

# ABC Learning Design

**Clive Young and Nataša Perović**  
**UCL Digital Education**

**The 2018 ABC LD Toolkit part-supported by HEFCE**



ABC Learning Design workshop by Clive Young and Nataša Perović, UCL. Learning types, Laurillard, D. (2012).  
Resources available from <https://blogs.ucl.ac.uk/abc-ld/>

# ABC Learning Design

The ABC curriculum design method is an effective and engaging hands-on, card-based approach to curriculum design.

- student centered rapid curriculum development engaging academics in informed dialogue about the learning design or a review of programmes and modules
- addresses need to develop
  - richer learning designs for blended learning
  - includes elements of the Connected Curriculum
- it is built on curriculum design research from the JISC\* (Viewpoints) and Diana Laurillard's learning types (UCL IoE)\*\* and adapted for UCL

\* [Viewpoints project \(2008-2013\)](#),

\*\*Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York and London: Routledge.

## Blended learning

- 1 - a combination of face-to-face and online teaching
  - 2 - a combination of technologies
  - 3 - a combination of methodologies
- Sharma P (2010)

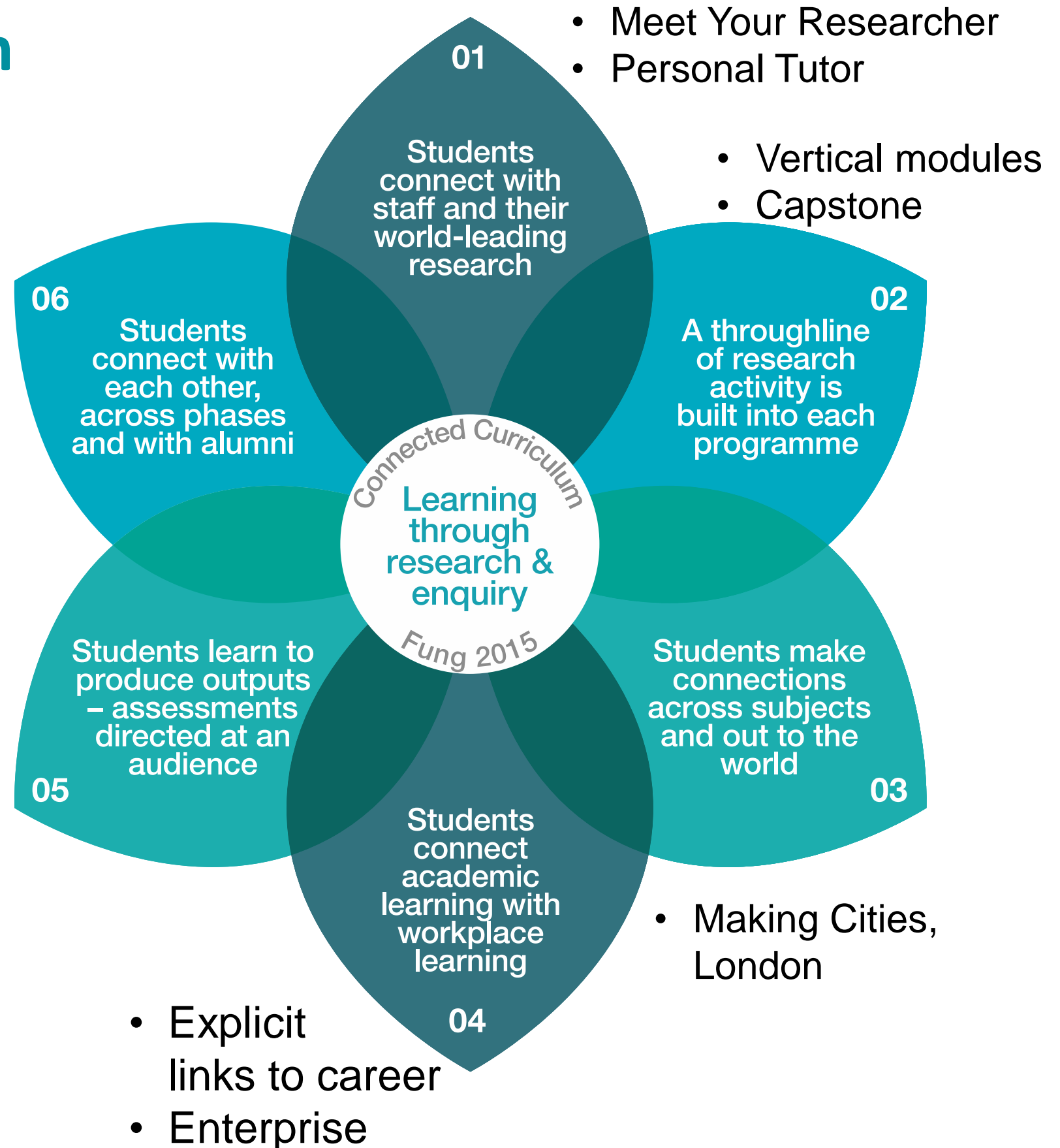


## Connected Curriculum

A framework for diverse & good curriculum design

- Being part of a community
- Peer mentoring

- Articles, blogs, exhibitions, presentations, videos





# ABC Learning Design

## 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

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



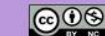
### Learning type: Investigation

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

# ABC Learning Design

## 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"/>
<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: 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"/>	<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"/>	<input type="checkbox"/>
<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"/>	<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"/>

