

ABC LD and the challenges of online

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UCL Digital Education

ABC LD and the challenges of online

Overview

- ABC Learning Design – the story so far
- Moving online - challenges (and opportunities)
- UCL's online format
- Design in context
- Discussion



ABC LD – the story so far

What is ABC?

ABC - High-energy collaborative academic engagement workshop used with 1000+ UCL teachers since 2015



- fast
- student centred
- activity-based design
- conversational
- creative
- discipline-neutral
- consensus – shared vision
- narrative – storyboard
- modules, MOOCs, short courses
- based on theory

'Classic' workshop format

Workshop schedule (timed activities):

1. Module info, tweet and shape

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

2. Storyboard of student journey

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

3. Module info, tweet and shape


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

4. Actions – what next for team?

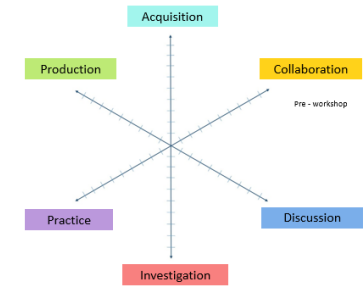
Arena Blended Connected (ABC) curriculum design workshop

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

Module summary (tweet size description of your module):

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

@ABC_ID






Learning types activities graph

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

online | 1 | face to face

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


  

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

ABC curriculum design


ABC (Arena Blended Connected) curriculum design

Your module may look like this



Connected curriculum dimensions and comments, action plan

Arena Blended Connected (ABC) Learning Design workshop action plan	
Action plan	Who/when

 ABC Learning Design workshop by Clive Yung and Njatsé Perovic, UCL, 2015. Learning types, Laurillard, J. 2012. Resources available from: https://designandinnovation.org/

Classic ABC cards

Learning types cards (front)

Acquisition

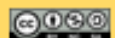
Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice



ABC Learning Design created by Olive Young and Natalia Pereski, 2013-2014. Learning types, Lowland, D. (2012).
Resources available from <https://kingcard.ac.uk/abc-4/>

Learning types on one side and examples of activities on the other

Classic ABC cards (reverse)

Learning types cards (front)

Learning type: Acquisition	
Conventional method	Digital technology
<ul style="list-style-type: none">□ reading books, papers□ listening to teacher presentations face-to-face, lectures□ watching demonstrations, master classes□□□□□□□	<ul style="list-style-type: none">□ reading multimedia, websites, digital documents and resources□ listening to podcasts, webcasts□ watching animations, videos□□□□□□□

Learning type: Collaboration	
Conventional method	Digital technology
<ul style="list-style-type: none">□ small group project□ discussing others’ outputs□ building joint output□□□□□□□□	<ul style="list-style-type: none">□ small group projects using online forums, wikis, chat rooms, etc. for discussing others’ outputs□ building a joint digital output□□□□□□□□□

Learning type: Discussion	
Conventional method	Digital technology
<ul style="list-style-type: none">□ tutorials□ seminars□ discussion groups□ class discussions□□□□□□□	<ul style="list-style-type: none">□ online tutorials□ seminars□ email discussions□ discussion groups□ discussion forums□ web-conferencing tools□ synchronous and asynchronous□□□□

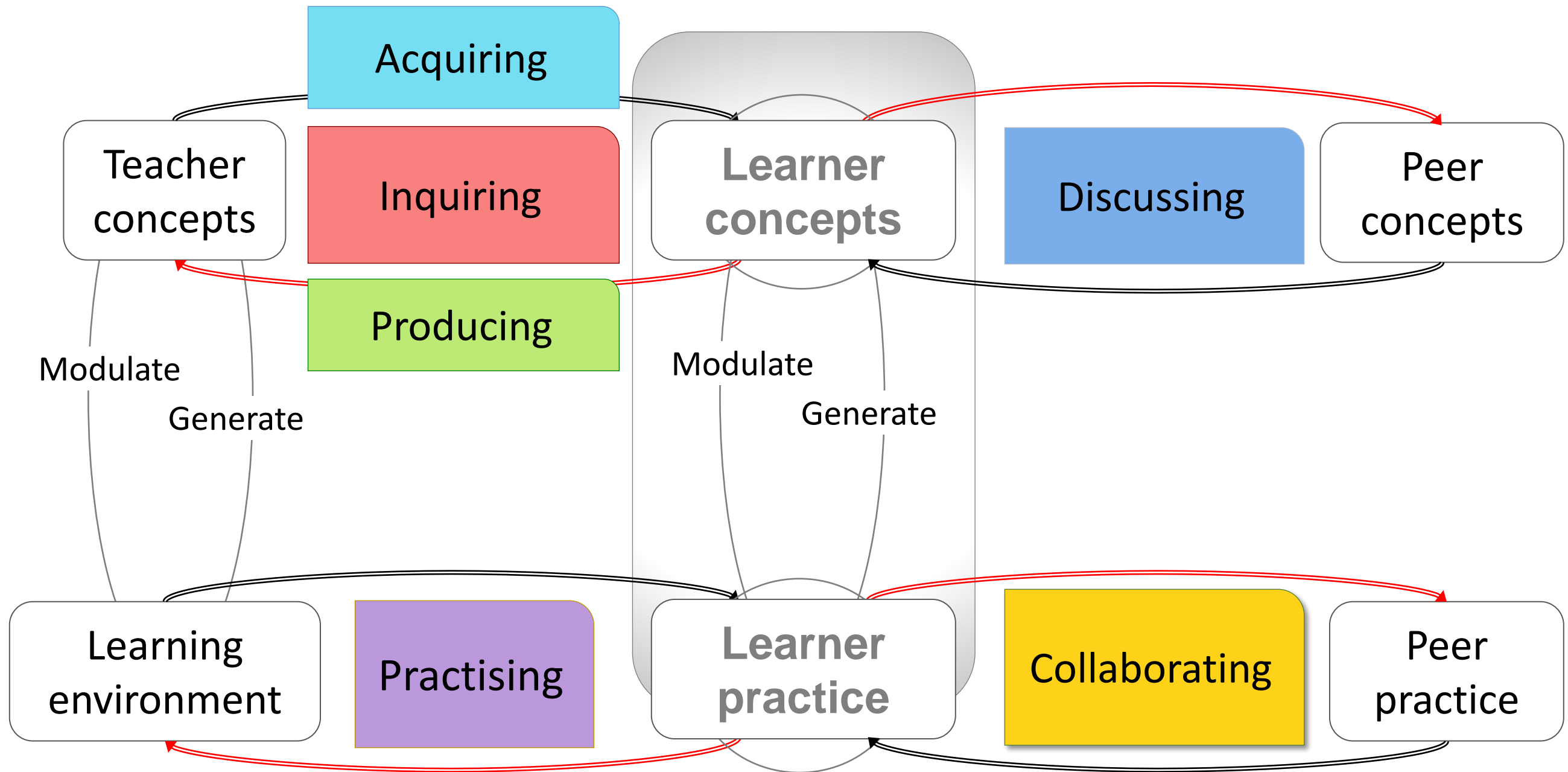
Learning type: Investigation	
Conventional method	Digital technology
<ul style="list-style-type: none">□ using text-based study guides□ <u>analysing</u> the ideas and information in a range of materials and resources□ using conventional methods to collect and <u>analyse</u> data□ comparing texts□ searching and evaluating information and ideas□□□□□	<ul style="list-style-type: none">□ using online advice and guidance□ <u>analysing</u> the ideas and information in a range of digital resources□ using digital tools to collect and <u>analyse</u> data□ comparing digital texts□ using digital tools for searching and evaluating information and ideas□□□□□

Learning type: Practice	
Conventional method	Digital technology
<ul style="list-style-type: none">□ practising exercises□ doing practice-based projects□ labs□ field trips□ face-to-face role-play activities□□□□□□	<ul style="list-style-type: none">□ using models□ simulations□ <u>microworlds</u>□ virtual labs and field trips□ online role play activities□□□□□□

