

ABC Learning Design

Active, blended, connected and beyond



Edited by
Clive Young, Nataša Perović, Leo Havemann and Karen Shackleford-Cesare

Why ABC?

- **No time**
- **No shared design language**
- **Increasing complexity**
- **Hard to see the whole student journey**



10 years on

- **Used across the UK, Europe and globally**
- **20+ translations and adaptations (Chinese, Arabic, Welsh)**
- **Adopted across disciplines and contexts**
- **ABD LD book!**



Context - UCL



Founded in 1826 in the heart of London,
UCL is London's leading multidisciplinary university, with more than 18,000 staff and 51,000 students from over 150 different countries, 11 faculties.

Context - UCL initiatives 2014

Objective 7:

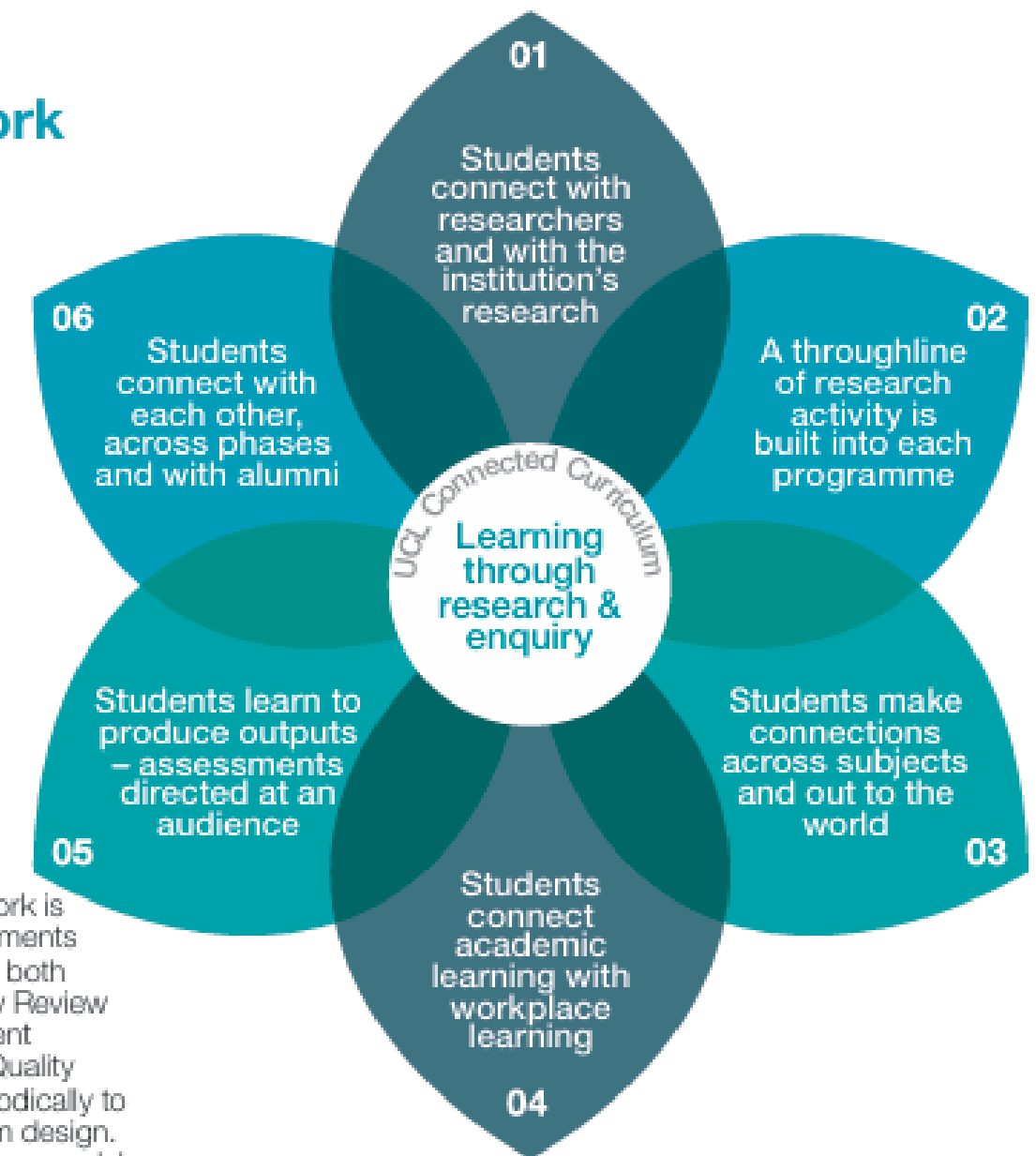
To establish a digital learning infrastructure that connects students with each other, with staff, with research and with the wider world

