ABC LD and the challenges of online

Clive **Young** and Nataša **Perović**

UCL Digital Education

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@ABC_LD

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?

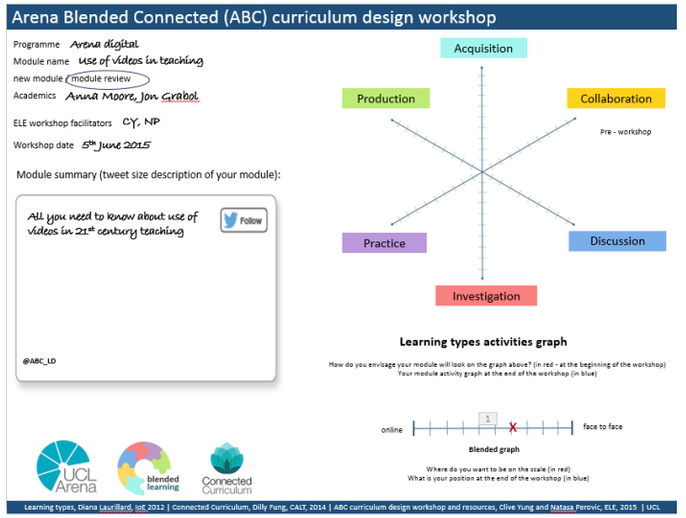
ABC - High-energy collaborative academic engagement workshop used with 1000+ UCL teachers since 2015

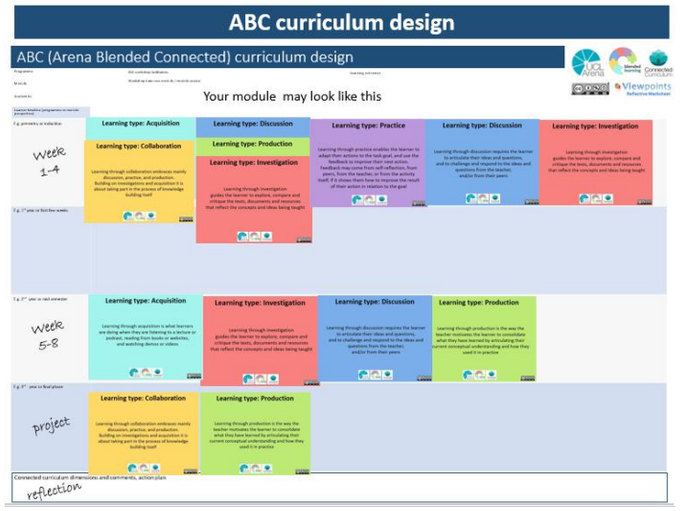
- fast
- student centred
- activity-based design
- conversational
- creative
- discipline-neutral
- consensus – shared vision
- narrative – storyboard
- modules, MOOCs, short courses
- based on theory

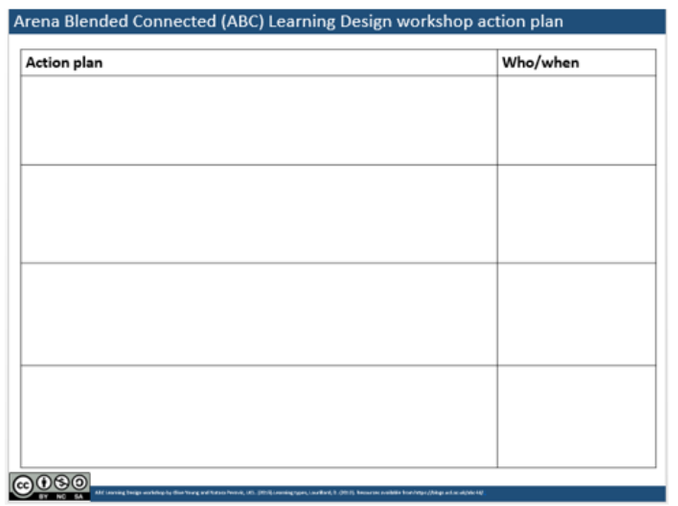
‘Classic’ workshop format

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?







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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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 method by Clive Young and Natalia Perović, UCL (2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

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
reading books, papers	reading multimedia, websites, digital documents and resources
listening to teacher presentations face-to-face, lectures	listening to podcasts, webcasts
watching demonstrations, master classes	watching animations, videos

Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
discussing others' outputs	building a joint digital output
building joint output	

Learning type: Discussion

Conventional method	Digital technology
tutorials	online tutorials
seminars	seminars
discussion groups	email discussions
class discussions	discussion groups
	discussion forums
	web-conferencing tools
	synchronous and asynchronous

Learning type: Investigation

Conventional method	Digital technology
using text-based study guides	using online advice and guidance
analysing the ideas and information in a range of materials and resources	analysing the ideas and information in a range of digital resources
using conventional methods to collect and analyse data	using digital tools to collect and analyse data
comparing texts	comparing digital texts
searching and evaluating information and ideas	using digital tools for searching and evaluating information and ideas

Learning type: Practice

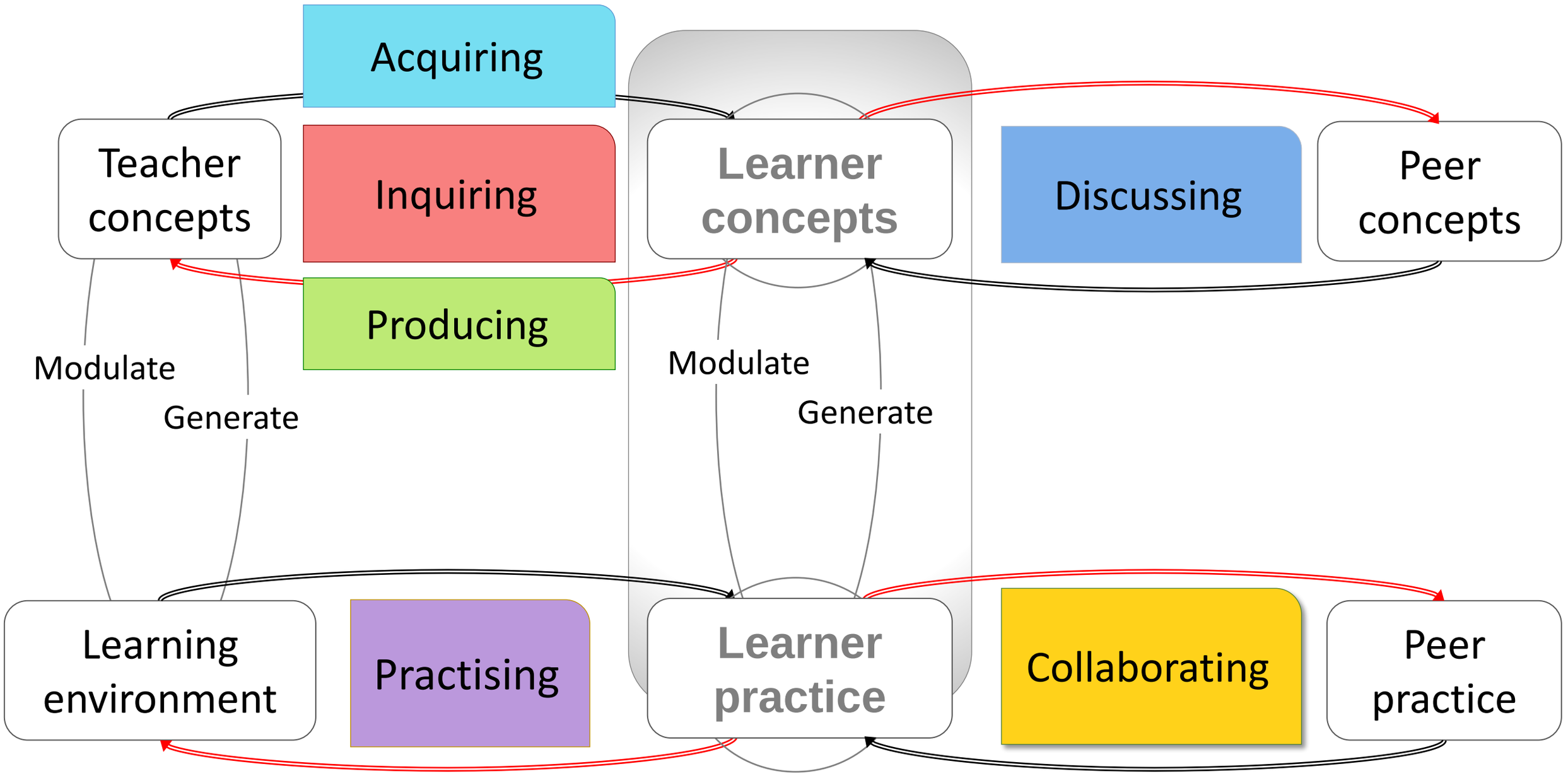
Conventional method	Digital technology
practising exercises	using models
doing practice-based projects	simulations
labs	microworlds
field trips	virtual labs and field trips
face-to-face role-play activities	online role play activities