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

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

Based on theory



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

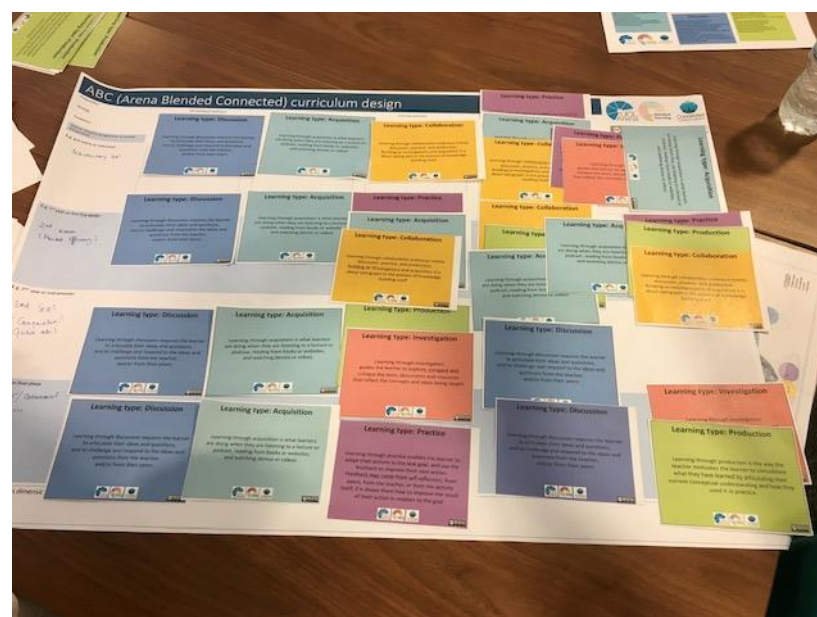
'Classic' workshop format



Pop-up workshops

90-120 minutes

Invited by
programme lead



Each table is a
course, module,
theme team (2-5
people, including
students if possible)

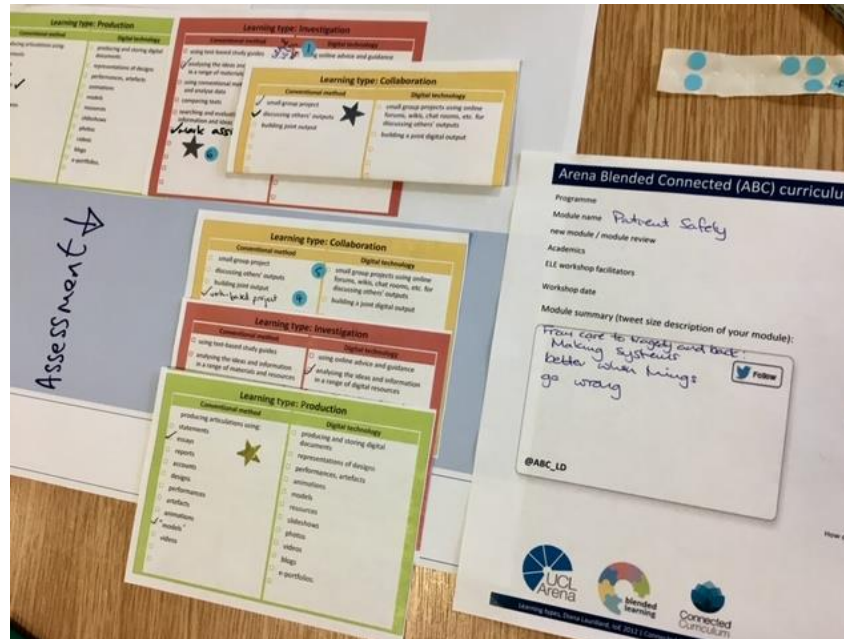
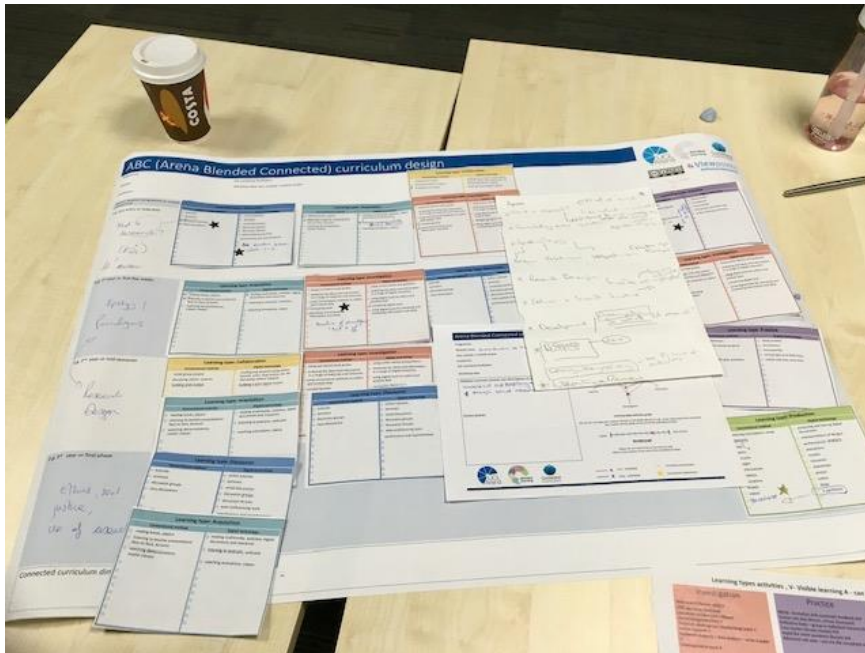
'Classic' workshop format



Co-creation

Pedagogic
discussion

Look at programme
outcomes,
assessment, policies
etc



Practical designs
and action plans

'Classic' workshop outcomes

ABC LD (Arena Blended Connected Learning Design)

Learning Outcomes

Orientation
1-3
1 week

Practice	Digital technology
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Acquisition	Digital technology
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Discussion	Digital technology
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Reflect on what is high about Creation

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

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Production	Digital technology
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Merger
11-13
[3 wks]
11-13

Acquisition	Digital technology
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Practice	Digital technology
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Discussion	Digital technology
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Collaboration	Digital technology
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Arena Blended Connected (ABC) learning design workshop

Programme: J2021A
Module: Control Engineering
New module: Module review
Audience:
Workshop date: 22/3/2019

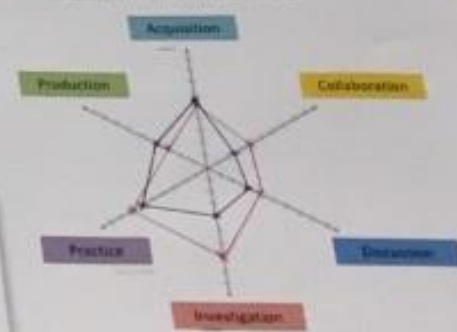
Module summary

(Tweet size description of your module)

From Control from application to limitations
@ABC_LD

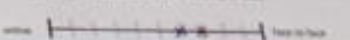
Learning types activities graph

How do you allocate your module and how on the graph? (e.g. at the beginning of the workshop, how module activity graph at the end of the workshop (e.g. end)

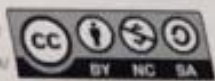


Blended graph

How blended your module and how on the graph? (e.g. at the beginning of the workshop, how module activity graph at the end of the workshop (e.g. end))



ABC Learning Design method by Chris Young and Natasha Perovic, UCL, 2015. Learning types, Laurillard, D. (2012). Resources available from <https://blogs-ucd.ac.uk/abc-ld/>
Storyboard worksheet adapted from Viewpoints Curriculum Design, University of Ulster, available at <http://wiki.ulster.ac.uk/viewpoints/vpe/>



Adding 'Layers' – strategies, LOs, employability etc.

Learning type: Production

Conventional method

producing articulations using:

- ☐ statements
- ☐ essays
- ☐ reports
- ☒ accounts ☒
- ☐ designs
- ☐ performances
- ☐ artefacts
- ☐ animations
- ☐ models
- ☐ videos

Digital technology

- ☐ producing and storing digital documents
- ☐ representations of designs
- ☐ performances, artefacts
- ☐ animations
- ☐ models
- ☐ resources
- ☐ slideshows
- ☐ photos
- ☐ videos
- ☐ blogs
- ☐ e-portfolios.

Learning type: Investigation

Conventional method

- ☐ using text-based study guides
- ☒ analysing the ideas and in a range of materials
- ☐ using conventional methods and analyse data
- ☐ comparing texts
- ☐ searching and evaluating information and ideas

☒ mark assign



6

Digital technology

- ☐ using online advice and guidance

Learning type: Collaboration


Conventional method

- ☒ small group project
- ☒ discussing others' outputs
- ☐ building joint output



Digital technology

- ☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
- ☐ building a joint digital output

Assessment 

Learning type: Collaboration

Conventional method

- ☐ small group project
- ☐ discussing others' outputs
- ☐ building joint output
- ☒ work-based project

5

4

Digital technology

- ☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
- ☐ building a joint digital output

Learning type: Investigation

Conventional method

- ☐ using text-based study guides
- ☐ analysing the ideas and information in a range of materials and resources

Digital technology

- ☐ using online advice and guidance
- ☒ analysing the ideas and information in a range of digital resources

Learning type: Production

Conventional method

producing articulations using:

- ☐ statements
- ☒ essays
- ☐ reports



Digital technology

- ☐ producing and storing digital documents
- ☐ representations of designs
- ☐ performances, artefacts

Very important!

