

# SHARING THE ABC APPROACH TO LEARNING DESIGN ACROSS THREE EUROPEAN UNIVERSITIES



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



# ABC learning design workshop - features

**ABC - High-energy collaborative academic engagement workshop used at UCL since 2015**

2



- time-bound (90')
- activity-based design
- deliberately analogue
- conversational
- creative
- consensus – shared vision
- narrative – storyboard
- based on theory





Fast-paced





# Learning types cards (front)

## 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



## Learning type: 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



## Learning type: Discussion

5

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



## Learning type: 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



## Learning type: 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



## Learning type: 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



# Learning types cards (back)

## Learning type: Acquisition

Conventional method	Digital technology
<input type="checkbox"/> reading books, papers	<input type="checkbox"/> reading multimedia, websites, digital documents and resources
<input type="checkbox"/> listening to teacher presentations face-to-face, lectures	<input type="checkbox"/> listening to podcasts, webcasts
<input type="checkbox"/> watching demonstrations, master classes	<input type="checkbox"/> watching animations, videos
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Learning type: Collaboration

Conventional method	Digital technology
<input type="checkbox"/> small group project	<input type="checkbox"/> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
<input type="checkbox"/> discussing others' outputs	<input type="checkbox"/> building a joint digital output
<input type="checkbox"/> building joint output	
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>

## Learning type: Discussion

Conventional method	Digital technology
<input type="checkbox"/> tutorials	<input type="checkbox"/> online tutorials
<input type="checkbox"/> seminars	<input type="checkbox"/> seminars
<input type="checkbox"/> discussion groups	<input type="checkbox"/> email discussions
<input type="checkbox"/> class discussions	<input type="checkbox"/> discussion groups
<input type="checkbox"/>	<input type="checkbox"/> discussion forums
<input type="checkbox"/>	<input type="checkbox"/> web-conferencing tools
<input type="checkbox"/>	synchronous and asynchronous
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Learning type: Investigation

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

## Learning type: Practice

Conventional method	Digital technology
<input type="checkbox"/> practising exercises	<input type="checkbox"/> using models
<input type="checkbox"/> doing practice-based projects	<input type="checkbox"/> simulations
<input type="checkbox"/> labs	<input type="checkbox"/> <u>microworlds</u>
<input type="checkbox"/> field trips	<input type="checkbox"/> virtual labs and field trips
<input type="checkbox"/> face-to-face role-play activities	<input type="checkbox"/> online role play activities
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Learning type: Production

Conventional method	Digital technology
producing articulations using:	<input type="checkbox"/> producing and storing digital documents
<input type="checkbox"/> statements	<input type="checkbox"/> representations of designs
<input type="checkbox"/> essays	<input type="checkbox"/> performances, artefacts
<input type="checkbox"/> reports	<input type="checkbox"/> animations
<input type="checkbox"/> accounts	<input type="checkbox"/> models
<input type="checkbox"/> designs	<input type="checkbox"/> resources
<input type="checkbox"/> performances	<input type="checkbox"/> slideshows
<input type="checkbox"/> artefacts	<input type="checkbox"/> photos
<input type="checkbox"/> animations	<input type="checkbox"/> videos
<input type="checkbox"/> models	<input type="checkbox"/> blogs
<input type="checkbox"/> videos	<input type="checkbox"/> e-portfolios.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



# Programme teams





Blended Connections

E.g. pre-entry or induction

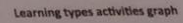
E.g. 3<sup>rd</sup> year or final p



Programme PROFILE COURSE

Module summary (tweet size description of your module):

@ABC\_LD



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)





# « ABC » : what and When

@ UNIMI

January 2017

2 workshops moderated by a joint UNIMI – UCL team

Feb 17 - now

> 15 Workshops run in UNIMI (different contexts)



# « ABC » : what and when

@ SORBONNE

May 2017

3 workshops, the first moderated by UCL team the second by a joint team  
UPMC – UCL, the third by the UPMC teams with the UCL's advices