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

[https://www.youtube.com/watch?time\\_continue=59&v=wnERkQBqSGM](https://www.youtube.com/watch?time_continue=59&v=wnERkQBqSGM)



# ABC Learning Design

## Learning types cards (front and back)

[illegible]

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[illegible]

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[illegible]

# ABC Learning Design

## Learning types cards (front and back)

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



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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

# Learning types activities , V- Visible learning A - can be assessed (F or S)

## Investigation

Web search (forum, wiki) V  
OER resources (external)  
Literature reviews and critiques  
(forum/blog/wiki/RSS) V  
Field/lab observations (media/blog/wiki) V  
Action research V  
Authentic research / data analysis – write a paper  
V  
Lead a group project V

## Practice

MCQs - formative with automatic feedback V/A  
Online role play (forum, virtual classroom)  
Reflective tasks – group or individual (forum) V/A  
Case studies (forum, lesson) V/A  
Rapid-fire exam questions (forum) V/A  
Advanced role play – you are the consultant etc. V

## Production

Interview an expert (video/forum/chat) V  
Literature reviews and critiques  
(forum/blog/wiki/RSS) V/A  
MCQs - formative with automatic feedback V/A  
Develop a shared resource library  
(database/glossary/wiki) V/A  
Shows/demonstrates learning (displays, posters,  
presentations) V/A  
Portfolios (MyPortfolio) V/A  
Case studies (forum, lesson) V/A  
Summarisation tasks (upload texts – individual or  
group) V/A  
Rapid-fire exam questions (forum) V/A  
Concept mapping (external) V  
Create video of performance (media) V/A  
Audio commentary of performance (media) V/A  
Skype or virtual classroom 'viva' V/A  
Make and give a presentation (external) V/A  
Video blog (external) V/A  
Write a report (external) V/A  
Make an analysis (external) V/A  
Case studies V/A  
Advanced role play – you are the consultant etc. V  
Action plan for workplace V/A  
Action plan for further study V/A  
Authentic research / data analysis – write a paper  
V/A  
Prepare professional briefing V/A  
Create, make a case (study) V/A  
Create podcast (media) V/A  
Work assignment (blog/report) V/A  
Interview professional colleagues V/A  
Lead a group project V/A

## Acquisition

Guided readings (library resources)  
OER resources (external)  
Podcast (media) V if students do it  
Webinars (virtual classroom) V  
Q&A forum (forum, where teachers answer  
student questions) V  
Video lectures (webcast),  
YouTube videos (external)  
Field/lab observations (media/blog/wiki) V  
MCQs - formative with automatic feedback V  
Portfolios (MyPortfolio) V

## Collaboration

Collaborative wiki - what do we know about ...?  
V/A  
Develop a shared resource library  
(database/glossary/wiki) V  
Social networking – participate (external) V  
Special interest groups - share on a topic (forum) V  
Mentor other learners V

## Discussion

Interview an expert (forum/chat) V  
Webinars (virtual classroom) V  
Model answers/examples of previous work (forum)  
Analyse chat text (in course or uploaded) V  
Job/professional reflections (blog) V/A  
Group discussions on the topic, problem, reading  
(chat/blog/wiki) V/A  
Social networking – participate (external) V  
Reflective tasks – group or individual (forum) V/A  
Special interest groups - share on a topic (forum) V  
Lead a group project V/A





# ABC Learning Design



# ABC Learning Design

## Workshop schedule:

## 1. Module info and graphs sheet

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

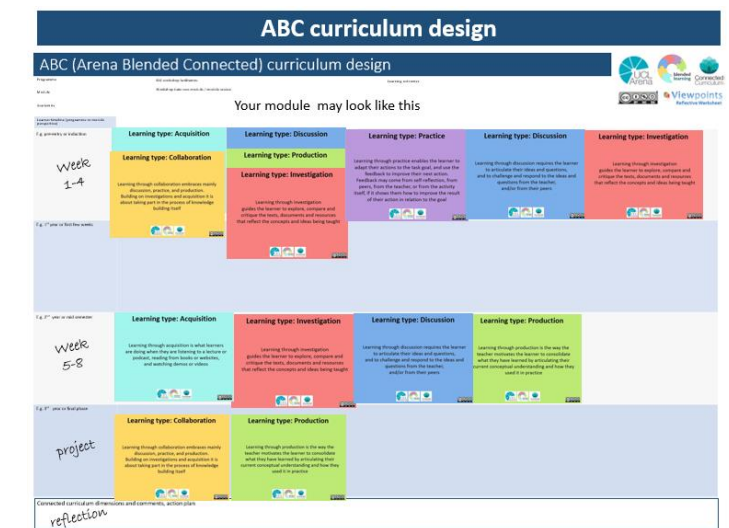
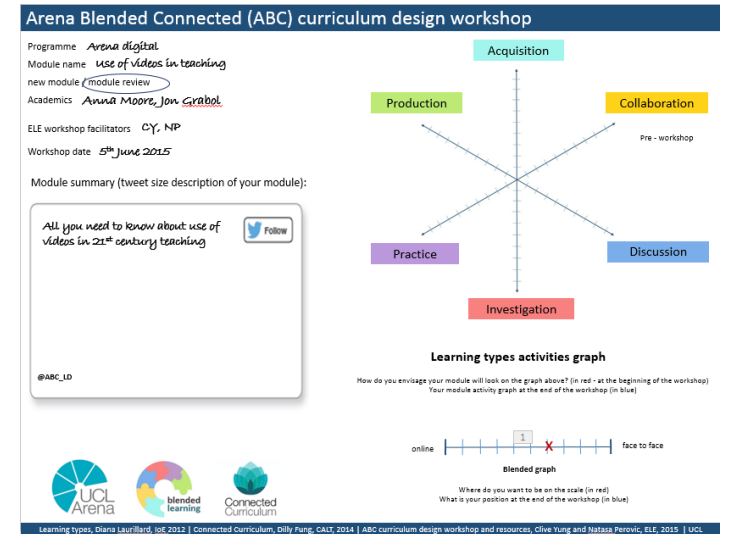
## 2. Storyboard sheet