Action plan

Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when
Develop new diagnostic MCQs (week 1) Revise practical week 4 – collab. project	Jo Tim/Samira



ABC to VLE: beyond curriculum design

ABC to VLE: beyond curriculum design

2018 – 2020 (24 months)

Developed a **downloadable toolkit** that can be used globally by any institution in the sector.



ABC to VLE Toolkit 2020

Seven parts

1 INTRODUCING ABC LEARNING DESIGN

2 RUNNING 'BASE' ABC

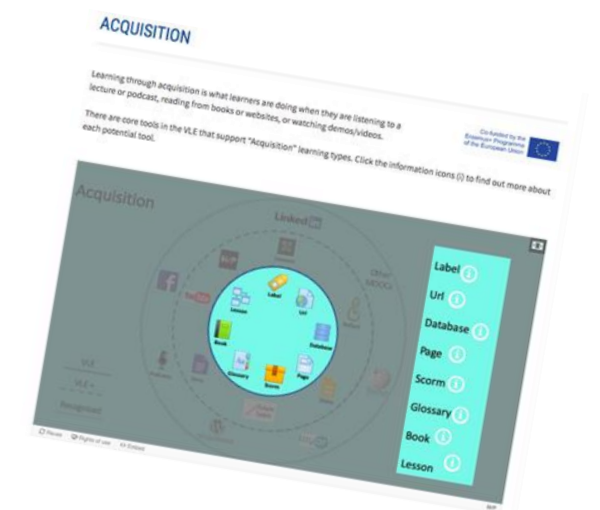
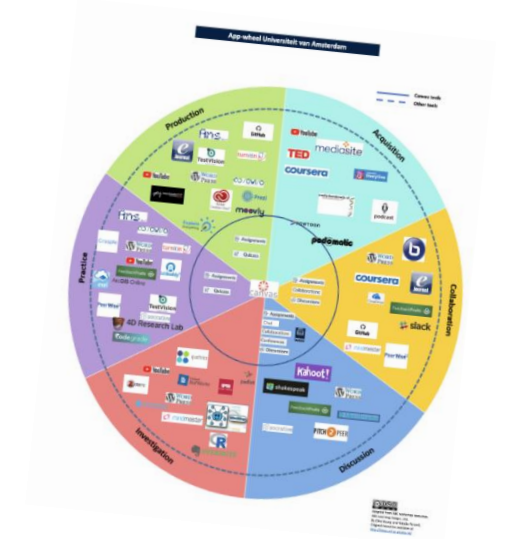
3 LOCALISING ABC

4 ABC AND THE VLE

5 DOES ABC WORK? - the evaluation of ABC

6 ONLINE ABC

7 The ABC COMMUNITY



<https://abc-lid.org/abc-learning-design-toolkit-2020/>

DOES ABC WORK?

The impact of ABC is continuously evaluated, most recently through the Erasmus + ABC to VLE project <https://abc-ld.org/>

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.

Moving Online

PART 6 ONLINE ABC (Covid versions)

**First meeting
2018
vs.
Last meeting
2020**



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

PART 6 ONLINE ABC (Covid versions)

