$)

- ▶ “Fantastic tool for **visualizing** the course module which has led to **reflection** regarding the structure for different courses”
- ▶ “**A lot was done in a little amount of time**; was great to get reminders and ideas of different methods”
- ▶ “It is an excellent format - it is demanding on both participants and facilitators and yet I have only heard positive feedback to date from my team mates. I think that's because **the end output (a draft course design) is so very valuable** and impossible to achieve in isolation.”
- ▶ “I had a rough idea of the workshop and how it would unfold, however it more than met my expectations. It was **intense, focused, innovative and facilitated extremely well.**”
- ▶ “I found it very useful to see how much could be accomplished when designing a course/module when **the conversation is focused and well structured.** The props such as the cards and sheet would be very useful in a module planning meeting to help planners move from high-level module objectives to a more granular discussion focused on learning objects required at the session level. The practical hints and tips were also very useful.”
- ▶ “Most of those present have direct experience with designing online courses, but are using implicit design and development models. It was very beneficial to use the ABC toolkit to **structure the design process.**”

Timing: some quotes

PARTICIPANTS ($n=344$)

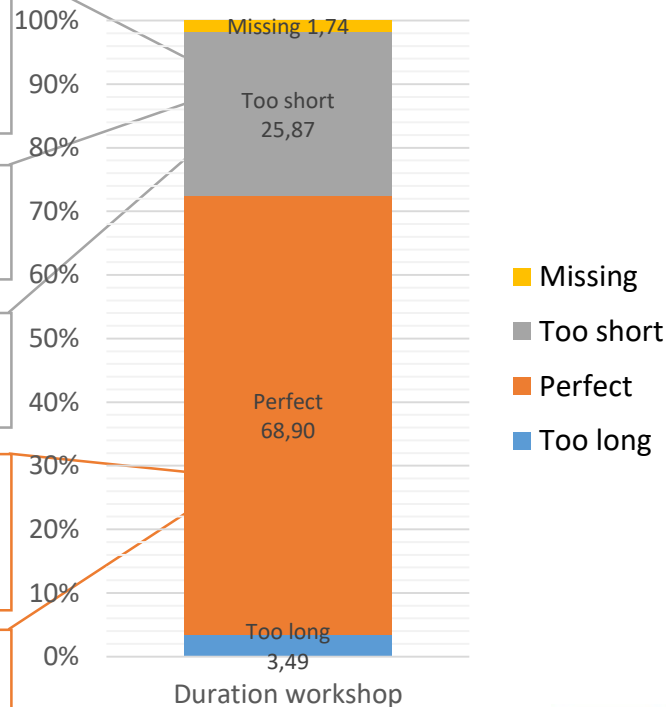
The short period ensured focus on the task at hand, however an additional 25% of time or a follow-up workshop would have been beneficial

Increase of time to allow for brief reflection of ideas and discussion around moving forward to next stages

We got the job done. Possibly a longer workshop would have allowed further, more detailed early design work to be done.

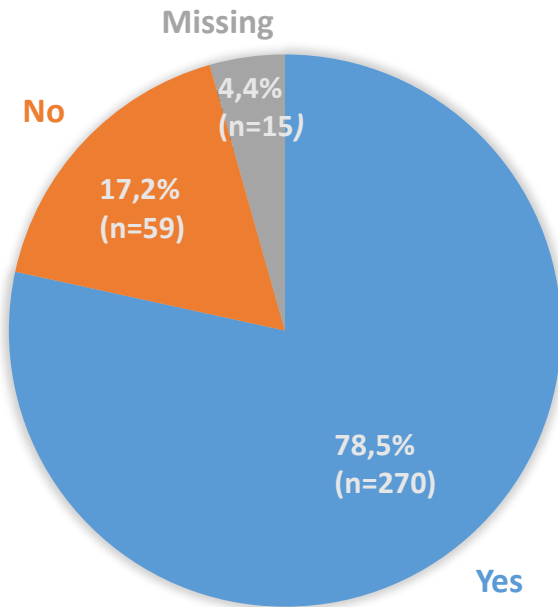
I'm not sure how much more effective the workshop would be if it was any longer, so I am very happy with the timing.

The 90 minutes are perfect to get the process started and focused. It helps to start the real course development afterwards.



“I felt sufficiently prepared to participate.”

PARTICIPANTS ($n=344$)



Preparation: some quotes

PARTICIPANTS ($n=344$)

“I went with an open mind and didn’t feel the need to prepare anything in advance.”

“I did not know what to expect at all and what we were going to work with in details. It would have been nice, that all in my team had knowledge of the course that we had to work with.”

Suggestions:

Defined learning outcomes before/at start of workshop ($n=12$)

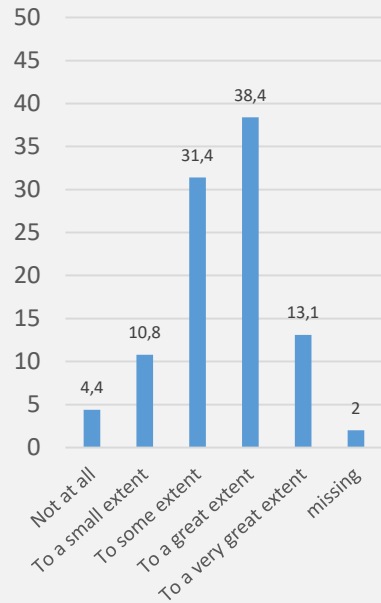
Draft/overall ideas on course/module before workshop, e.g. Twitter activity and graphs ($n=7$)

Prior discussion or instruction to select course/module ($n=5$)

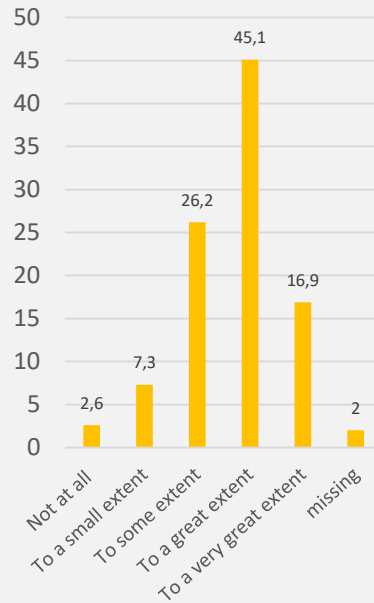
“The workshop helped me to think about...

PARTICIPANTS ($n=344$)

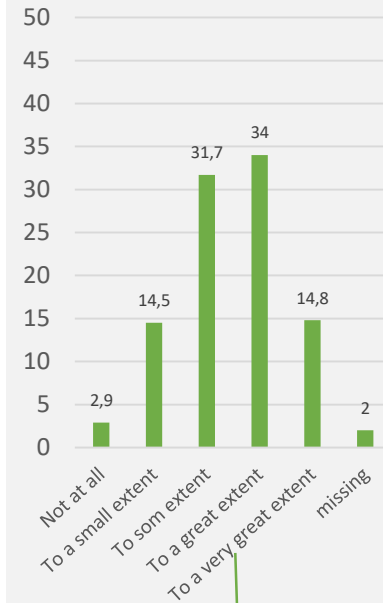
... my course from students' perspective”



... my teaching methods”



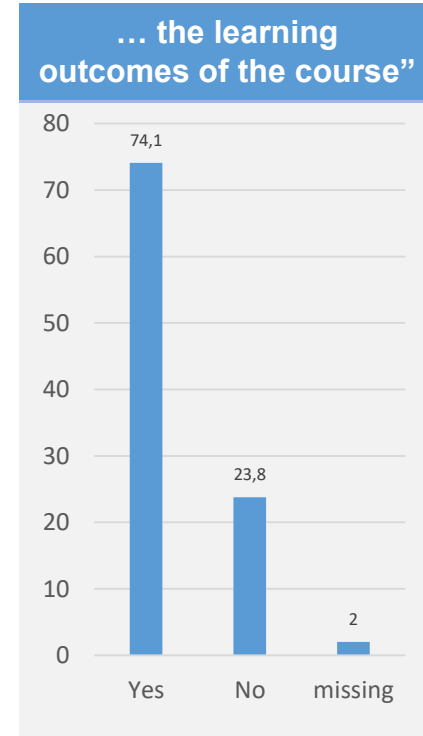
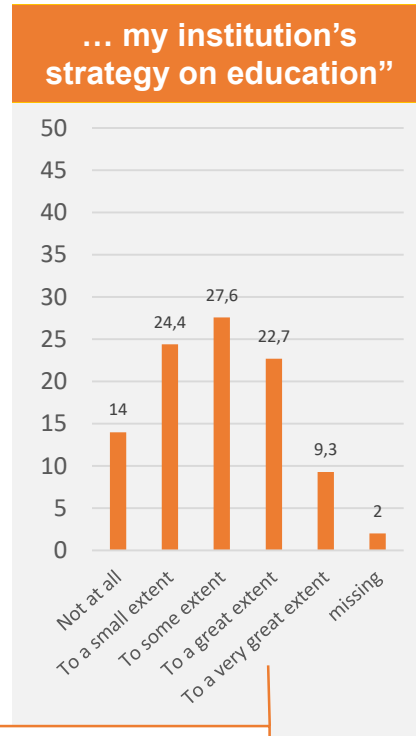
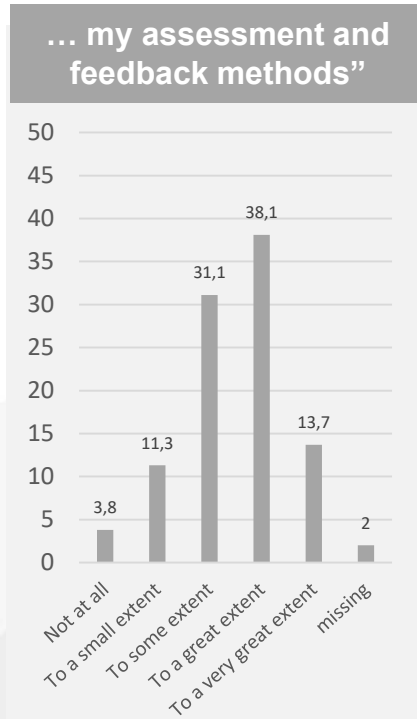
... educational technology”