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

### 3. Module info and graphs sheet

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

#### 4. **Actions** – what next for team?



ABC curriculum design

Workshop action plan



Objectives	
E.g. pre entry or induction	



# ABC Learning Design

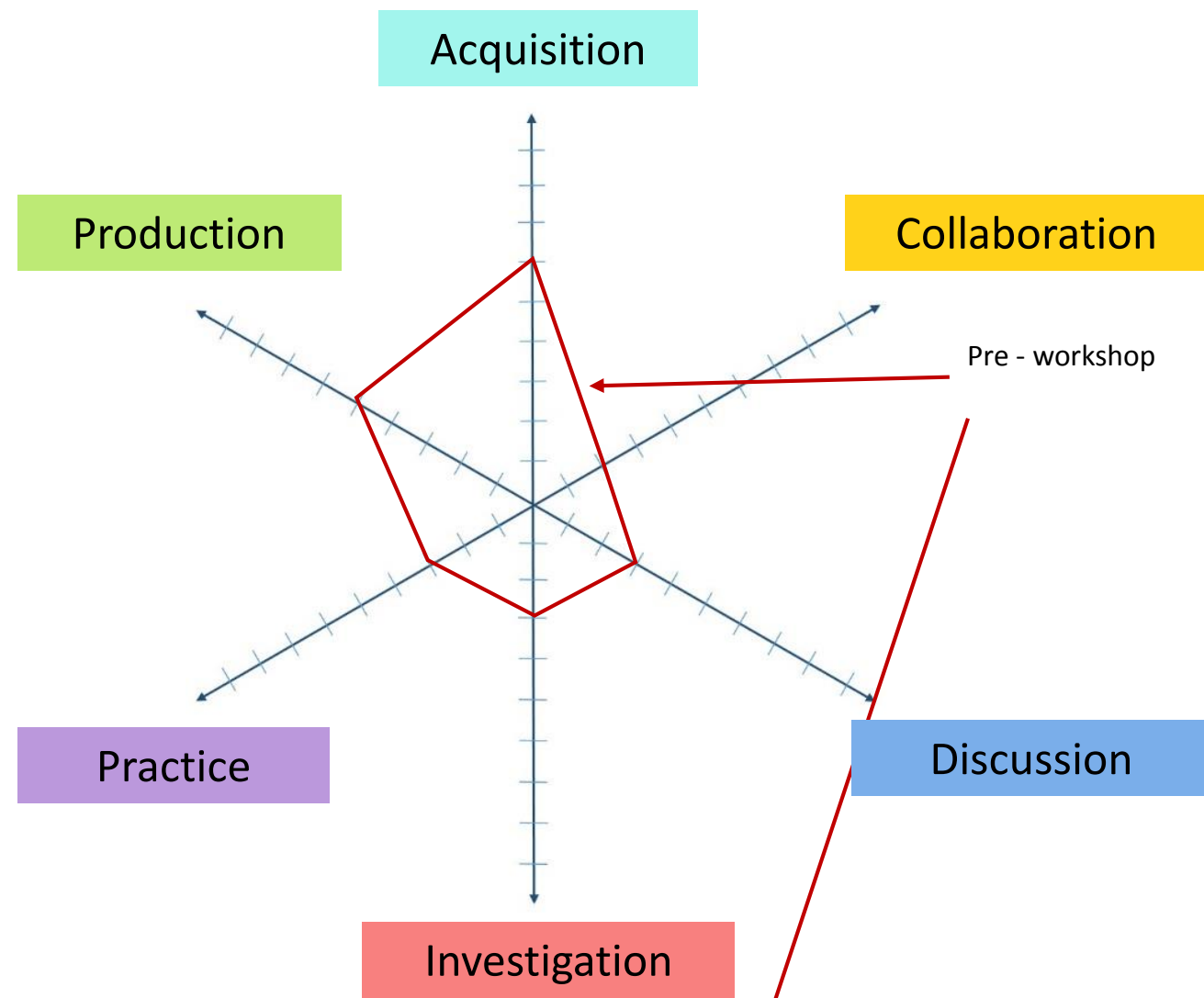
Programme *Arena digital*  
Module name *Use of videos in teaching*  
new module / module review  
Academics *Anna Moore, Jon Grabol*  
ELE workshop facilitators *CY, NP*  
Workshop date *5<sup>th</sup> June 2015*