Webinar: Running ABC LD Online, 27th May 2020

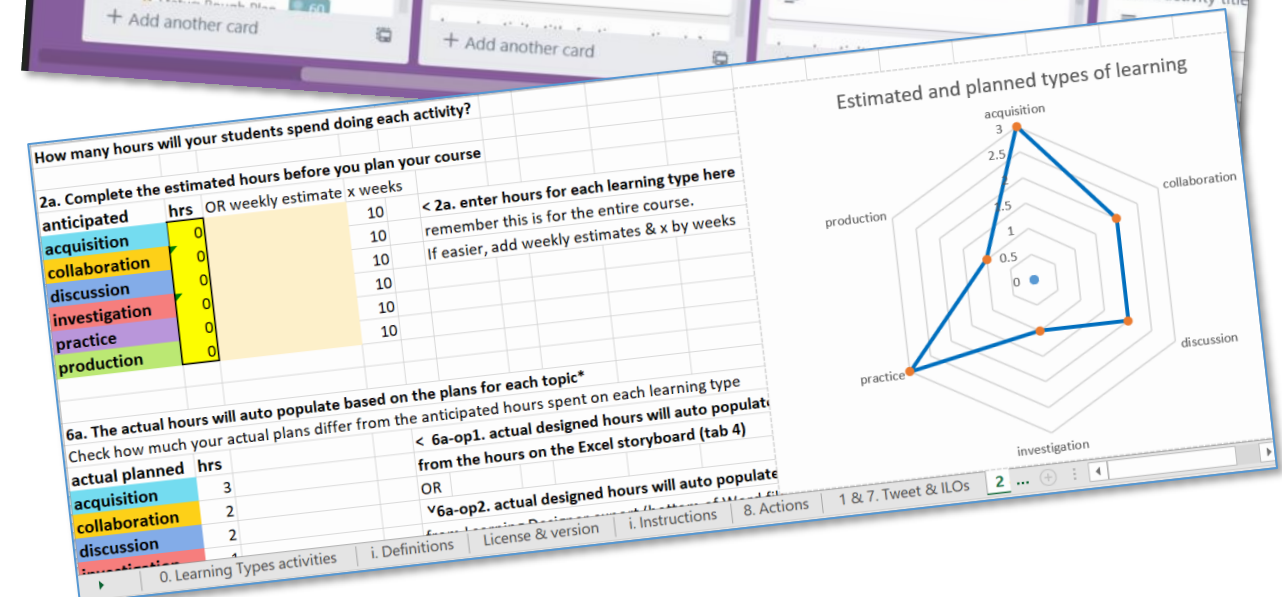
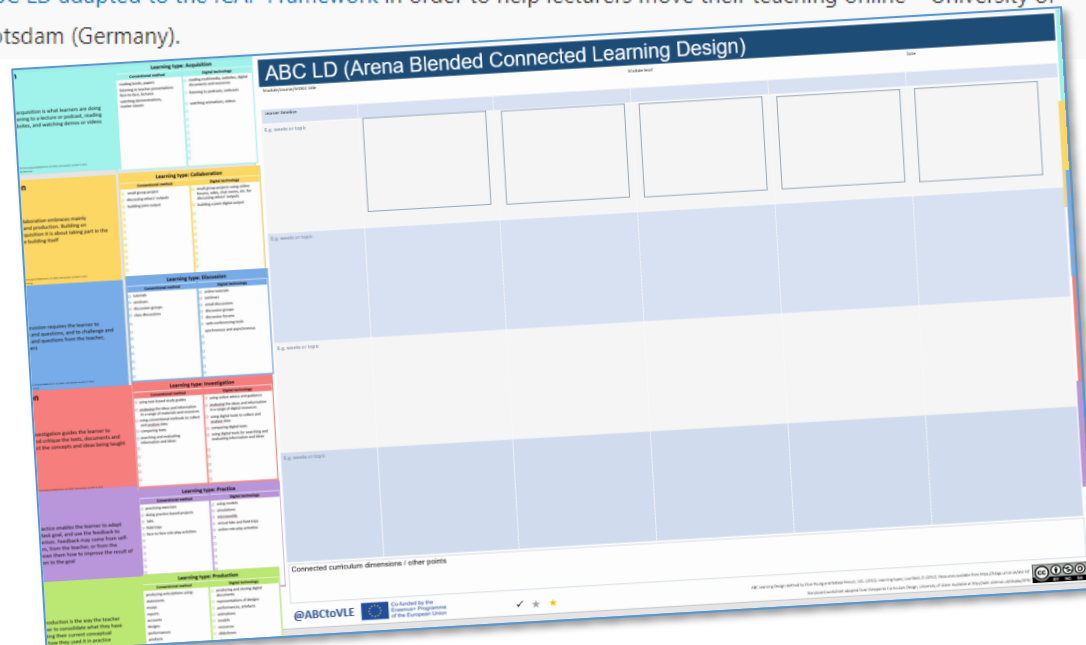
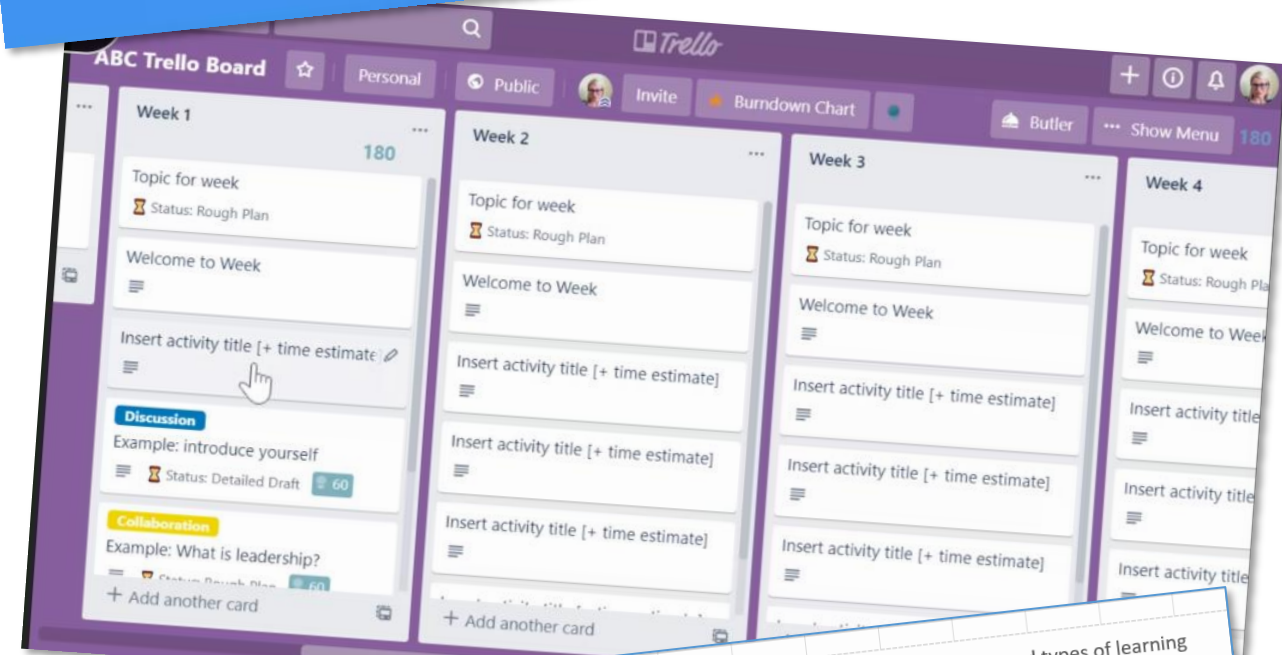
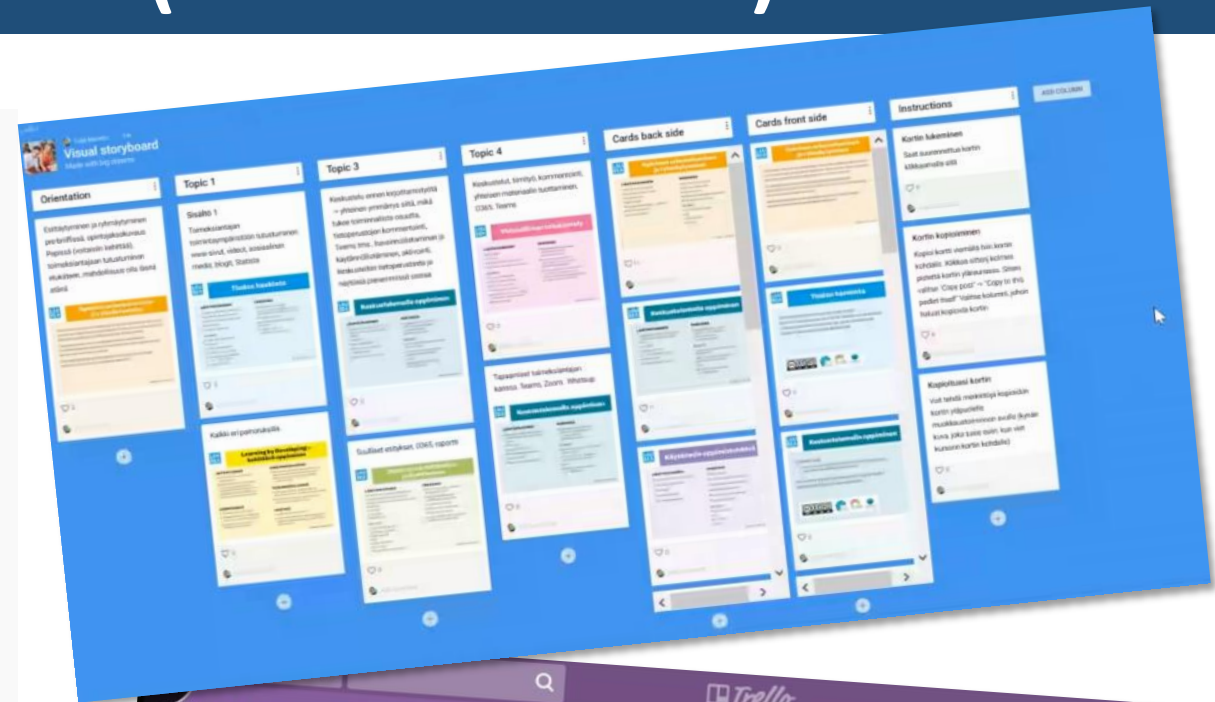
Webinar Recording: [Running ABC Learning Design Online](#)

Presentations:

- Clive Young and Nataša Perović (ABC LD team), , Digital Education Advisory, UCL, London, UK, ([ABC Online 27 May](#))
- Clare Gormley, Academic Developer, Teaching Enhancement Unit, DCU, Dublin, Ireland. Presentation ([Online ABC: A contribution to the conversation](#))
- Tuija Marstio, Expert in Digital Pedagogy, Senior Lecturer Laurea University of Applied Sciences, Helsinki area, Finland ([ABC_LD 27-5-2020](#))
- Allison Bell, Instructional Designer, Durham University Business School, Durham, UK ([ABC webinar presentation](#))

Ideas for running an online version of ABC Learning Design:

- [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).



2020 Cons and Pros of online

We have tried to keep the structure of the face to face workshop, but some significant differences (not all negative).

Cons	Pros
Less social/fun	Easier to schedule
Lack of buzz	Digital, shareable output
Slower pace	Pre-preparation possible
Scalability – fewer modules	Online support resources
Some tech skills needed	Post-workshop follow-up
More facilitation	Link to Learning Designer, Moodle

UCL's online format

Online workshop format

Workshop schedule:

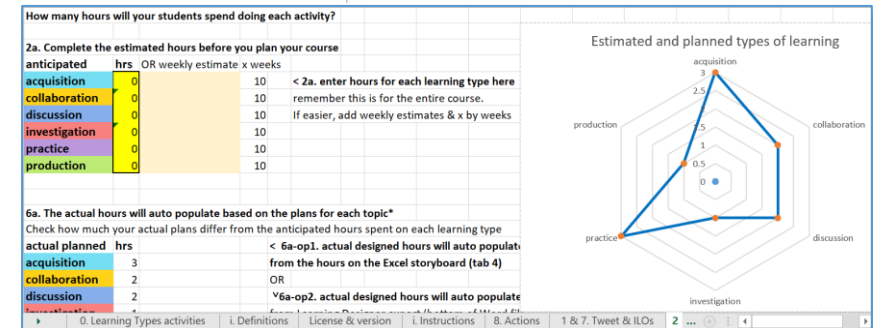
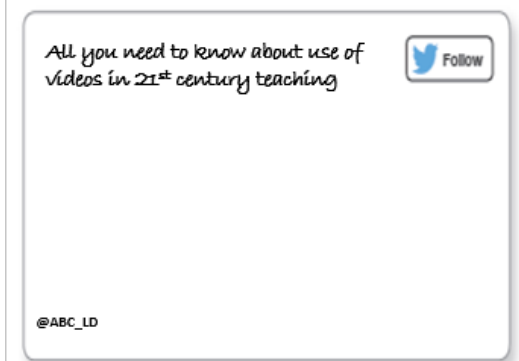
1. Module info, tweet and shape

- **Tweet your module** – tweet size description of your course

(type in the chat or tweet)