Since, 10 workshops run by UPMC team under different formats





# Context

ABC aligned closely with academic development than strategic initiatives

## @ UNIMI

- academic development: starting to work on a strategy (this is also “localization”)
- Identification of key partnerships
- Identification of key case studies

## @ SORBONNE

- Work on the promotion of projects on innovative change initiatives
- Academic development is part of the global strategy of Sorbonne university (backed up by a new law about the professional development of new university teachers)
- Proposition of a large offer of workshops on pedagogy and digital tools used for teaching
- Support teaching teams while designing the new curriculums

# « Localization »

- Language (translation challenges)
- Time length
- Content (addition of several theoretical points)
- Integration to a larger context (credits, international feedback, adaptable method)
- Format of the workshop (« open » and on « team-based » with deeper follow up on the design or redesign a course)
- Enriching the online activities (towards blended courses)
- Answer to the local needs
- Deal with the local mentality and challenges





# Added Value

- Adaptability
- Creating a common language (speaking about teaching activities & design)
- Growing communities of practices among teachers (on national and international level)
- Developing a good “climate” to talk about teaching re-design
- Combination of classical and digital activities



# Do not forget

- Legal national and institutional framework
- Cultural issues
- Institutional support
- Key role: instructional designer and academic developers to manage localisation process



# ABC to VLE: beyond curriculum design

**2018 – 2020 (24 months)**

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

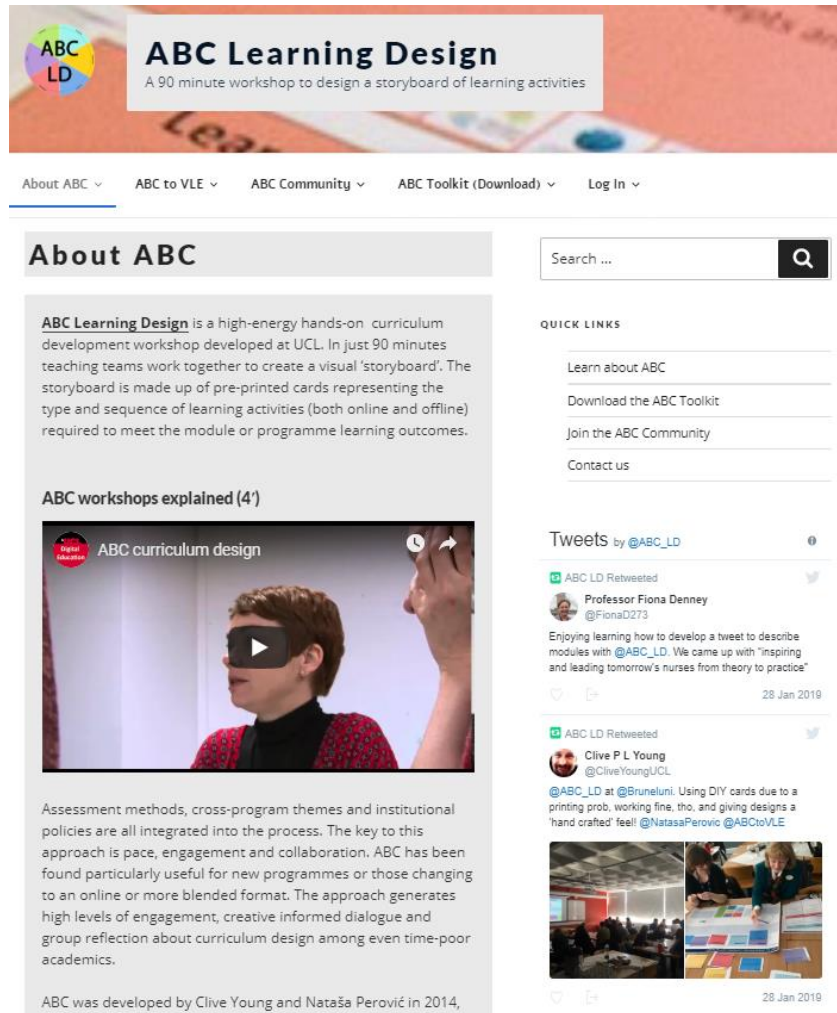


## European project



Co-funded by the  
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**ABC Learning Design**  
A 90 minute workshop to design a storyboard of learning activities