It really made us think and discuss about the role of educational technology in our own classrooms, our reasons for (not) using it and the societal need to all of us to use them in our teaching.

“The workshop helped me to think about...

PARTICIPANTS ($n=344$)



My institution is trying to change their education and their philosophy. This could be a good tool to start a discussion.

Did you refer to your learning outcomes?

PARTICIPANTS (*n*=344)

Yes ...	No ...
As reference point/basis (<i>n</i> =35) <ul style="list-style-type: none">• As starting point• Throughout workshop• In discussion with facilitator	Not yet defined (<i>n</i> =9)
Before/at start (<i>n</i> =38)	Not mentioned (<i>n</i> =26)
When designing storyboard (<i>n</i> =54) <ul style="list-style-type: none">• Selecting learning activities• Selecting teaching methods• Assessment	
As evaluation/check at the end (<i>n</i> =16)	

Did you refer to your learning outcomes?

PARTICIPANTS ($n=344$)

Yes ...	No ...
<ul style="list-style-type: none">• “At all stages, to guide the activities and assessment methods.”• “To build an overall structure for teaching design and delivery, it was necessary to fully understand what needed to be achieved.”• “All the time, because there is no point in including some activity if it does not contribute to the course goal”• “At the first stage: you cannot redesign a course without thinking about the outcomes.”• “Both in the beginning (to assess whether the present course design matched with the learning outcomes I envisage) and in the end (to check whether there was a better match between course structure and envisaged learning outcomes).”• “When dividing the content of my course in “inquiry, practice, collaboration, discussion...” I tried to link them at the learning outcomes.”	<ul style="list-style-type: none">• “Because the design of the course is in so early phase that the learning outcomes have not yet been confirmed.”• “Time was too short to do this properly.”• “It didn't come up specifically, although we talked about assessment.”• “It was not integrated in this workshop.”• “I didn't see where it was necessary to.”



“What role did the facilitator play?”

PARTICIPANTS ($n=344$)



66,6%

Advisor / expert

The facilitator took the role of expert on teaching & learning and gave advice.



55,8%

Critical friend

The facilitator asked questions, helped me reflect on my design, ...).



44,5%

Timekeeper

The facilitator took the role of a timekeeper.



2%

Other role

The facilitator played another role.

Role of facilitator: some quotes

PARTICIPANTS ($n=344$)

Critical friend

Advisor / expert

Timekeeper

Other role

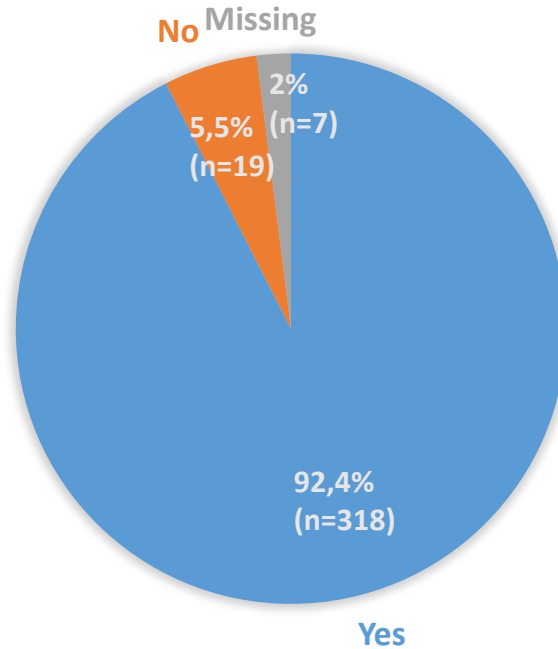
Facilitators tried to encourage critical thinking instead of imposing their ideas, which was perfect.

She asked us what, why, how so we had to explain and think “is our choice good and why?”

The facilitator kept the workshop moving along well as there was a lot to cover in a relatively short time

“Would you recommend
the workshop to a colleague?”

PARTICIPANTS ($n=344$)



Recommended

PARTICIPANTS ($n=344$)

It's very hands-on and the vibe somehow makes you feel very excited about implementing the ideas that the workshop generated

It provided an eye-opening experience which should be mandatory for all educators and pedagogical policy-maker.

Many colleagues would benefit from regular reflection on the design of their courses. I found the ABC workshop to be a good tool, which mainly resulted in insights as well as specific ways to achieve your vision.

It is intuitive (Laurillard's Learning Types). It is interactive and can be a catalyst for discussion and sharing of practice - which isn't always commonplace. It is focused on design of learning experiences first rather than tools first.

A surprisingly quick yet efficient way to view module/programme design: very practical and gave the opportunity to see it as a whole and at a glance, ensuring that a range of learning and assessments methods were incorporated.

It was excellent to see a focused and well-structured meeting in action, with something of substance to show for it at the end of the session.

This method opens up the course design in a concrete way, and lets teachers think about their courses and what types of learning activities they add to their courses. It is also more activity-oriented rather than content-based way of thinking about (online) courses, which I find more useful for students' learning

It provides you with a "new" way of thinking about yourself as a teacher and the design of your course.

It is good starting point for making the improvements of courses. It gives basic information about redesign in one place in short time

Not recommended

PARTICIPANTS ($n=344$)

The method used requires a great deal of instruction and seems to playful to me, for professors to willingly participate in this exercise

I don't see much added value beside the idea itself, and the six teaching method categories were confusing/not necessarily suited to our ways of conceptualising teaching. Plus the analog/digital "difference" sometimes seemed forced, just adding "digital" or "on-line" to the same activities.

Aspects of workshop to **keep**

PARTICIPANTS (*n*=344)

► Discussions with colleagues / group aspect (*n*=17)

“The many discussions with colleagues as you get feedback from others experiencing the same thing.”

“The creative process of working as a group was essential part of the workshop which helped us to understand the method more deeply.”

“Encouragement of critical discussions were really helpful.”

► Materials (*n*=15)

“The cards and poster part was great, it helped creativity while offering tools and facilitating the process!”

“Loved the coloured papers and working on big sheets as that is not something I would take the time to work with on my own but I find really inspiring. The cards of the ABC process are also great.”

“Playing with the papers on the big piece of paper and working in group, because we have to be reminded that we sometimes think more easily without a screen, and that unexpected people can come up with ingenious ideas.”

Aspects of workshop to **keep**

PARTICIPANTS (*n*=344)

► Timing and structure (*n*=11)

“Simple structure of the workshop. It enables holding the attention of the participants and curiosity.”

► Facilitation (*n*=4)

“If I was to choose one aspect it would be the facilitation as this was integral to the learning and emergence of ideas to move forward.”

“I really appreciated the help and guidance of the facilitators (...), they helped to clarify inconsistencies by asking some critical questions.”

Aspects of workshop to improve

► More time (n=25)

PARTICIPANTS (n=344)

“Less time restrictions may open the possibility for more discussions and better control of workshop activities for each participant.”

“Would be great if after group work people could do individual work with their courses, followed by reflection and discussion”

► Clarification of / more background on learning activities and/or model (n=24)

“Go through the learning activities’ categories more explicitly”

“I find the model/components confusing - or better: ill-defined; they seem to be different components but they overlap; and I still do not grasp their exact meaning”

► Preparation (n=14)

“I did not know what to expect at all and what we were going to work with in details. It would have been nice, that all in my team had knowledge of the course, that we had to work with (or that I could have prepared them so that they showed more interest in the work)”

“It would be better to inform the participants in advance the need of arriving with a course that they want to redesign.”

