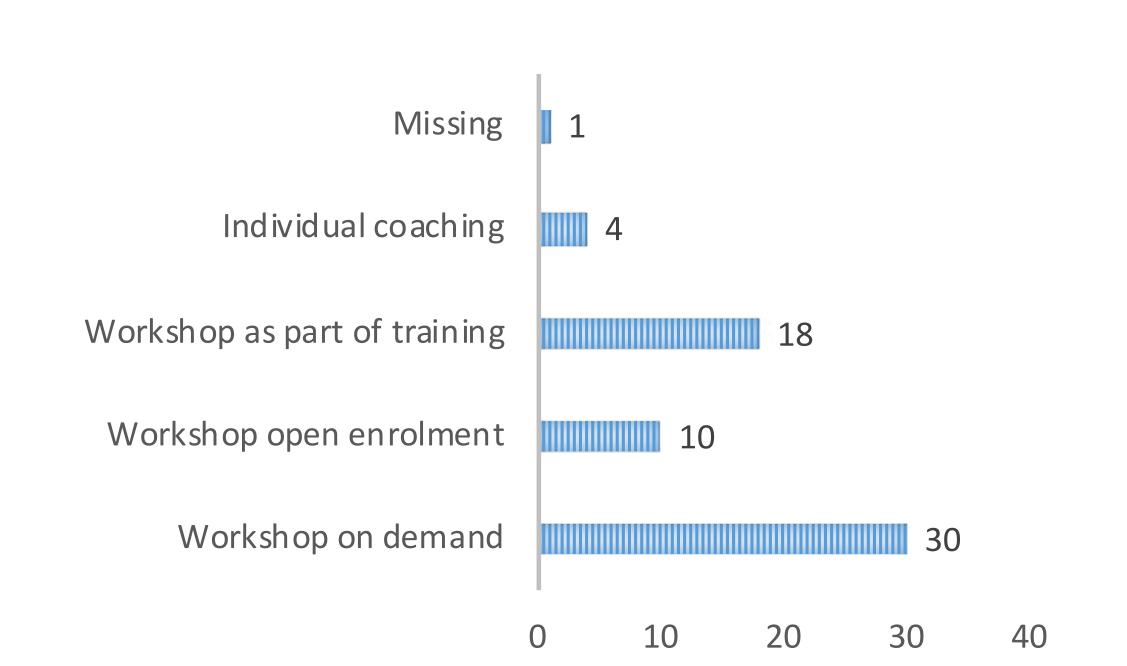
# **EVALUATION ABC LD METHOD:** SOME GENERAL CONCLUSIONS OF THE FACILITATORS

ERASMUS+ PROJECT ABC TO VLE+ 2018 - 2020

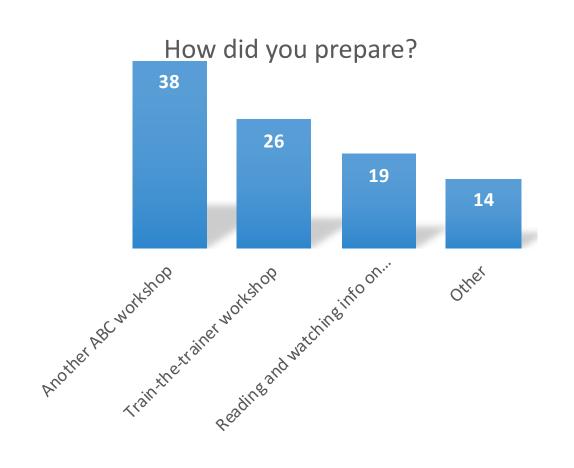


#### WHO ARE THE FACILITATORS? N= 63 The facilitators come from... The role of the facilitator in their institution 14 12 12 12 45 10 Italy Gostia reland Estland tinland Belgium Educational Instructional Educational Other designer technologist developer