- **Module shape (Learning types activities graph)**

distribution of learning types



2. Storyboard of student journey in Jamboard

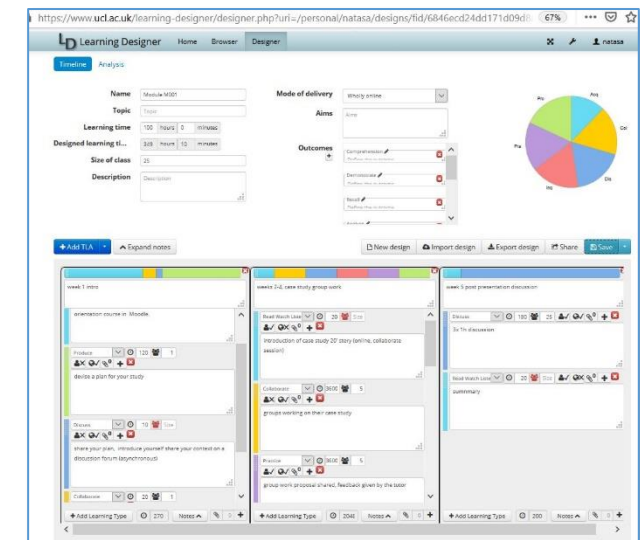
- **Storyboard** – learning types sequences and activities
- **Transfer into Learning Designer** and export to MS Word/Moodle



3. Module info, tweet and shape

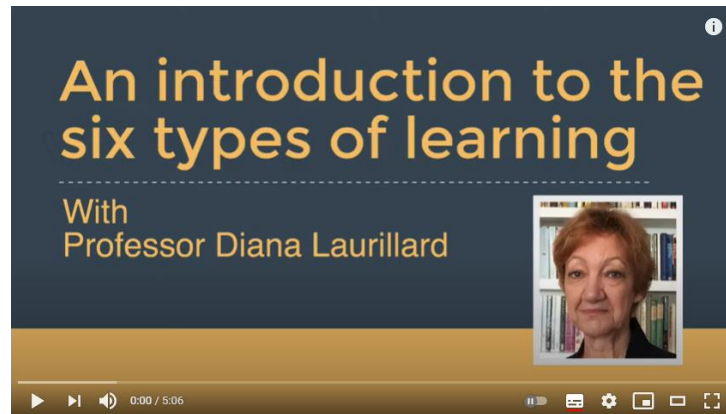
- **Review the graph** – what has changed? Why?

4. Actions – what next for team?

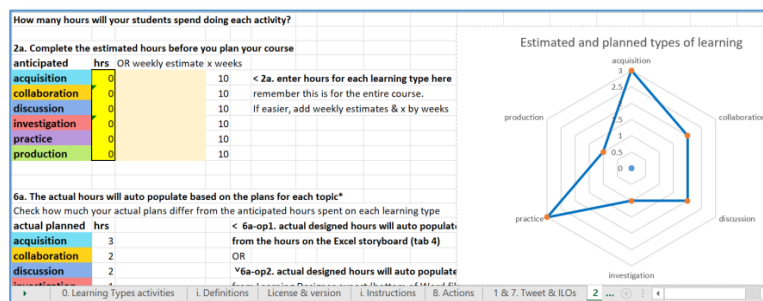


Pre-preparation

Video

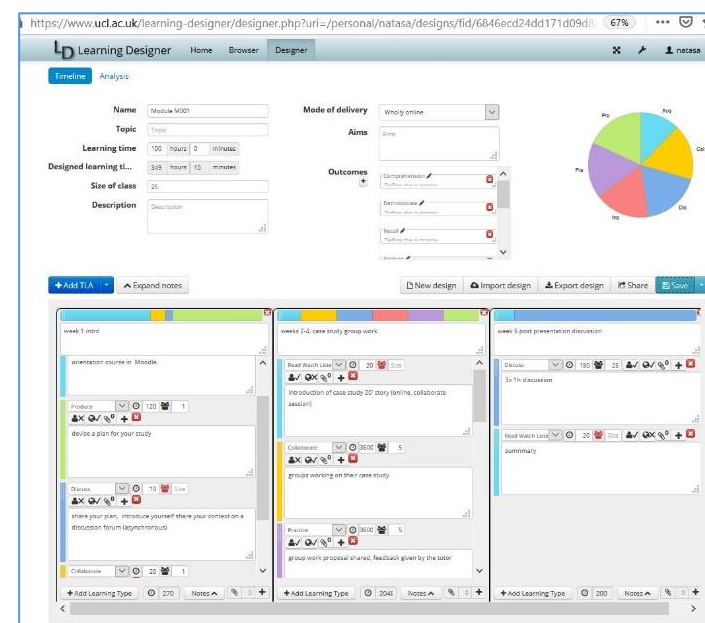
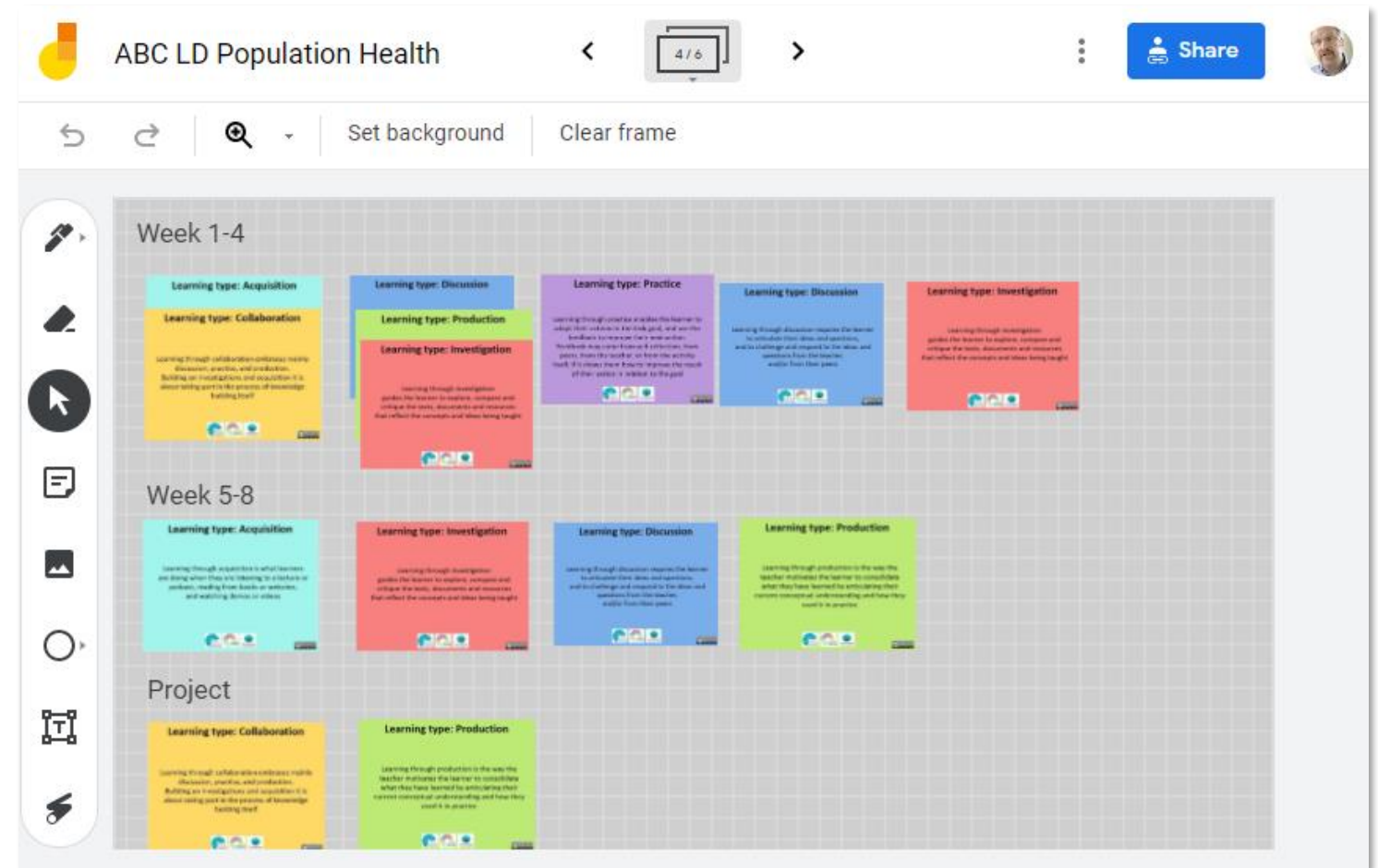


Shape tool (Excel)



