

ABC LD Toolkit 2018 Part 2 (of 3) Arena Blended Connected Learning Design

Running the ABC LD workshop

Clive Young and Nataša Perović
UCL Digital Education



This series of guides together with accompanying videos and workshop resources form the 2018 ABC Toolkit and was part-supported by the HEFCE Action for Curriculum Excellence project 2016-18



Resources available from <https://blogs.ucl.ac.uk/abc-ld/>

About this guide

The guide outlines how to facilitate the 'classic' version of the ABC Learning Design workshop as developed by Nataša Perović and Clive Young at UCL.

The core structure is the same but programme level workshops are 30' longer as are the train the trainer workshops, to allow the time for questions.

Types of ABC LD workshop

1) Module/courses/MOOCs (90')

Each team works on their module/course. The teams are not from the same programme.

2) Programme workshop (two hours)

All module teams from a programme participate in the workshop. Programme lead introduces the workshop aims prior to the workshop (for example: alignment with strategic initiatives, response to students' feedback, change in learning outcomes, etc). The introduction should not be longer than 10'-15'.

3) Demo workshops (90')

The teams get together just for the workshop. Each team works on one team member's course. Usually, this is an academic development session or a conference session.

4) 'Train the trainer' workshop (two hours or more)

Sessions tailored for a particular group/institution and their needs.

Workshop facilitation plan for modules/courses/MOOCs/demo

Activity	Instructions	Time /role
Session outline, Workshop introduction and overview of activities	A simple description of 'big picture' the essential elements of the module in terms of learning types, Connected Curriculum elements and the type of blend expected (face-to-face and online) derived from the Programme and module specifications	20 minutes (facilitators)
Activity 1a	Module details, tweet size description and an overview of envisaged activities on the 2 graphs (learning types and blended)	minutes (groups) tweet 5' learning types graph 5' blend graph 2'
Activity 1b	Share the module title and tweet with the group	5' (groups)
Activity 2a	Module teams select learning types cards and arrange them in sequences on the timeline on the storyboard sheet (storyboard of students' journey)	20' (groups)
Activity 2b	Cards are turned over and learning activities selected from (or added to) the cards	15 ' (groups)
Activity 2c	Assessment activities are then highlighted and the storyboard is agreed as a representation	8' (groups)
Activity 3	the 2 graphs (learning types and blended) are redrawn, if there were changes	5' (groups)
Activity 4	An action plan is agreed	5' (groups)

Workshop facilitation plan for a programme (two hours)

Activity	Instructions	Time /role
Session outline, Workshop introduction and overview of activities	A simple description of 'big picture' the essential elements of the modules in terms of learning types, Connected Curriculum elements and the type of blend expected (face-to-face and online) derived from the Programme and module specifications	20 minutes (facilitators)
Activity 1a	Module details, tweet size description and an overview of current activities on the 2 graphs (learning types and blended)	12' (groups) minutes (groups) tweet 5' learning types graph 5' blend graph 2'
Activity 1b	Share the module title and tweet with the group	5' (groups)
Activity 2a	Module teams select learning types cards and arrange them in sequences on the timeline or themed sections on the storyboard sheet	20' (groups)
Activity 2b	Cards are turned over and learning activities selected from (or added to) the cards	15 ' (groups)
Activity 2c	Assessment activities are then highlighted	8' (groups)
Activity 3	The storyboard is compared with the initial 'big picture' and adjusted if necessary	5' per module (groups)
Activity 4a	the 2 graphs (learning types and blended) are redrawn, if there were changes	5' (groups)
Activity 4b (optional)	(connected curriculum/assessment or other changes discussed/agreed/highlighted)	15' (groups)
Activity 5	The storyboard is shared with the whole team.	2' per module (10' groups)
Activity 6	An action plan is agreed	5' (groups)

Who should attend ABC LD workshops?

Anyone planning to design or review their design for learning. Workshop participants can be lecturers, students, researchers and professionals without teaching experience. The workshop can be facilitated for programmes, modules, short courses and MOOCs.

Who should be in the learning design team?

Teams seem to work best with 2-4 people per module (course). All of them should be teaching on a module, including the module lead. Exceptions are:

- *One person teaching on a module*

If there is only one person teaching on a module it is recommended that they invite a colleague to join them as a 'critical friend' team member. If someone has to work on their own, they would still benefit from the workshop, but will miss on collaboration and discussion with a colleague, which is one of the valuable aspects of the workshop (as reported by participants).

- *Large groups*

The module lead should discuss with all of them how to organise the module, maybe by dividing the work.

If all 'teachers' are external speakers/experts, it is recommended that the module lead should design the module.

