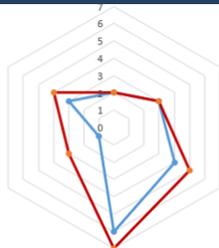


Erasmus+ project ABC to VLE: Beyond Curriculum Design

acquisition
production
practice
investigation
discussion
collaboration



ABC LD Toolkit 2020

Part 6. Online ABC LD

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

This series of guides together with accompanying videos and workshop resources form the ABC to VLE Toolkit (Version 2, 2020). Supported by the Erasmus+ programme of the European Union.



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

PART 6 ONLINE ABC LD (COVID VERSIONS)

6.1 ABC-LD AND COVID

Due to social distancing requirements at the time of writing, the community cannot run the popular face-to-face ABC-LD workshops. However, many institutions wish to continue to use this effective and engaging learning design method with their colleagues. The community has been very active in sharing their experiences. The Erasmus project has been collating tools and responses and ran a webinar on 27 May 2020 to discuss the different approaches, with speakers from Finland, Ireland and the UK. The <https://abc-ld.org/> hub includes a number of resources and articles. These currently include,

- [ABC and COVID-19: Learning Design in an Emergency](#) – the lead partner of the ABC to VLE project discusses considerations for moving ABC LD online during the lockdown.
- [ABC went online and this is how we did it](#) – Laurea University of Applied Sciences (Finland).
- [ABC Toolkit online – Current and Future thinking tool](#) – The University of Auckland (New Zealand).
- [MOOC Design Mapping Framework \(MDMF\)](#) – based on ABC LD by University of Glasgow (UK).
- [Trello for ABC LD](#) – Durham University Business School are using Trello to collaborate with academic colleagues to develop online modules using the ABC LD method (UK).
- [Learning Designer](#) – like ABC LD workshops, this online class planning tool is also based on the six learning types from Diana Laurillard’s Conversational Framework and helps teachers design activities and share their learning designs with each other.
- [ABC LD adapted to the ICAP Framework](#) in order to help lecturers move their teaching online – University of Potsdam (Germany).
- [ABC LD in Mural](#) – Barbara Dolan used the Mural software to work remotely with a team of staff using a modified version of the ABC-LD process to plan their VLE course for a previously face to face workshop structured technical assistance program.
- [Online ABC LD \(in Excel\)](#) by Jessica Gramp – use Excel to work through the ABC Learning Design method step by step (with the option of using [Learning Designer](#) for a visual representation of your storyboard).
- [Utilizing ABC elements in online course design Zoom-sessions](#). How the University of Helsinki utilized ABC cards and Flinga online whiteboards as reference in online sessions for blended and online course creation. By Sanna-Katja Parikka and Veera Kallunki from the University of Helsinki Educational Technology Services.

This part of the Toolkit is currently a ‘work in progress’ and is derived mainly from the webinar and the contributions listed above.

6.2 APPROACHES TO ONLINE ABC

While it is possible to run a complete ABC online, in practice, three components are usually repurposed for online delivery. These can be run in isolation or combined in a package. The current consensus is that as online events take longer to run than their face-to-face equivalents, and screen delivery inevitably reduces participant attention spans, separating the Base into components may be advisable, at least at this stage. The three components used are the learning types framework, the App Wheel and the storyboard.

6.2.1 LEARNING TYPES

As mentioned above, the learning types framework types has proved a rapid, robust and engaging route into pedagogical discussion and reflection. Even without the full ABC-LD workshop context, learning types work well as a staff development tool. They act as a focus for consideration of existing (face-to-face or blended) teaching and learning activities and what online alternatives might be. One example is to use a simple worksheet categorising the six types in terms of ‘conventional’ and digital practices, how they might be implemented in the VLE and some ideas for engaging activities using these tools. During the webinar, Clare Gormley, project partner Dublin City University (DCU), reported how she used this approach. The ABC cards were introduced to the online group, the participants split into breakout rooms to discuss examples then reconvened for group discussion. The DCU team felt that some of this ground could have been covered as a pre-workshop activity and suggested that polls could be introduced in the workshop to enable faster and more productive selection of activities.

