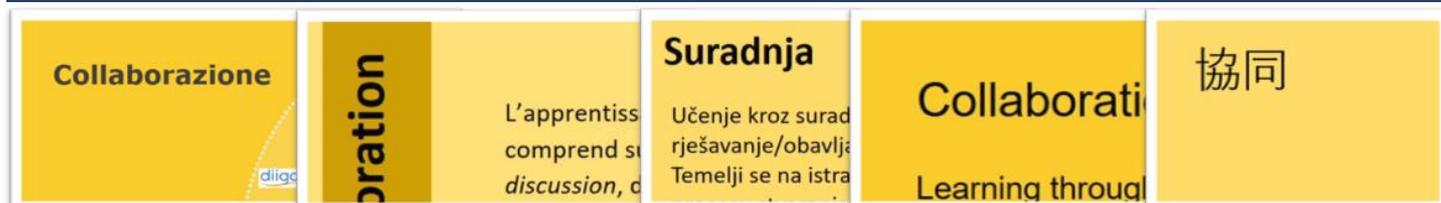


Erasmus+ project ABC to VLE: Beyond Curriculum Design



ABC LD Toolkit 2020

Part 3. Localising ABC Learning Design

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Resources available from <http://abc-ld.org>

PART 3 LOCALISING ABC LEARNING DESIGN

3.1 AN ETHOS OF LOCALISATION

Early testing at UCL and other institutions showed high levels of transferability, academic enthusiasm and satisfaction for the ABC method. However, to be successfully implemented elsewhere, the ABC method may need modification and adaptation to the local context. Conversely, the UCL team is also conscious that the success of ABC is due to its distinct and dynamic ‘formula’. Too much modification, especially the addition of new conceptual elements and participants tasks in the workshop may break the dynamics and workflow of ABC. Moreover, by keeping the core structure of ABC, users can more easily share ideas and resources across the community. The localisation of ABC, therefore, is something of a balance and we suggest teams start with the Base ABC LD format (Part 2) and change or adapt elements gradually to meet local circumstances and needs, based on workshop feedback.

Before thinking of adaptations, consideration should be given as to the institutional context in which it is to be adopted. ABC can stand alone as an design intervention, but it can be used as a powerful institutional change ‘tool’ when it is aligned with institutional and departmental strategies and local support approaches and capacity. There may also be a need to consider institutional quality processes and academic development initiatives. These perspectives might influence the design of the workshop itself. See 3.5 for more ideas.

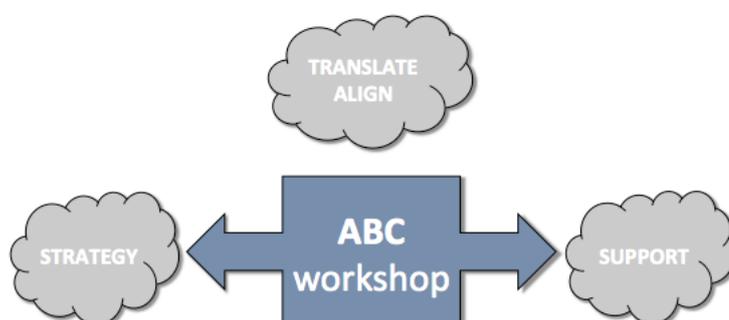


Fig 3.1 ABC aligns with strategic initiatives and local support

WHAT DO INSTITUTIONS CHANGE?

Several examples will be given below, but general localisation trends can be identified from the Erasmus+ project and beyond. We recommend using the local translation if available. Although many universities from outside the Anglosphere now teach in English, and English language skills among teachers are often high, local translations certainly remove a barrier to teacher engagement and enable freer conversation during the workshop.

INITIAL PRESENTATION

- UCL-specific elements are removed, such as references to the UCL’s educational strategy, are removed and replaced with local logos and branding. **Dublin City University** for example includes slides referencing their [Strategic Connections Grid](#) and Academic Integrity principles. Tallin links ABC to their Digital Competence Framework for educators (DigCompEdu).

- Local examples, institutional policy frameworks and any local feedback can also help. Masking the external origins of material can be helpful to avoid ‘not invented here’ resistance, but conversely the use of externally validated or widely tools may lend an authority to a new approach. The evaluation of ABC (Part 5) aimed to encourage newcomers to have confidence that the approach works.
- Presentation facilitator questions can be added to help structure this part.

TIMING

- The workshop is very often extended beyond the original 90 to 120 minutes. The original UCL rationale for the short form was simply to ‘get people into the room’.

CONTENT

- **Sorbonne** introduced extra theoretical background, including the *Conversational Framework*, constructive alignment with learning outcomes and discussed specific constraints linked to the module (labs, external work, etc). The duration of their version is three hours.
- **Milan** and **UCL** have both run variants specifically for students.
- **Helsinki** extended the workshop timeframe to 3-4 hours, to include specific pedagogical topics that discuss elearning practices and the science of learning with customized topics per workshop, sometimes bringing in an educational researcher of the topic to discuss the theoretical background more in-depth. Themes have included, e.g assessment (also peer-assessment, self-assessment), constructive alignment, MOOC design, and the impact of visual design elements in elearning course build-up.
- **Vives** extended the workshop with an optional additional 30’ session about the evaluation possibilities for the (re)designed course during the session (see further). Prior to the workshop, participants have the choice if they want the ‘basic’ workshop (90’) or if they also want to work on evaluation activities (120’).

ACTIVITIES

- Some variants place more emphasis on learning outcomes (see 3.3)
- Enthusiasm for Twitter is not universal, so the ‘tweet’ exercise is sometimes replaced by a course ‘short description’ e.g. for a prospectus
- The ‘spider diagram’ exercise is sometimes omitted. It was included originally to introduce participants to the cards, but can also help the group think about ‘feel’ of the course.
- The ‘blended graph’ is sometimes left ‘blank’ so the graph can be customized to the topic teachers want to focus on during the session. So instead of distinguishing between ‘online’ and ‘face-to-face’ the focus can be on the amount of interaction a teacher wants to introduce in his course, or the amount self-study, collaboration, etc.
- An interactive and collaborative activity for introducing the cards can be included, instead of “lecturing” the cards. This can be helpful especially if the timeframe is extended from the original 90 minutes.