- *Demo session team*

The demo sessions may consist of teams without a specific module. The group decides on a 'lead' (usually a person with a specific idea for a module re/design) and work on the lead's module.

Optional team members:

- If there is an educational technologist or instructional designer in the faculty, they should also be invited to the workshop.
- Students (previous or current), academic developers.
- Programme lead

It is important that the person that identified the need for the workshop (often the programme lead) agrees with module teams on most important elements that should be demonstrated in the design (an overview of intentions).

At what stage of course/programme development should the workshop be facilitated?

The workshop can be facilitated for modules/programmes at any stage of the course life cycle: pre approval, after the validation, or as a review of an existing module. It is important to discuss the development stage with facilitators prior to the workshop, so that the

workshop can be tailored to focus on local needs. E.g. strategic dimensions, institutional strategy, change in learning outcomes or requirements from professional bodies, employability, etc.

Where should the workshops take place?

Workshop facilitators should work with teams in their local setting (department/institute). The department should book a suitable room (see room set up below). The facilitators (if they are from same institution) will bring workshop resources. The access to the room should be provided at least 30 minutes prior to the start of a workshop, so that the facilitators can prepare the room before participants' arrival.

Some institutions have academic development facilities that would allow for workshops to take place in a central location which can be organised by the facilitators

Who can facilitate ABC workshop?

The workshop can best be facilitated by a person who attended 'train the trainer' ABC LD session and facilitated ABC LD workshop observed by approved ABC LD facilitator(s). ABC session should not be facilitated by less than 2 facilitators (except for a small group of participants).

For how many people can workshop be facilitated?

There is no ideal number of participants per workshop. It is important that they can all see and hear the facilitators' presentation and that there is enough space for facilitators to walk around the working teams. If you are facilitating a workshop for more than 6 teams (tables), it is advisable to invite more than two facilitators, in order to pay the required attention to all participants. This provides better 'at table' support and ensures the smooth progress of the workshop.

Workshop room set up

- PC/laptop and projector are required for ABC presentation.
- Tables should be arranged for group work ('cabaret style'). Each surface should be larger than A1 sheet, in order to fit all workshop resources. There should be enough space for participants to sit comfortably and for facilitators to move around the tables and interact with the participants during the workshop.
- The room should be set up before participants' arrival (it usually takes 20 - 30 minutes to set up the tables for 6-8 teams).

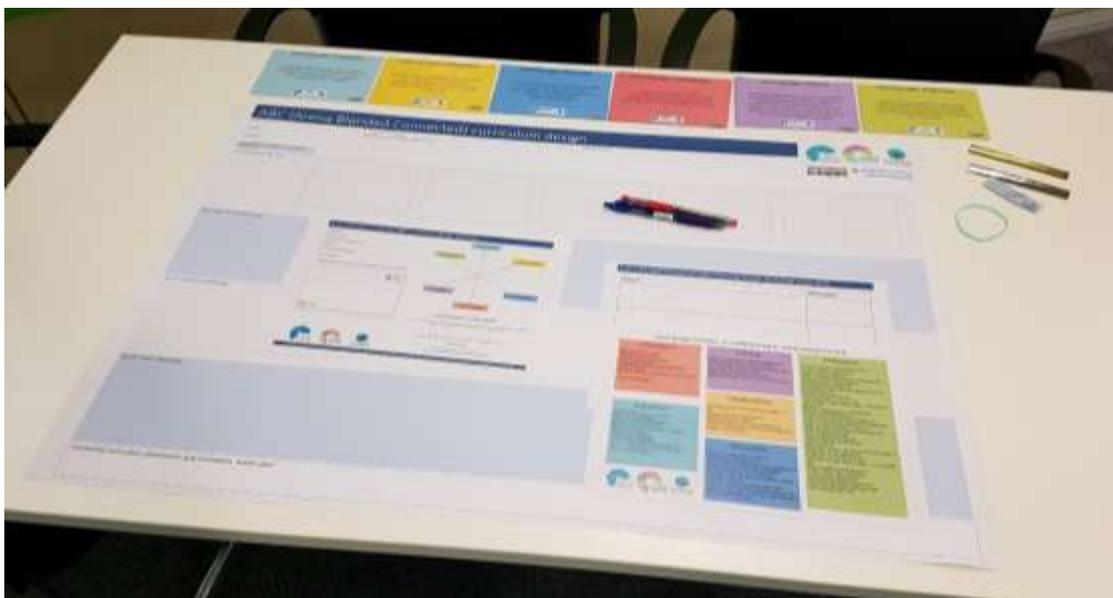
If refreshments for the teams are provided, it is advisable to keep them in a separate area of the workshop room.