Learning type: Production

Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
statements	representations of designs
essays	performances, artefacts
reports	animations
accounts	models
designs	resources
performances	slideshows
artefacts	photos
animations	videos
models	blogs
videos	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

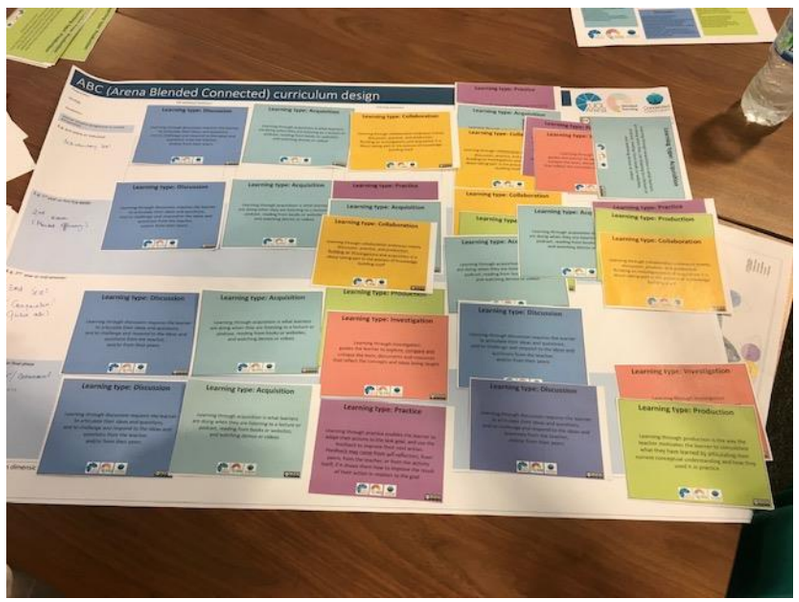
Source: Teaching as a Design Science (Laurillard, 2012)

‘Classic’ workshop format

Pop-up workshops

90-120 minutes

Invited by programme lead

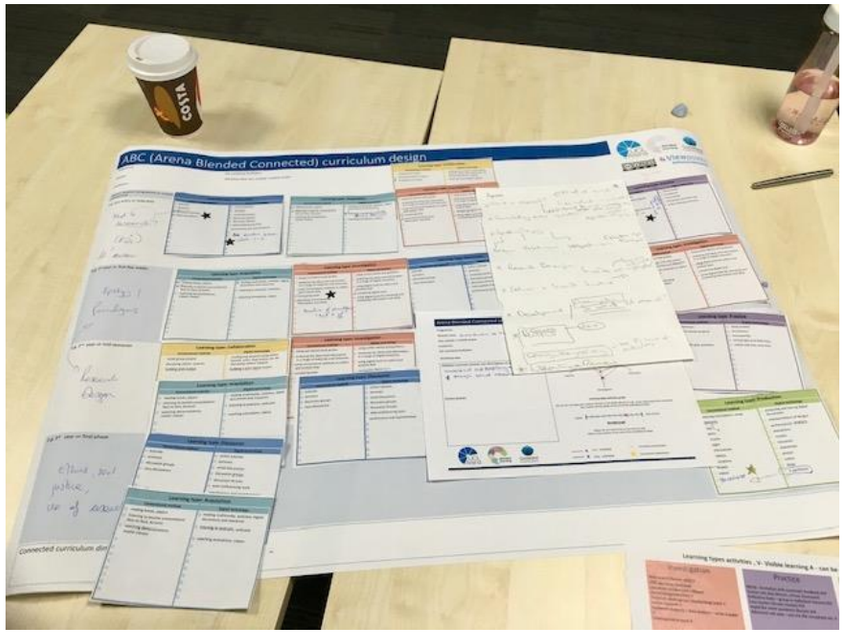


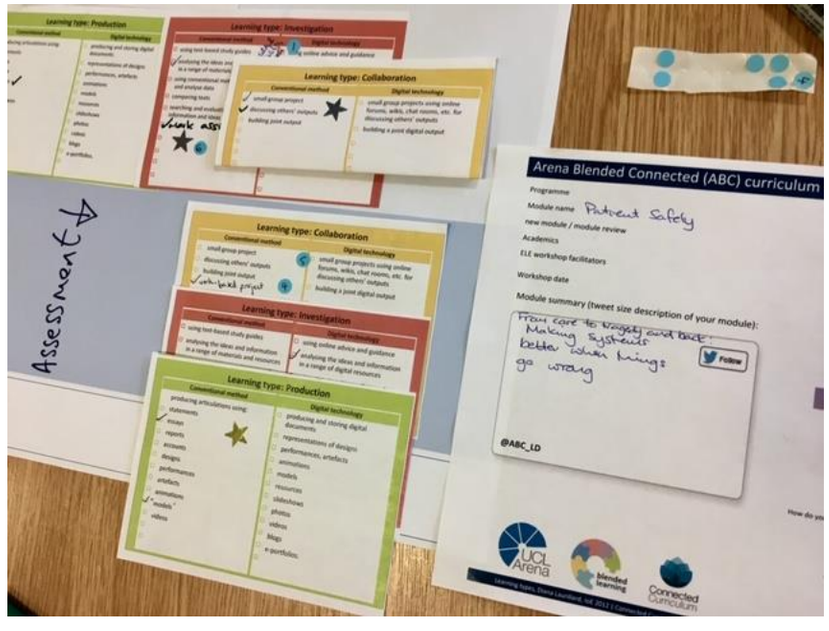
Each table is a course, module, theme team (2-5 people, including students if possible)

‘Classic’ workshop format

Co-creation

Pedagogic discussion

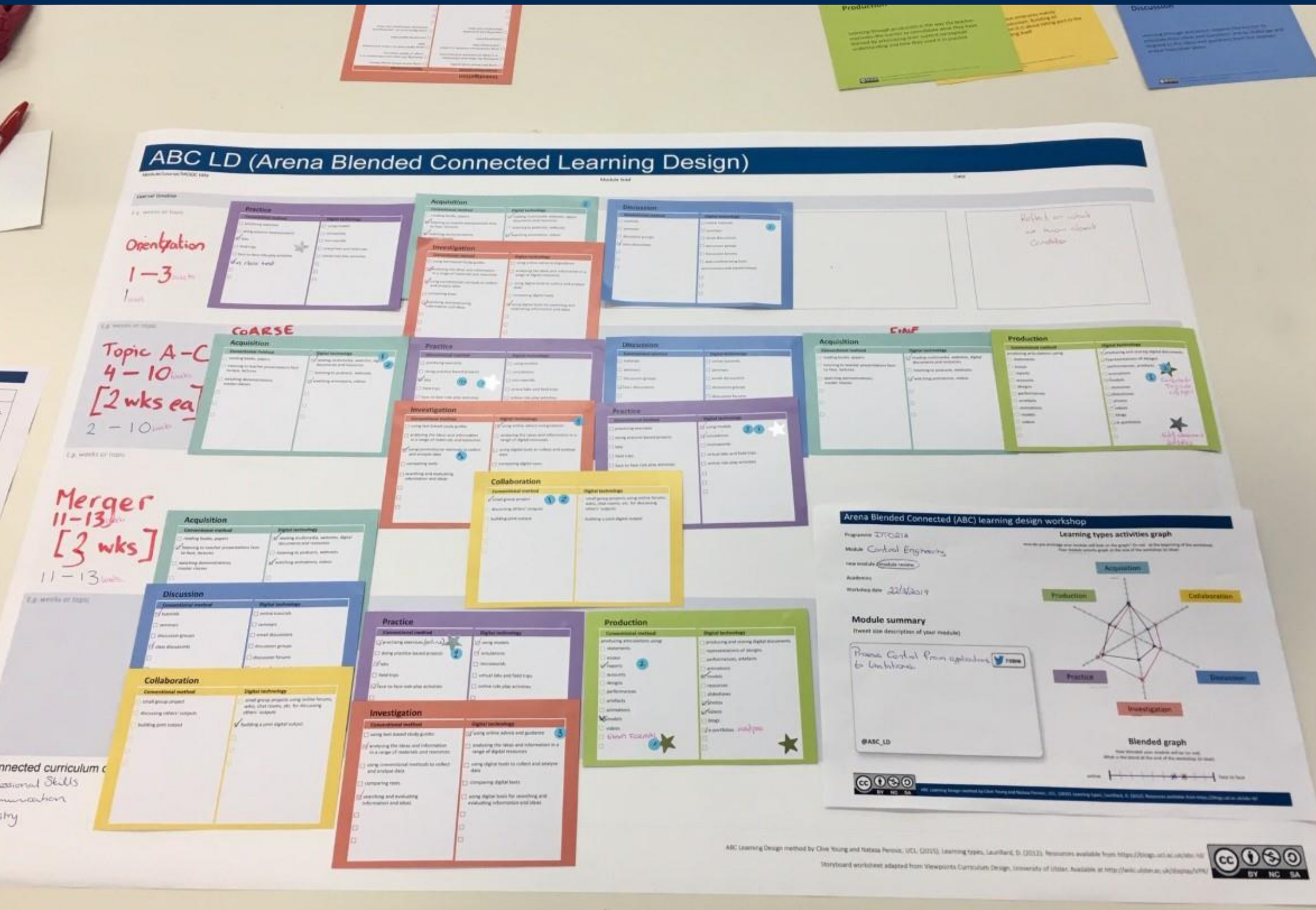




Look at programme outcomes, assessment, policies etc

Practical designs and action plans

‘Classic’ workshop outcomes



Adding ‘Layers’ – strategies, LOs, employability etc.