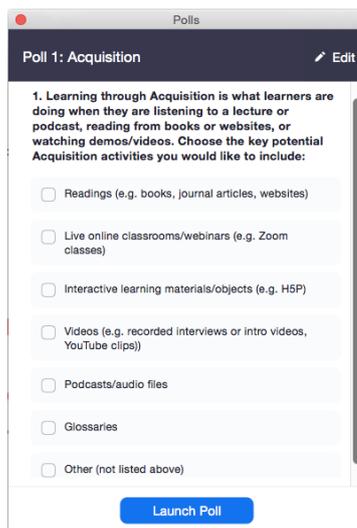


Fig 6.1 Using a poll to select activities.

An alternative/complementary approach may be to start with the tools available in the institution, as represented by the App or Tool Wheel (see G4). It may be useful to see the technical learning environment represented by the pedagogical categorisation of activity types, either in the traditional ‘wheel’ format or as a worksheet (see the UCL example in G4). Again this could be approached as an interactive and reflective exercise, using shared blank sheets for example in Google docs before revealing the complete wheel/worksheet as a possible ‘answer’. This example from DCU shows what can be achieved via collaborative discussion.

Part 1: Feedback from Breakout Rooms

Acquisition	Discussion	Collaboration
Use of Wiki to build a resource platform - what about resetting this every year? No maybe see if a resources bank can be built up year on year - by the students. Yet quality of information - does it need moderated? Use more resources- e.g. narration, or swap from text to video for content presentation Students doing elements of all learning types across all modules- some more than others	Not quite discussion but some chat around WhatsApp Need for students to have their own peer outlet separate from DCU? Encourage more online forum engagement- possibly through some assessment? - Scope for socialisation	In contrast to Discussion, collaboration - group work with a deliverable can often lead to conflict Could learn from other modules - shared learning and collaboration by aligning modules Focus on getting to know each other- not course-one session in face/online focused on this? Development of skills usable in the workplace
Investigation	Practice	Production
Asking an Expert Every week to do something Investigative skills gap needs to be addressed - not all students have requisite skills for self-led investigation/study Cross discipline group work Maths based problems - possibly use introductory video requirements for students to complete in groups. Can help assessment and also get students over the initial learning barrier	To address skills gap, students could work in small groups to practice investigation/other tasks Small groups for data analysis..automated feedback ..data analysis to deliver video Cross discipline / cross grouping interactions to improve practice considering small group numbers (e.g. engineering / business - brought together to suggest and virtually launch a product) Lack of Critical thinking could be addressed and enhanced through practice - A key employer skill along with Andy's 6 Produce a template of proposed report/ assignment	Video Poster Infographic Reflections - use of Loop Reflect portfolio platform Draft feedback - short assignments could assist and remove the 'last minute' submission Presentation / Video

Figure 6.2 Online discussion of the activity types (Dublin City University)

6.1.2 THE STORYBOARD

The most challenging component of ABC-LD to replicate online is also the part live participants usually find the most rewarding, the collaborative storyboarding. While there is no single tool or approach that meets this requirement, several approaches have been tried by the community. The DCU team started this process during their two hour workshop using a shared Google document. Clare noted, though, 'Everything takes longer online - we just got the storyboarding started'. Nevertheless, the team was able to progress to an action plan.

ABC LD (Arena Blended Connected Learning Design)

This storyboard will help you to visually map out the intended learning experience of your module in a simple Google document format. You can choose to storyboard week by week or in blocks of Weeks 2-4, Week 5, Week 6-12.

- Select the relevant learning type colour coded tab eg. Acquisition, Discussion, Investigation, Collaboration, Practice, Production from the block underneath, and copy and paste into the relevant space on the storyboard
- Returning to the back of learning type cards (in the Learning Types reference table below), note the learning activities underneath the learning type header.