This strategy prioritises research-based learning; bringing staff and students together to learn from each other; and ensuring that students are partners in our community. These principles underpin the choices we will make about digital education. We have set ourselves the task of being world-leading in digital education by 2034 and want to establish UCL as a blended campus in which technology supports authentic, creative and collaborative learning, enables a wide range of assessment approaches, augments face-to-face contact and encourages productive learning outside of the classroom. There are three strands to achieving this objective:

1. We will provide a distinctive digital

3. We will provide world-class tools, support and infrastructure for teaching and support staff. This will help them develop their own digital scholarship; enable them to design curricula for blended learning; support creation and use of media in teaching; and support them to use innovative spaces for student-centred and collaborative learning.

The UCL Connected Curriculum Framework

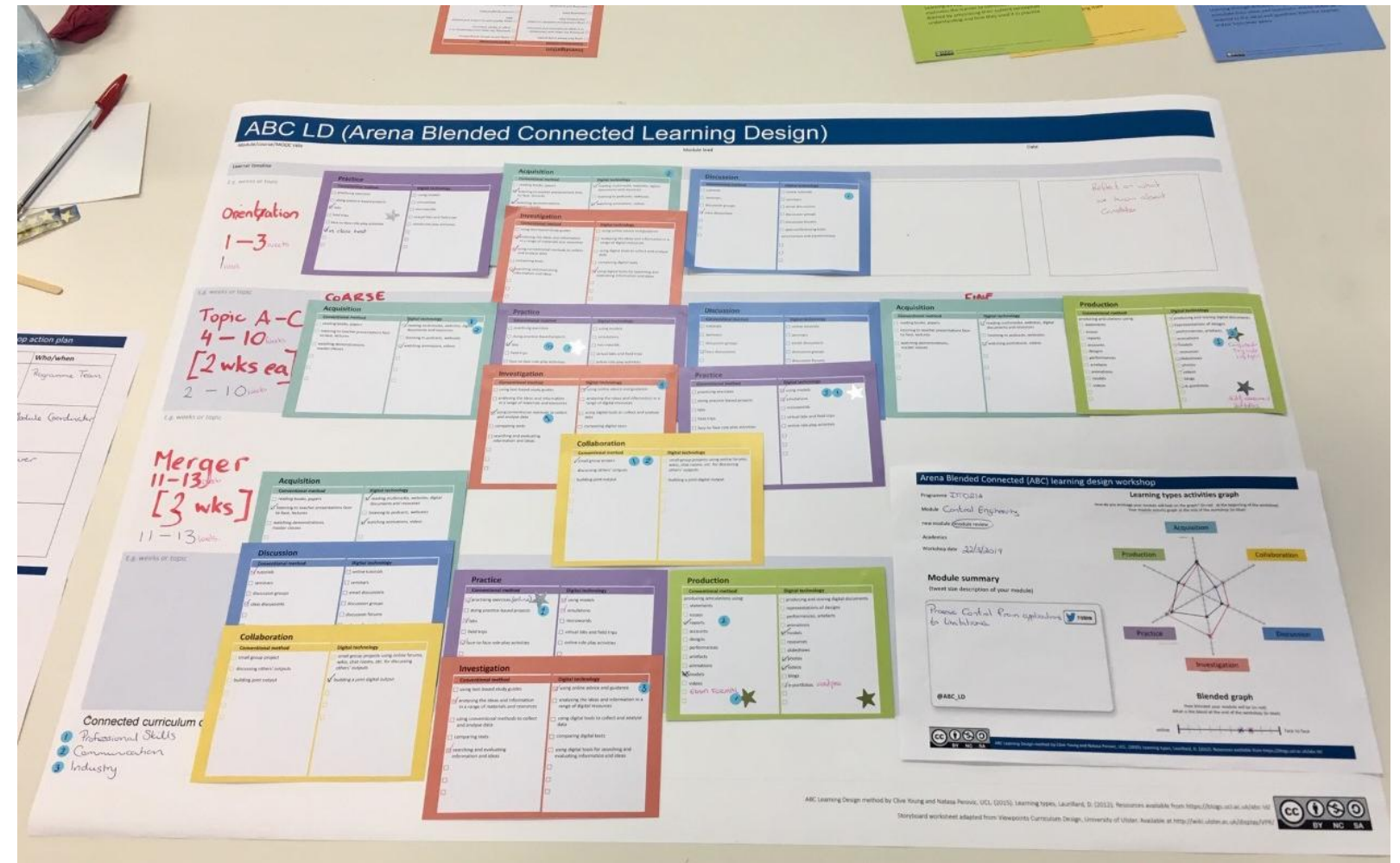


A distinctive framework

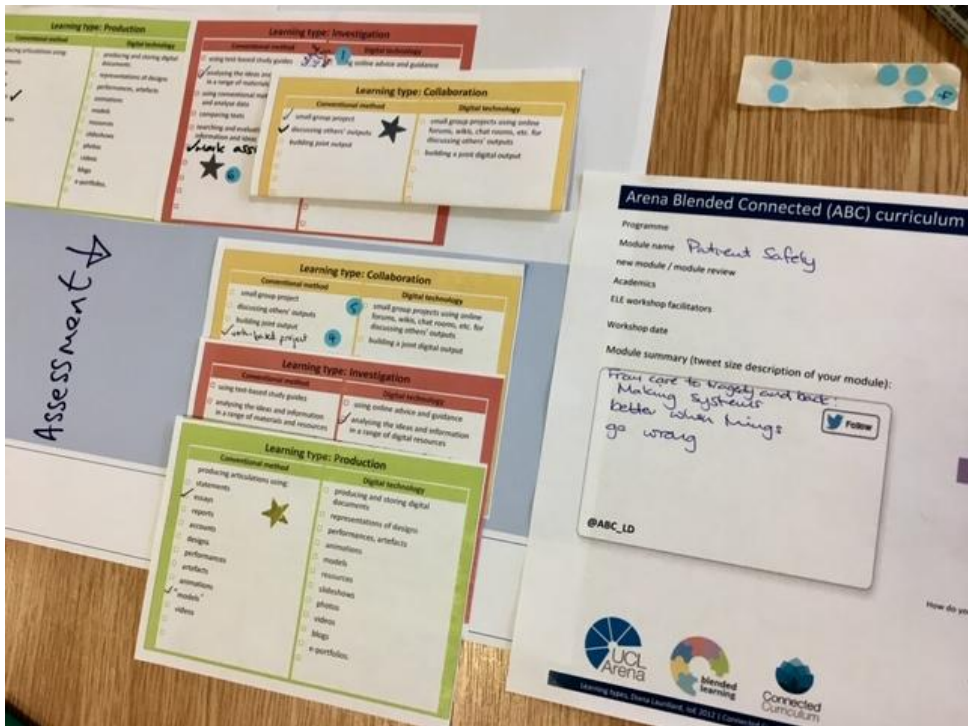
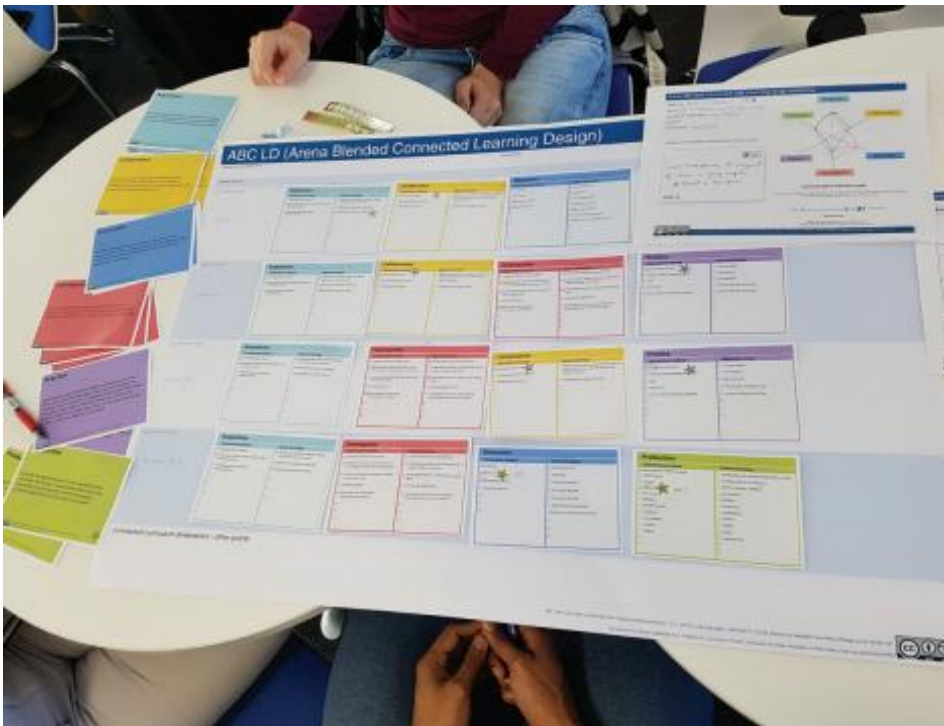
The UCL Connected Curriculum framework is designed to be applied flexibly by departments and faculties to each taught programme, both undergraduate and postgraduate. Quality Review processes, for example the Annual Student Experience Review (ASER) and Internal Quality Review (IQR), will invite departments periodically to describe their developments in curriculum design. Areas of focus should include showing how modules