Learning type: Production

Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
☐ statements	☐ representations of designs
☐ essays	☐ performances, artefacts
☐ reports	☐ animations
☑ accounts ✓	☐ models
☐ designs	☐ resources
☐ performances	☐ slideshows
☐ artefacts	☐ photos
☐ animations	☐ videos
☐ models	☐ blogs
☐ videos	☐ e-portfolios.

Learning type: Investigation

Conventional method	Digital technology
☐ using text-based study guides	☐ using online advice and guidance
☑ analysing the ideas and in a range of materials	
☐ using conventional metl and analyse data	
☐ comparing texts	
☐ searching and evaluating information and ideas	

✓ mark assig

6

Learning type: Collaboration

Conventional method	Digital technology
☑ small group project	☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others’ outputs
✓ discussing others’ outputs	☐ building a joint digital output
☐ building joint output	

Assessment

Learning type: Collaboration

Conventional method	Digital technology
☐ small group project	☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others’ outputs
☐ discussing others’ outputs	☐ building a joint digital output
☐ building joint output	
✓ work-based project	

5

4

Learning type: Investigation

Conventional method	Digital technology
☐ using text-based study guides	☐ using online advice and guidance
☐ analysing the ideas and information in a range of materials and resources	☑ analysing the ideas and information in a range of digital resources

Learning type: Production

Conventional method	Digital technology
producing articulations using:	☐ producing and storing digital documents
☐ statements	☐ representations of designs
☑ essays ✓	☐ performances, artefacts
☐ reports	

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

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ABC to VLE: beyond curriculum design

2018 – 22020 (24 months)
Developed a **downloadable toolkit** that can be used globally by any institution in the sector.

https://abc-ld.org/

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

ABC to VLE Toolkit 2020

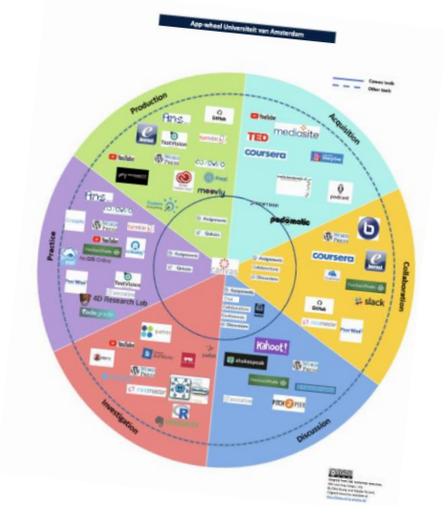
Seven parts

1 INTRODUCING ABC LEARNING DESIGN

2 RUNNING ‘BASE’ ABC

3 LOCALISING ABC

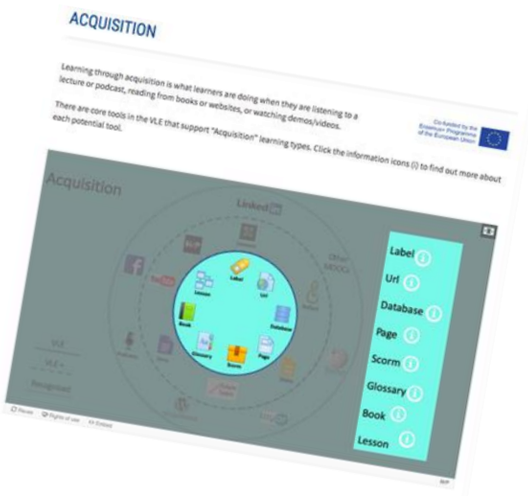
4 ABC AND THE VLE



5 DOES ABC WORK? - the evaluation of ABC

6 ONLINE ABC

7 The ABC COMMUNITY



https://abc-ld.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.

https://abc-ld.org/evaluation/

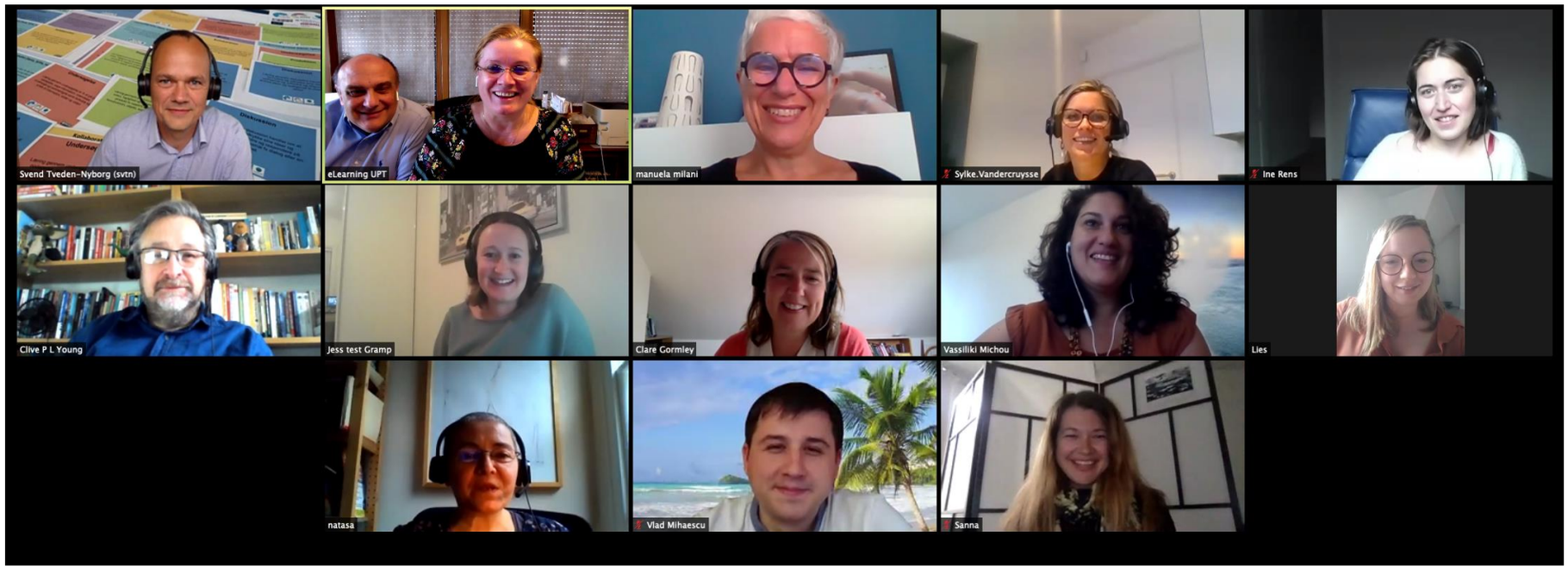
Moving Online

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

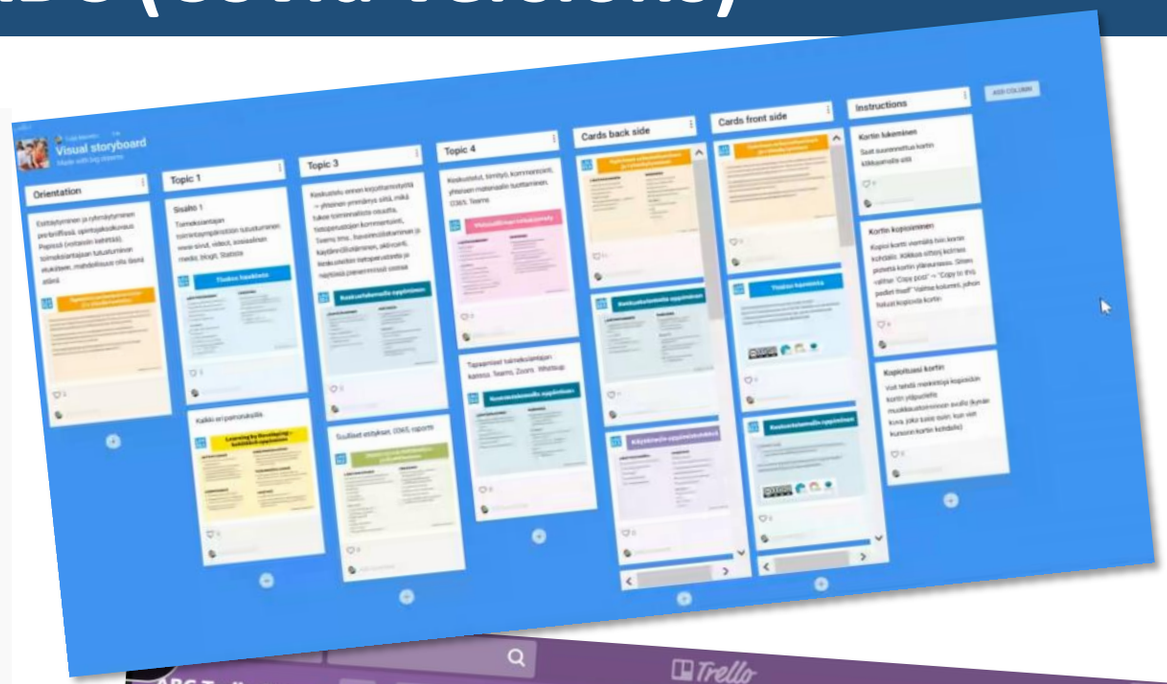
Webinar Recording: Running ABC Learning Design Online