Module summary (tweet size description of your module):

*All you need to know about use of  
videos in 21<sup>st</sup> century teaching*



@ABC\_LD



## 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)



## 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)





# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design

Programme

UCL workshop facilitators

Learning outcomes

Module

Finish up data science module / module review

Location(s)

Learning timeline (programme or module perspective)

(e.g. semester or induction)

Week  
1-4

(e.g. 1<sup>st</sup> year or first few weeks)

Week  
5-8

(e.g. 2<sup>nd</sup> year or mid semester)

project

(e.g. 3<sup>rd</sup> year or final phase)

### Learning type: Acquisition

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### Learning type: Practice

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### Learning type: Discussion

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### Learning type: Production

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# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design



Programme: UCL knowledge facilitation Learning outcomes:  
Module: 25 weeks up to end course module / module series  
Assessment: 10

Learning timeline (e.g. semester or module progression)

E.g. pre-entry or induction

Induction

E.g. 1<sup>st</sup> year or first few weeks

Topic 1

E.g. 2<sup>nd</sup> year or mid semester

Topic 2

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

### Learning type: Acquisition

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



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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



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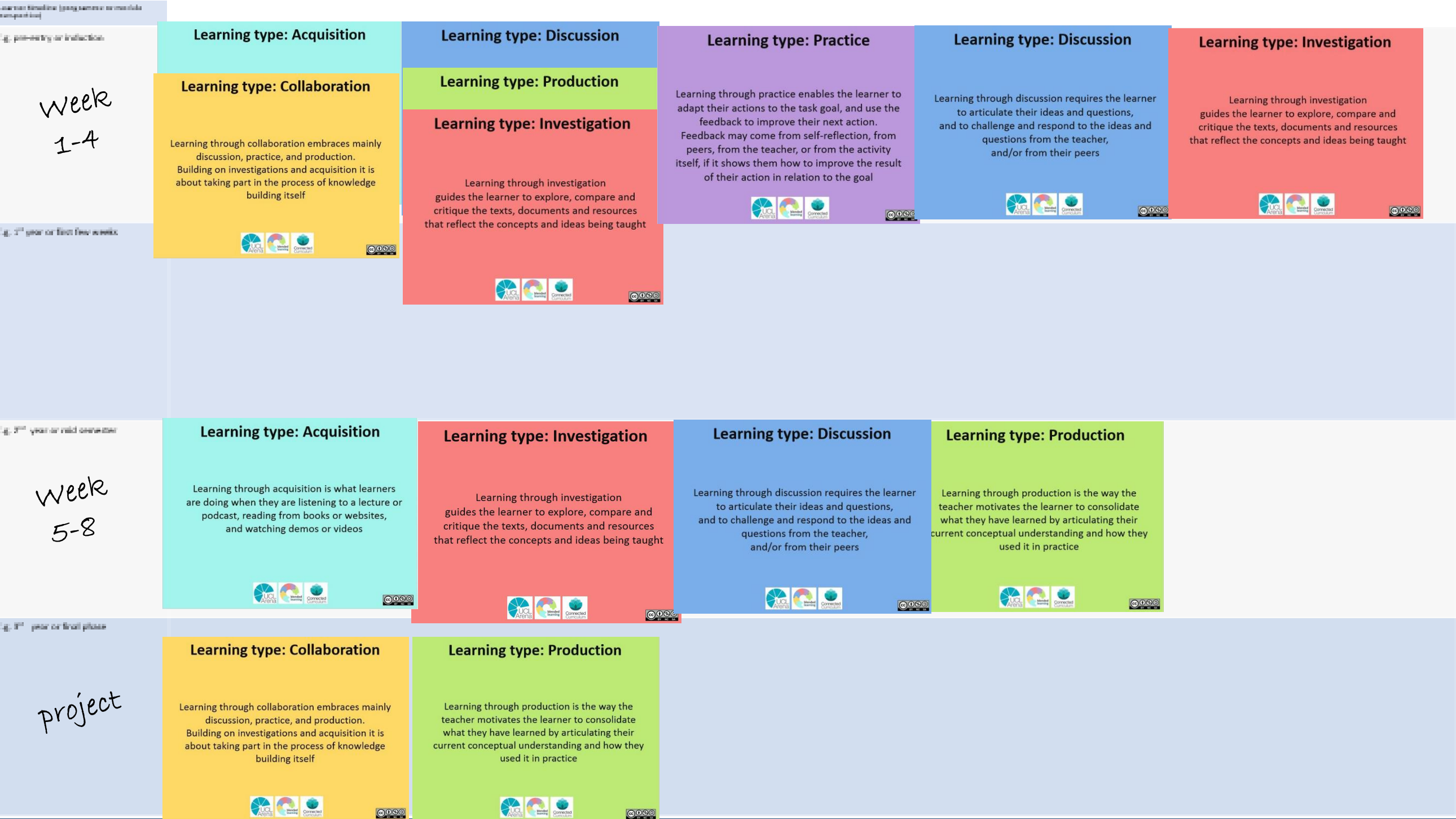
# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design