Learning Designer

Jamboard



Mapping to tools

Learning Types and UCL Moodle tools

ACTIVITIES							
Assignment	Assessment						
Assignment (Turnitin)	Assessment						
Attendance	Record attendance						
Blackboard Coll	Virtual classroom						
Chat	'Live' (or asynchronous) text discussion						
Checklist	To-do list						
Choice	Simple poll						
Custom certificate	PDF certificate						
Database	Collect and search records						
External tool	Link out to external tools						
Feedback	Simple survey						
Forum	Asynchronous (usually) text discussion						
Forum (Advanced)	Asynchronous (usually) text discussion						
Glossary	Collaborative dictionary						
Group choice	Students select study groups						
Hot Question	Students submit and vote on questions						
HotPot	Interactive exercises produced externally						
Interactive Content (i45)	Interactive tasks produced inside Moodle						
Lecturecast	Asynchronous recordings						
Lesson	Structured paths for learning						
MATLAB Grader	Include Matlab exercises						
Media Resource	Include Media						
Questionnaire	Survey tool						
Quiz	Check progress and learning						
Reading Lists	Link to digital library resources						
Scheduler	Arrange meetings and 'office hours'						
SCORM package	Interactive elements produced externally						
Survey	Survey students' learning						
Wiki	Create web pages collaboratively						
Workshop	Enable peer marking						
RESOURCES							
Book	Organise content into sequential 'books'						
File	Upload resource files						
Folder	Collections of files						
i45 content package	Display resources produced externally						
Label	Organise layout of course pages better						
Lightbox Gallery	A gallery of images						
Page	Web pages help organise content						
URL	Link to external resources						

Learning Type	Definition	Conventional	Online (indicate whether activity is synchronous (yes) or asynchronous (no))	Tools	Student's Time
acquisition	Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or modules, and watching classroom videos.	<ul style="list-style-type: none"> lectures lectures and teacher presentations, face-to-face read books and papers and watch classroom videos and watch classroom videos. 	<ul style="list-style-type: none"> lectures podcasts and podcasts Moodle / Innovation with automatic feedback EdX / i45 read digital books, papers and documents, multi-media, resources and materials and watch classroom videos, classroom videos, multi-media, resources and materials and 	<ul style="list-style-type: none"> add annotation / notes add article add audio and external tools. <p>FutureLearn step type article, Video/Book.</p>	
collaboration	Learning through collaboration requires mainly discussion, problem and problem-solving, building on investigations and analysis. It is about taking part in the process of knowledge building itself.	<ul style="list-style-type: none"> Real group output discussion / outputs and small group projects 	<ul style="list-style-type: none"> Real group digital output discussion / outputs meet on other learners EdX and virtual meeting - participate and small group projects using other tools, online discussion and 	<ul style="list-style-type: none"> External tools (for example, polling tools, social media, and video platforms). <p>FutureLearn step type article, Video/Book, or Discussion. Index of additional i45 party tools as part of any of them.</p>	
discussion	Learning through discussion requires the learner to articulate their thoughts and opinions, and to challenge and respond to the ideas and questions from the teacher, and / or from their peers.	<ul style="list-style-type: none"> Class discussion discussion groups seminars and tutorials 	<ul style="list-style-type: none"> Synchronous and asynchronous discussion forums (EdX and other tools) discussion groups interactive support online tutorials seminars and webconferencing. 	<ul style="list-style-type: none"> add discussion and external tools and social media. <p>FutureLearn step type article, Video/Book, Poll, or Discussion.</p>	
investigation	Learning through investigation guides the learner to explore, compare and contrast the facts, documents and resources that reflect the concepts and theories being taught.	<ul style="list-style-type: none"> analyse the data and information in a range of materials and resources compare facts search and evaluate information and data constructive methods (research and analysis data and) constructive study guides. 	<ul style="list-style-type: none"> Interconnect with and other research analyse the data and information in a range of digital resources compare digital tools use digital tools to search for and evaluate information and data use digital tools to collect and analyse data, field / data information and constructive advice and guidance. 	<ul style="list-style-type: none"> External tools. <p>FutureLearn step type Discussion or Poll. Index of additional i45 party tools as part of Discussion step.</p>	
practice	Learning through practice enables the learner to adapt their actions to the task. Practice can be facilitated by experienced staff or peers. Practice may come from self-reflection, feedback, from the teacher, or from the activity itself. It allows them to improve themselves in relation to the goal.	<ul style="list-style-type: none"> Repetitive-based projects Repetitive-based projects Real-time Real-time Real-time practice exercises. 	<ul style="list-style-type: none"> Discussion Real-time and virtual online video play activities EdX / i45 / Innovation with automatic feedback Real-time exercises Real-time discussion and online media and external tools. 	<ul style="list-style-type: none"> add exercise add quiz add test and external tools. <p>FutureLearn step type Discussion, Poll, Quiz, or Peer Review. Index of additional i45 party tools as part of Discussion step.</p>	
production	Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their own conceptual understanding and how they used it in practice.	<ul style="list-style-type: none"> Produce outputs using documents, images, reports and statements animations, images and videos software and performance designs and models 	<ul style="list-style-type: none"> Produce and share digital documents documents, images, reports, statements, concept mapping, images, papers, plans, reports and statements animations, images, reports, statements, presentations, documents, resources, documents and videos software and performance software research Maps, reports and notes designs and representations of designs exams and MOOCs interviews Real group projects online 'type' and Real-time exercises. 	<ul style="list-style-type: none"> add assignment collection add assignment review and external tools. <p>FutureLearn step type Discussion, Quiz, Test, or Peer Review. Index of additional i45 party tools as part of Discussion step.</p>	

Support docs: ABC and Moodle

Learning type	Definition	Conventional	Online (indicate whether activity is synchronous [syn] or asynchronous [asyn])	Tools
acquisition	Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos	<ul style="list-style-type: none"> reading books, papers listening to teacher presentations face-to-face, lectures watching demonstrations, master classes 	<ul style="list-style-type: none"> reading digital books, papers, multimedia, websites, documents and resources listening to podcasts, webcasts watching animations, videos, demonstrations, master classes Q&A forum MCQs - formative with automatic feedback 	<ul style="list-style-type: none"> Moodle: Chat, Book, File, Folder, Page, URL (link), Glossary, Lesson, Quiz Lecturecast Universal Capture Personal Blackboard Collaborate. UCL Reflect, (blog), My Portfolio UCL Reading lists MS Office (teams, one note etc) OERs (external) BoB Interactive learning objects (SCORM, H5P)
collaboration	Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself	<ul style="list-style-type: none"> small group project discussing others' outputs building joint output 	<ul style="list-style-type: none"> small group project using online forums, wikis, chat rooms, etc. discussing others' outputs building a joint digital output. SIGs and social networking – participating mentoring other learners 	<ul style="list-style-type: none"> Moodle: Chat, Forum, Glossary, Workshop Blackboard Collaborate. UCL Reflect (blog). My Portfolio MS Office (sharepoint, teams etc) External tools (social media, polling tools, pin boards, video platform)
discussion	Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers	<ul style="list-style-type: none"> tutorials seminars discussion groups class discussion 	synchronous and asynchronous <ul style="list-style-type: none"> online tutorials seminars discussion groups discussion forums (SIGs, reflective tasks) web-conferencing interview an expert 	Moodle: Chat , Forum , Hot Question UCL Reflect (blog) Mentimeter MS Office: Teams Blackboard collaborate ultra Social media
investigation	Learning through investigation	<ul style="list-style-type: none"> using text-based 	<ul style="list-style-type: none"> using online advice and guidance 	<ul style="list-style-type: none"> Moodle: Chat, Database, Forum, Hot Question, Questionnaire, Survey

Learning types and tools

Jamboard

Tweet your module

—Are different perspectives on common psychiatric disorders of childhood complementary or contradictory? Find out in Multiple Perspectives in Child Development II
#FreudVs.Darwin
#InterdisciplinaryForTheWin

What is the history of science? What is science and where does it come from? How can changing our perceptions of science alter the history we tell?
#invisibleactors

Learn the theory around different leadership styles and reflect on the style that suits you personally as a woman in leadership.
#LeadershipStyles
#WomenInLeadership
#Leader
#LeadershipTheory

learning how to think, dialogue and write critically in English according to academic conventions.