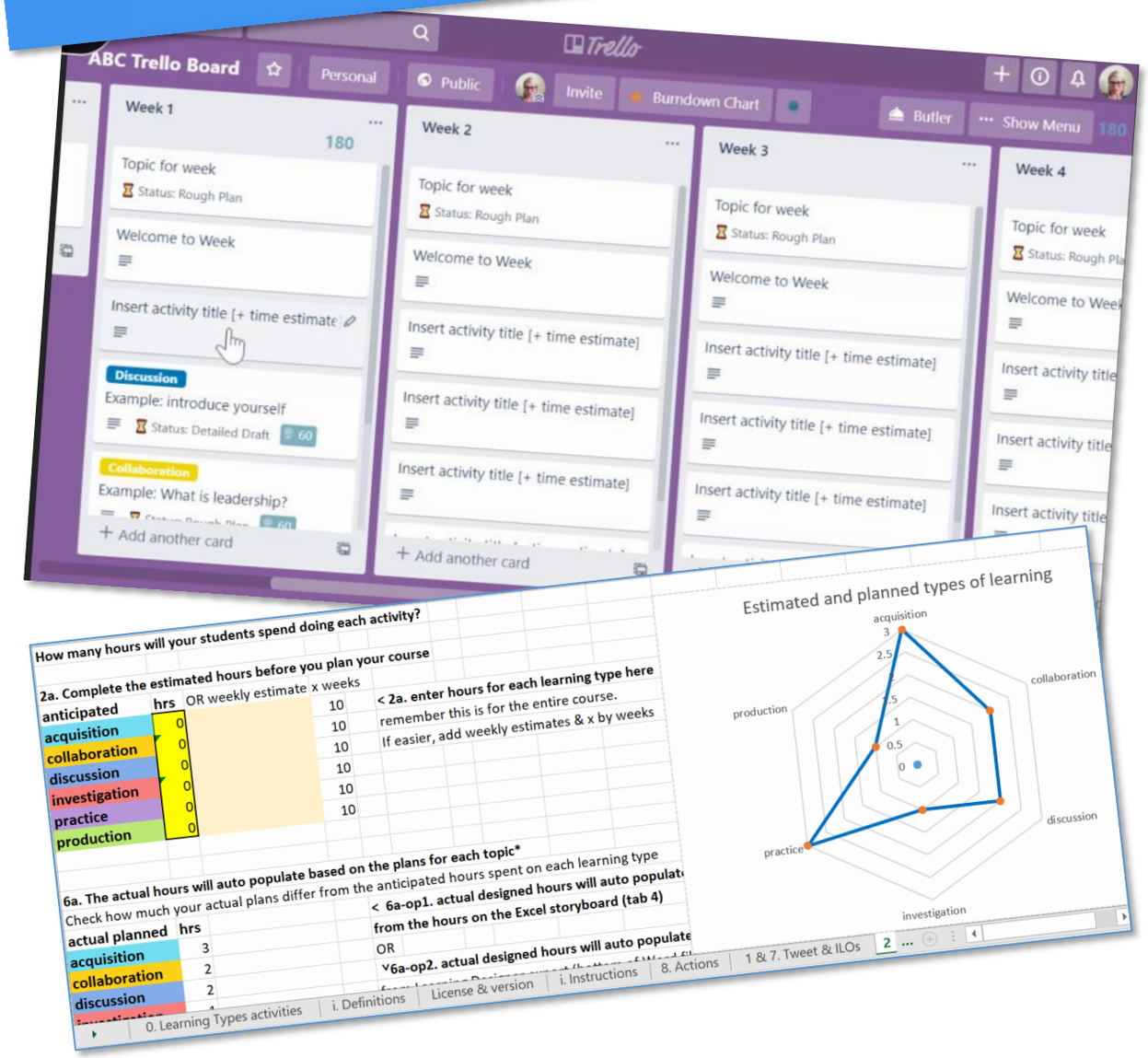
Presentations:

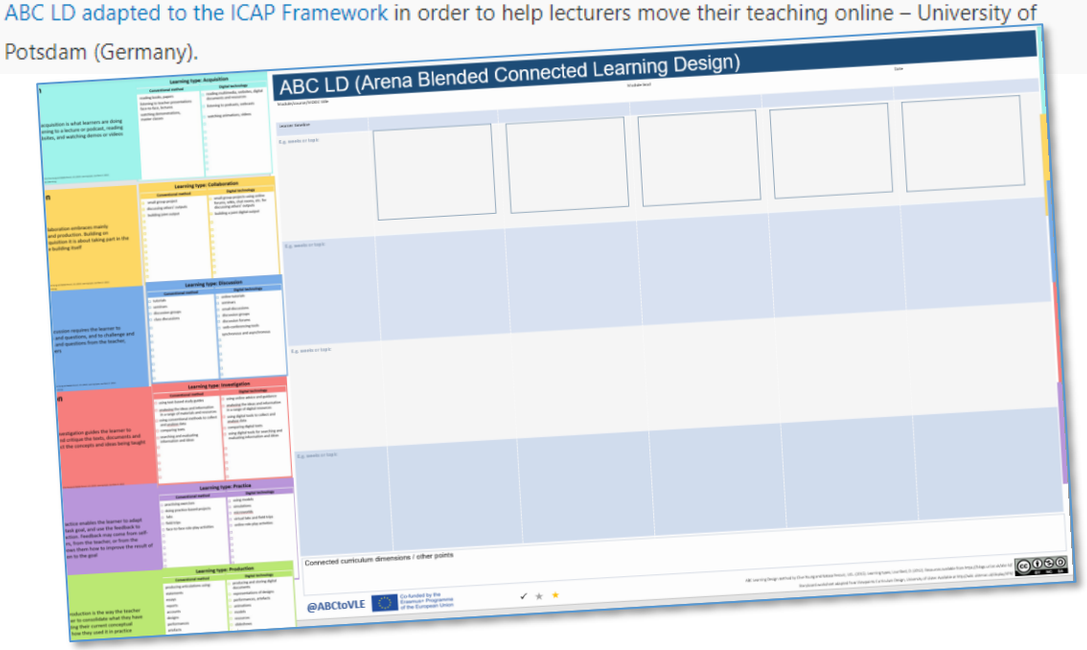
- Clive Young and Nataša Perović (ABC LD team), , Digital Education Advisory, UCL, London, UK, (ABC Online 27 May)
- Clare Gormley, Academic Developer, Teaching Enhancement Unit, DCU, Dublin, Ireland. Presentation (Online ABC: A contribution to the conversation)
- Tuija Marstio, Expert in Digital Pedagogy, 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).







https://abc-ld.org/online-abc-ld/

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).