ABC Workshop

- Based on well-respected pedagogic theory (Laurillard 2012)
- Collaborative design (small teams)
- Visual storyboard of learning
- Focus on what students actually do
- Rapid - typically 90 minutes



ABC Workshop 'buzz'





ABC LD

- ABC Learning Design @ UCL
- ABC publications
- ABC LD 2020 guides and toolkit
- Online ABC
- Acquisition
- Collaboration
- Investigation
- Discussion
- Practice
- Production

[UCL Home](#) » / [abc-ld](#) » / [ABC Learning Design @ UCL](#)

ABC Learning Design @ UCL



This is the UCL site for ABC Learning Design. The Erasmus+ project site (2018-2020) and the latest version of ABC Toolkit can also be found at [Erasmus+ ABC to VLE: beyond curriculum design](#).

ABC at UCL

The ABC model has been widely used across UCL (and the sector) in the format of the ABC workshop, developed by [UCL Digital Education](#). During the 'classic'

Recent Posts

- ABC LD b
- ABC LD re
- Moving ac further
- Moving ac
- ABC Upd
- ABC LD –
- ABC LD re
- ABC LD re
- ABC LD re
- ABC LD re
- ABC LD re

Categori



- About ABC
- Toolkit Downloads
- ABC Community
- Erasmus + ABC to VLE
- Contact

About ABC Learning Design

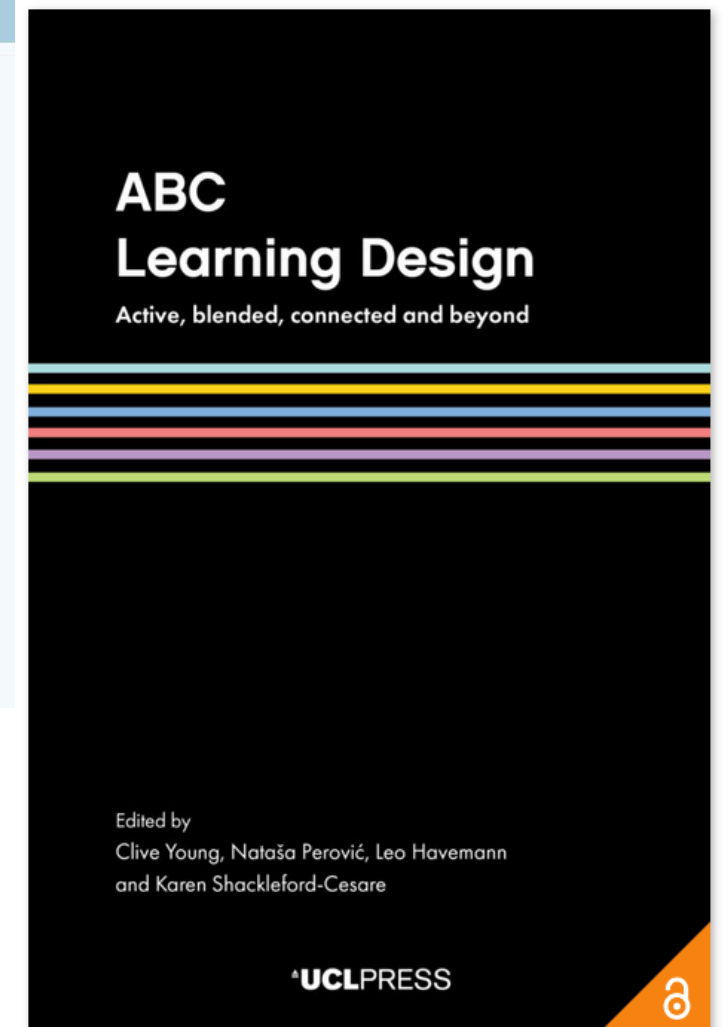
LATEST: Webinar: ABC Learning Design: Active, blended, connected and beyond
– online book launch on 7th May 2026. Meet the editors and book contributors.
Register for the webinar [here](#).



Teachers discussing the redesign of a module during an ABC workshop at UCL.