CARD SETS

- Card sets can be adapted (beyond simple translation) to meet local contexts and needs. The original UCL set assumed some knowledge of the technologies on the reverse of the cards. This may not be the case everywhere. Moreover, the list of ideas on the back are often edited to align with local toolsets and priorities. The six activity types are usually retained. Sometimes new users think to add separate ‘Reflection’ and ‘Assessment’ cards, but these are often

dropped later as both of these ‘activities’ are can be included in the main card set. Reflection points (if needed) can be identified by stickers, as is the usual practice with assessment.

- The distinction between conventional and digital modes are often removed. Prompts and guiding questions can be added to stimulate critical reflection, and to help participants think about, for example, how to support students’ self-regulation and metacognitive skills. The size of the cards and the cognitive load for participants limit the scope for these variations.
- ECTS points or number of course hours are frequently added to cards. UCL had timings in its MOOC variant cards but it was felt that participants may not have this information to hand.
- A qr-code (or link) can be added on the cards to lead teachers to the online pages of the institution with more information about the educational tools they can use for their course. This can give inspiration during the session, but can also help teachers after the session to easily find the information they need to get started with the (re)design of their course.

STORYBOARDING

- **Sorbonne** changed the layout of the Storyboard to distinguish face-to-face and distance activities. **Vives** added an on-campus/off-campus dimension. This distinction is made to encourage teachers to provide enough alignment between the activities that take place on- and off-campus.
- **Vives** includes a step-by-step plan for evaluation (incl. stickers for visualisation on the storyboard. The step-by-step plan can be used as an extension of the ABC workshop, but can also be used as a separate professionalization activity.
- **Helsinki** added mapping stickers for collaborative activities, work life skills, and eportfolio work, to name a few examples.
- Inspired by the ABC method, **Helsinki** created program-level cards to compile and arrange up to approximately 25 courses on one poster and to facilitate discussions among faculty on the revision of an entire study program.
- Storyboarding may not always be the main objective. **Leuven** used ABC to stimulate discussion between faculty members and within teaching teams and to encourage faculty to reflect on the perspective of the student and think about their design in terms of learning activities instead of learning goals or content. As we will see with the COVID online versions, even without storyboarding, ABC can act as an engaging reflective tool.

PRE AND POST WORKSHOP

- Participants may be required to engage in pre-workshop activities, or even preparatory workshops. This requires more commitment from academic teams (and facilitators) but may be productive with small, motivated groups.
- A post workshop follow-up process to help monitoring and support may be provided to ensure that the creative ideas of the workshop translate into practice in the VLE and elsewhere. Academic staff may request or require further technical and design support to integrate technology successfully. The extent of post-workshop activity will depend on the resources of the digital education support team.
- Most ABC adopters have used some variant of the Tool Wheel (or App Wheel) to link the ABC pedagogical concepts with the institutional learning technology, especially the VLE. Developing a localised Tool Wheel is a common first stage in institutional adoption.

- **Helsinki** teaches a post-ABC workshop that deals with further alignment of intended learning objectives for the course, with reference made to the ABC cards for the elearning tool and teaching method selection.

3.2 EXAMPLES OF VARIANTS

CARD SETS

Sorbonne added study timings to the cards to consider ECTS equivalents.

Acquisition Temps de travail estimé

SANS LES TICE

- Lire des livres, documents, articles
- Ecouter l'enseignant en présentiel, suivre des conférences, cours magistraux
- Suivre des démonstrations, master classes

AVEC LES TICE

- Lire des ressources numériques, multimédia, des sites web
- Suivre des podcasts ou webcasts
- Regarder des vidéos, des animations

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Fig 3.2 Sorbonne cards

A later set emphasised synchronicity/asynchronicity and teacher supervision.

Pratique/Entrainement Temps de travail estimé

	Encadré	Autonome
Synchrone		
Asynchrone		

SANS LES TICE

- Faire des exercices
- Réaliser des projets basés sur la pratique
- Laboratoires
- Sorties sur le terrain
- Activités de jeu de rôles

AVEC LES TICE

- Utilisation de modèles
- Simulations
- CodeRunner (informatique)
- Stack (mathématiques)
- Laboratoires et sorties sur le terrain virtuels
- Activités de jeu de rôles en ligne

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Fig 3.3 Sorbonne cards

Tools are often added, as with this example from **Helsinki**.

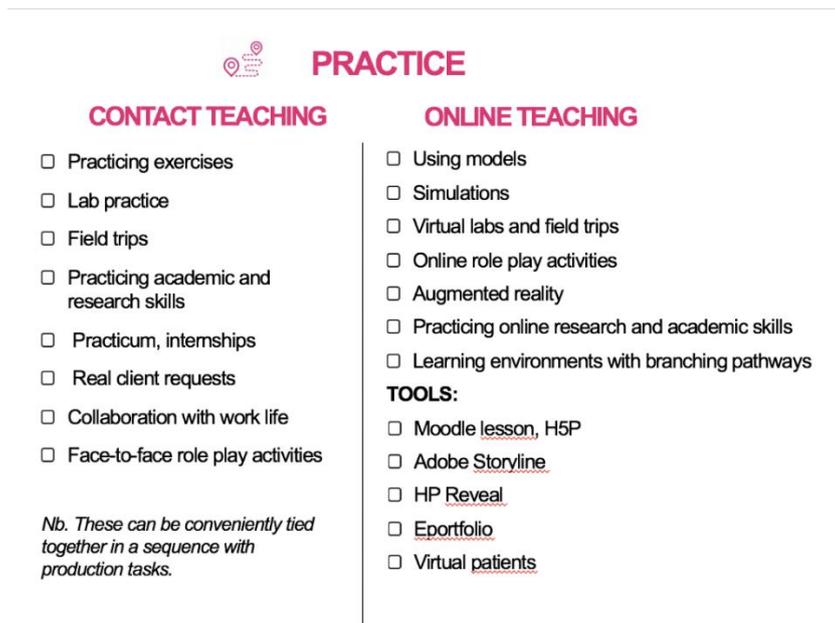


Fig 3.4 Helsinki cards

Helsinki also added symbols to the learning types cards, as shown below (although they did not stick to the recommended ABC colours!).