# FORMAT OF THE WORKSHOP



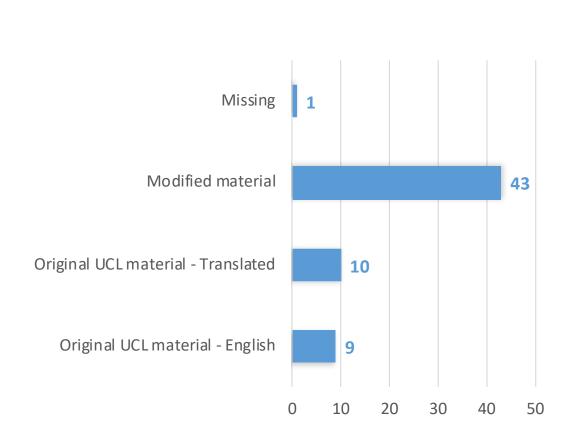
# PREPARATION WORKSHOP



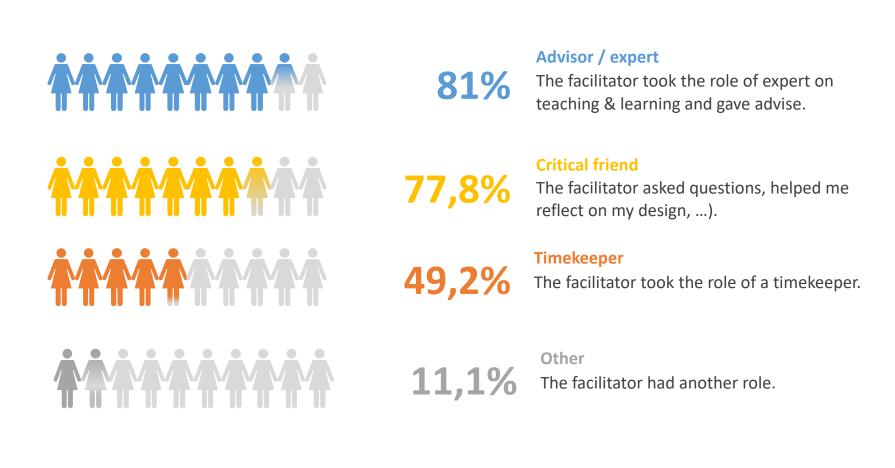
# PREPARATION WORKSHOP



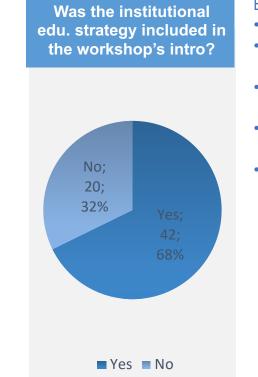
#### WHAT MATERIAL DID YOU USE **DURING THE WORKSHOP?**



#### WHAT WAS YOUR ROLE DURING THE WORKSHOP?



# SET-UP AND FOLLOW-UP OF THE WORKSHOP

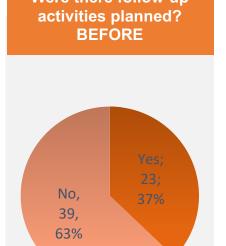


- Link was made with educational policy plan • Strategic relevance was outlined (Strategic Plan, T&L constituent
- strategy and the Academic Integrity Principles) Strategic Connections Grid showing how ABC fulfills various strategic priorities at our university
- Highlight strategic theme 'student-centered 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.



PYes = No

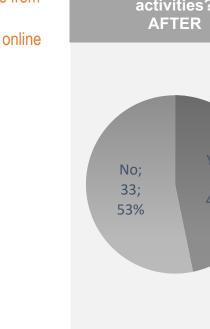
- activities
- 2-3 prior meetings with programme co-ordinator & custom 'Pre ABC' Thinktank workshop (focus: programme & module learning outcomes) Workshop/preparatory assignment on learning outcomes • Lecture on topic of e-learning & digital technologies
  - Write learning outcomes of the course & decide the subjects to be
  - 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
  - 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



■ Yes ■ No

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

About evaluation/assessment



■ Yes ■ No

 "An assessment workshop is needed as there seemed to be some misconceptions being outed as fact."

- Further support is needed
- "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.

# **IMPACT OF THE METHOD**



## **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

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**

extent

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.

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.

# **GENERAL RECOMMENDATIONS**

# ASPECTS OF WORKSHOP TO **KEEP**

"Element of group work is the most important"

- ➤ Discussions with colleagues / group aspect (n=8)
- ► The tweet activity (n=7)
- "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) "The storyboard forced them to think through and map out the intended learning experience in a realistic, achie vable way."

# ASPECTS OF WORKSHOP TO IMPROVE

- ► Give more time for discussion
- ► Clarify and give background on the six learning activities
- ► Ask participants to come prepared with a choice for module/course to (re)design and its learning outcomes
- ► Shorten and focus the introduction
- ► Keep groups small and homogeneous
- ► Take time to consolidate at the end

- ► Keep the introductory activity of the graphs short, or leave it out
- ► Include the learning outcomes