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

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



<https://uclpress.co.uk/book/abc-learning-design/>

HEFCE project and evaluation 2016-2018

[UCL Home](#) » / [Digital Education team blog](#) » / [UCL's new HEFCE-funded curriculum enh](#)

UCL's new HEFCE-funded curriculum enhancement project

By Clive Young, on 1 December 2016



Following our successful bid to the HEFCE [Catalyst Fund](#), which aims to drive innovation in the higher education sector, Digital Education and CALT launch a new project today called UCL Action for Curriculum Enhancement (ACE).

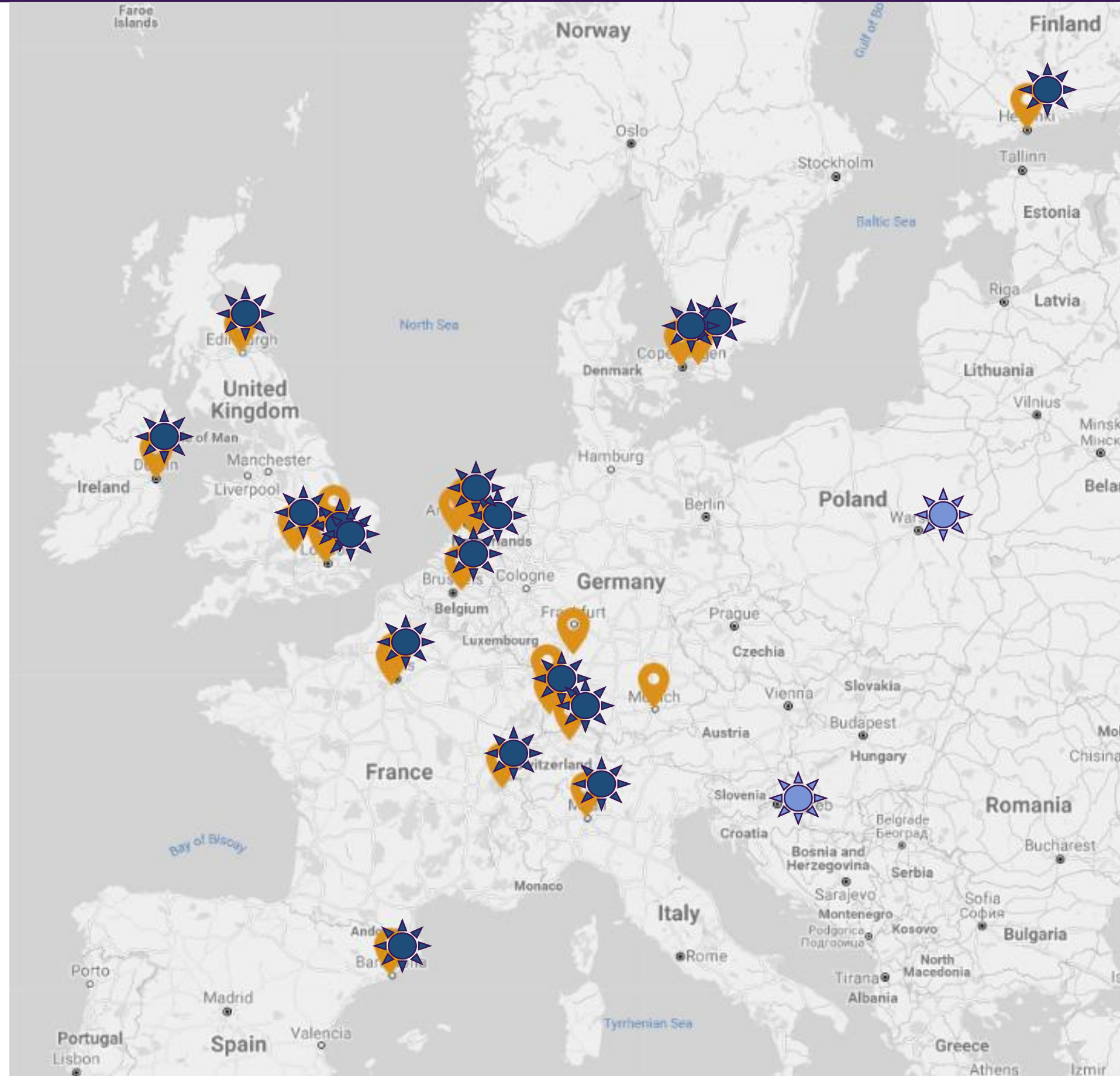
UCLACE is one of 67 new HEFCE-funded projects which will develop and evaluate small-scale, experimental innovations with specific cohorts of learners and will run for a period of 18 months.