Fig 3.5 Helsinki symbols

Dublin City University (DCU) created [DCU Localised Learning Types Cards](#). The conventional and digital columns were merged, local VLE and supported tools were highlighted, and prompts for Universal Design for Learning (a DCU accessibility policy) were added.

Discussion

- Whole class discussions
- Small group or paired discussions (e.g. book club, think-pair-share activities)
- Tutorials
- Seminars
- Online discussion activities (e.g. discussion forums, Twitter, chat tools)
- Web conferencing/Virtual Classrooms
- Portfolio sharing/commenting
- Audience polls or surveys (e.g. Google Forms, Vevox, Kahoot, Mentimeter, Zeetings)
- Glossary

Universal Design for Learning (UDL) Prompts:

Are all types of learners accommodated? (Must students speak to contribute?)

How will you check the level of knowledge/understanding in the class?

Can people who miss 'live' class contribute to the discussion?

Is orientation/induction time required for this technique?

See the DCU 'ABC to VLE+ App Wheel' for further guidance on **Discussion** activities.

Fig 3.6 DCU cards

Leuven added extra prompts (note here the Inquiry alternative to Investigation is used).

INQUIRY
How do you provoke this kind of behaviour in students?

- (Online) reading assignment with guiding questions
- Provide online preparation materials: learning module, blog, ...
- Classroom Assessment Techniques
- Concept map
- Searching for & evaluating information and ideas
- Collect & analyse data
- Argumentation chart
- Problem-based learning
- Field/lab observations
- Analysing case (studies)
- ...

You want to stimulate your students to be more in control of their knowledge and skills development, and to put your narrative into their own.

Consider how you will:

- ✓ stimulate them to become more in control
- ✓ let them interact with the learning material
- ✓ correct possible misunderstanding

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KU LEUVEN

Fig 3.7 Leuven cards

VIVES also merged the conventional and digital columns together. In the list of activities, no tools are mentioned. An option is added for teachers to choose if they want to use educational technology for the chosen activity or not, with space left for own notes (e.g., which tool they want to use, how they want to implement the activity/tool, etc.). Also a QR-code is added to a page on the intranet of the institution with information about the chosen activity and a link to all the tools they can use for this activity. This can offer them inspiration during the session, but also help them in realizing the (re)design of the course after the workshop.

LEREN DOOR VERWERVING



Hoe wil je deze leeractiviteit vormgeven?

- Hoorcollege
- (gast)lezingen, masterclasses of voordrachten
- Weblectures, streaming
- Kennisclips, animaties, video's, ...
- Podcasts, webcasts, screencasts, ...
- Demonstraties, observaties,
- Bezoek aan het werkveld
- Cursusmateriaal, boeken, kranten, artikels, websites, ... aanbieden
- Online leerpad
- MOOCs
- ...

MET OT
ZONDER OT

NOTITIES

<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"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



* OT=onderwijstechnologie



Via deze QR-code vind je diverse tools die je voor deze leeractiviteit kan inzetten. Richt je tot je onderwijstechnoloog indien je hier vragen over hebt.

Fig 3.8 Vives cards.

UCL and KU Leuven developed MOOC-specific cards. The back of the UCL cards represents the restricted activities possible within FutureLearn (MOOC platform used by UCL). The ABC workshop at UCL runs in the usual format, but the MOOC cards provide a closer link to the FutureLearn 'steps'. The outcome is much the same, but without the summative assessment stars. The narrower technical focus means the steps can be listed in a spreadsheet in the form of an action plan. Note the additional space for 'learning time', an important aspect in MOOCs, where participants' envisaged time on task is usually very limited.

Learning type: Acquisition

Delivered - presented with information	<input type="checkbox"/> article reading digital documents, websites and resources Add article
	<input type="checkbox"/> watching video/animation Add video
	<input type="checkbox"/> listening to podcast, webcast Add audio
	<input type="checkbox"/>

Description _____

Post step discussion point _____

Learning time _____

Fig 3.9 UCL MOOC (FutureLearn) cards

3.3 EXTENSIONS TO ABC

ADDING LEARNING OUTCOMES

Academic developers new to ABC occasionally express concerns about the lack of overt attention given to learning outcomes in the Classic version. Nowadays learning outcomes are nearly universal in education as a formal framework to specify learning provision. In this sense the learning outcomes serve as a contract between the student, the college and the teacher. The centrality of learning outcomes is part of Laurillard’s ‘Conversational Framework’. For example, even in inquiry-based pedagogy, she writes; “The learning outcomes are still defined by the teacher, and the students’ output is assessed as conforming or not to those outcomes, so teachers take care to set up a supportive environment to guide and scaffold the activity that learners undertake” (2012:125). Many conventional learning design approaches, particularly those rooted in instructional design, start with learning outcomes, but ABC does not – on the surface at least – take that approach. The reasons are several. Learning outcomes are only a partial representation of the student journey and fix the destination rather than the route to it. At UCL, moreover, ABCs tend to be run for modules or programmes which have already been validated (i.e. the outcomes are fixed) or are being reviewed. The participants to these workshops are usually already familiar with the intended learning outcomes and can (and do) bring them as printed or digital documents to refer to during the workshop. Although the formal learning outcome representation and the ‘informal’ ABC activity-based representation of the same course may seem very different, in practice most participants can easily switch between the two and recognise the distinction between design specification and implementation. Teams can always check if the ABC design still meets the learning outcomes, and some use numbered stickers to make that process visible.