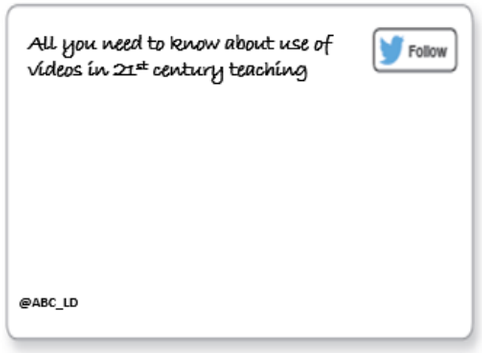
Cons	Pros
Less social/fun	Easier to schedule
Lack of buzz	Digital, shareable output
Slower pace	Pre-preparation possible
Scalability – fewer modules	Online support resources
Some tech skills needed	Post-workshop follow-up
More facilitation	Link to Learning Designer, Moodle

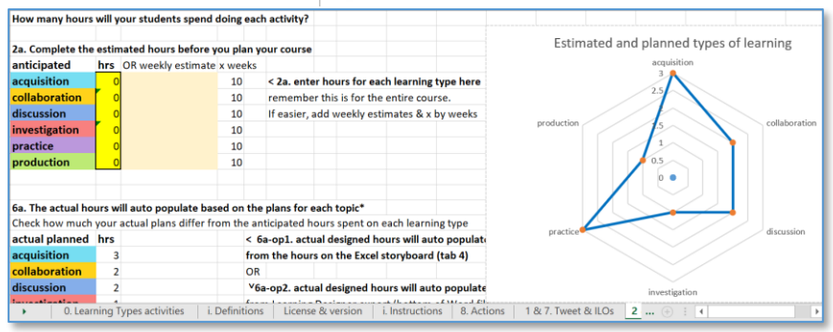
UCL’s online format

Online workshop format

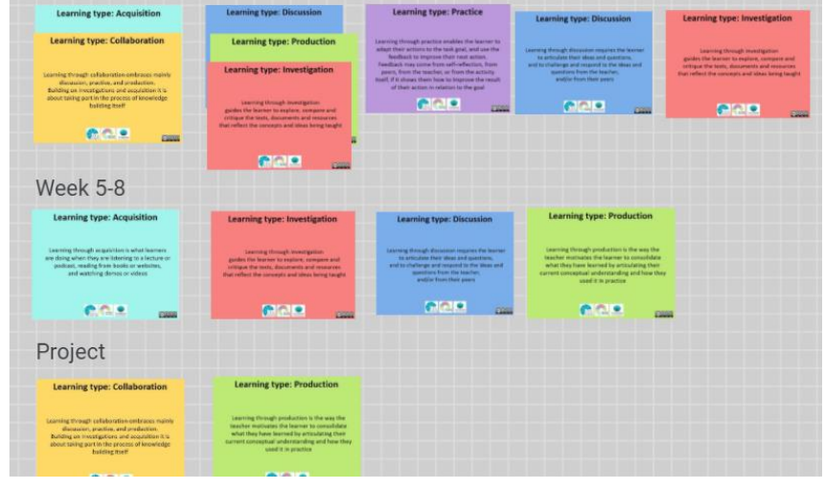
Workshop schedule:

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

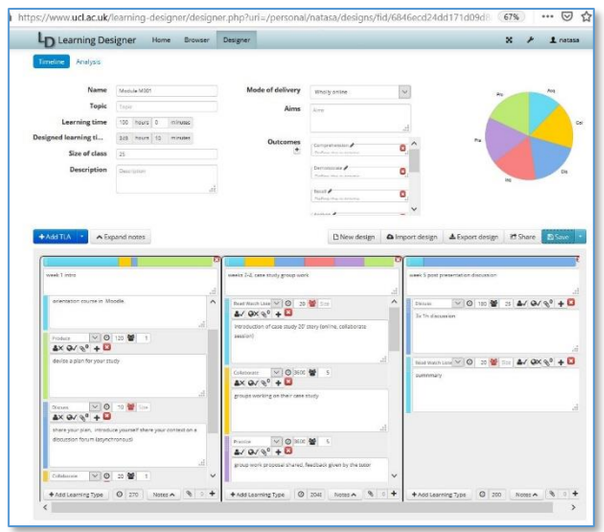




2. **Storyboard of student journey in Jamboard**
   - **Storyboard** – learning types sequences and activities
   - **Transfer into Learning Designer** and export to MS Word/Moodle



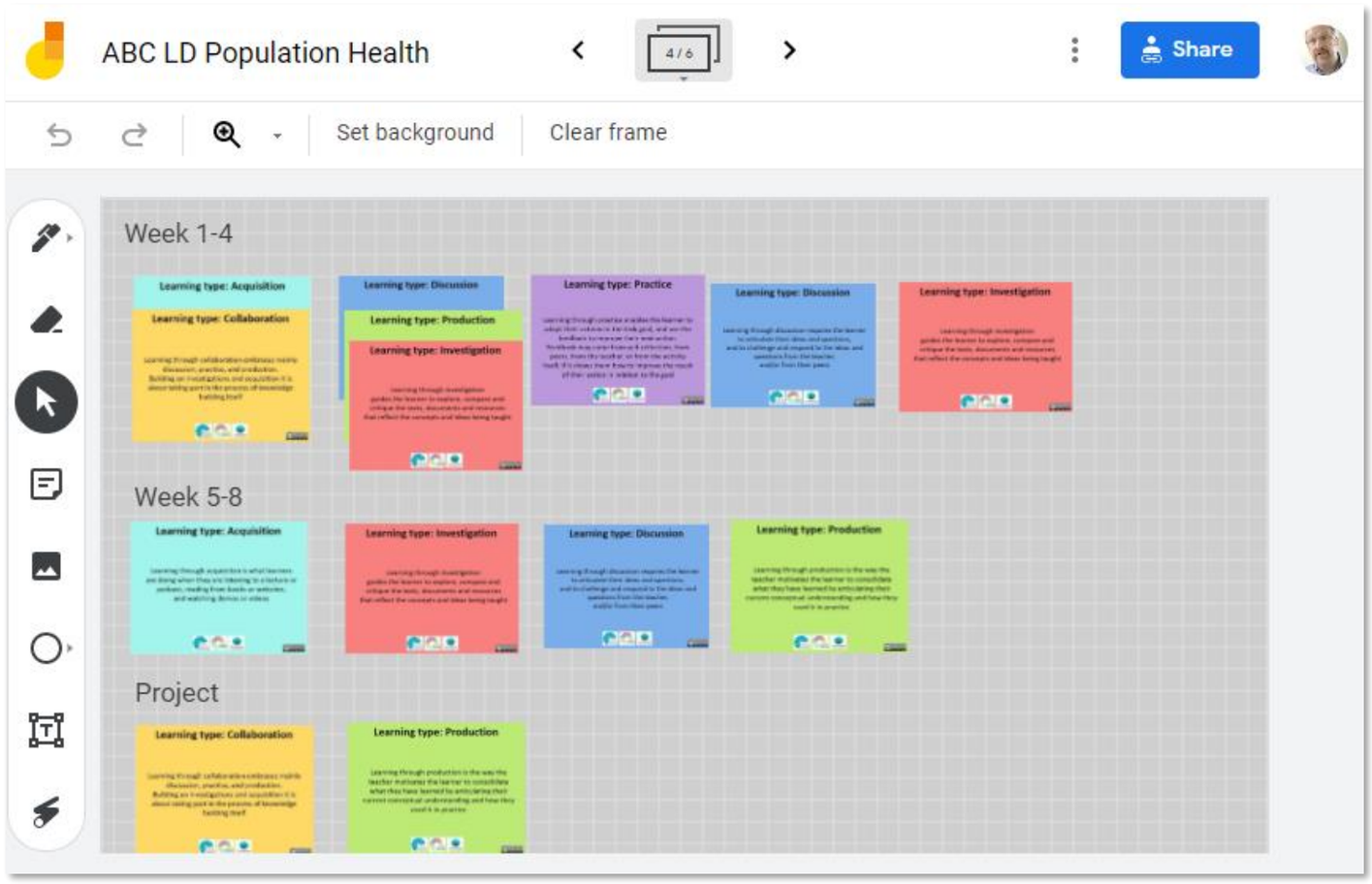
3. **Module info, tweet and shape**
   - **Review the graph** – what has changed? Why?
4. **Actions** – what next for team?



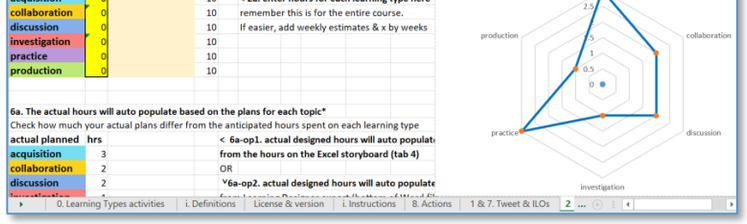
Pre-preparation

Video

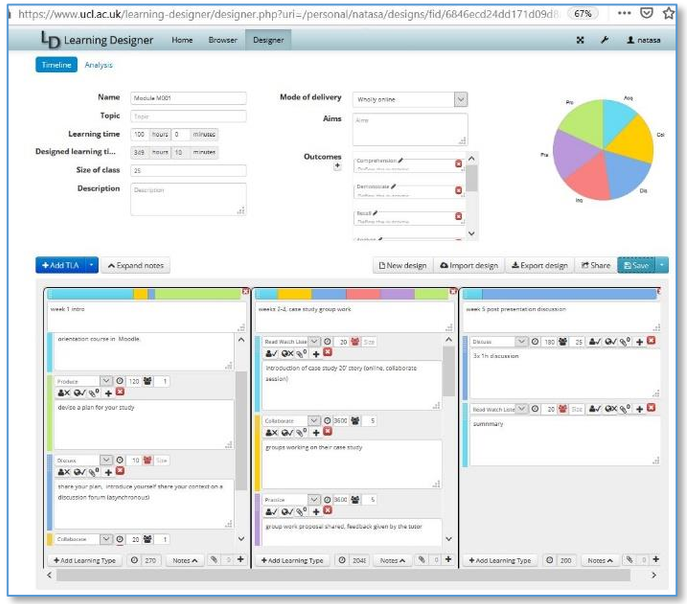
Jamboard



Shape tool (Excel)