Add your Tweet-size descriptions here

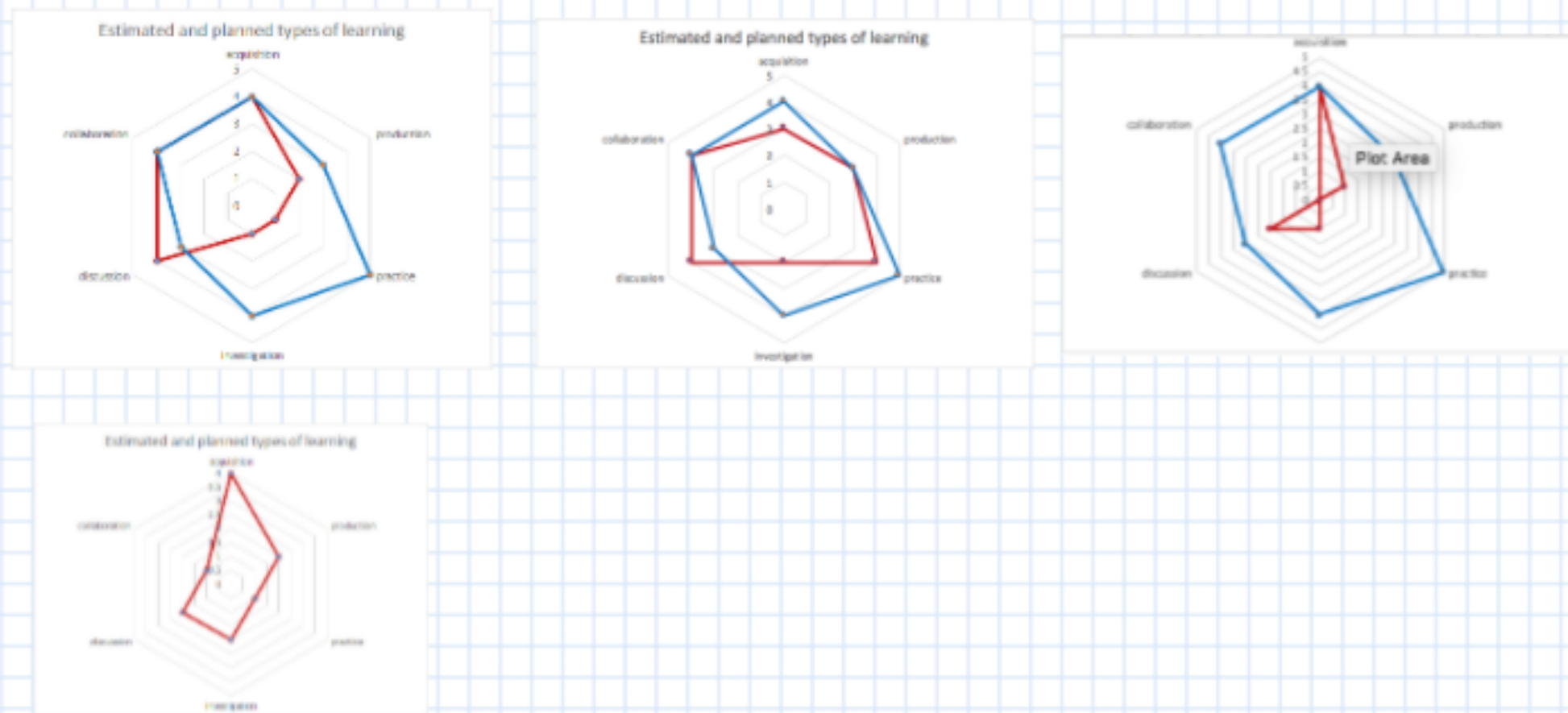
Add your Tweet-size descriptions here

@ABC_LD

Learn the theory around different leadership styles and reflect on the style that suits you as a woman in leadership.
#Leaders
#LeadershipStyles

Excel + Jamboard

Share your shapes



Storyboard of student journey

Jamboard



Storyboard of student journey

Jamboard – review, discuss, action

Weeks 1-3

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching films or videos.

Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions of others.

Learning type: Collaboration

Learning through collaboration involves mainly discussion, analysis, and production. Building on investigations and acquisition it is about being part in the process of knowledge building itself.

Learning type: Investigation

Learning through investigation guides the learner to explore, question and analyse the world. Questions and responses that reflect the questions and ideas being taught.

Learning type: Practice

Learning through practice enables the learner to adapt their behaviour to the task goal, and receive feedback to improve their performance. Feedback may come through self-reflection, from peers, from the teacher, or from the activity itself. It shows them how to improve the result of their action in relation to the goal.

Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their personal conceptual understanding and how they want it to practice.

Project

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching films or videos.

Learning type: Investigation

Learning through investigation guides the learner to explore, question and analyse the world. Questions and responses that reflect the questions and ideas being taught.

Learning type: Collaboration

Learning through collaboration involves mainly discussion, analysis, and production. Building on investigations and acquisition it is about being part in the process of knowledge building itself.

Learning type: Practice

Learning through practice enables the learner to adapt their behaviour to the task goal, and receive feedback to improve their performance. Feedback may come through self-reflection, from peers, from the teacher, or from the activity itself. It shows them how to improve the result of their action in relation to the goal.

Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their personal conceptual understanding and how they want it to practice.

Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when

CC BY NC SA ABC Learning Design workshop by Alan Young and Natasha Perovic, LLC. (2016). Learning types, last modified: 2017. Resources available from: <https://maps.abc-ed.com/abc-4/>

Jamboard – template to share

https://jamboard.google.com/d/1nYKM048kiw0Y5MXSTZzeIAXh1VszcUqLpzbM_PPxSo0/viewer?f=0

Learning Designer

ABC and Learning Designer

LD Learning Designer

Home

Browser

Designer

Timeline

Analysis

Name

ABC LD Luxembourg session

Topic

Topic

Learning time

3

hours

20

minutes

Designed learning ti...

2

hours

59

minutes

Size of class

20

Description

Description

Mode of delivery

Wholly online

Aims

introduce ABC LD method

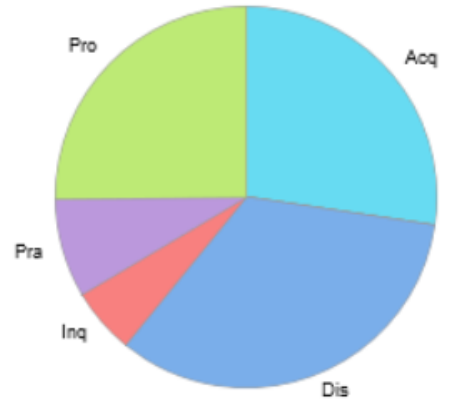
Outcomes

based Learning Design methodology

Use

Produce

Evaluate



+ Add TLA

Expand notes

New design

Import design

Export design

Share

Save

workshop Part 1 - ABC

Read Watch Lister

5

20

0

+

×

intro

Produce

10

20

0

+

×

10' Activity: Tweet your course – chat window or @abc_ld

Part 2 - Learning Designs

Discuss

10

20

0

+

×

10' Activity: Lok at online alternatives on ABC Activity Map, discuss

Practice

10

20

0

+

×

10' Activity: Review your pedagogical design needs/changes

Part 3 - Learning Design Changes

Discuss

5

20

0

+

×

5' Discuss where do changes go/what changes did you do?

Produce

10

20

0

+

×

10' Activity: Add/review changes in Learning Designer

<https://www.ucl.ac.uk/learning-designer/>

31

Build the design

Learning Designer Home Browser **Designer** natasa

Name CL for students

Topic Connecte Learning for students

Learning time 7 hours 0 minutes

Designed learning time 6 hours 33 minutes

Size of class Size of group/class

Description link to moodle course
<https://moodle.ucl.ac.uk/course/view.php?id=9119>

Mode of delivery Wholly online

Aims

Outcomes

- Explored what it is to be a Connected
- Identify Identified what skills you will need to
- Identify Identified relevant support contacts and
- Uncategorised Asked any further questions you might

Acquisition 60%

Buttons: + Add TLA Expand notes New design Import design Export design Share Save

Course Design Preview:

1

Welcome to Connected Learning at UCL

Read Watch Listen 3 Size

Welcome from Deborah and Jim

Read Watch Listen 15 Size

What is Connected Learning?