PRE WORKSHOPS



Fig 3.10 DCU focus on learning outcomes

In 2018-19, Dublin City University ran a two hour ‘think tank’ session to help participants consider programme and module level learning outcomes before the ABC Workshop. See [DCU Pre-ABC Learning Outcomes Workshop](#). This process was initiated to help teams identify the unique selling point(s) of their programme, unpack the relationship with graduate attributes, and ensure proposed outcomes are pitched at the appropriate level of Ireland’s National Framework of Qualifications. Participants were given ‘homework’ to reflect on further as it is unlikely that all

Programme and Module Level outcomes can be fully addressed and agreed within two hours. Recently, following the COVID shutdown, an interactive online ‘Pre ABC’ activity has been developed with a similar workshop preparation goal. This resource is currently being evaluated and will be further developed as a self-directed alternative to the face-to-face ‘Pre ABC’ session described above.

Sorbonne University proposed two versions of the workshop, an “open” one and a “custom-made” for teaching teams. One of the pre-workshop demands is the preparation of the intended learning outcomes of the course for them to be linked to the course design. This link is also asked when teachers use the excel document – tool designed for online collaboration.

CASE-SPECIFIC PEDAGOGIES

Helsinki adapted the beginning of the workshop to include case-specific pedagogical topics to start the workshop, drawn from pedagogical research. As an example, if a workshop was to focus on peer review activities within the target courses, the beginning of the workshop would include a brief presentation of peer review in pedagogical literature and at the institution. If possible, a researcher in educational sciences or a senior lecturer in university pedagogy was invited to give a short introduction to the topic in the beginning of the workshop. Furthermore, to map the peer review (etc.) activities within the courses, instructors and course planners were provided stickers to attach to the storyboard, to specifically mark these activities. Pedagogical topics discussed include:

- Recreating a lecture course with multiple teachers into a flipped learning classroom.
- Reviewing courses within a sequence, in a study program.
- Assessment (including self-assessment, peer-assessment)
- MOOC principles
- Constructive alignment
- Impact of visual design in elearning course creation
- Mapping specific topics, e.g. classroom community, work life skills, essay writing skills, peer review activities, learning objectives.
- Introducing a pedagogical topic: first, a mini-lecture on a topic on pedagogical research literature, then a mini-lecture from an online learning perspective, tying in with the cards.

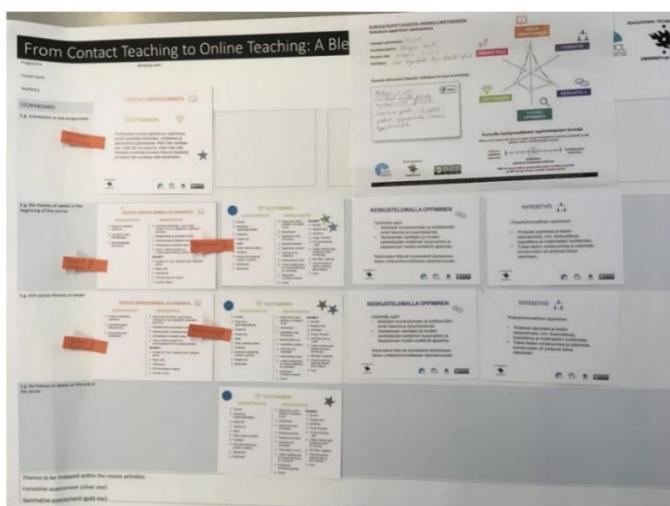


Fig 3.11 Helsinki variant workshop output

STRATEGIC DEVELOPMENT

The evaluation of ABC and associated strategic initiatives as part of the Hefce ACE project (See Part 5) reinforced the notion that curriculum enhancement is more likely to be successful if learning design aligns clearly with institutional goals. Academics are usually under pressure with multiple demands on their time so initiatives which appear unrelated to improved student experience, strategic aims or quality processes may not be sustainable in the longer term. For this reason, the UCL team carefully avoided the idea that ABC was a 'project'. Even from the outset it was promoted as a 'business as usual' process. Even the name *Arena Blended Connected* deliberately echoed established and respected UCL initiatives around academic development, digital education and research-based teaching and learning. The ABC designs can be used to highlight where the strategies initiatives are reflected in the student experience. This is usually done at the end of a workshop where sticky dots are fixed to activities that are aligned to strategic initiatives. In the example below, blue dots signify dimensions of the Connected Curriculum (UCL strategic initiative), but other universities have used this method to identify for example employability-related activities or graduate attributes. The simplicity and transparency of this approach enables reports to be easily generated, if required, .

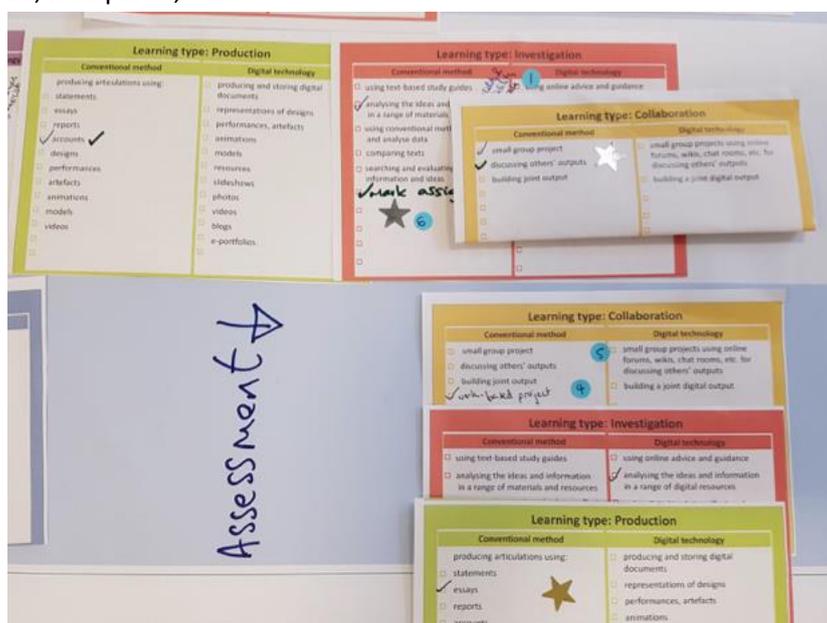


Fig 3.12 Strategic elements identified in the design

QUALITY PROCESSES

An important part of learning design is the alignment with internal quality processes and validation lifecycles. Although some academic teams participate in ABC at a very early stage of programme or module conceptualisation, most have a defined outline in terms of learning outcomes and often a validation document. If the programme or module is still fairly vague, the ABC can help to firm up ideas, but it is hard to get to the stage of specific activities in a ninety-minute or even two-hour session. We recommend in this case a separate pre-ABC session be undertaken to define and agree on the key features of the programme or module either being reviewed or planned. There are several approaches to this and two well worth exploring are (links at end).