Learning Designer



Support docs: ABC and Moodle

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 (H5)	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
IMS 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 (sync) or asynchronous (async))	Tools	Student V* time
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.	• listen to lectures and teacher presentations, face-to-face • read books and papers and • watch demonstrations and master classes.	• listen to podcasts and webinars • MCQs / formative quizz with automatic feedback • Q & A forums • read digital books, papers and documents, multimedia, resources and websites and • watch animations, demonstrations, master classes, simulations and videos.	• add animation / video • add article • add audio and • external tools. **Future Learn step type: Article, Video/Audio.**	
collaboration	Learning through collaboration embraces mainly discussion, peer review and participation. Building or investigations are also active as it is about taking part in the process of knowledge building itself.	• Build joint output • discuss others' outputs and • small group projects.	• Build joint digital output • discuss others' outputs • mentor other learners • Wiki and social networking – participate and • small group projects using wikis, online forums and wikis.	• External tools (pin boards, polling tools, social media, and video platforms). **Future Learn step type: Article, Video/Audio, or Discussion. Embed additional 3rd party tools as part of any of these.**	
discussion	Learning through discussion requires the learner to articulate their views and questions, and to challenge and respond to the views and questions from the teacher, and / or from their peers.	• Class discussion • discussion groups • seminars and • tutorials.	Synchronous and asynchronous • discussion forums (Wiki and reflection tasks) • discussion groups • interactive whiteboard • online tutorials • seminars and • webconferencing.	• Wiki discussion and • external tools and social media. **Future Learn step type: Article, Video/Audio, Poll, or Discussion.**	
investigation	Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that collect the concepts and ideas being taught.	• analyse the ideas and information in a range of materials and resources • compare texts • search and evaluate information and ideas • use conventional methods to collect and analyse data and • use text-based study guides.	• critically research and authenticate research • analyse the ideas and information in a range of digital resources • compare digital texts • use digital tools to search for and evaluate information and ideas • use digital tools to collect and analyse data, field / lab observations and • use online advice and guidance.	• External tools. **Future Learn step type: Discussion or Poll. Embed additional 3rd party tools as part of Discussion step.**	
practice	Learning through practice enables the learner to adapt their actions to the task [redacted] and 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 structures them to improve the result of their action to optimise to the goal.	• Do practice-based projects • face-to-face role play activities • field trips • labs and • practice exercises.	• Case studies • field trips and virtual labs • online role play activities • quiz / MCQs / formative with automatic feedback • rapid-fire exam questions • reflective tools • simulations and microworlds and • tutorials.	• Add exercise • add quiz • add text and • external tools. **Future Learn step type: Discussion, Poll, Quiz, or Peer Review. Embed additional 3rd party tools as part of Discussion step.**	
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 could do practice.	Produce outputs using: • accounts, essays, reports and statements • animations, images and videos • artefacts and performances • designs and • models.	Produce and store digital documents: • abstracts, accounts, briefings, case studies, concept mapping, essays, papers, plans, reports and statements • animations, audio, images, models, presentations, simulations, storyboards, slideshows and videos • artefacts and performances • authentic research • blogs, e-portfolios and wikis • designs and representations of designs • exams and MCQs • interviews • lead group projects • online [redacted] and • rapid-fire exam questions.	• Add assignment collection • add assignment review and • external tools. **Future Learn step type: Discussion, Quiz, Test, or Peer Review. Embed additional, 3rd party tools as part of Discussion step.**	

https://blogs.ucl.ac.uk/abc-ld/home/online-abc/

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	• reading books, papers • listening to teacher presentations face-to-face, lectures • watching demonstrations, master classes	• 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	• 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	• small group project • discussing others' outputs • building joint output	• 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	• 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	• tutorials • seminars • discussion groups • class discussion	synchronous and asynchronous • 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	• using text-based	• using online advice and guidance	• Moodle: Chat, Database, Forum, Hot Question, Questionnaire, Survey

Learning types and tools

Module info, tweet and shape

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? #invisbleactors

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

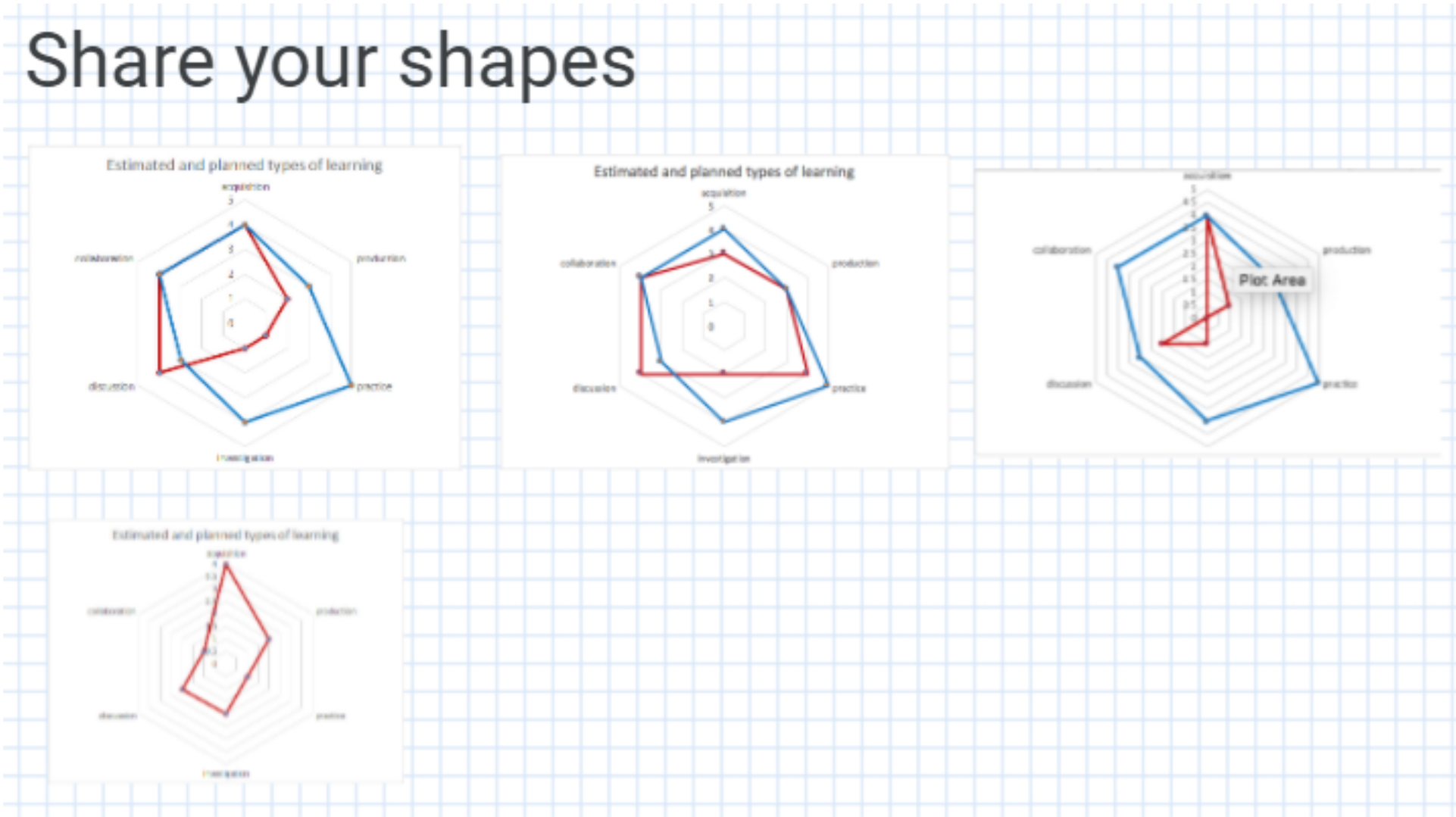
Add your Tweet-size descriptions here

@ABC_LD

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

Jamboard – template to share
https://jamboard.google.com/d/1nYKM048kiw0Y5MXSTZzelAXh1VszcUqLpzbM_PPxSo0/viewer?f=0