Aspects of workshop to improve

PARTICIPANTS ($n=344$)

► More focus on learning outcomes ($n=9$)

“A pre-workshop on learning outcomes, and also have stickers for learning outcomes (similar to the stars for assessment)”

“There is a strong need for all/many group members to come to the workshop with a clear understanding of what the purpose, objectives and outcomes for the proposed development are. If the workshop is the first time that a group has gotten together and/or has unclear purpose, objectives or outcomes for the proposed development, then ABC can be a much slower process as it isn't designed to do this.”

► Introduction ($n=9$)

“Possibly reduce the number of sample storyboards described in the introductory presentation - I think one 'good' example would be sufficient.”

“The instruction beforehand was a bit long and, frankly, stressful. I like the energy of the speakers, but it's difficult in the beginning to divide the core ideas from the peripheral statements.”

“The time spent at the beginning explaining what will happen during the workshop could be shortened and the explanations interwoven into the workshop to pull participants back together and to focus on the next stage.”

Aspects of workshop to improve

PARTICIPANTS ($n=344$)

► Group size and homogeneous team composition ($n=8$)

“We didn’t have the same course so a lot of time was spent on informing each other about content of the course, so we didn’t get very far in the process of planning.”

“Group size needs to be monitored - especially with academics who are used to lecturing without interruption... the discussion with a high number of people can digress and get sidetracked.”

► Consolidation or presentations at the end ($n=6$)

“It would be great if each group could present their design in front of others.”

“Perhaps for a bit more time for consolidation.”

“At the end the facilitator could show an example of their own - and add some more teaching methods ideas etc.”

Content

1

Expectations, impact and support – Participants (*n*=344)

2

Format of the workshop – Participants (*n*=344)

3

Follow-up – Participants (*n*=42)

4

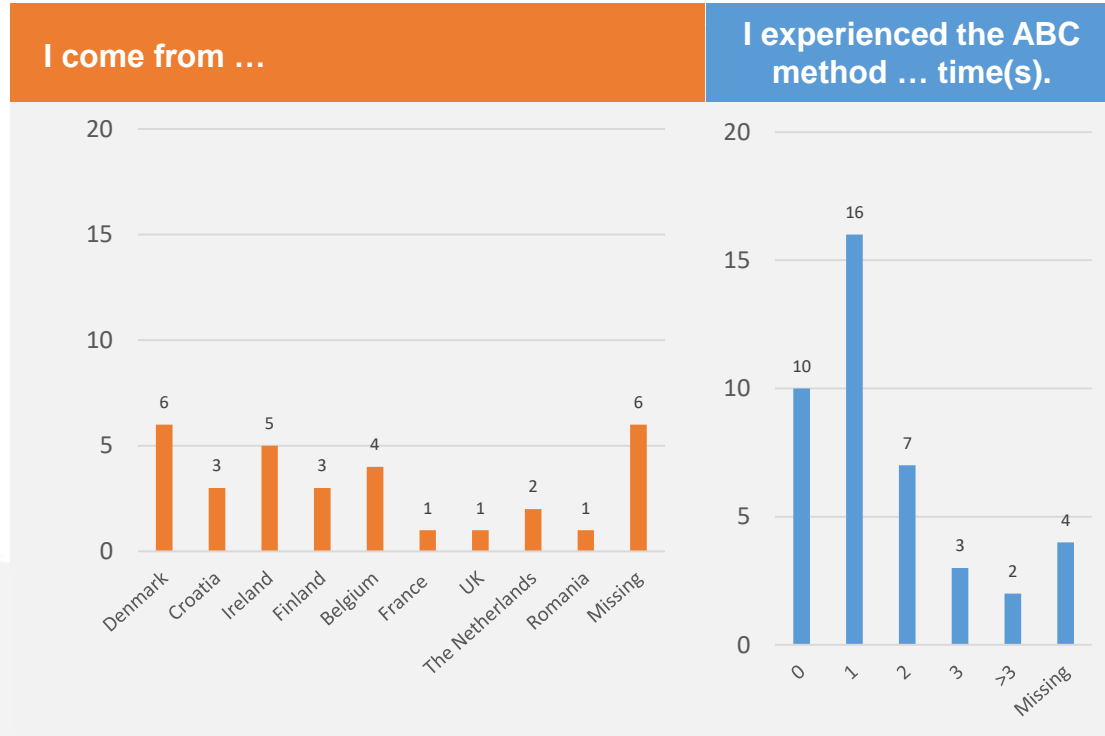
Expectations, impact and support - Facilitators

5

Format of the workshop - Facilitators

Follow-up

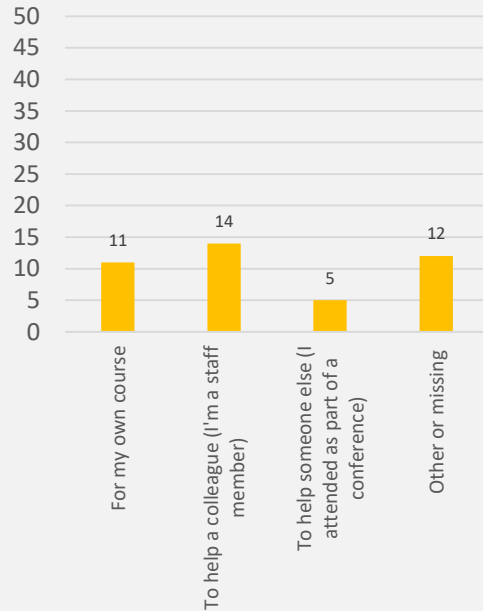
Participants ($n=42$)



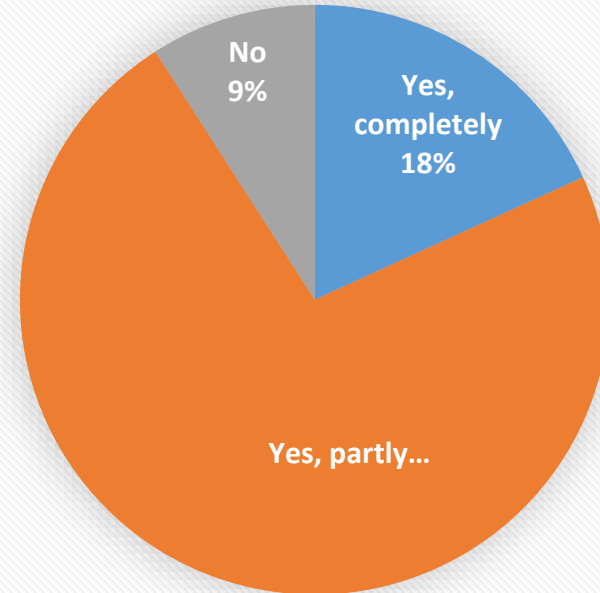
Follow-up

Participants ($n=42$)

I used this method for...



If you used the method for your own course, did you refer to the learning outcomes?



Implementation of designs

PARTICIPANTS ($n=42$)

HOW

I did this partially alone, partially with my teaching colleague. This was a new course I was preparing so I implemented what I have learned all at once.

The changes are gradual change and very much work in progress during the ongoing semester.

Given that I only introduced small changes, I did them alone and at one time.

Implementation of designs

PARTICIPANTS ($n=42$)

WHICH CHANGES

Better organisation of activities, connecting lectures and assignments to learning outcomes, adjusting the study load to ECTS

Changes to learning objectives and activities in function of that; changes to sequencing of sessions; changes to structure of many course sessions (more variety regarding learning activities)

I implemented small changes such as an individual feedback session halfway the semester and it also made me aware of the need to better align the activities in class with the expected learning outcomes.



Required support for implementation

PARTICIPANTS ($n=42$)

In order to fully implement all changes I would in the first place need more time and potentially some technical support to develop some self-study material in VLE.

Hands-on training on educational technology

In collaboration with my colleagues, we need more time to develop the pedagogical side of the course.

Aspects to make workshop more **effective**

PARTICIPANTS ($n=42$)

► More focus on learning outcomes ($n=2$)

“My only criticism is **the lack of emphasis on learning outcomes**. It is tempting to dive into what the course should cover before considering what should change in the learner as a result of it.”

► Preparation ($n=3$)

“My institution should have given **more description beforehand**, so my colleagues and I would have had time to decide on which course to re-design during the workshop”

“It might be helpful if the participants could **study the six types in advance or the theory behind it** before they attend a workshop.”

► Other

“Longer workshop, e.g. two days and better preparation already at home.”

“I think it should be **built into the course development process institutionally** - so when we approve a proposal to go forward to the course development stage, we build in ABC workshops for the course team.”

“A **follow-up meeting/email** to ensure you have implemented something of what you created during the ABC workshop.”

“Maybe **examples** of when it has been used from start to finish to reshape a module.”