- [OULDI](#) 'Pedagogical features card-sort' exercise "Choose a maximum of 12 cards which define the key features of your module/ course (either existing or planned)"
- Gilly Salmon's Blueprint, part of her well-known [Carpe Diem](#) learning design process, "The outcome of these exercises will be a 'poster'"

Another simpler approach for existing programmes is simply to review learning outcomes within the context of student feedback, NSS scores, domain changes and other strategic priorities. This can be achieved as part of a programme 'away day' and can immediately proceed a standard ABC workshop. One big advantage of this format is if the ABC is run in the morning the practical implementation of the designs any issues arising can be discussed after lunch.

LEARNING ANALYTICS

Learning analytics is a rapidly growing area of interest in higher education worldwide. In 2018 the UCL team worked with colleagues to explore the link between learning design and learning analytics, initially via the JISC Connect More programme and culminating in a paper (Ferrell et al, 2018). ABC storyboards can be used to identify what data to collect to enable us to understand whether learner behaviour is corresponding to our expectations (or not). This is a proactive approach to learning analytics. Rather than sifting through a mass of data looking for patterns, can we explicitly design data collection points into the learning journey?

Learning analytics usually refers to the measurement, collection, analysis and reporting of data about student progress. Colleges and universities are beginning to develop increasingly sophisticated dashboards to present the outcomes of such analysis to staff and learners. Much of the focus at the moment is on 'predictive' analytics. Students using digital resources and systems generate data that can be analysed to reveal patterns predicting success or risk of failure enabling tutors, and students, to make timely interventions. Evidence is growing that these predictive models are effective, but raise ethical questions.

ABC creates a representation of the curriculum and previously tacit pedagogic approaches are made explicit. If you are clear about what you are trying to achieve, then with the right data available, you should be able to tell whether student behaviour (by cohort or individual) matches your expectations. This makes possible a more fluid, dynamic response to curriculum development. If a particular learning design isn't working as expected, you don't need to wait for a final course review to make any changes that are necessary. What you need to find are the right kind of data 'hooks' to help you monitor progress and take action, based on what the data tells you, at a point where you can still make a difference. This means that you need a purposeful design and you already have an idea of what questions you want the data to answer and when. It also makes sense to ensure that the 'hooks' relate to data that the average academic can readily access and interpret e.g. a quiz on the VLE where you can easily see how many students completed the quiz and how many questions they got right or a 'flipped' approach to a lecture where you can identify how many students viewed the lecture in advance before engaging them in a facilitated discussion on the topics covered. This approach was piloted in a number of workshops in 2018, and proved an attractive addition to data collection design.

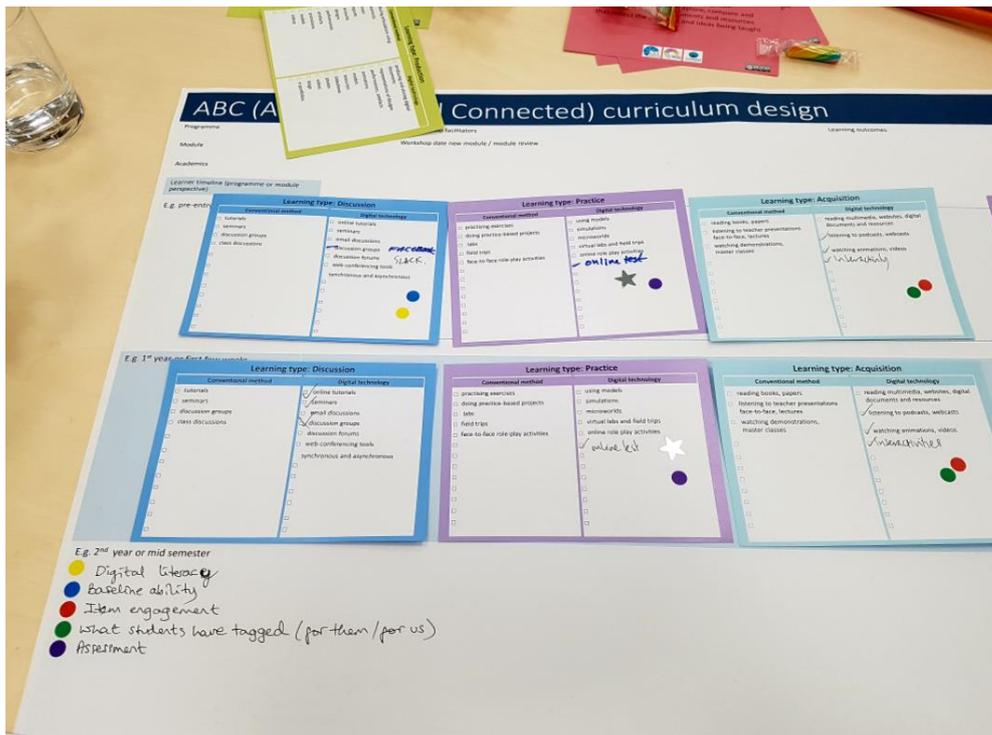


Fig 3.13 Storyboard using stickers to identify data 'hooks' or collection points, JISC 2018

DIGITAL CAPABILITIES

One promising line of inquiry from **UCL** that was piloted but not pursued was to link ABC designs to the digital capabilities of staff and students. This was inspired by the release in 2017 by [JISC](#) of their digital capabilities framework. JISC created a number of profiles for different roles in an academic setting based on the six elements of their framework, including [learner](#) and [teacher](#) profiles. They translated these into learning outcomes that can be [mapped onto the curriculum](#). Several pilot workshops were run with favourable results, but there was only limited institutional interest in the JISC toolset at that stage.