Module/course/MOOC title:
Participants:
Date:

Weekly Topic	Content	Learning types				
Week 1-2 of module	Introductory getting to know you Bigger picture cards water waste/energy Same as OSC147	Acquisition Discussion Acquisition Loop books Multimedia HSP artefacts	Discussion Online discussion Acquisition Loop books Multimedia HSP artefacts Production Collaboration	Investigation Literature review Collaboration joint output - presentation based on the literature review		
Weeks 3-4 of module	Resource Manage Waste Circular economy					
Weeks 7-9 of module	Energy+ transport					
Week 10-12 of module	Water/Wastewater	Global/National status policy EU (OSC14) Treatment technologies (OSC15)				

Acquisition

Collaboration

Discussion

Investigation

Practice

Production

Fig 6.3 The DCU storyboard

Reporting in the same webinar, Tuija Marstio, of Laurea University of Applied Sciences, focused on creating the storyboard. The learning types were introduced in advance, leaving more time for this in the two hour workshop. Three alternative templates were used to visualise the process,

- Storyboard built on a Word document. In this document teachers could drag the ABC cards under each theme of the course and write comments

- An Excel support sheet documenting the stages in the workshop.
- Padlet, a collaborative ‘wall’ on which participants can post items, to illustrate the storyboard structure

Topic	Content	Learning types					Evaluation	
Orientation	E.g. - Course introduction - Description of the course structure and elements - Introduction to the teacher and peer students - Formation of the teams for team work	<p>You can place an ABC card here by dragging or copying it</p> <p>Tiedon hankinta</p> <p>Keskustelun avulla oppiminen</p> <p>Työskentelyn avulla oppiminen</p> <p>Käytännön soveltaminen</p> <p>Keskustelun avulla oppiminen</p> <p>Työskentelyn avulla oppiminen</p> <p>Käytännön soveltaminen</p> <p>Keskustelun avulla oppiminen</p> <p>Työskentelyn avulla oppiminen</p> <p>Käytännön soveltaminen</p>	Notes	Notes	Notes	Notes	Notes	E.g. - Introduce yourself in the forum- accepted / rejected- Orientation video and progress of studies picture- The student marks as done

Fig 6.4 The Laurea Word sheet

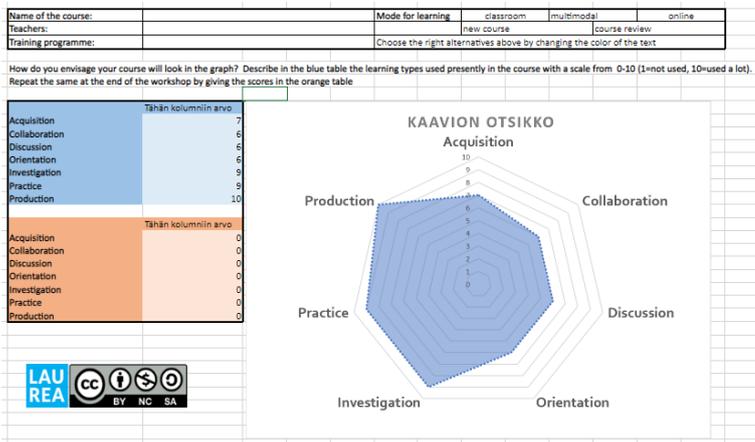


Fig 6.5 The Laurea Excel sheet

Tuija reported that the teachers were reasonably well focused and made considerable progress, but the two hours were not enough, and the tools were not ideal (e.g., the text was hard to read). The Padlet board is illustrated below, but it was reported that teachers preferred the Word format.