Content

1

Expectations, impact and support – Participants (*n*=344)

2

Format of the workshop – Participants (*n*=344)

3

Follow-up – Participants (*n*=42)

4

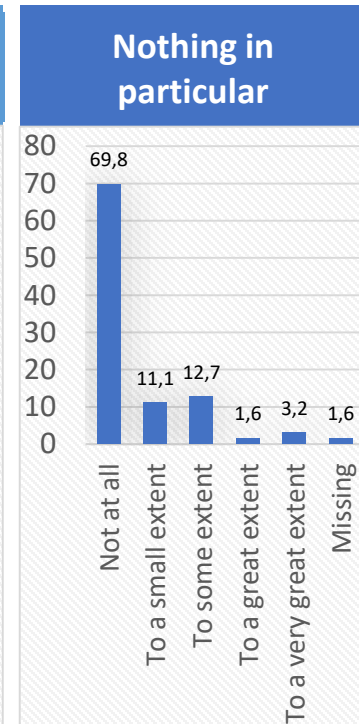
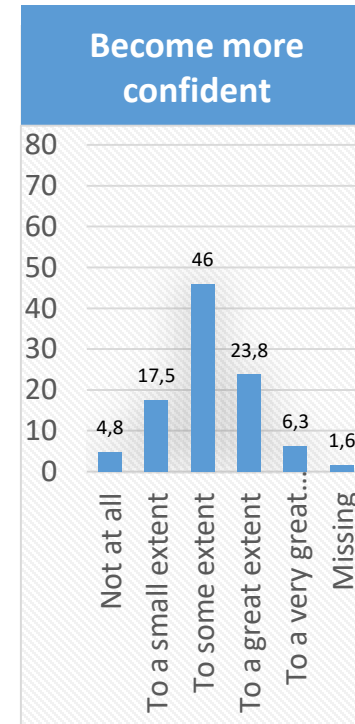
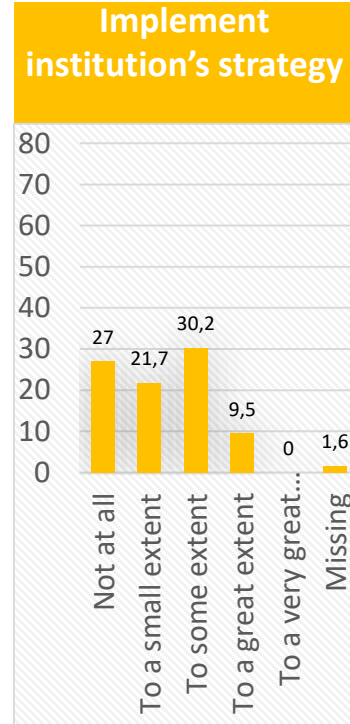
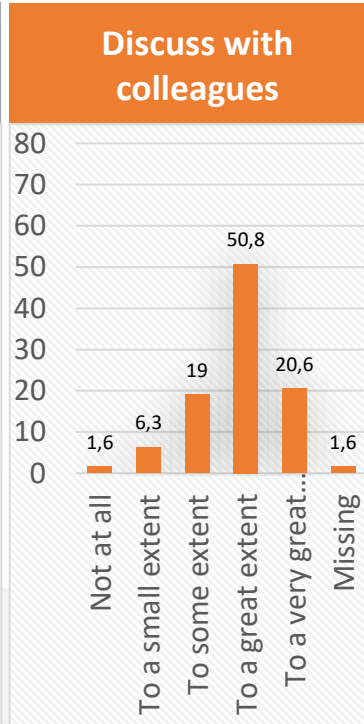
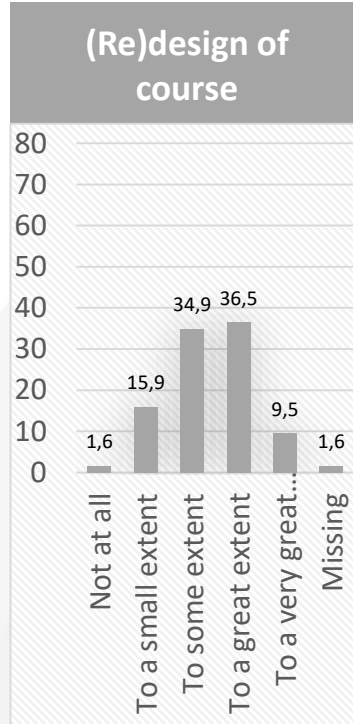
Expectations, impact and support – Facilitators (*n*=62)

5

Format of the workshop - Facilitators

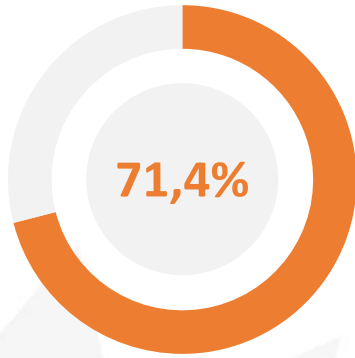
“To what extent did you expect the following outcomes for the participants?”

FACILITATORS (n=63)



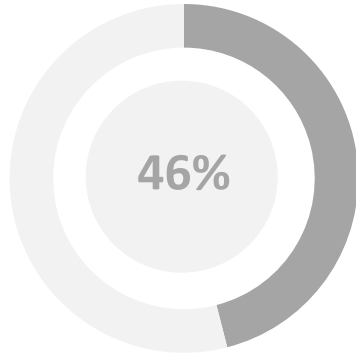
Expectations: some figures

FACILITATORS ($n=63$)



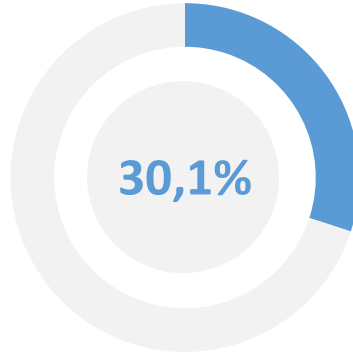
Discuss with colleagues

71,4% ($n=45$) expected their participants to discuss with colleagues about course design to a great or very great extent.



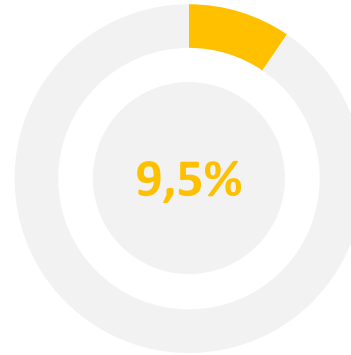
(Re)design of course

46% ($n=29$) thought that their participants (re)design of their course would be an outcome of the method.



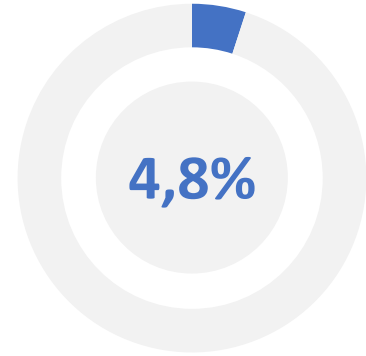
Become a confident teacher

30,1% ($n=19$) expected their participants to become more confident in their teaching and designing to a great or to a very great extent.



Implementation of the institution's strategy

9,5% ($n=6$) thought the participants implementation of the institution's strategy on their education would be an outcome of the method.



No expectations

Only 4,8% ($n=3$) of the facilitators started the method with no expectations for their participants.

Expectations: some quotes

FACILITATORS ($n=63$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Nothing in
particular

"I looked on it (...) as sowing the seeds of a potentially enormously valuable learning design methodology."

"The aim of the workshop was to give teachers opportunity to develop or reorganize their course while transferring it to VLE."

I wanted all participants to discuss about different ways to design a course, and to include a larger variety of learning activities

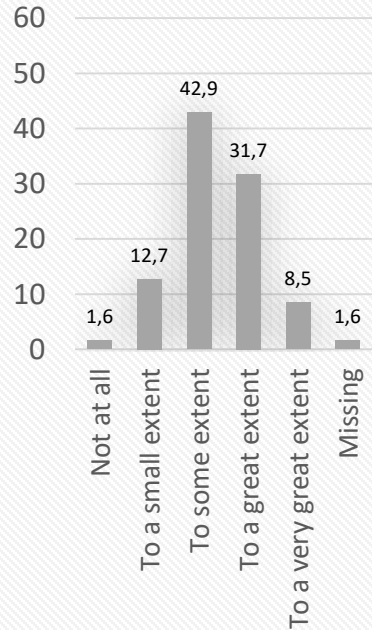
"I would say the initial goal was to educate participants about the institution's strategy on education, and the parts that ABC could help them realise."

Our main expected outcome was discussion with colleagues. However, (...) we also expected them to get a step further in their course (re)design.