The project links to our commitment in the [UCL Education Strategy 2016-21](#) to the development and implementation of the [Connected Curriculum](#) and the [ABC learning design process](#). It aims to develop and evaluate UCL's innovative rapid-development approaches to blended curriculum design,

[UCL's new HEFCE-funded curriculum enhancement project | UCL Digital Education team blog](#)

LERU Universities

KU Leuven
University of Copenhagen
University of Helsinki
Sorbonne University
University of Paris-Sud
University of Strasbourg
University of Freiburg
Heidelberg University
University of Munich
Trinity College Dublin
University of Milan
University of Amsterdam
Leiden University
Utrecht University
University of Barcelona
Lund University
University of Geneva
University of Zurich
Imperial College London
University College London
University of Cambridge
University of Edinburgh
University of Oxford
Warsaw (CR7)
Zagreb (CR7)



Erasmus+ (2018-2020)

ABC to VLE: beyond curriculum design

2018 – 2020 (24 months)

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



<https://abc-ld.org/abc-learning-design-toolkit-2020/>



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

Erasmus+ evaluation



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

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.



Translations

Foreign Language Adaptations

The following translations have been contributed by members of the ABC Learning Design community. There are currently more than 10 translations available, with more being added all the time. If you would like to share an adaptation with the community, please contact Nataša and Clive via the [contact page](#).



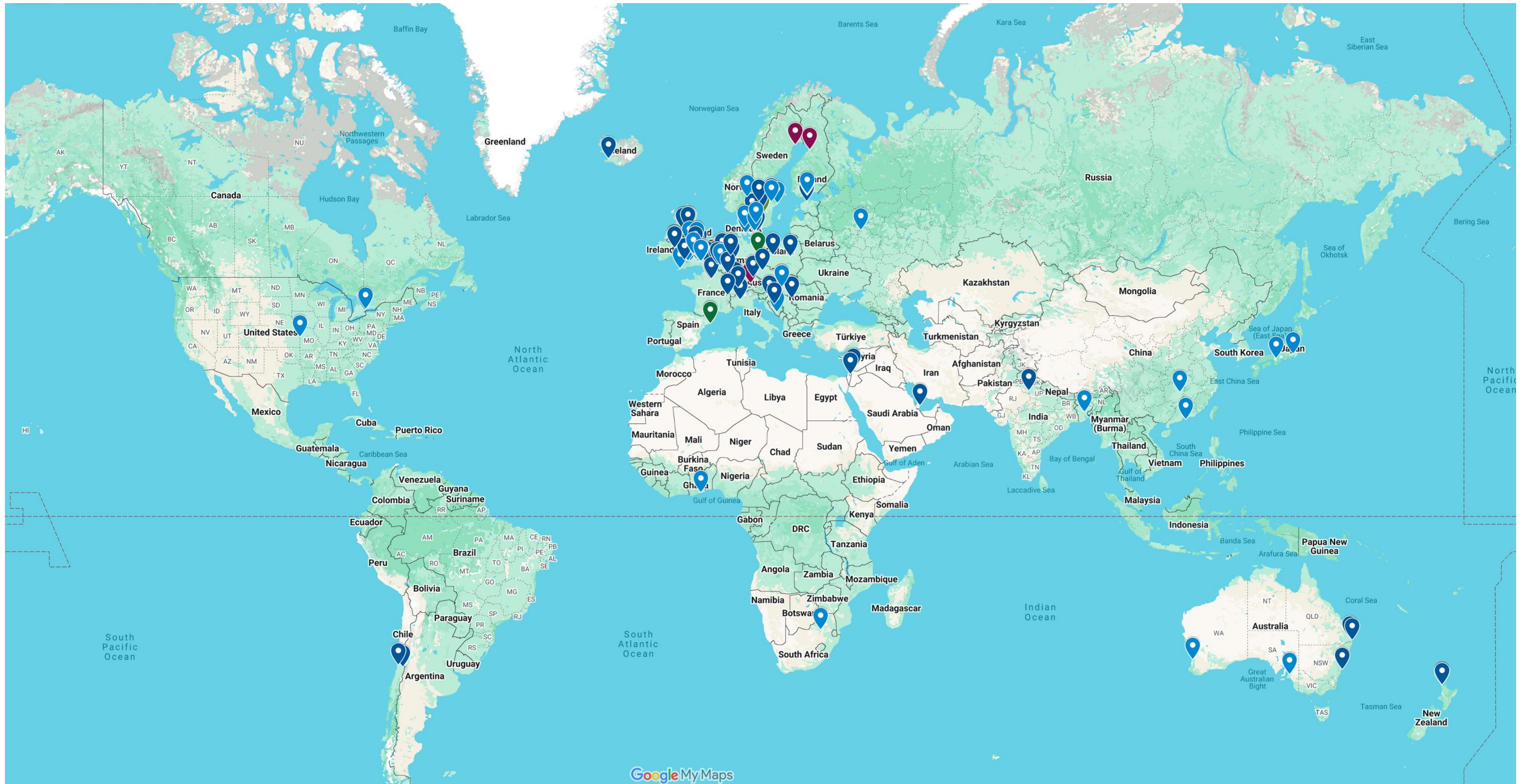
ABC to VLE workshop cards translated into Croatian