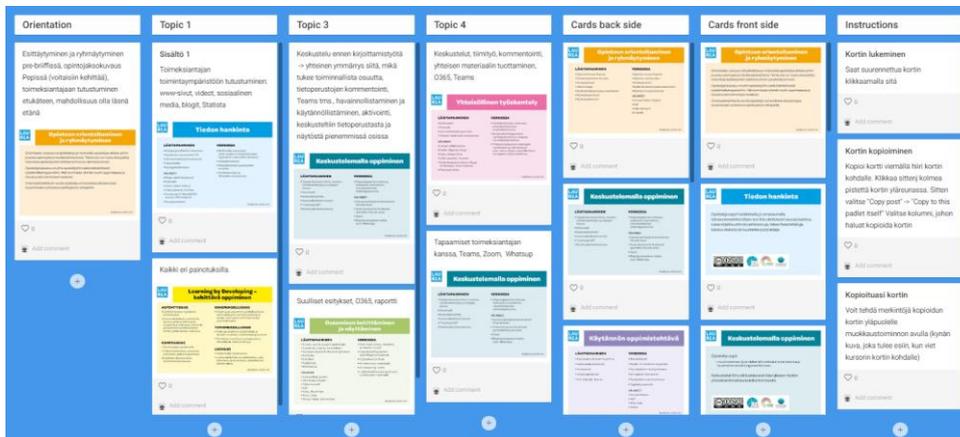


Fig 6.6 The Laurea Padlet board

In the webinar, Allison Bell of Durham University Business School described how she used the project collaboration tool Trello to map out the storyboard. Trello organises projects into boards of ‘sticky notes’ representing tasks and it was reported that the teachers found this structure an attractive and useful representation of the storyboard. Allison found Trello, ‘assists development of thoughtful, supported design’ and highlighted practical features in the tool,

- Study time calculator
- Collaboration (card commenting, version control)
- Project management (status tracking – e.g. draft/completed)
- Card labelling – easy to see range of activity types

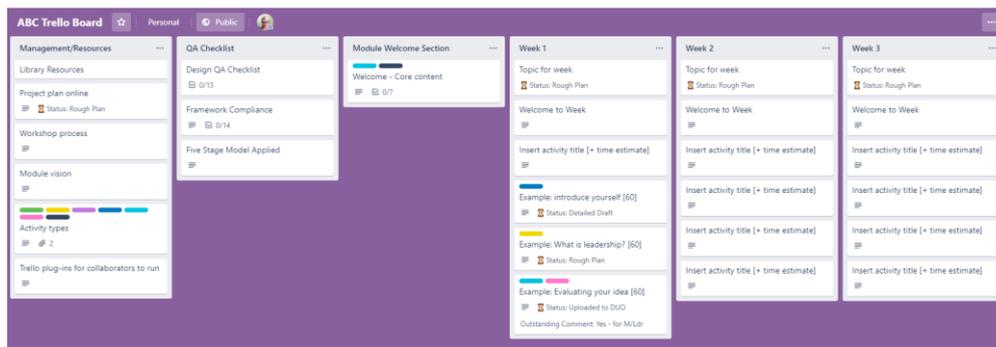


Fig 6.7 The ABC Trello board

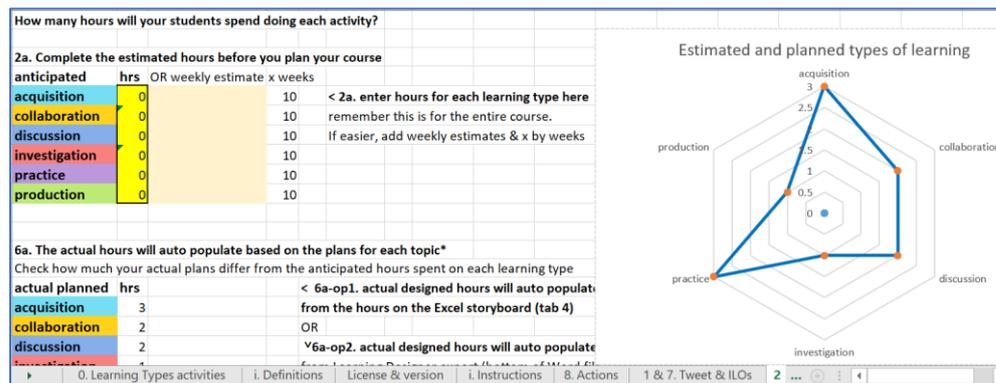


Fig 6.8 UCL Excel sheet

Like Laurea, UCL has explored both PowerPoint and Excel formats. The Excel sheet is a document of the whole workshop process (from tweets to action list) and provides a table to list learning activities. In this format the storyboarding itself would be done using a shared Microsoft PowerPoint space and ‘drag and drop’ cards along the timeline. The rationale is that the Base tools (primarily the cards and storyboard) are already in this format. UCL is experimenting with two other tools, Microsoft Planner which again provides a collaborative workspace, and Learning Designer (ref), a session planning tool from UCL aimed at secondary school teachers but based on the same learning types pedagogical model as ABC-LD. While not designed for course-level planning, it produces a useful list of actions.