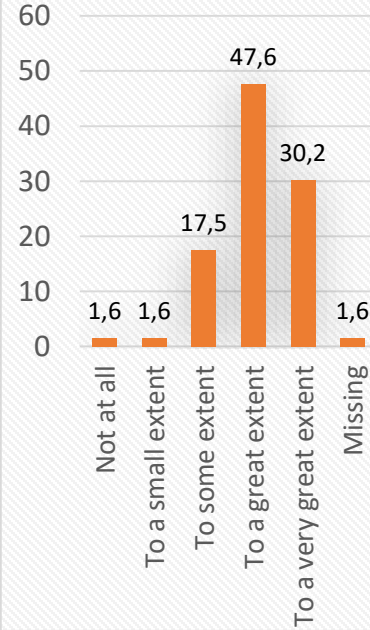
“To what extent did participants reach the following outcomes by the end of the workshop?”

FACILITATORS ($n=63$)

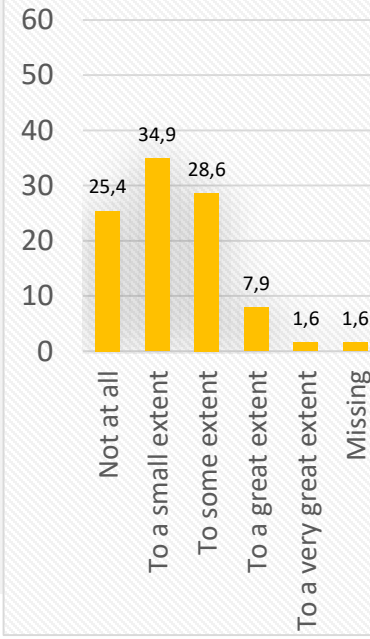
(Re)design of course



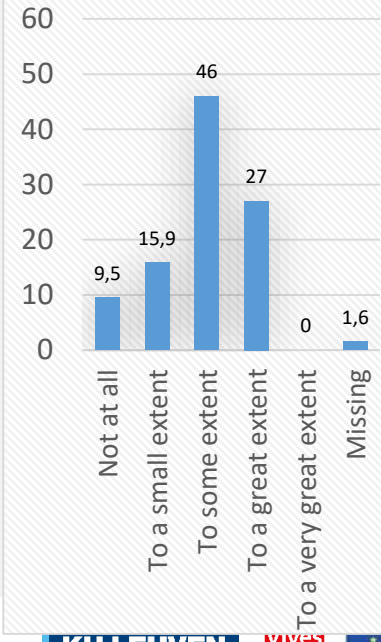
Discuss with colleagues



Implement strategy



Confident teacher



Impact: some figures

FACILITATORS ($n=63$)

78%

Facilitates discussion

77;8% ($n=49$) think their participants have discussed with colleagues about course design to a great or very great extent.

41%

Impact on (re)design of course

41,2%, ($n=26$) find that the ABC method has an impact on the (re)design of their participants course to a great or very great extent

27%

Become a more confident teacher

27% ($n=17$) of the facilitators think their participants feel more confident to a great extent after the method.

10%

Implement strategy

9,5% ($n=6$) say that the method had an impact on the implementation of the institution's strategy on their participants education to a great extent.

Impact: some quotes

FACILITATORS ($n=63$)

(Re)design of
course

Discuss with
colleagues

Implement
institution's
strategy

Become more
confident

Nothing in
particular

"All 3 teams created a storyboard of an intended design (some with greater ease than others, it seemed). However, there appeared to be some doubt as to whether these modules would actually happen (due to external factors such as resourcing). Some participants did not feel sufficiently 'ready' to design."

"The participants discussed a lot about the course design and the educational part of the course, not only about the content of the course."

I think that the participants finished the workshop feeling much more confident about the form the course should take, the activities they needed to use to achieve the LOs, and what they needed to do next. The discussions all enabled the development of a shared (or at least commonly understood) vision.

Content

1

Expectations, impact and support – Participants (*n*=344)

2

Format of the workshop – Participants (*n*=344)

3

Follow-up – Participants (*n*=42)

4

Expectations, impact and support – Facilitators (*n*=62)

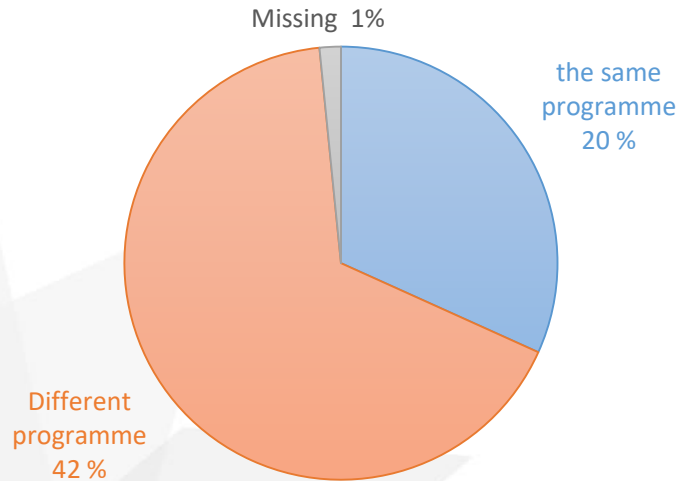
5

Format of the workshop – Facilitators (*n*=63)

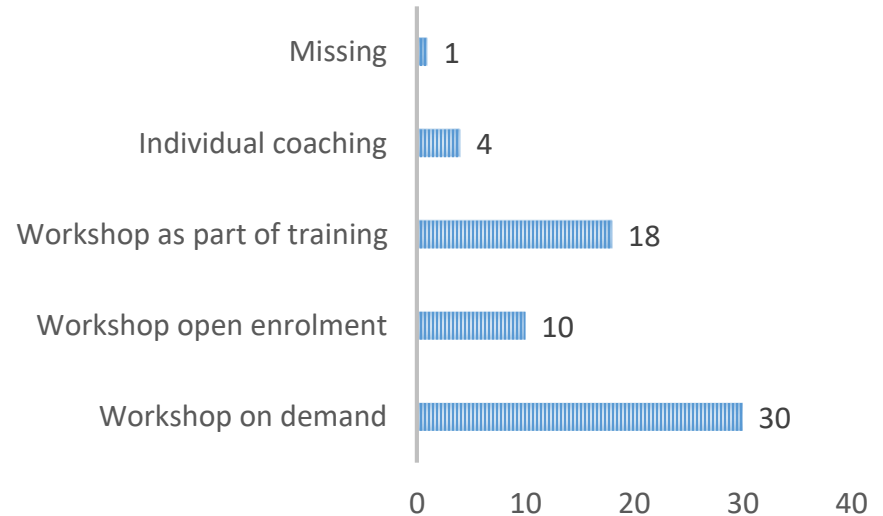
Who were the participants and what was the format of the workshop?

FACILITATORS ($n=63$)

“PARTICIPANTS WERE FROM...”



“FORMAT OF THE WORKSHOP”

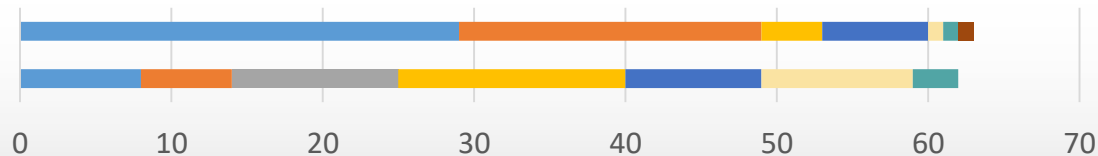


Duration of the workshop and amount of participants

FACILITATORS ($n=63$)

Duration of the workshop (in hours)

Amount of participants

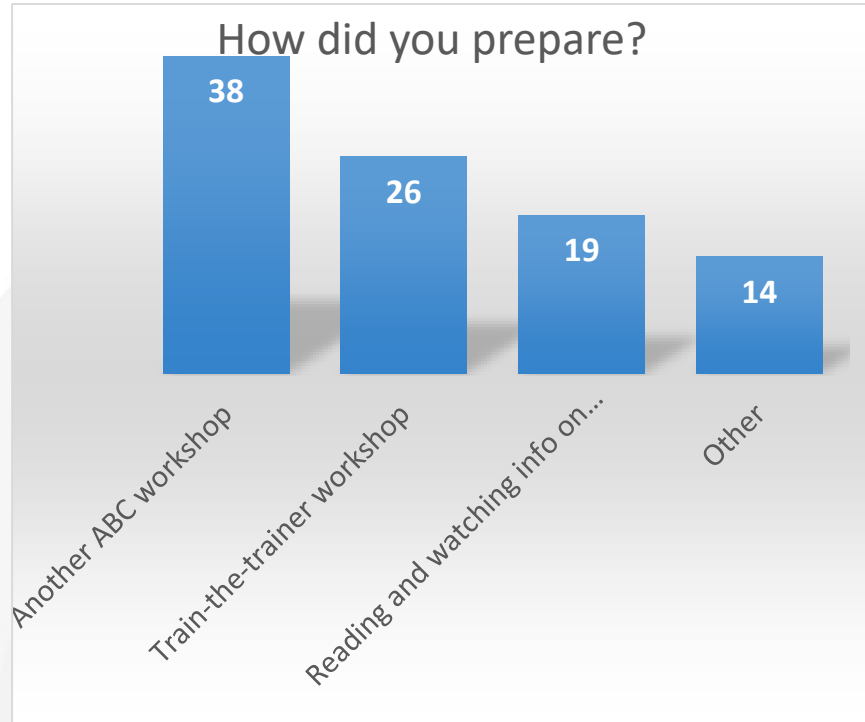


	Amount of participants	Duration of the workshop (in hours)
0 to 2	8	29
3 to 5	6	20
5 to 10	11	0
10 to 15	15	4
15 to 25	9	7
25 to 50	10	1
> 50	3	1
Missing	0	1