- **Arabic translations:**
 1. Kindly provided by Dr. Bandar Alzahrani, Researcher, Policy and Slandered Analyst at Scottish Qualification Authority (SQA). <https://www.sqa.org.uk/>
 2. Kindly provided by Somia A. Al-Qudah, Assistant Professor in Translation Studies, Yarmouk University, Jordan.
- **Catalan translation** (zip 11.4MB) – kindly provided by Jordi Vivancos from XTEC – Xarxa Telemàtica Educativa de Catalunya <http://www.xtec.cat>
- **Croatian translation** (zip 11.3 MB) – kindly provided by Sandra Kučina Softić, Tamara Birkić and Tona Radobolja from University of Zagreb University Computing Centre (SRCE). www.srce.unizg.hr
- **Czech translation** (zip 23.5 Mb)- kindly provided by Zbyněk Tonar and Milena Králíčková, Charles University in Prague <https://cczv.cuni.cz>. More information <https://cczv.cuni.cz/CCZV-342.html>
- **Danish translation** (zip 17.3 MB) – kindly provided by Svend Tveden-Nyborg and Anders Nordbøge Thiel from Absalon professionshøjskole.
- **Dutch translation (“ABC Curriculumontwerp”)** (zip 320KB) – kindly provided by Teaching & Learning Centre, Universiteit van Amsterdam.
- **Estonian translation** (zip 4 MB) – kindly provided by Linda Helene Sillat, Kaire Kollom and colleagues from Tallinna Ülikool, Estonia.
- **Finnish translation and adaptation** (zip 23.1 MB) kindly provided by Sanna-Katja Parikka and Veera Kallunki from the Educational Technology Services at the University of Helsinki,



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

Community



In the UK, ABC is widely used beyond UCL

Models, frameworks and approaches for supporting learning design

A range of models and processes were highlighted in the free text responses, including the ABC model, Carpe Diem, Laurillard's conversational framework, the Open University models, constructive alignment, the ICEBERG model, and various bespoke models.