Excel + Jamboard



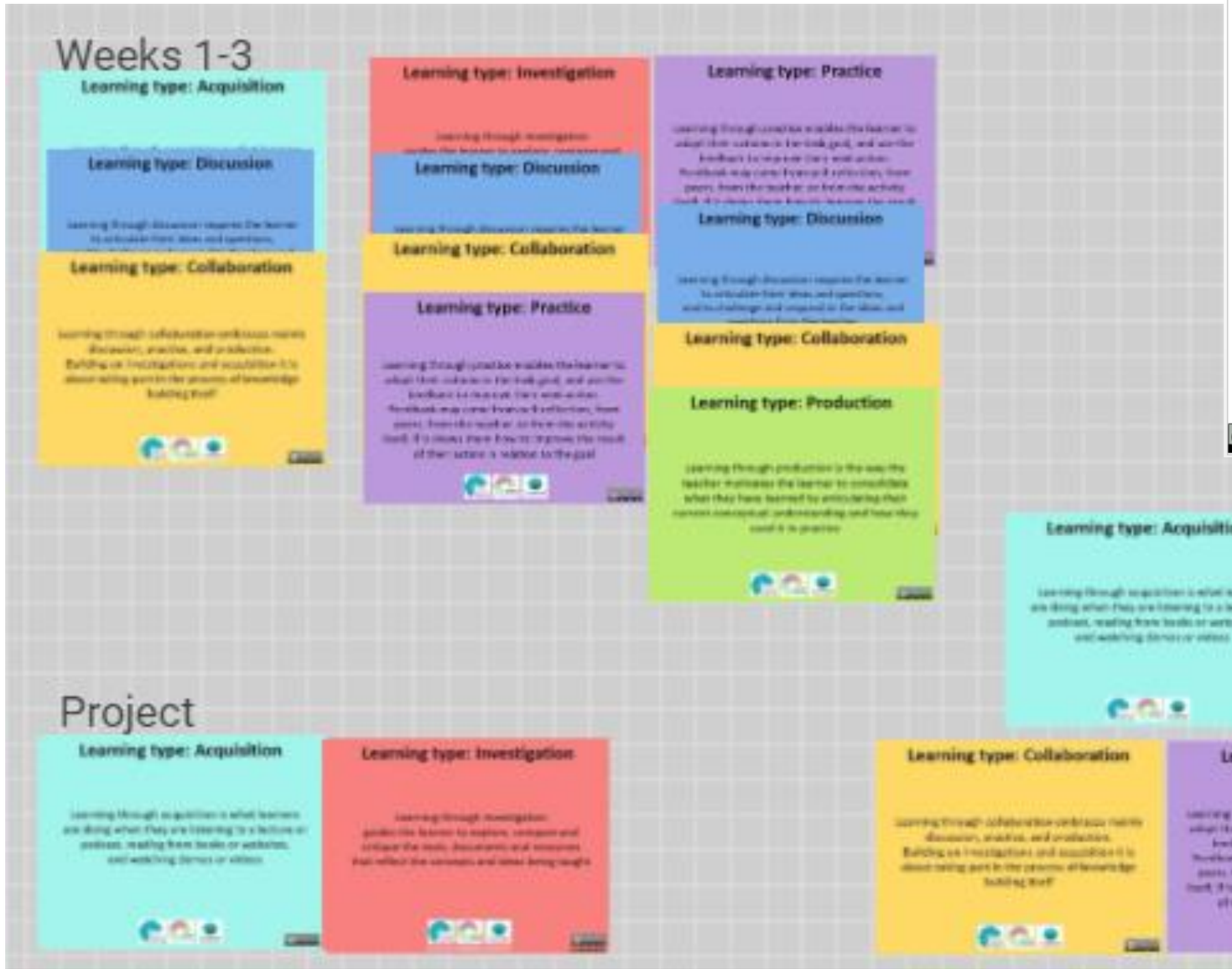
Download shape excel sheet https://blogs.ucl.ac.uk/abc-ld/home/online-abc/

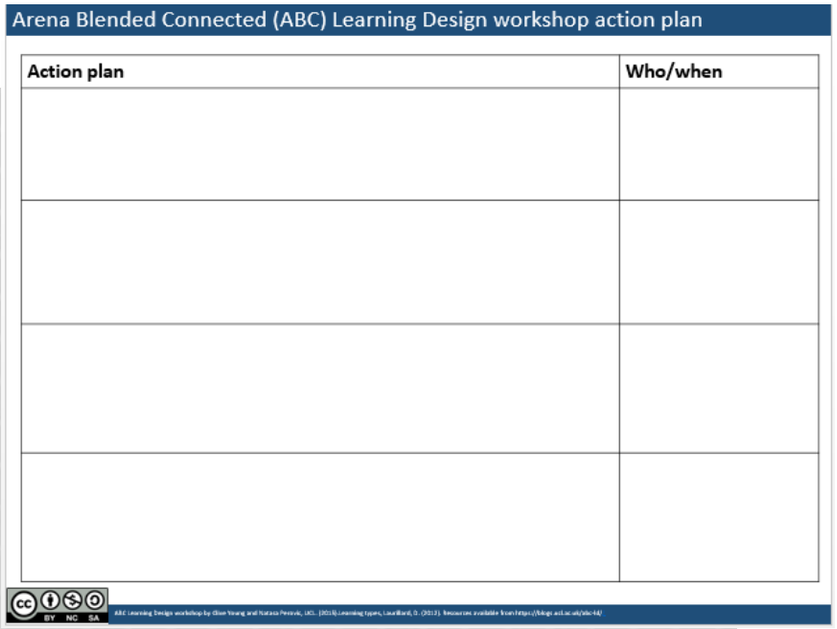
Storyboard of student journey

Jamboard

Storyboard of student journey

Jamboard – review, discuss, action





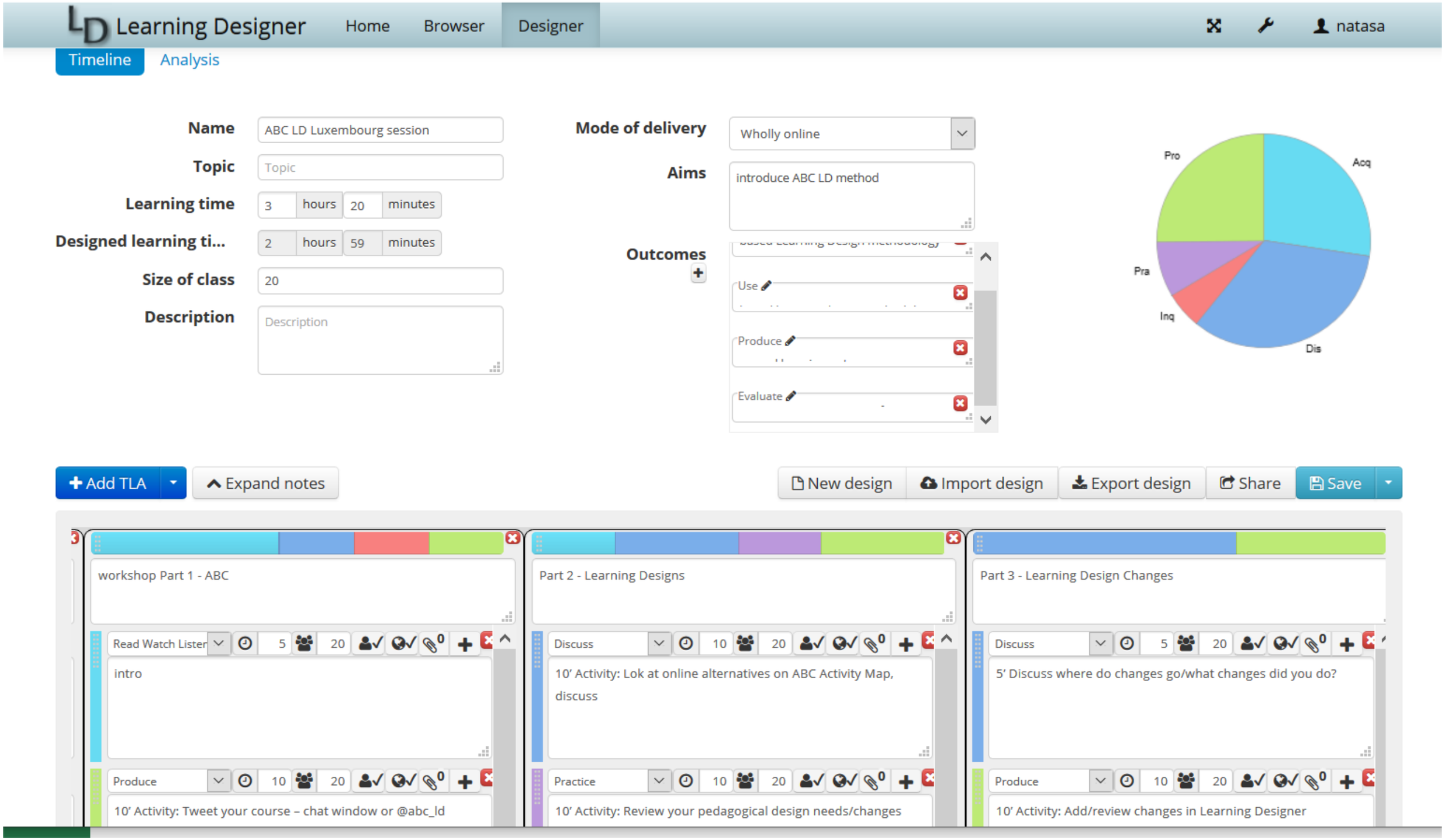
Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when