■ 0 to 2
 ■ 3 to 5
 ■ 5 to 10
 ■ 10 to 15
 ■ 15 to 25
 ■ 25 to 50
 ■ > 50
 ■ Missing

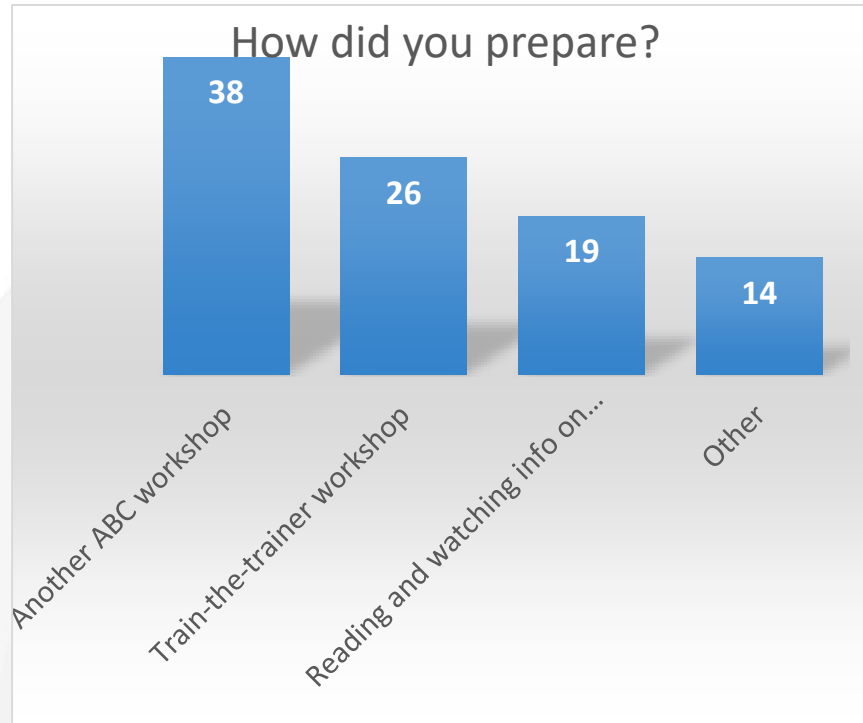
Preparation workshop

FACILITATORS ($n=63$)



Preparation workshop

FACILITATORS ($n=63$)



Other:

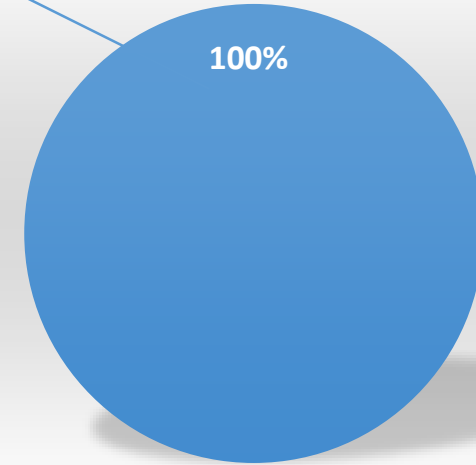
- Discussion and preparation with colleagues ($n=2$)
- Development of own ABC version ($n=1$)

Preparation workshop

FACILITATORS ($n=63$)

“There **is a bit of yes and no** in my answer. Yes, I was fully prepared to follow the ABC methodology with all the resources, printouts etc. No, I was not prepared for the difficulty some participants had about engaging with the process - a difficulty that they made very clear at times. This was due to external factors mainly: some people did not feel they were ready for a workshop like this while others did. There were also territorial issues in my view.”

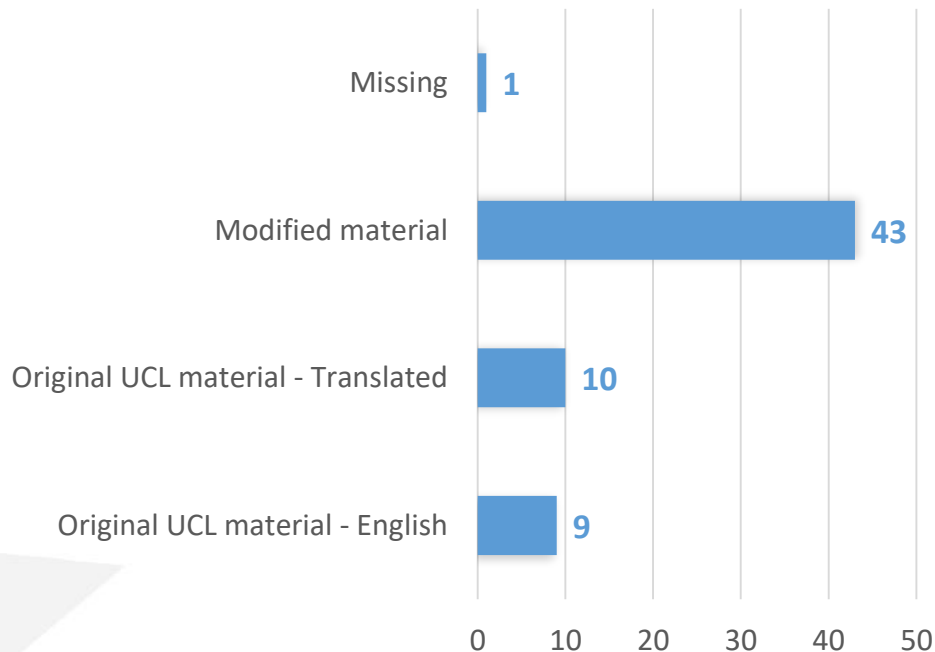
“Did you felt sufficiently prepared to facilitate the workshop?”



■ Yes ■ No

“What material did you use during the workshop?”

FACILITATORS ($n=63$)



“What was your role during the workshop?”

FACILITATORS ($n=63$)



81%

Advisor / expert

The facilitator took the role of expert on teaching & learning and gave advice.



77,8%

Critical friend

The facilitator asked questions, helped me reflect on my design, ...).



49,2%

Timekeeper

The facilitator took the role of a timekeeper.



11,1%

Other

The facilitator had another role.

Role of facilitator: some quotes

PARTICIPANTS ($n=344$)

Critical friend

Advisor / expert

Timekeeper

Other role

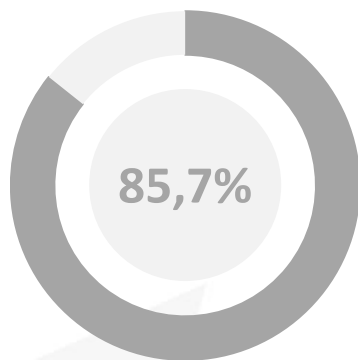
"I asked (...) to explain what they were trying to do, helping them to articulate the problem(s) they were seeking to address. I also tried to move things along, particularly trying to remove the focus of attention from one particularly dominant individual who wanted to focus on her particular take on how issue(s) should be addressed."

It was important to get the large and heterogenous group on track and make sure that all work. Then I was able to discuss with individual groups their designs.

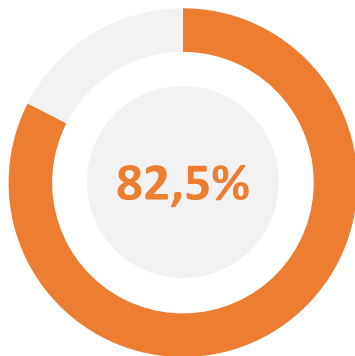
Participants were invited to critically examine their actual practice and brainstorm on their future practice. As an expert on teaching and curriculum design I helped them to reflect by asking questions and giving advise.

“What kind of questions did participants ask?”