Programme: UCL workshop facilitators Learning outcomes:  
Module: Rethinking data science module / module review  
Assessment: 



Your module may look like this



Connected curriculum dimensions and comments, action plan

reflection

# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design

Programme: UCL workshop facilitators Learning outcomes:  
1st module: Refreshing of data science module / module review  
2nd module: Your module may look like this



Learning timeline (programme or module perspective)  
E.g. pre-entry or induction

**Week 1-4**

Learning type: Acquisition	Learning type: Discussion	Learning type: Practice	Learning type: Discussion	Learning type: Investigation
<b>Learning type: Collaboration</b> 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	<b>Learning type: Production</b> <b>Learning type: Investigation</b> 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 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 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 through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

E.g. 1<sup>st</sup> year or first few weeks

Once happy with your module design, turn the cards to the other side and select learning activities

Learning type: Acquisition

**Week 5-8**

Learning type: Acquisition	Learning type: Investigation	Learning type: Discussion	Learning type: Production
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 through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught	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 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

E.g. 2<sup>nd</sup> year or final phase

**project**

Learning type: Collaboration	Learning type: Production
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 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

Connected curriculum dimensions and comments, action plan

reflection



# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design

Figure 1

[illegible]

**L'espérance de vie**

100

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

**Abstract**

## Your module may look like this



Lower than threshold typing numbers are considered

© 2004 Blackwell Publishing Ltd *Journal of Internal Medicine* 255: 105–112

Week  
1-4

### What's new in this new version?

11. *Journal of the American Medical Association*, 2000; 283: 2689-2696.

Week  
5-8

**Fig. 1** *Mean and standard deviation of the number of correct responses*

project

Connected curriculum dimensions and comments, action plan

reflection

The diagram illustrates a variety of learning activities organized into 12 tables, each representing a different learning type. Each table is divided into two columns: 'Conventional method' and 'Digital technology'. The learning types and their corresponding activities are as follows:

- Learning type: Acquisition**
  - Conventional method:** reading books, papers; listening to teacher presentations face-to-face, lectures; watching demonstrations, master classes.
  - Digital technology:** reading multimedia, websites, digital documents and resources; listening to podcasts, webcasts; watching animations, videos.
- 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.
- Learning type: Investigation**
  - Conventional method:** using text-based study guides; analysing the ideas and information in a range of materials and resources; using conventional methods to collect and analyse data; comparing texts; searching and evaluating information and ideas.
  - Digital technology:** using online advice and guidance; analysing the ideas and information in a range of digital resources; using digital tools to collect and analyse data; comparing digital texts; using digital tools for searching and evaluating information and ideas.
- Learning type: Discussion**
  - Conventional method:** tutorials; seminars; discussion groups; class discussions.
  - Digital technology:** online tutorials; seminars; email discussions; discussion groups; discussion forums; web-conferencing tools; synchronous and asynchronous.
- Learning type: Practice**
  - Conventional method:** practising exercises; doing practice-based projects; labs; field trips; face-to-face role-play activities.
  - Digital technology:** using models; simulations; microworlds; virtual labs and field trips; online role play activities.
- 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.

At the bottom right, a large blue checkmark icon is displayed next to the text: "Select learning activities and add your own activities".



Select learning activities  
and  
add your own activities

# ABC Learning Design

## Selecting activities and assessment

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 checked="" type="checkbox"/> labs ★	<input type="checkbox"/> <u>microworlds</u>
<input type="checkbox"/> field trips	<input checked="" 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"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>


Select formative (★) and summative assessment (★)



# ABC Learning Design

## Selecting activities and assessment

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



*[Flexible  
Co-its or staff  
50%  
Supporting one  
50%]*



# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design



Programme: ELS workshop facilitators  
Module: Workshop date new module / module  
Academics: Learning outcomes

Learning timeline (programme or module perspective)  
E.g. pre-entry or induction

Learning type: Acquisition	Learning type: Production	Learning type: Discussion
<b>Conventional method</b> <input checked="" type="checkbox"/> reading books, papers <input checked="" type="checkbox"/> listening to teacher presentations <input checked="" type="checkbox"/> watching demonstrations, master classes <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...	<b>Conventional method</b> <input type="checkbox"/> producing artefacts using: statements essays reports accounts designs performances artefacts models resources slideshows photos videos blogs e-portfolios <b>Digital technology</b> <input checked="" type="checkbox"/> reading multimedia, websites, digital documents and resources <input checked="" type="checkbox"/> listening to podcasts, webcasts <input checked="" type="checkbox"/> watching animations, videos <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...	<b>Conventional method</b> <input type="checkbox"/> online tutorials <input type="checkbox"/> seminars <input type="checkbox"/> discussion groups <input type="checkbox"/> class discussions <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...