The workshop is demanding, so tea/coffee and especially water should be provided, if possible. Although there are no breaks in the workshop facilitation plan often can take a break at the storyboard stage.



Typical room layout

Table set up



Each module is set up in exactly the same way

It is strongly recommended to keep the resources tidy, and to have the same order of cards and other resources on each of the tables. Each set of resources is arranged around A1 sheet (storyboard sheet). A1 sheet represents a canvas for one module/course. In most cases one sheet is big enough for a design of one course/module.

Additional sheets such as strategies are useful, but try not to ‘overcrowd’ the table with too many documents as these can be distracting. The resources for the ‘classic’ version are as below.

ABC LD workshop resources for one module



A1 storyboard sheet – 1 per module

Non-printable resources

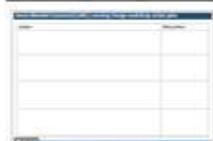
- Red pen and blue pen – 1 of each per module
- Silver stars and gold stars – 10 of each per module
- Blu Tack or equivalent – 8-10 square cm per module
- Elastic band – 1 per module



A4 tweet, learning types and blend graph – 1 per module



A4 online additional activities – 1 per module



A4 Action points – 1 per module



A4 Connected Curriculum
1 per module
UCL specific -
when localising the ABC method,
replace with local strategy

Participants often bring their own laptops to access module outcomes, validation documents and other resources, so it is useful to provide some extra space on the tables.

Printing

Allow plenty of time for printing and putting the workshop resources together. Printing, cutting cards (if you are doing the work yourself) and putting resources for workshop together take longer than one may expect. All printouts are in colour, and assume they are single-use, so that participants can write notes on them take them away.

A1 size storyboard sheet

- Print one per module. Bring few spare sheets to the workshop, in case more space is needed.
- Print on uncoated or matte paper. We encourage people to write on the sheets so poster paper quality, thickness and shine are not suitable.
- Do not laminate, so that people can write on them, roll them up and take them away after the workshop.

Learning types cards (if printing 2 on A4 sheet)

- If you have access to a printer that prints to A6 sized paper, print each card, double sided to one A6 paper. You will need to reorder the slides for this.
- If printing to A4 and cutting cards from A4, print double sided, 2 slides per page (do not scale to fit paper).
- When printed, the card size should be around 13cm x 9cm (or A6 size).
- Print on normal weight printing paper (uncoated) and do not laminate. Again so the participants can write on the cards, affix them (blue tack) to the A1 storyboard sheet and roll them up and take away after the workshop.
- At least 6 sets of each learning types cards are required for one module (6 x 6 = 36 cards per module). Have spare sets with you, some people may need more than 6 sets per module.

All other paper resources are A4 size:

- ABC_LD tweet and shape
- Additional online activities
- Action plan
- Strategy summary (Institutional or other if available)

Resources checklist

ABC_LD Workshop resources	Numbers
ABC_LD Presentation (PPT in digital format)	1 per workshop
ABC_LD storyboard worksheet (A1 size) (594mm x 841mm =23.4 x 33.1inches).	1 per module
ABC_LD Learning types cards (A6 size)	6 sets (6 cards in each set) (6 x 6 = 36 cards per module)
ABC_LD tweet and shape	1 per module
Connected curriculum (UCL only) If you have an institutional strategy, print it out instead of the connected curriculum	1
ABC_LD Additional online activities (optional)	1 per module
ABC_LD action plan	1 per module
Silver and gold star stickers for assessment	10 silver and 10 gold stars per module (at least)
Red pens and blue pens	One of each colour per module
Blue tack or equivalent	6-10cm ² of blue tack per team
Additional	
Attendance sheet	As required
Video /image consent form (if applicable)	As required
Take written (and video) feedback from participants	As required
Tweet learning designs, graphs and workshop pictures and tag @ABC_LD	As many as possible

ABC community

If you use ABC_LD resources, please let Clive and Nataša know and join ABC_LD community (<https://blogs.ucl.ac.uk/abc-ld/home/abc-ld-community/>).

Using and adapting ABC resources/Licensing

The ABC LD resources are available for you to use under Creative Commons licence [Attribution-NonCommercial-ShareAlike](#) (CC BY-NC-SA).



ABC Learning Design workshop by Clive Young and Nataša Perović, UCL. Learning types, Laurillard, D. (2012).

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Resources are available for download at <https://blogs.ucl.ac.uk/abc-ld/home/abc-ld-toolkit/>.

For additional information contact ABC LD team via <https://blogs.ucl.ac.uk/abc-ld/> or tweet to @ABC_LD.



ABC workshop, ready to go