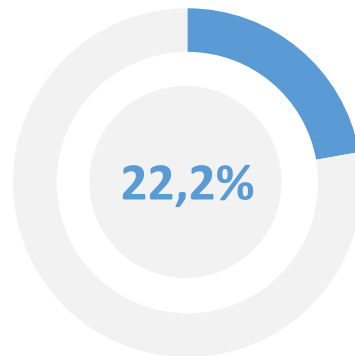
FACILITATORS ($n=63$)



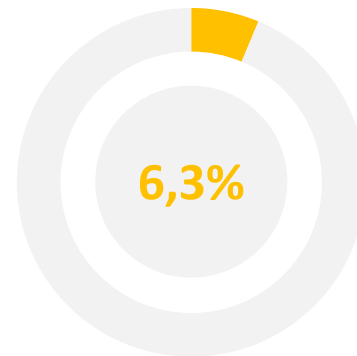
Clarification



Advise regarding
their design



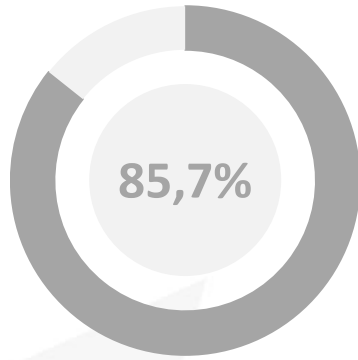
Theoretical back-
ground workshop



Other

“What kind of questions did participants ask?”

FACILITATORS ($n=63$)

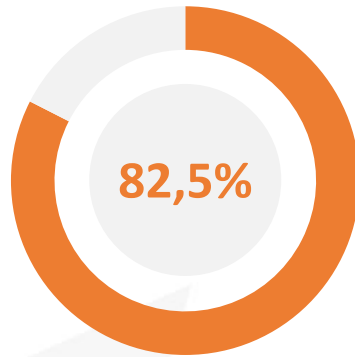


Clarification

- How to approach the blended learning graph?
- Struggled with terminology used and the concept of the radar diagram on the workshop sheet
- (...) what I meant by 'the front' of the cards.
- (...) questions/comments about the graph activity.
- (...) questions about what constituted “conventional” versus “digital”

“What kind of questions did participants ask?”

FACILITATORS ($n=63$)

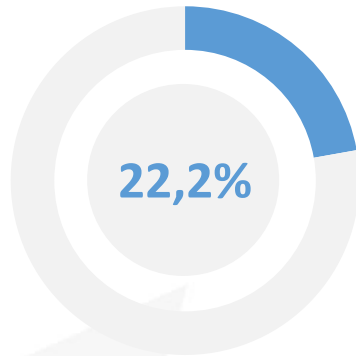


**Advise regarding
their design**

- “I actually would have welcomed more questions throughout regarding the designs but it seemed to me that they wanted to sort it out between themselves.”
- “Often participants in the workshops get a sense that we are asking them to include all the different colors of the workshops, i.e. different cards. However, this is not the aim; though we do want the participants to reflect on enriching the assignments tasks but this has to be done with careful consideration of the learning goals and alignment.”

“What kind of questions did participants ask?”

FACILITATORS ($n=63$)

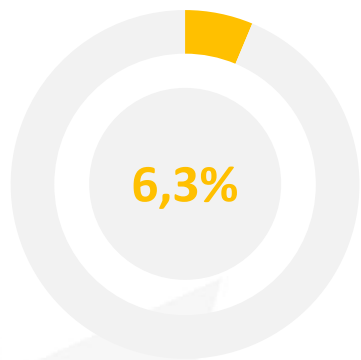


**Theoretical back-
ground workshop**

- “Since we didn't want to spend so much time on the theoretical background, they were asking about elaboration on that which took some time away from the workshop work.”
- “The participants were mostly interested in the background of the workshop.”

“What kind of questions did participants ask?”

FACILITATORS ($n=63$)



Other

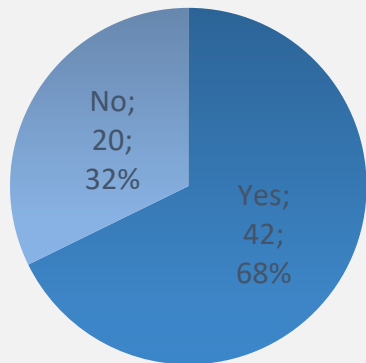
Other:

- The vision of the institute on e.g. activating, feedback
- Inspiration and examples of educational tools

“Set-up and follow-up of the workshop”

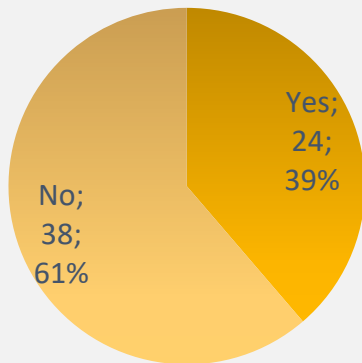
FACILITATORS ($n=63$)

Was the institutional edu. strategy included in the workshop's intro?



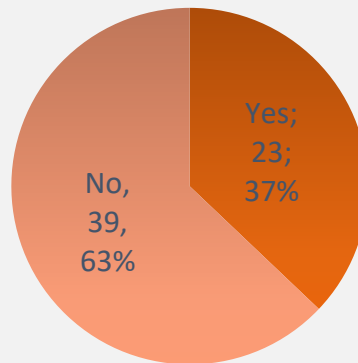
■ Yes ■ No

Were there pre-workshop activities?



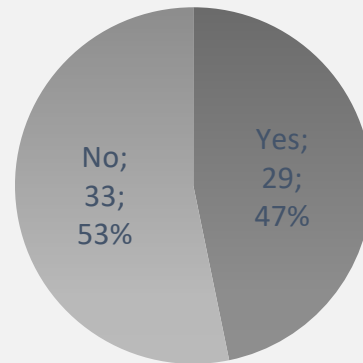
■ Yes ■ No

Were there follow-up activities planned? BEFORE



■ Yes ■ No

Do you plan follow-up activities? AFTER

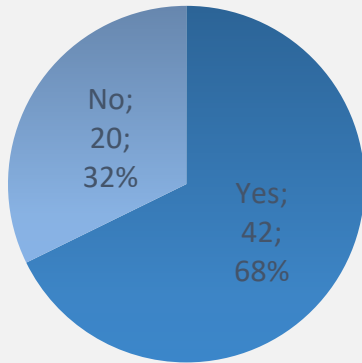


■ Yes ■ No

“Set-up and follow-up of the workshop”

FACILITATORS ($n=63$)

Was the institutional edu. strategy included in the workshop's intro?



■ Yes ■ No

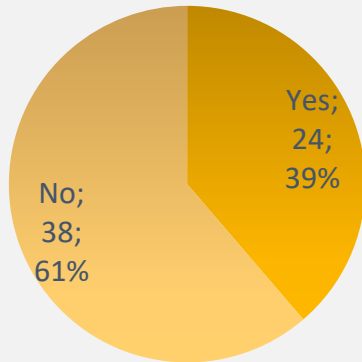
Elaboration:

- Link was made with educational policy plan
- Strategic relevance was outlined (Strategic Plan, T&L constituent strategy and the Academic Integrity Principles)
- Strategic Connections Grid showing how ABC fulfills various strategic priorities at our university
- Highlight strategic theme ‘student-centered pedagogy’ & development of digital learning environments and blended learning
- Student-centered teaching is enabled more through the ABC planning as it focuses on what the student does. The training aids the Digital Leap project of the University which has to do with lifelong learning and professional development initiatives in (country) and at the university. We did not map any strategy on the workshop, however.

“Set-up and follow-up of the workshop”

FACILITATORS ($n=63$)

Were there pre-workshop activities?



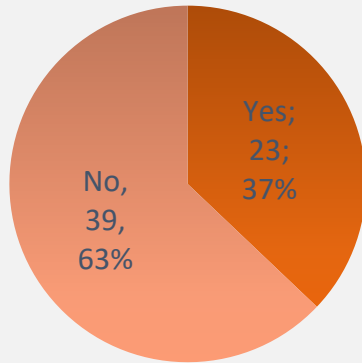
■ Yes ■ No

- 2-3 prior meetings with programme co-ordinator & custom ‘Pre ABC’ Thinktank workshop (focus: programme & module learning outcomes)
- Workshop/preparatory assignment on learning outcomes
- Lecture on topic of e-learning & digital technologies
- Preparation task for teaching team:
 - Write learning outcomes of the course & decide the subjects to be evaluated
 - Go through online material on learning processes of students, activation methods, and the use of technology
 - Learning path with introduction on blended learning and the learning activities
 - Familiarize with new digital competency model
- An intake with each participant individually in order to have an insight in the needs and questions of the participants

“Set-up and follow-up of the workshop”

FACILITATORS ($n=63$)

Were there follow-up
activities planned?
BEFORE



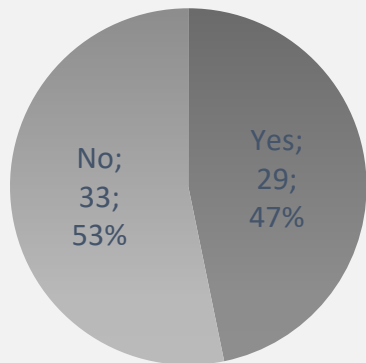
■ Yes ■ No

- Individual/team follow-up
 - Meeting with all team members, briefly presenting the results from each workshop
 - Individual coaching and support for teachers preparing their online course in Moodle
 - Interviews with participants
- Other sessions
 - About educational tools
 - About evaluation/assessment