E.g. 1<sup>st</sup> year or first few weeks

Learning type: Acquisition	Learning type: Investigation	Learning type: Production
<b>Conventional method</b> <input checked="" type="checkbox"/> reading books, papers <input checked="" type="checkbox"/> listening to teacher presentations <input checked="" type="checkbox"/> watching demonstrations, master classes <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...	<b>Conventional method</b> <input type="checkbox"/> using text-based study guides <input type="checkbox"/> analysing the ideas and information in a range of materials and resources <input type="checkbox"/> using conventional methods to collect and analyse data <input type="checkbox"/> comparing texts <input type="checkbox"/> searching and evaluating information and ideas <b>Digital technology</b> <input checked="" type="checkbox"/> using online advice and guidance <input checked="" type="checkbox"/> analysing the ideas and information in a range of digital resources <input checked="" type="checkbox"/> using digital tools to collect and analyse data <input checked="" type="checkbox"/> comparing digital texts <input checked="" type="checkbox"/> using digital tools for searching and evaluating information and ideas	<b>Conventional method</b> <input type="checkbox"/> producing artefacts using: statements essays reports accounts designs performances artefacts models resources slideshows photos videos blogs e-portfolios <b>Digital technology</b> <input checked="" type="checkbox"/> reading multimedia, websites, digital documents and resources <input checked="" type="checkbox"/> listening to podcasts, webcasts <input checked="" type="checkbox"/> watching animations, videos <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...

E.g. 2<sup>nd</sup> year or mid semester

Learning type: Collaboration	Learning type: Discussion
<b>Conventional method</b> <input type="checkbox"/> small group project <input type="checkbox"/> discussing others' outputs <input type="checkbox"/> building joint output <b>Digital technology</b> <input checked="" type="checkbox"/> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs <input checked="" type="checkbox"/> building a joint digital output	<b>Conventional method</b> <input type="checkbox"/> tutorials <input type="checkbox"/> seminars <input type="checkbox"/> discussion groups <input type="checkbox"/> class discussions <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...

*Feedback - 3 weeks 49 weeks 86 weeks 123*  
*Iterative // building upon previous weeks / products*

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

Learning type: Practice	Learning type: Collaboration	Learning type: Investigation
<b>Conventional method</b> <input checked="" type="checkbox"/> practicing exercises <input checked="" type="checkbox"/> doing practice-based projects <input type="checkbox"/> labs <input type="checkbox"/> field trips <input type="checkbox"/> face-to-face role-play activities <input checked="" type="checkbox"/> interviews/presentations <b>Digital technology</b> <input checked="" type="checkbox"/> using models <input checked="" type="checkbox"/> simulations <input checked="" type="checkbox"/> microworlds <input type="checkbox"/> virtual labs and field trips <input type="checkbox"/> online role-play activities	<b>Conventional method</b> <input type="checkbox"/> small group project <input type="checkbox"/> discussing others' outputs <input type="checkbox"/> building joint output <b>Digital technology</b> <input checked="" type="checkbox"/> small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs <input checked="" type="checkbox"/> building a joint digital output	<b>Conventional method</b> <input type="checkbox"/> using text-based study guides <input type="checkbox"/> analysing the ideas and information in a range of materials and resources <input type="checkbox"/> using conventional methods to collect and analyse data <input type="checkbox"/> comparing texts <input type="checkbox"/> searching and evaluating information and ideas <b>Digital technology</b> <input checked="" type="checkbox"/> using online advice and guidance <input checked="" type="checkbox"/> analysing the ideas and information in a range of digital resources <input checked="" type="checkbox"/> using digital tools to collect and analyse data <input checked="" type="checkbox"/> comparing digital texts <input checked="" type="checkbox"/> using digital tools for searching and evaluating information and ideas

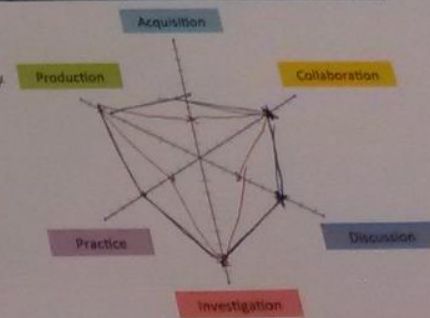
Learning type: Production
<b>Conventional method</b> <input type="checkbox"/> producing artefacts using: statements essays reports accounts designs performances artefacts models resources slideshows photos videos blogs e-portfolios <b>Digital technology</b> <input checked="" type="checkbox"/> producing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

### Arena Blended Connected (ABC) curriculum design workshop

Programme: PROFILE COURSE  
Module name: WEBCOMMUNICATION  
new module / module review  
Academics: M. CLABS TOFT, CHR. BECH  
ELS workshop facilitators  
Workshop date: JUNE 10th, 2016  
Module summary (tweet size description of your module):

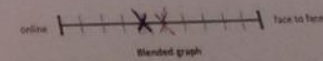
FIND A DYSFUNCTIONAL WEB DESIGN. QUALIFY A SOLUTION. SUGGEST A REDESIGN. REITERATE

@ABC\_LD



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)



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





# ABC Learning Design

The image shows a person's desk with a large sheet of paper titled "ABC (Arena Blended Connected) curriculum design". The paper is a template for designing a curriculum, featuring a grid of boxes for different learning types and their corresponding methods.