About ABC ▾ ABC to VLE ▾ ABC Community ▾ ABC Toolkit (Download) ▾ Log In ▾

## About ABC

**ABC Learning Design** is a high-energy hands-on curriculum development workshop developed at UCL. In just 90 minutes teaching teams work together to create a visual 'storyboard'. The storyboard is made up of pre-printed cards representing the type and sequence of learning activities (both online and offline) required to meet the module or programme learning outcomes.

### ABC workshops explained (4')



Assessment methods, cross-program themes and institutional policies are all integrated into the process. The key to this approach is pace, engagement and collaboration. ABC has been found particularly useful for new programmes or those changing to an online or more blended format. The approach generates high levels of engagement, creative informed dialogue and group reflection about curriculum design among even time-poor academics.

ABC was developed by Clive Young and Nataša Perović in 2014,

**Search ...**

**QUICK LINKS**

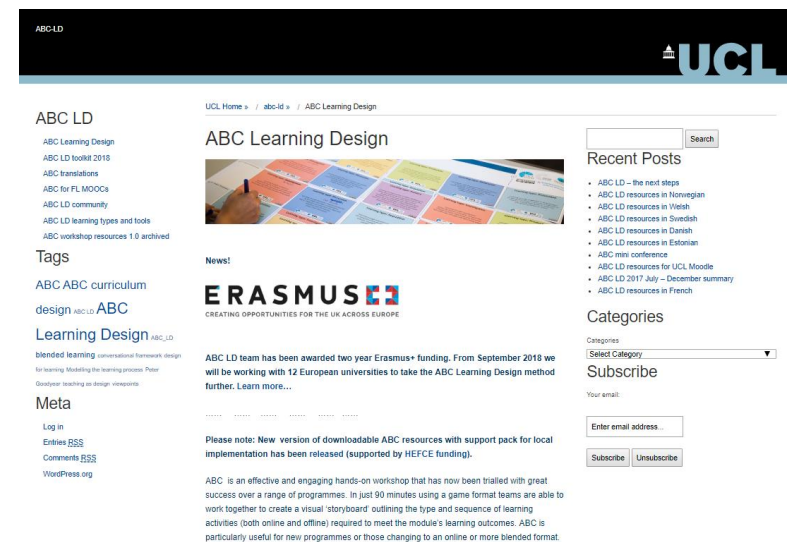
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- Contact us

**Tweets by @ABC\_LD**

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Professor Fiona Denney @FionaD273  
Enjoying learning how to develop a tweet to describe modules with @ABC\_LD. We came up with "inspiring and leading tomorrow's nurses from theory to practice"  
28 Jan 2019

ABC LD Retweeted  
Clive P L Young @CliveYoungUCL  
@ABC\_LD at @BrunelUni. Using DIY cards due to a printing prob, working fine, tho, and giving designs a 'hand crafted' feel! @NatasjaPerovic @ABCtoVLE  
28 Jan 2019


Download the  
ABC toolkit!  
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ABC LD

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## ABC Learning Design



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**ERASMUS**  
CREATING OPPORTUNITIES FOR THE UK ACROSS EUROPE

ABC LD team has been awarded two year Erasmus+ funding. From September 2018 we will be working with 12 European universities to take the ABC Learning Design method further. Learn more...

Please note: New version of downloadable ABC resources with support pack for local implementation has been released (supported by HEFCE funding).

ABC is an effective and engaging hands-on workshop that has now been trialled with great success over a range of programmes. In just 90 minutes using a game format teams are able to work together to create a visual 'storyboard' outlining the type and sequence of learning activities (both online and offline) required to meet the module's learning outcomes. ABC is particularly useful for new programmes or those changing to an online or more blended format.

<https://abc-ld.org/>

<http://blogs.ucl.ac.uk/abc-ld/>