The [Digital Competence Framework for Educators \(DigCompEdu\)](#) describes a similar framework on a European level. One of the Erasmus partners, **Tallinn University**, is piloting the DigCompEdu framework with their Estonian teachers alongside ABC.

3.4 ABC AND ACADEMIC DEVELOPMENT

As mentioned above at UCL ABC is promoted as a mainstream and practical academic process rather than a staff development intervention. Again, we felt this was important to enable long-term embedding of ABC in local practices. Nonetheless as will be clear, ABC is an opportunity for individual and team development. Often innovative designs demand some access to examples or 'case studies' of the new practices identified (for example in media-based assessment or online communication techniques) and some technical up skilling. At UCL we emphasise the local ownership of the design process and the Programme lead makes the invitations. Thus, participants at ABCs are often not the usual attendees at academic development events, and there is definitely the potential to build on the workshop enthusiasm to encourage personal development. Some approaches to this will be described later. Another approach is to embed ABC into 'normal' academic development frameworks. ABC is for example integrated as a session in UCL's 'Arena Two' pathway for lecturers and teaching fellows on probation. The scheme enables participants to apply to become a Fellow of the Higher

Education Academy. Moreover, ABC has been aligned to criteria of the UK Professional Standards Framework (UKPSF) so participation in ABC could be documented as evidence for a Fellowship application).

ABC has also been embedded in UCL's Connected Learning Essentials course, part of the university's 2020 academic development response to Covid.

	5.1 What is active learning? [2 mins]	<input checked="" type="checkbox"/>
	5.2 Bloom's Taxonomy and active learning [5 mins]	<input checked="" type="checkbox"/>
	5.2.1 Activity: Evaluating an existing task [5 mins]	<input checked="" type="checkbox"/>
	5.3 Activity-based learning with ABC [5 mins]	<input checked="" type="checkbox"/>
	5.3.1 Using ABC in your design of Connected Learning experiences [5 mins]	<input checked="" type="checkbox"/>
	5.3.2 Activity: Learning types and online activities [15 mins]	<input checked="" type="checkbox"/>
	5.4 Adapting your lectures for Connected Learning [15 mins]	<input checked="" type="checkbox"/>

Fig 3.14 ABC as a mainstream learning design component at UCL

3.5 ABC AT THE INSTITUTIONAL LEVEL

NOT JUST LEARNING DESIGN

The institutional experience of ABC at UCL was described in Part 1. However, the UCL team are aware that although we are all facing the same learning design and change management challenges, each institution and its culture and context are very different. One of the areas of interest in the Erasmus project was to track the different ways how ABC may be adopted in an institution. The project partners were chosen both to represent a range of institutional types and to mix partners with experience of ABC with those new to the method. It became clear that although the UCL vision of ABC had focused on learning design, with some strategic components, the method was often applied in other areas, too. These areas can be summarised as follows,

- Learning Design – blended courses, flipped learning, programmes, MOOCs, CPD, training
- Strategic Development – Research based learning, digital capabilities, employability, assessment and feedback review, student input
- Academic Development – identification of skills, share practice, terminology, part of courses, practical development exercises, certification, case studies
- Review of technical and support environment – VLE review, gap analysis, service provision, 'app wheel'
- Quality Assurance – documented part of new module/programme design and review
- Analytics – identification of data points for 'in-flight' feedback and post hoc review (with JISC, EUNIS)
- Digital capabilities for staff and students

Institutions focus on different elements according to their needs. Universities with strong learning design initiatives or needs could use ABC as intended. To give an example, if there was no strategic driver, ABC could be used more for academic development, as part of training courses, for example. ABC is often used to facilitate technical change, usually to a new VLE. In the following narratives, the experience of project partners is outlined [more details are available] just to give an idea of the range of localisations. The hazards of organisational change comes up more than once and the attendant risk that 'reflective' exercises like learning design become

deprioritised in the face of more pressing concerns. Institutional responses to COVID may encourage a more integrated response, where learning design is seen as ‘critical path’ to transformation, but at the time of writing it is too early to tell.

INSTITUTIONAL LOCALISATION

Absalon facilitated internal and external workshops and made full day workshops in both Kolding and Herning campuses. The ABC framework was translated to Danish and aligned with the national strategic models for learning outcomes. The original ABC workshop format was extended to three hours including two small breaks, leaving time for the participants to discuss their outcomes. A version of the App Wheel was developed into a WordPress selector tool. Here the six learning types blend learning activities with different digital and analog approaches. The ‘app’ wheel is available online: <https://tel.pha.dk/teknologi/>. Absalon are planning an ABC light version – introducing a physical card ‘game’ by which the focus is on brainstorming ABC learning types and aligning with towards aligning institutional quality frameworks.

University of Amsterdam underwent an extensive year-long organizational and personnel change in the middle of the project as the new ‘UvA Teaching & Learning Centre’ was established. Nonetheless, successful workshops were run several times in the Faculty of Humanities, and a Dutch translation was made. Further successful workshops took place in the Faculty of Business & Economics and the Amsterdam Law School. ABC has since been added to the formal ‘UvA Faculty development portfolio’, and is available for faculties who are interested course redesign. It has been integrated into the new 24-hour education development ‘retreat’ when teachers get the chance co-create and make changes to their course away from the usual environment.

Dublin City University (DCU) has now integrated ABC into the [standard design framework in use at DCU](#) for the design of new programmes and for those changing to an online or more blended format. ABC has been closely aligned to institutional strategies (see below). To date, the Teaching Enhancement Unit (TEU) have run 15 ABC workshops in a variety of contexts - with DCU programme teams, as part of conferences/seminars, as part of an academic development module for new tutors/demonstrators and as part of multiplier project events (2 workshops, 42 participants). The project team also designed and facilitated follow-up workshops including technology-oriented topics such as Moodle page design, quizzes, Moodle competencies, and H5P. Furthermore, through developing the DCU ‘ABC to VLE+ App Wheel’ (see <http://dcuh5p.com/abc/>) tools particularly relevant for each learning type are highlighted and include additional online support and ‘how to’ guidance for staff. Used in conjunction with follow-up training or workshops where needed, these efforts have formed a major element of the ‘To VLE’ implementation at DCU. This institution has also adopted the language of ABC,, embedding it within communications with staff to raise the profile of the method across the university.