The learning types and their methods are:

- Learning type: Acquisition**
  - Conventional method: reading books, papers; listening to teacher presentations; watching demonstrations, master classes.
  - Digital technology: reading multimedia, websites, digital documents and resources; listening to podcasts, webcasts; watching animations, videos.
- Learning type: Production**
  - Conventional method: producing articulations using: statements, essays, reports, accounts, designs, performances, artefacts, animations, models, videos, e-portfolios.
  - Digital technology: producing and storing digital documents; representations of designs; performances, artefacts; animations, models; resources; slideshows; photos; videos; blogs; e-portfolios.
- Learning type: Discussion**
  - Conventional method: tutorials; seminars; discussion groups; class discussions.
  - Digital technology: online tutorials; seminars; email discussions; discussion groups; discussion forums; web-conferencing tools; synchronous and asynchronous.
- 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.
- Learning type: Investigation**
  - Conventional method: using task-based study guides; analysing the ideas and information in a range of materials and resources; using digital tools to collect and analyse data; comparing digital tests; searching and evaluating information and ideas.
  - Digital technology: using online advice and guidance; analysing the ideas and information in a range of digital resources; using digital tools to collect and analyse data; comparing digital tests; searching and evaluating information and ideas.

The person has handwritten notes and drawings on the paper, including:

- "Thurs 3-4:30" and "Process 3-2:50" in the top left.
- "Problem family", "Specialize gener", and "analogisation" in the middle right.
- "rock" and "my + my" in the bottom right.
- "critical reflection" and "peer-feedback on reflection" in the bottom left.
- "Get ready for thesis writing -" in the bottom right.

There are also logos for UCL Arena, Blended Learning, and Connected Curriculum, and a "Learning types activities graph" at the bottom right.







# ABC Learning Design

## 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*

### 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*

### 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



# ABC Learning Design

Programme *Arena digital*  
Module name *Use of videos in teaching*  
new module / module review  
Academics *Anna Moore, Jon Grabol*

ELE workshop facilitators *CY, NP*

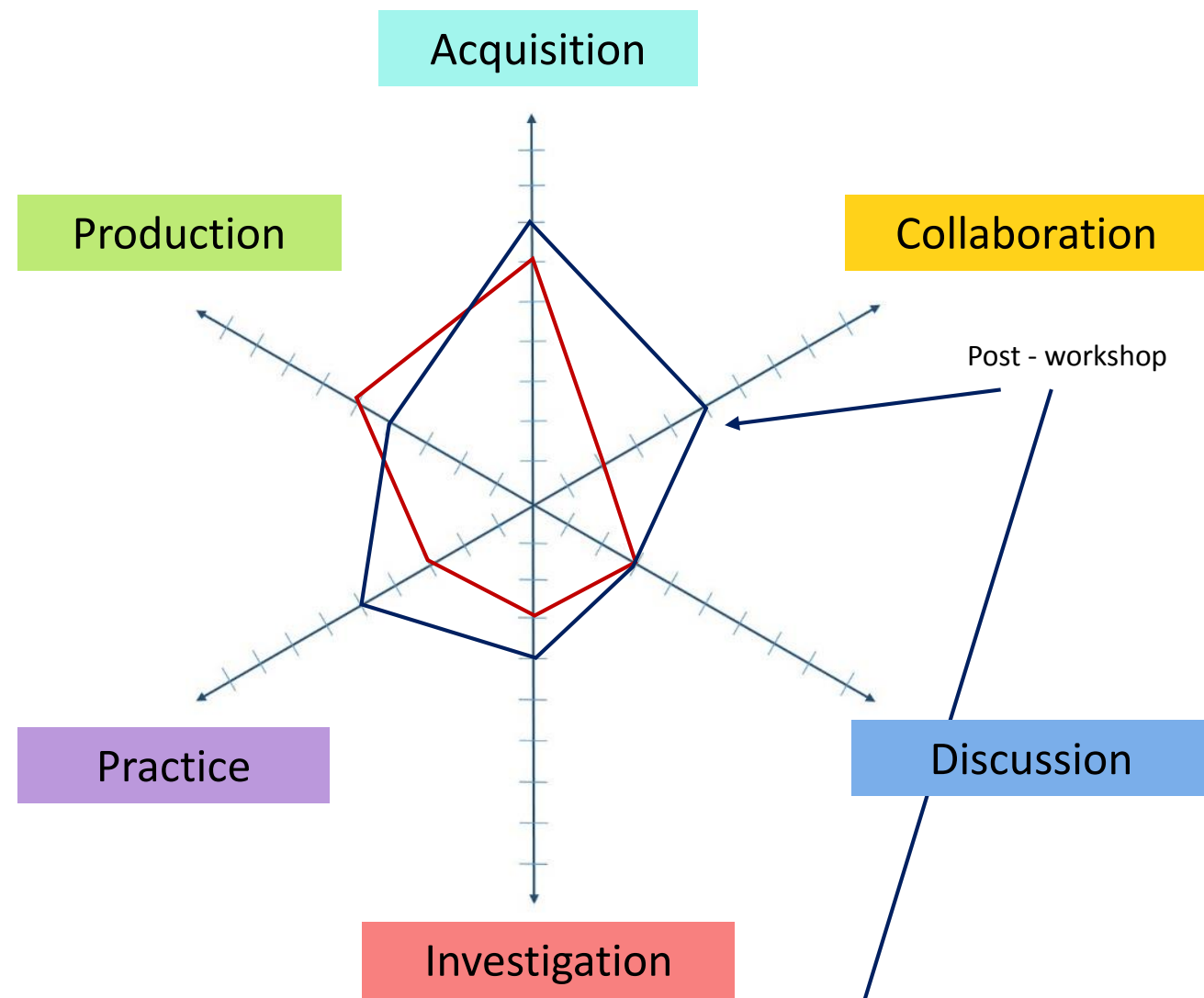
Workshop date *5<sup>th</sup> June 2015*