About the course

preferences

Practice 10 Size

Ensure you are ready - Task: Update your Moodle profile and preferences

Produce 3 Size

Ensure you are ready - Task: Update your Moodle profile and preferences

Before you begin in 2020 / 21 - Getting started with IT Service through every item on theat page, the activities would be as

Read Watch Listen 15 Size

Getting started with IT Services - it-essentials-for-new-stu

Practice 20 Size

Getting started with IT Services - it-essentials-for-new-stu

Produce 5 Size

Getting started with IT Services - it-essentials-for-new-stu


Learning design Moodle export

Welcome to Connected Learning at UCL

 Step 1 (Read Watch Listen)

Duration: 2 minutes

1

 Step 2 (Read Watch Listen)

Duration: 15 minutes

About the course

 Step 1 (Read Watch Listen)

Duration: 2 minutes

 Step 2 (Read Watch Listen)

Duration: 2 minutes

 Step 3 (Read Watch Listen)

Duration: 3 minutes

 Step 4 (Read Watch Listen)

Duration: 1 minute

 Step 5 (Discuss)

Duration: 5 minutes

 Step 6 (Read Watch Listen)

Duration: 5 minutes

<https://moodle.ucl.ac.uk/course/view.php?id=5>

Continue design in Moodle

Connected Learning at UCL



[Home](#) [Events](#) [My Courses](#) [This course](#) [Staff Help](#) [Student Help](#) [Services](#)

[Turn editing on](#) [Hide blocks](#)

[My courses](#) > [Connected Learning at UCL](#)



Welcome to Connected Learning at UCL

Whether you're a new or returning student, this course will signpost useful resources and explore what you need to know about learning and studying at UCL this year.

[Welcome from Deborah and Jim](#)

[What is Connected Learning?](#)

1

Instructions: Clicking on the section name will show / hide the section.

► [About the course](#)

► [1. Before you begin in 2020 / 21](#)

► [2. Tools to support your learning](#)

► [3. Finding and using academic resources](#)

► [4. Becoming a Connected Learner](#)

Latest announcements

Add a new topic...

29 Sep, 08:33

Joanna Stroud

China Connect for students in China

11 Sep, 09:31

Joanna Stroud

Connected Learning Lightning Talks - taking place in w/c 14th and 21st September

27 Aug, 10:16

Joanna Stroud

Welcome to the course!

[Older topics ...](#)

Course completion status

You are currently not being tracked by completion in this course

[View course report](#)

Online users

4 online users (last 5 minutes)

[Natasa Perovic](#)

[Maria Alvarado Garcia](#)

[Jasneet Dhaliwal](#)

[Chuyan Tang](#)

Administration

▼ [Course administration](#)

[Edit settings](#)

[Turn editing on](#)

[Course completion](#)

> [Users](#)

[Unenrol me from Connected Learning at UCL](#)

▼ [Filters](#)

> [Reports](#)

<https://moodle.ucl.ac.uk/course/view.php?id=9119>

Design in context

Design in context

End-to-end design at UCL

IDEA

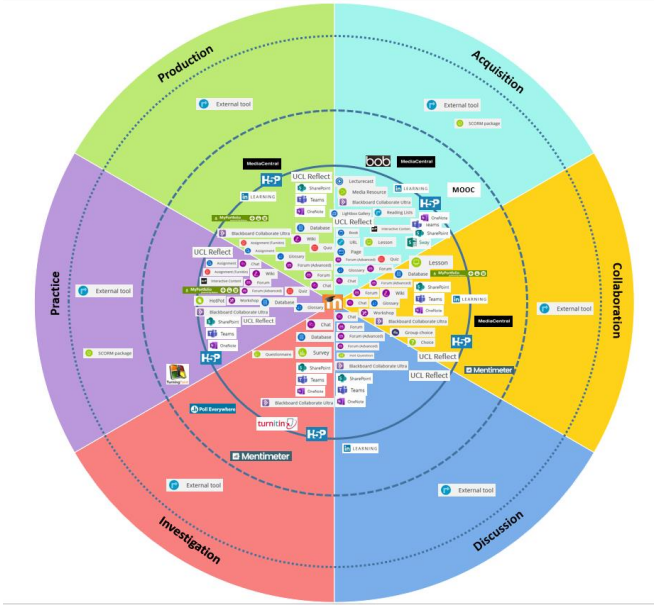
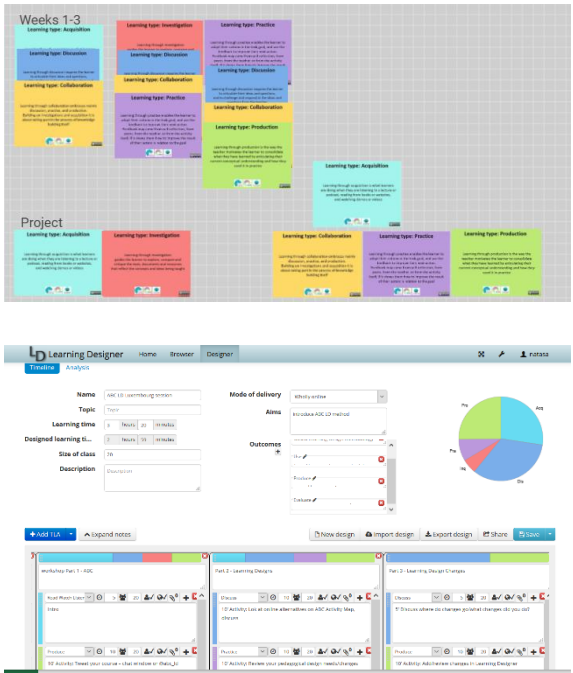
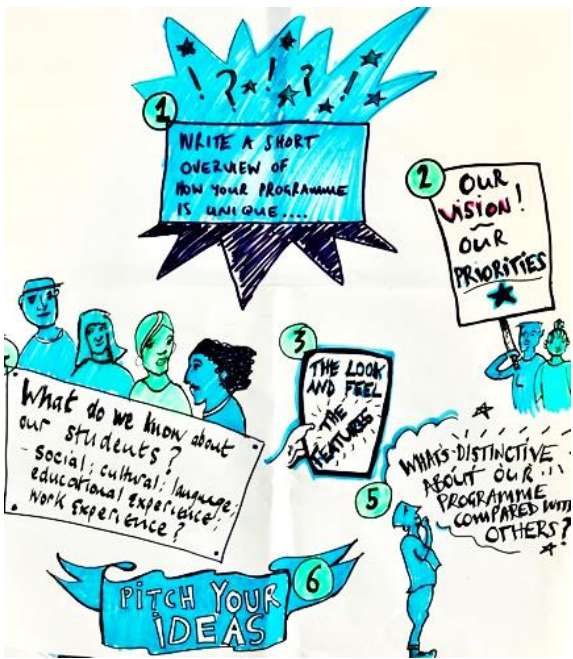
PROGRAMME DESIGN

VALIDATION

MODULE DESIGN (ABC)

DESIGN SUPPORT (LD, etc)

DEVELOPMENT SUPPORT



Learning Type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.

What to think about

50 minute lectures, online, do not facilitate good student engagement. Using previous years' Lecturecast recordings should be avoided where possible.

How to do it

- If you do not already have it, download and install Lecturecast Universal Capture Personal (<https://lms256.com>)
- Click "Edit capture details" (top left): enter a meaningful title, description and tags. Choose to publish to your 'Library'.
- Use the drop down lists to select the inputs you want to use. You can record up to three inputs, one of which must be audio.
- Set up the presentation and/or visual items you are planning to capture.
- Click the "Record" button to start your recording.
- You can pause the recording at anytime using the "Pause" button. Click the "Stop" button when you have finished recording.
- When you have stopped your recording, you MUST wait until the "Uploading in Progress" has finished, BEFORE closing the application.
- Once your recording has uploaded you will

Learning type	Definition	Conventional	Online (production whether activity is synchronous [live] or asynchronous [pre-recorded])	Tools	Student/Staff
Acquisition	Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.	• Lecture capture and lecture presentation tools like FutureLearn	• Lecture capture and lecture presentation tools like FutureLearn	• add annotation / notes	• add notes
Investigation	Learning through investigation is what learners are doing when they are exploring, researching, and analysing information. It involves asking questions, gathering data, and evaluating evidence.	• Build a project plan	• Build a project plan	• add annotation / notes	• add notes
Practice	Learning through practice is what learners are doing when they are applying their knowledge and skills to a task or problem. It involves doing things, such as writing, drawing, or building.	• Observation and reflection	• Observation and reflection	• add annotation / notes	• add notes
Discussion	Learning through discussion is what learners are doing when they are talking to each other about a topic or issue. It involves sharing ideas, listening to others, and reaching a conclusion.	• Observation and reflection	• Observation and reflection	• add annotation / notes	• add notes
Production	Learning through production is what learners are doing when they are creating something new. It involves using their knowledge and skills to make something that is original and valuable.	• Observation and reflection	• Observation and reflection	• add annotation / notes	• add notes
Collaboration	Learning through collaboration is what learners are doing when they are working together to achieve a common goal. It involves sharing ideas, listening to others, and reaching a conclusion.	• Observation and reflection	• Observation and reflection	• add annotation / notes	• add notes

Questions?