Jamboard – template to share
https://jamboard.google.com/d/1nYKM048kiw0Y5MXSTZzelAXh1VszcUqLpzbM_PPxSo0/viewer?f=0

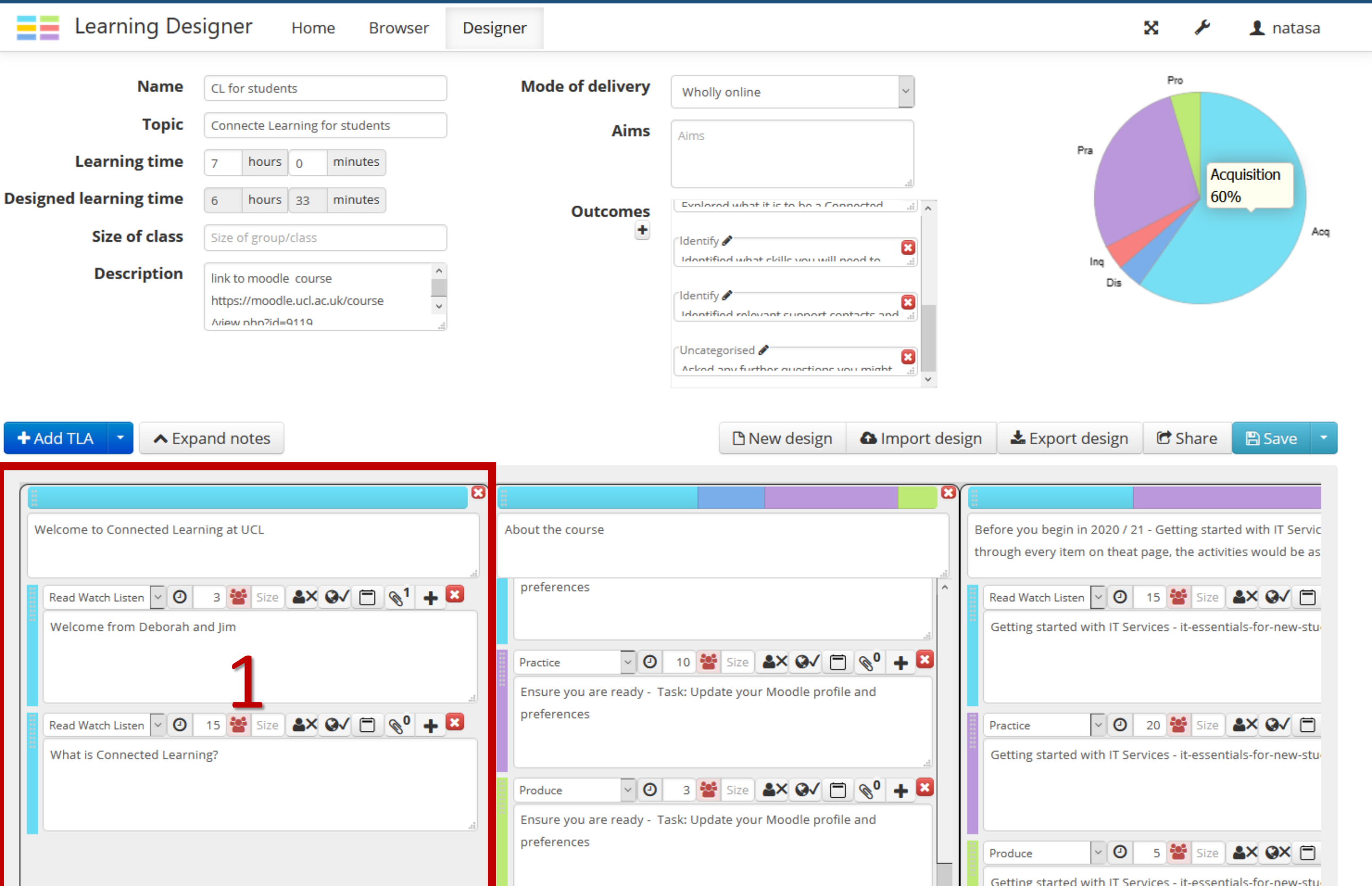
Learning Designer

ABC and Learning Designer



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

Build the design



https://v.gd/TNqupc

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

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

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.

1

Welcome from Deborah and Jim

What is Connected Learning?

Open all | Close all

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

End-to-end design at UCL

IDEA

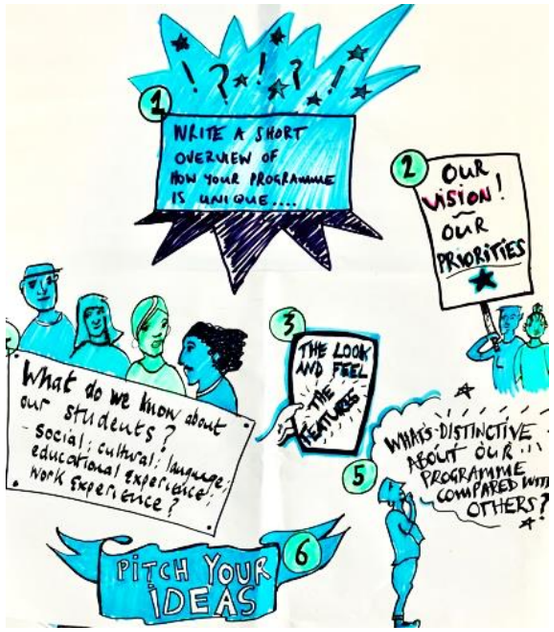
PROGRAMME DESIGN

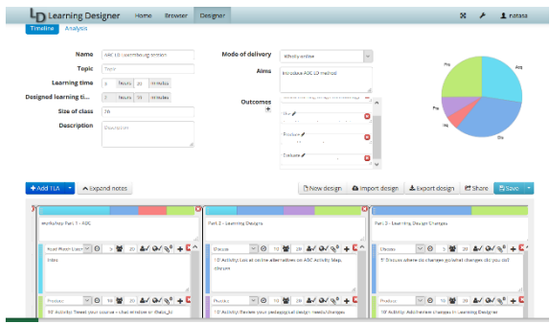
VALIDATION

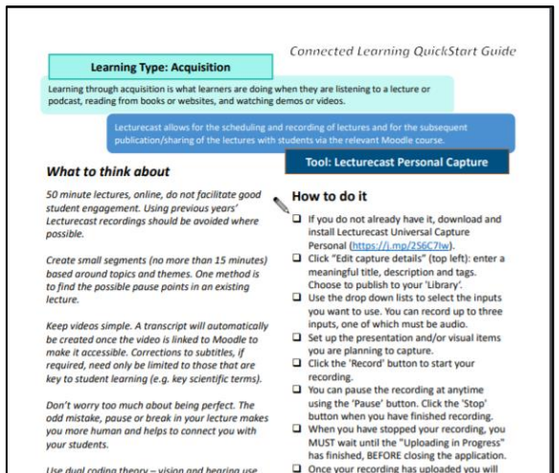
MODULE DESIGN (ABC)

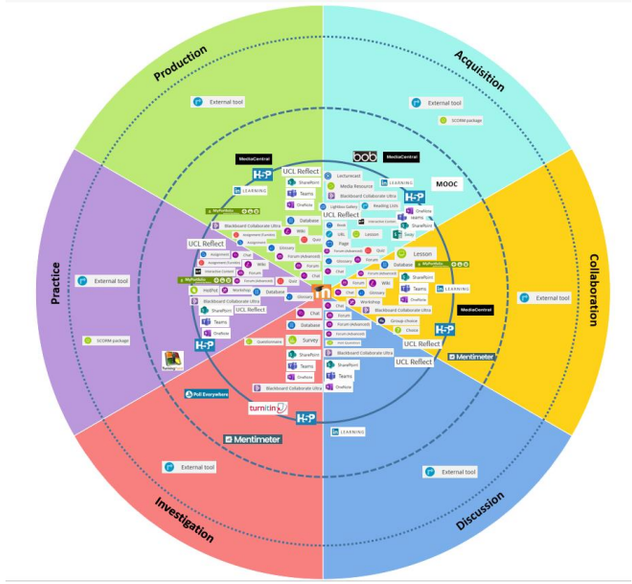
DESIGN SUPPORT (LD, etc)

DEVELOPMENT SUPPORT









Questions?