University of Helsinki applied ABC in 2017 to reinforce the workflows of the e-learning pedagogy specialists as they support faculty in their goals for course and curriculum development, and in order to support a more pedagogical approach to e-learning tool selection. The University of Helsinki has been utilizing the ABC workshop mostly in specified digital development projects, academic development courses, and other tailored trainings that are offered to faculty across disciplines. The systematic approach of ABC also enables the e-learning staff to target customized training for faculty on e-learning topics and tools available at the university, because ABC can function as a diagnostic for identifying tool training needs from a pedagogical standpoint. The main aim, however, is to facilitate discussions and innovations on blended and online learning designs among participating faculty. . So far, around 30 workshops have been organized, attended by over 500 faculty members at the institution. The Educational Technology Services created Finnish translations of the materials and adapted the cards to include the e-learning tools of the university. Also, layers of pedagogical focus points are often added on top of the underpinning ABC framework. These integrated topics have included, for example, constructive alignment, flipped learning design, ABC for MOOC design, and ABC for program development. Read more about the University of Helsinki ABC workshop [here](#). Currently, the ABC workshop is being sequenced with other workshops online, so that a follow-up workshop can be arranged, which targets specifically aligning the course

intended learning objectives and assessments. This can be a second-round ABC or another structured format that references the ABC cards for the elearning tools and types of learning. An online version of the follow-up workshop was implemented as a response to the COVID-19 situation, whereas a full ABC online workshop is waiting for a customized application that has been planned for development. A train-the-trainers workshop in Finnish is available, and colleagues are invited to join the University of Helsinki ABC workshops for local ABC community outreach purposes. ABC workshops have received a very positive response from participants, new workshops are being requested, and the development of the workshop is an iteratively ongoing project.



Fig. 3.15 ABC for MOOC design at University of Helsinki

KU Leuven adapted ABC and integrated it into the training course ‘Teaching at KU Leuven’, offered twice a year to newly-appointed faculty members, and made it available for programmes and teaching teams on demand. The local version was continually revised and ABC is now used for any (re)design of a course, not only for redesigns into a blended learning format. KU Leuven policy aims at ‘a future-oriented teaching model based on activation’ and ‘the use of educational technology in a way that facilitates collaborative learning and multi-campus education’, so ABC has served as a helpful tool in realizing and implementing those policy plans. About 60-70 faculty members from KU Leuven’s fifteen faculties have developed a (re)design of their course with the help of ABC since September 2018. Alongside the optimisation of the localised version, the KU Leuven MOOC team developed an ABC for MOOCs version and integrated it in the MOOC development process. These ABC-designed KU Leuven MOOCs on the edX platform reach more than 15.000 participants from over 175 countries. A train-the-trainer version of the KU Leuven ABC version was released for educational developers to run ABC independently in their own faculty. The Educational Development Unit also facilitated first-runs of ABC workshops in different faculties, and co-facilitated a workshop ran for students in the Faculty of Arts in light of a curriculum reform.

University of Milan had been using ABC since January 2017 as part of a strategic innovation in teaching and learning named eXcel, but a reorganisation just as the project started, initially ‘froze’ institutional promotion. The team continued to work on the framework of the ABC to VLE project with localization, adaptation, and dissemination activities. ABC was adapted to be used with students and became part of the portfolio of courses for the Faculty Development initiative that started in January 2020 for tenure-track professors. COVID has been

a major impetus. ABC tools, and in particular the app wheel, have been used to offer an asynchronous ABC experience to address the needs of our teachers. The lack of reflection and design are currently among the major problems that we are facing in response to COVID-19 emergency-induced transitioning to online teaching. For this reason, we believe that a fast, high-throughput and effective tool such as ABC will represent the solution to the problems that our faculty members still don't know they have. A modified approach, named ABC-ER, in which we use the localized technology wheel (adapted and expanded to cover all the six learning types) to "rescue" all the teachers who were suddenly catapulted into the world of digital online education with little or no underlying pedagogical training. This recent activity enabled the transformation of ABC from experimental to a mainstream tool, which we foresee will be used in the next years to favour a reflection on past teaching and thoughtful design of future courses and educational activities. The six localized technology wheels serve thus as compass for guiding the teachers toward a pedagogically correct approach to redesigning their course by exploiting the ABC workshop. To this end, we have trained CTU personnel for a wider application of ABC as a standard tool at our university.

University of Oxford was an associate (unfunded) partner in the Erasmus project. Oxford was involved in research into Learning Design (LD) from 2004 to 2012, primarily into pedagogy planner tools (including the original Learning Designer); however, this research had no real impact on institutional practice. The publication of the University's Digital Education Strategy in 2016 brought technology-enhanced learning (TEL) to the forefront of attention. In early 2017 funding was provided to develop LD workshops in Oxford, beginning with an investigation of the engagement models then available. ABC was chosen as due to its attractive and engaging format, and because like UCL our academics are time-pressed. Workshops were focused on supporting academics in the migration from a VLE based on the Sakai platform to Canvas. The initial intention was for academics to attend an ABC Learning Design workshop before engaging with Canvas to avoid a simple 'lift and shift' of existing courses. The Canvas implementation schedule was compressed, resulting in an understandable focus on digital capabilities and an internal reorganisation further hampered progress. ABC was localised though, including an Oxford-specific app wheel. Although successful ABCs were run for undergraduate teams, greater opportunities for changes to pedagogic practices may lie in postgraduate teaching: taught Master's and doctoral training programmes. An online workshop addressing the COVID challenges would help.