Module summary (tweet size description of your module):

*All you need to know about use of  
videos in 21<sup>st</sup> century teaching*



@ABC\_LD



## 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)

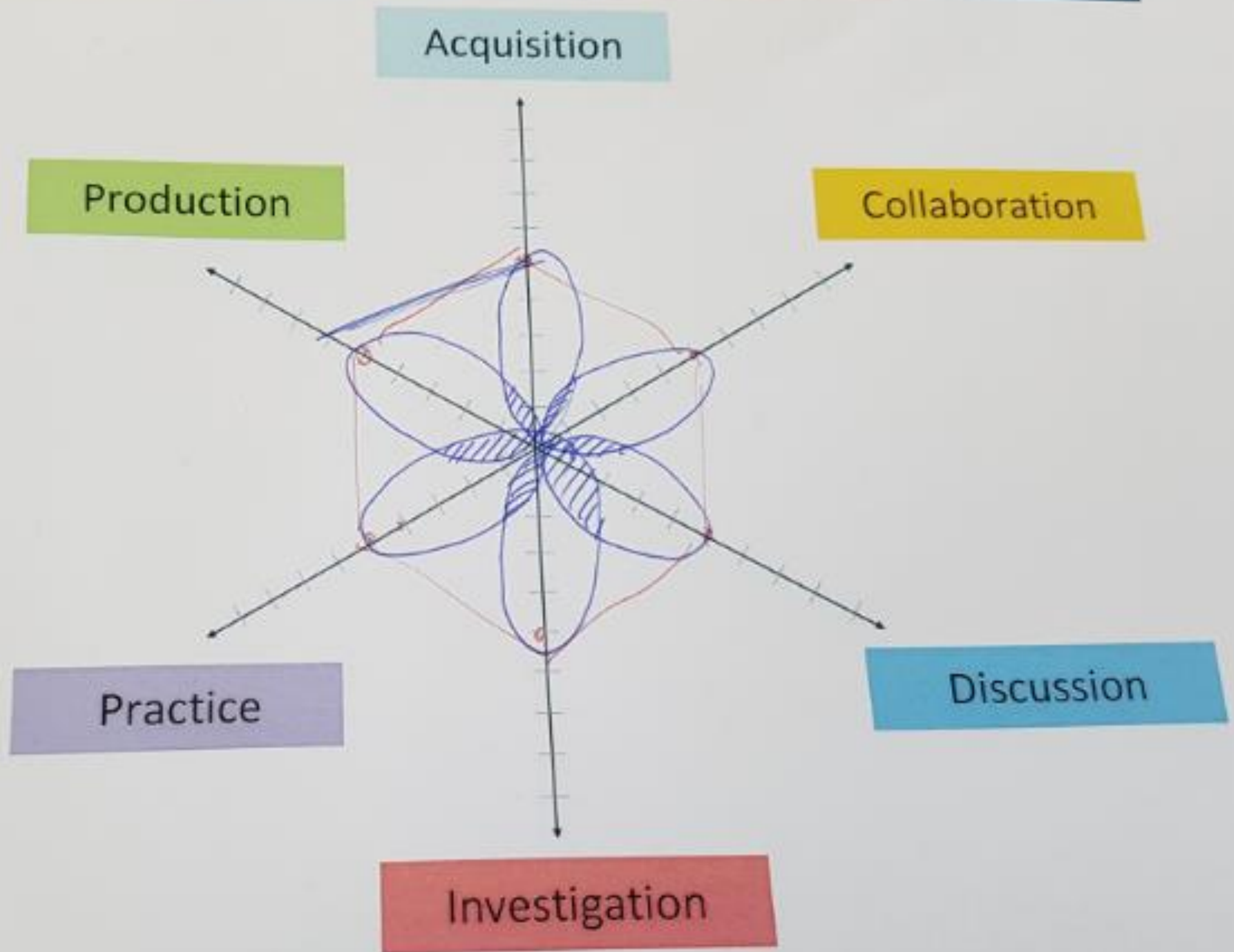


## Blended graph

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







Learning types activities graph

odule):

ling:

ollow

elb.

... on the graph above? (in red - at the beginning of the workshop)

# ABC Learning Design

## Action plan

### Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when



# ABC Learning Design

