ABC (Arena Blended Connected) curriculum design workshop

- **A 90 minute hands-on workshop to help module teams design engaging learning activities.**
- Teams work together to create a visual '**storyboard**' showing the type and sequence learning activities required to meet the module's learning outcomes and how these will be assessed.
- ABC is particularly useful for **new programmes** or those changing to an online or more **blended** format.

ABC uses an effective and engaging paper card-based approach based on research from the JISC* and UCL IoE**. Six common types of **learning activities** are represented by six cards; **acquisition**, **inquiry**, **practice**, **production**, **discussion** and **collaboration**.

The team starts by writing a very short **Tweet** or 'catalogue' description of the module to highlight its unique aspects.

Then the rough **proportion of each type** is agreed (e.g. how much practice, or collaboration) and the envisaged **blend** of face-to-face and online.
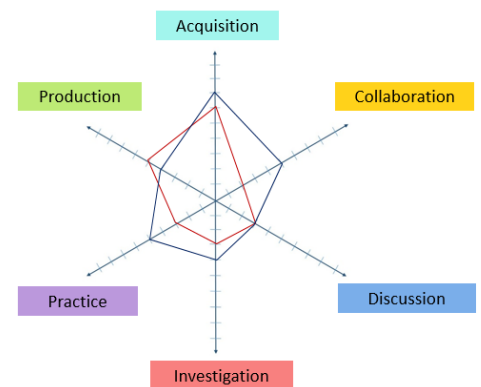
Next the team plan **the distribution of each learning type** by arranging the postcard-sized cards along the timeline of the module. With this outline agreed participants turn over the cards. Each card lists online and conventional activities associated with each learning types and the team can pick from this list and add their own.

The type and range of learner activities soon becomes clear and the cards often suggest new **approaches.** The aim of this process is not to advocate any 'ideal' mix but to **stimulate a structured conversation** among the team.

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 | × × | face to face

Blended graph

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

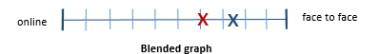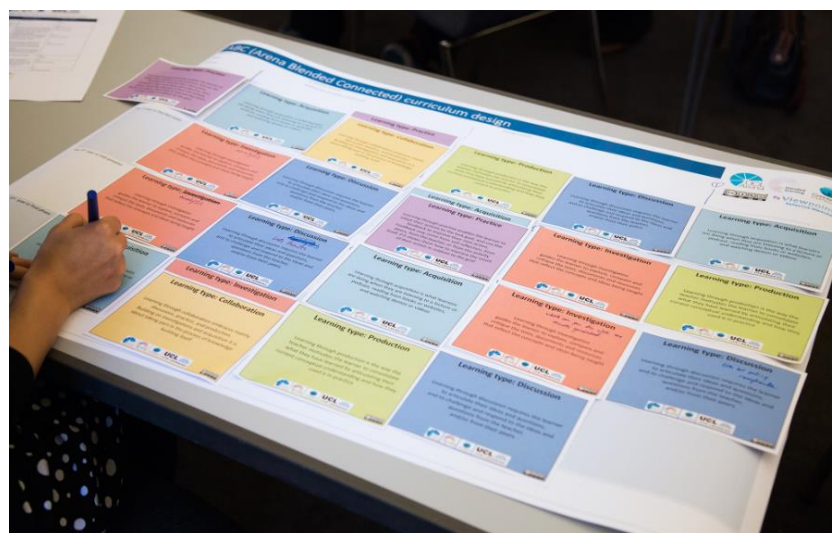Participants then look for opportunities for **formative and summative assessment**.

The final stage is a **review** to see if the balance of activities and the blend have changed, agree and photograph the new storyboard.

The storyboard can then be used to develop detailed student documentation or outline a Moodle course (a module in Moodle).

Four ABC initiatives

- **ABC Online Toolkit** The toolkit will include a rapid development 'wizard', support templates, practice examples and videos of learning types. Will enable 'flipping' of ABC, provide post-workshop support and link to the Learning Designer utility. Funded by ISGC 2015/16.
- **ABC for CPD** (design cost version) includes a basic **resource cost exercise**. The aim is to generate a discussion on the need to **balance cost and activity design**, rather than produce a detailed costing model. Activities are given a resource indicator (one to three "stars") depending on the time, cost or human investment needed to produce. Thus videos and animations are three-star (expensive), quizzes two-star and forum-based activities one or two-star depending on the moderator support envisaged.
- **ABC for the Connected Curriculum** A workshop format has been drafted to encourage and document constructive discussion about **the role and implementation of the Connected Curriculum (CC)** at a programme level, using the same card-based and collaborate approach of the ABC module design workshops. The ABC-P and module ABC could be run as a single half-day session. This would be challenging but an efficient use of academic time and a way of ensuring CC cohesion throughout the programme. Again the flipped format would be very valuable for such a complex undertaking. It is suggested the ABC Toolkit also covers this version.
- **ABC for Assessment and Feedback** The original Viewpoints workshop, on which ABC is based, developed and tested a card-set based to enhance assessment and feedback, based on the outcomes of the REAP project.
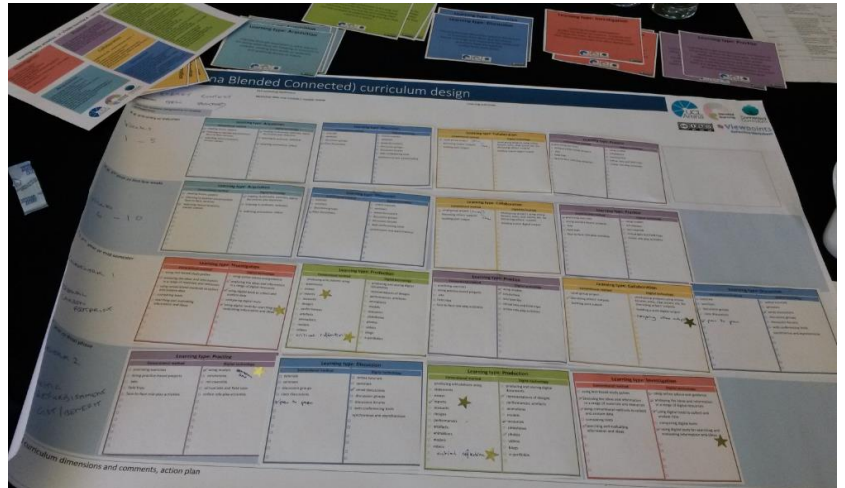
Video

Participants' thoughts about ABC curriculum design workshop:
https://www.youtube.com/watch?v=3C1gTHApg8A

References

- *Viewpoints project JISC
- **UCL IoE: Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York and London: Routledge.

ABC blog http://blogs.ucl.ac.uk/abc-ld/

Resources: http://blogs.ucl.ac.uk/abc-ld/abc-workshop-resources/

To organise ABC workshop for your programme
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