Sorbonne University (merger of University Pierre and Marie Curie - UPMC, and Paris Sorbonne in January 2018) is a multidisciplinary and research-intensive university. Academic development and training its teachers and staff was and continues to be an important part of Sorbonne University's strategy. UPMC had run the first ABC workshops in 2017 and the approach raised complex issues of academic development prior to the workshop and learning design support afterwards. In response, several changes to the original version were introduced, without modifying the essence of the method. All the documents were translated - not always easy. Some theoretical background was added such as Bloom's taxonomy, constructivism and constructive alignment between learning outcomes, activities and assessment. On a later version, we adjusted the definitions of each activity type and modified or added some activities. Finally, we integrated the measure of "time" for estimating the time charge for students for each activity or group of activities, on our cards for making clear that this factor should not be forgotten during a course design. A later set emphasised synchronicity/asynchronicity and teacher supervision, important aspects for the design of blended courses and modules. ABC, renamed ABCD for Activity Based Curriculum Design, is now part of the official training offered to established teaching teams, and of those for the newly recruited academic staff. The workshop is offered in an "open" format to individual teachers as a way to introducing the principals of learning design as well as a method for team-based working on the design of their course and customised for better meeting the needs of the group. In response to the COVID challenges ABC (ABCD) will be one of the main tools to support our academic community in their efforts of course redesign.

Tallin aimed to implement ABC in the context of professional development with the focus on digital competences and to find ways how to incorporate learning analytics in the VLE eDidaktikum. ABC workshops

were used to initiate these processes. During the project period two full-length workshops were run and multiple adapted workshops which included a small group of participants. Participants of the workshops were both educators and teacher students from different fields (language and literature, didactics, mathematics, arts, music, special-needs education). All the ABC LC materials were translated in two iterations. The first round focused on aligning the cards and additional materials with the teacher training development aims in the School of Educational Sciences. The second round focused on bringing all the materials into the university and national context. ABC is now used in evidence-based educators' professional development context where the focus is on developing digital competences and integrating learning analytics solutions. The workshop is used as an entry point for designing and re-designing pedagogical practices. The aim is that educators' professional development is seen as one of the cases of workplace learning, where individuals plan their own competences, collect evidence from professional practices and align their own learning with organisational level goals. The workshop aims are aligned with the established digital competence model DigCompEdu used in Estonian Teachers Qualification Standards. ABC is also used in Tallin's learning analytics initiatives.

Timisoara (awaiting form)

VIVES was a very early adopter of ABC, as it was the first higher education institution that implemented the method (next to UCL). Since 2016, VIVES is using the method intensively to support teachers or teams of teachers in designing blended learning environments. A first translation was done in 2016, also including adjustments to make the method in line with the institutional strategies (i.e., content related adjustments) and house style (i.e., lay-out related adjustments) of VIVES. This first Dutch version was used during the past 4 academic years with more than 400 lecturers, following one of the many workshops being organized in VIVES. At VIVES, the ABC-method is mainly used on course-level (not on program-level) and is used with teachers individually or teacher teams who are responsible for the same course. Several workshop variants are developed during the past years. One example is the start2blend trajectory that is organized twice a year. It is a more intensive series of sessions (3 sessions of 90') in which teachers get the chance to work more in depth on the several steps of the workshop (i.e., the sequence of the learning activities, the use of educational technology and the evaluation activities). A second variant of the workshop is a short inspiring workshop (60') in which teachers get acquainted with what blended learning is and why and how it can be implemented in a course design. Furthermore we also work with the method 'on-demand'; designing workshop at the request of a(n) (team of) teacher(s). The ABC method has been closely aligned to institutional strategies, but also influenced how educational support units at VIVES build up their support policy for teachers. The ABC method was used as a basis to develop an integrated support policy at the institution when it comes to blended learning. This integration manifests itself in the connection of the units of 'educational development' and 'educational technology'. Both units use the same building blocks and terminology from the ABC-method in order to elaborate their support policy, programs and materials. Different existing and new educational concepts and support materials are elaborated and tied into to the original ABC method. In addition to this, VIVES has acted as a hub to promote ABC in Flanders and is initiator of the Flemish ABC community. The ABC methodology is now implemented in several Flemish higher education institutions, but each institution has its own accents and experiences with the methodology. In the local Flemish ABC community, which was set up in academic year 2019-2020 we exchange experiences with the ABC methodology. An update of the Flemish version of the ABC-method was launched in 2019-2020. We are fully aware of the fact that the development of the workshop is an iteratively ongoing project, probably resulting in new updates the coming years.

University Computing Centre SRCE Zagreb saw this project as a good opportunity to enhance the support to teachers provided within the E-learning Centre at SRCE. The project provided valuable insight in higher education teacher support at other educational institutions. The UCL team ran 'train the trainer' workshops in 2018 and the SRCE group were able to learn new things, share experience and to network. First, we focused on enhanced team skills in instructional design. This enabled us to improve our support to teachers in use of new technologies in teaching and learning. We adapted workshop to our needs, our environment, educational policies and

practices. ABC was included into portfolio of the E-learning Centre workshops and courses for teachers. In preparation of the workshop, we tried to adapt it to different groups of teachers: school teachers, higher education teachers and adult learner teachers. So far, we had eight workshops for about 140 participants. Three more, already planned had to be cancelled due to the COVID pandemic. Teachers have very positively reacted to workshop. Often after the workshop, they have asked for further help in development of their e-courses. In order to provide additional information to teachers and all interested the webpage in Croatian about the project was prepared and there we regularly publish information about the project and ABC method. URL: <https://www.srce.unizg.hr/centar-za-e-ucenje/medunarodna-suradnja/abc-vle>

3.6 CASE STUDIES ASSOCIATED WITH THIS GUIDE

[Amsterdam – ABC as part of a 24-hour education design retreat](#)

[Helsinki – ABC for MOOC design](#)

[Helsinki - Massive ABCs to Support Academic Development](#)

[KU Leuven - ABC as part of the educational training course for academic staff](#)

[Sorbonne - Designing blended learning using a variant of ABC](#)

[SRCE – adapting the ABC](#) workshop for local needs (video 2m1s)

[Tallinn - – Supporting Teachers’ Evidence-based Professional Development](#)

[Tallin - VLE learning tasks aligned with professional qualification standard competencies.](#)



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Learning types, Laurillard, D. (2012).
Download at <http://abc-ld.org>