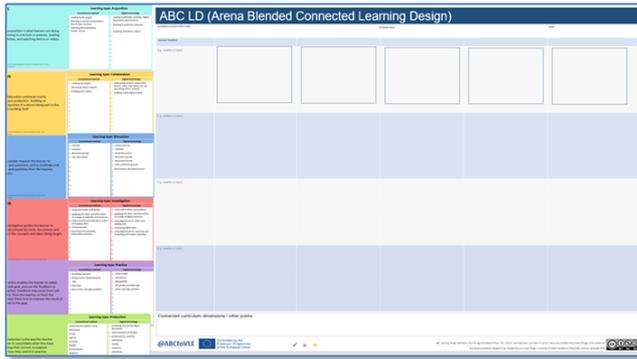


Fig 6.9 UCL PowerPoint sheet

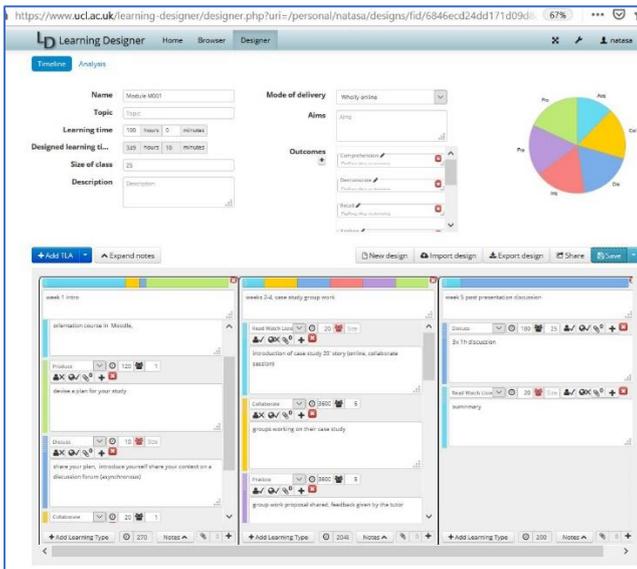


Fig 6.10 UCL Learning Designer

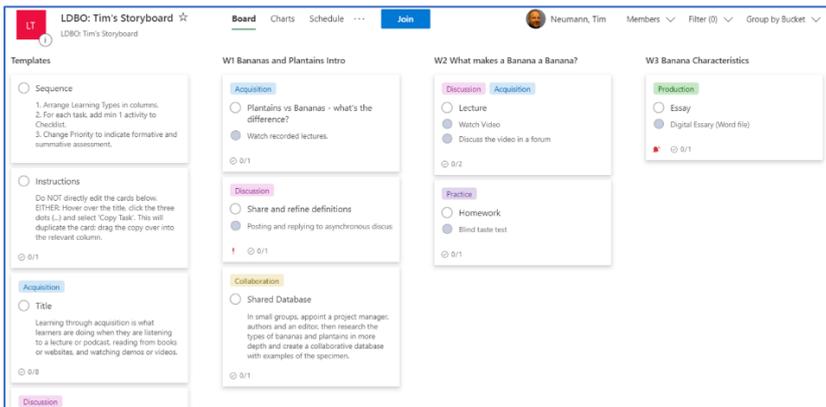


Fig 6.11 UCL Microsoft Planner

At Sorbonne University an Excel document was prepared. Teams can use google docs for working collaboratively on the document and prepare their designs. On a first sheet of the document users can find the description of the cards and the different proposed activities.

On a second sheet they can copy –past the activity type, take notes and describe the activity itself, estimate the work load for students, add comments, indicate if the activity is evaluated and link each activity with the learning outcomes of their course.

Fig 6.12 Sorbonne University Excel tool

During the Covid crisis, Sorbonne prepared videos explaining the ABC method, the activities types as well the way of using this document. These elements are part of a global course about blended design built on their Moodle platform.

Fig 6.12 Sorbonne University Moodle course

6.3 FUTURE DEVELOPMENTS

In conclusion it may be that no single software tool will emerge, but institutions will adopt a variety of tools and workflows according to local licensing availability, context and needs. Although the ABC to VLE project is now complete, the project partners continue to evaluate online alternatives and will add these to the Toolkit as they emerge. The UCL team are planning a series of webinars over the summer of 2020 to continue to gather community experience.

6.4 CASE STUDY ASSOCIATED WITH THIS GUIDE

[Helsinki - ABC “Classic” Workshop](#) (includes section on a new online variant)



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