“Set-up and follow-up of the workshop”

FACILITATORS ($n=63$)

Do you plan follow-up
activities?
AFTER



■ Yes ■ No

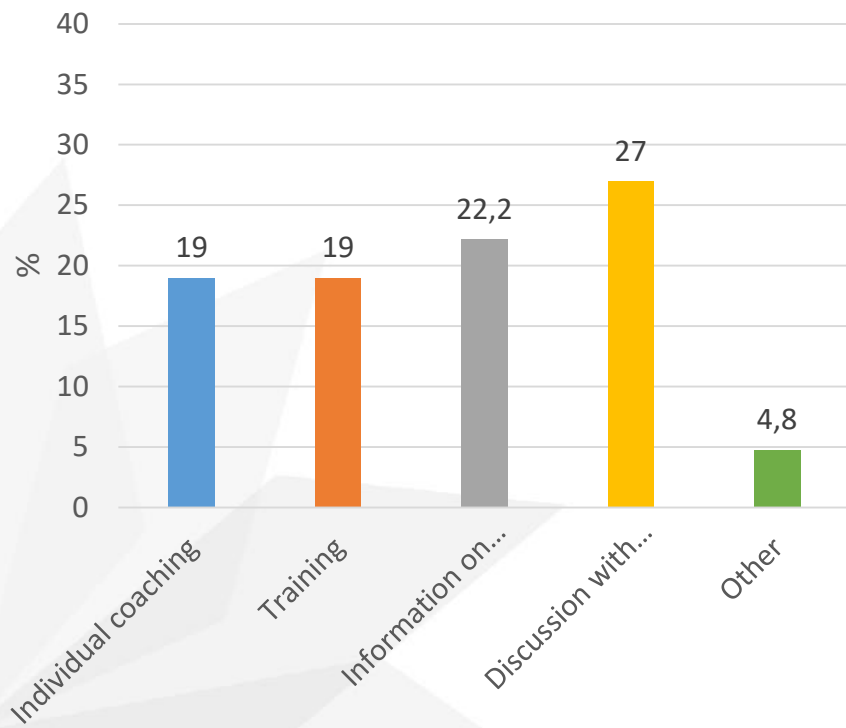
Yes, because:

- “An assessment workshop is needed as there seemed to be some misconceptions being outed as fact.”
- Further support is needed
 - “in order to make designs a reality”
 - “to support them with the implementation”
- “There seems to be a strong interest in video and H5P and our unit will provide further workshops on those to support.”
- “We have more clear ideas on which trainings these course developers need after the ABC. Ended up being video scripting, video technical, H5P, MOOC platform and ThingLink training.”

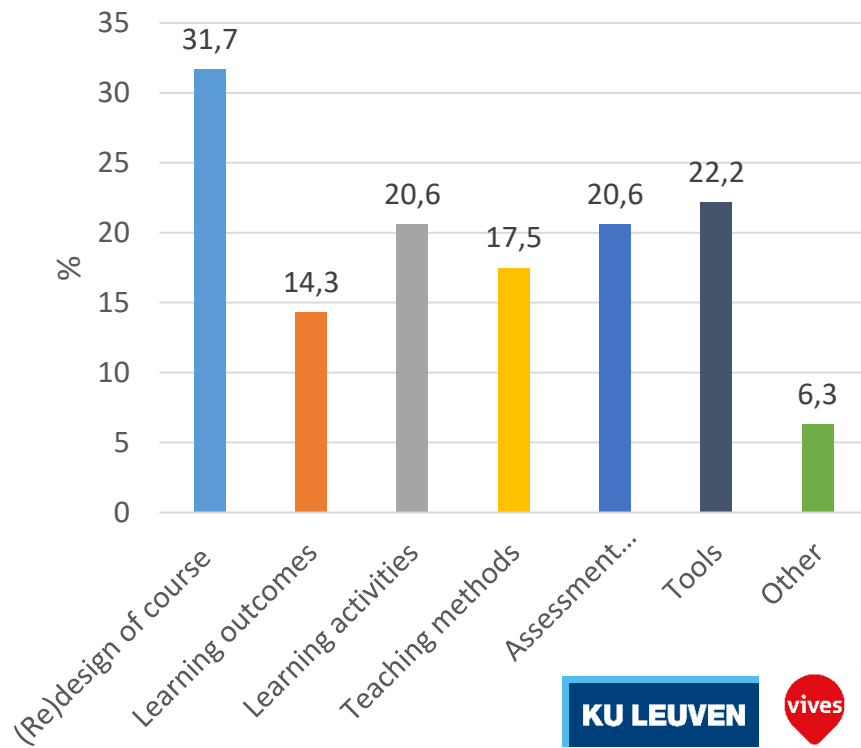
The additional follow up activities

FACILITATORS ($n = 63$)

Format



Content



Aspects of workshop to keep

FACILITATORS ($n=63$)

► Discussions with colleagues / group aspect ($n=8$)

“Room for discussion” - “Element of group work is the most important”

► The tweet activity ($n=7$)

“Even though the Tweet exercise was difficult for this group, I still think it should be kept in: it is illuminating, but clearly very unsettling for those who don't feel 'ready'.”

“The Tweet helped to distill the essence of the proposed course.”

► Timing and structure ($n=7$)

“The strict timing, the brief instructions: gives an energy and flow to the workshop which is unique.”

► The storyboard activity ($n=6$)

“To map out an intended learning experience and develop a joint vision”

“The storyboard forced them to think through and map out the intended learning experience in a realistic, achievable way.”

Aspects of workshop to improve

FACILITATORS ($n=63$)

► Introduction ($n=13$)

"I suspect some of the background in the introductory presentation could be dropped/tightened up."

"How do we present the theory quickly but convincingly in one slide?"

"The intro presentation probably goes on a bit too long as a lot of it really only makes sense when you do the storyboarding activity."

"The introduction: is the background information necessary? Or better: WHICH background information is necessary?"

"I think participants want to get to the meat of the workshop by the 15 minute point and the intro presentation may have been longer."

"Maybe some **more clarification or examples of the learning types** could be needed"

"I would welcome a script/guide on the intro slides that show **previous examples of storyboards** – those are not obvious to me"

"We have **changed the part where we talk about the cards** so that the participants each familiarize with 1-3 cards and then present those cards to the whole class; this way we cut out time from "lecturing" and can diagnose how they understand the cards.

Aspects of workshop to improve

FACILITATORS ($n=63$)

► Tweet & blended graph activity ($n=8$)

“I am not sure if the graph drawing activity is worth keeping - some people just don't seem to get it and it eats up precious time explaining it. I am beginning to think that part should be **dropped to free up more time** in other areas. (...), I increasingly see the need for a 'Pre ABC' workshop, which perhaps should be mandatory.”

“The summary of the course is a nice task to warm up, but it often - always - immediately takes the participants into in-depth discussions about the course, so the task might be **modified or scaffolded** in the handout better somehow.”

“I am unsure about the predictive nature of the spider graph. I felt we were too unsure about how the course would shape up to approach that activity properly - there seemed to be **too many questions to answer** at the start. I felt more comfortable returning to that activity post discussion.”

“I did remove some of the initial slides on blended learning (as these participants were designing a 100% online course). We did **not spend time on the blended graph activities**, as I mentioned that we have dropped that element at this point.”

Aspects of workshop to **improve**

FACILITATORS ($n=63$)

► Timing and structure ($n=7$)

“It takes time for the participants to familiarize with the cards. Also, it seems that in (country) people want to plan a lot before building anything, so we have modified the time so that they have more time for the A4 graph, and also the final discussion should ideally be one hour at least, where they present their work and we discuss together. At the very end of the workshop, we have slides about 5 best practices on eLearning to bookend the workshop. Altogether we recommend at least 2,5 hours and preferably 3 hrs for one workshop.

► More focus on learning outcomes ($n=4$)

“We added into workshop document describing course: learning outcomes and students workload hours because we found that it is easier for teachers if they have defined that at the beginning of the course redesign process. This enables them to have a clearer concept and be more real in defining of activities in the course.”

“Focus on the learning outcomes should be higher to link the assessment methods accordingly.”

“Issue of learning outcomes always pops-up, we have added it into Croatian version.”

Aspects of workshop to **improve**

FACILITATORS ($n=63$)

► Individual suggestions

“The large numbers of people at some tables made the session challenging at times. I believe there should be **no more than 6 participants per table**. 4 is probably ideal (...).”

More time: “Recommend at least 2,5 hours and preferably 3 hrs for one workshop: more time for A4 graph, and for final discussion where they present their work and we discuss together.”

“Having **some material for participants to look at in advance** would be quite beneficial, e.g. a short video on ABC or on “what is ahead of you?””.

“The **terminology** isn’t always clear. The learning activities should be verbs for example.”

“A projector clock, to count down the time”