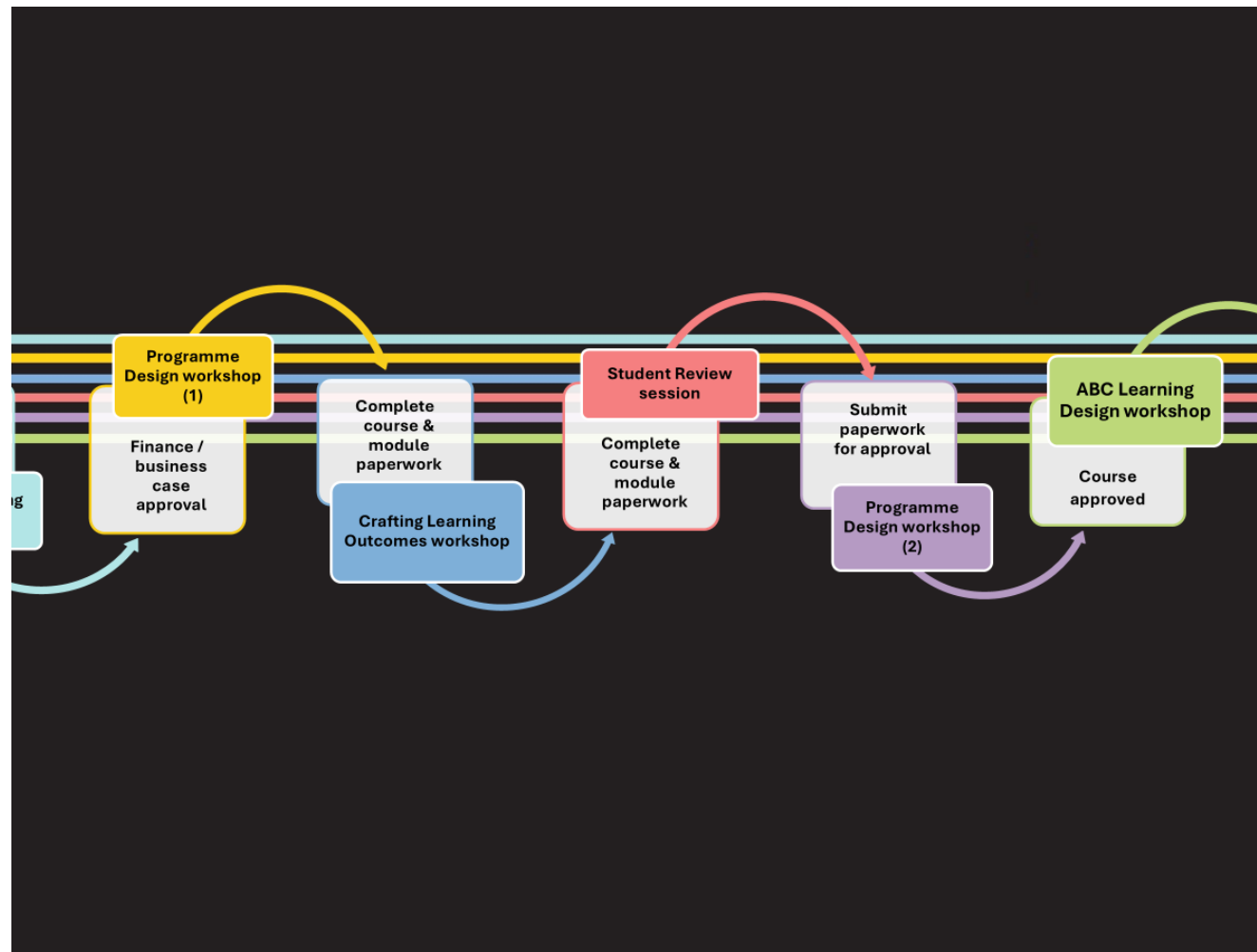
40%

of free text comments
mentioned use/adaptation
of the ABC methodology



From Grassroots to Official Strategy

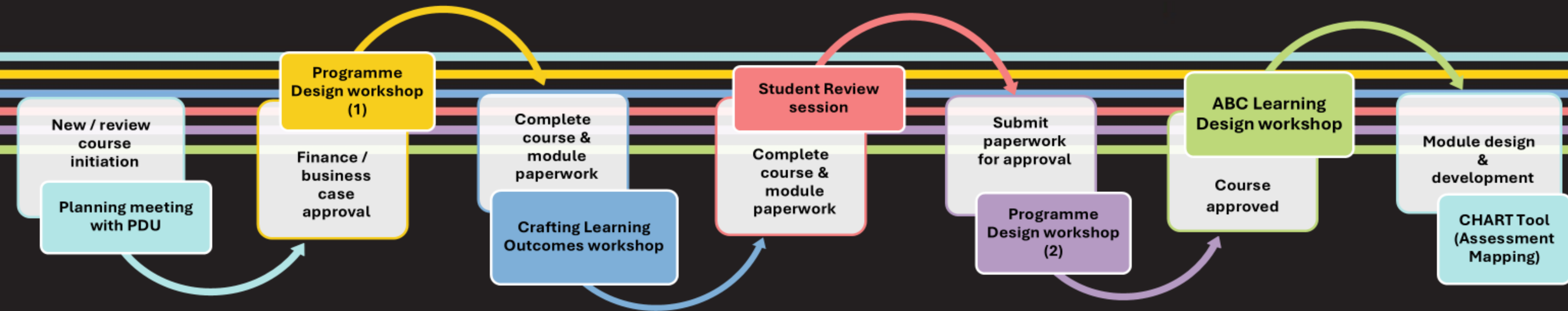
ABC et al: “inception to launch” support – Programme Development Unit Dec 2021



ABC in partnership with other tools

- Introduction to programme design and review
- Programme Design Workshops 1 & 2
- Crafting effective (intended) learning outcomes
- Student Review session (with student partners)
- ABC learning design journey mapping
- CHART assessment visualisation (also pinpoints where programme learning outcomes are assessed)

Programme Development Support Portfolio



Sessions and workshops designed for course (programme) leads and/or teams developing new, or completing a significant review of existing, taught courses.

Each session can be offered independently but the flexibility of the 'initiation-to-launch' principle means each one can feed information and insights into any of the others.

New developments - China



Centre for
Teaching and Learning Development

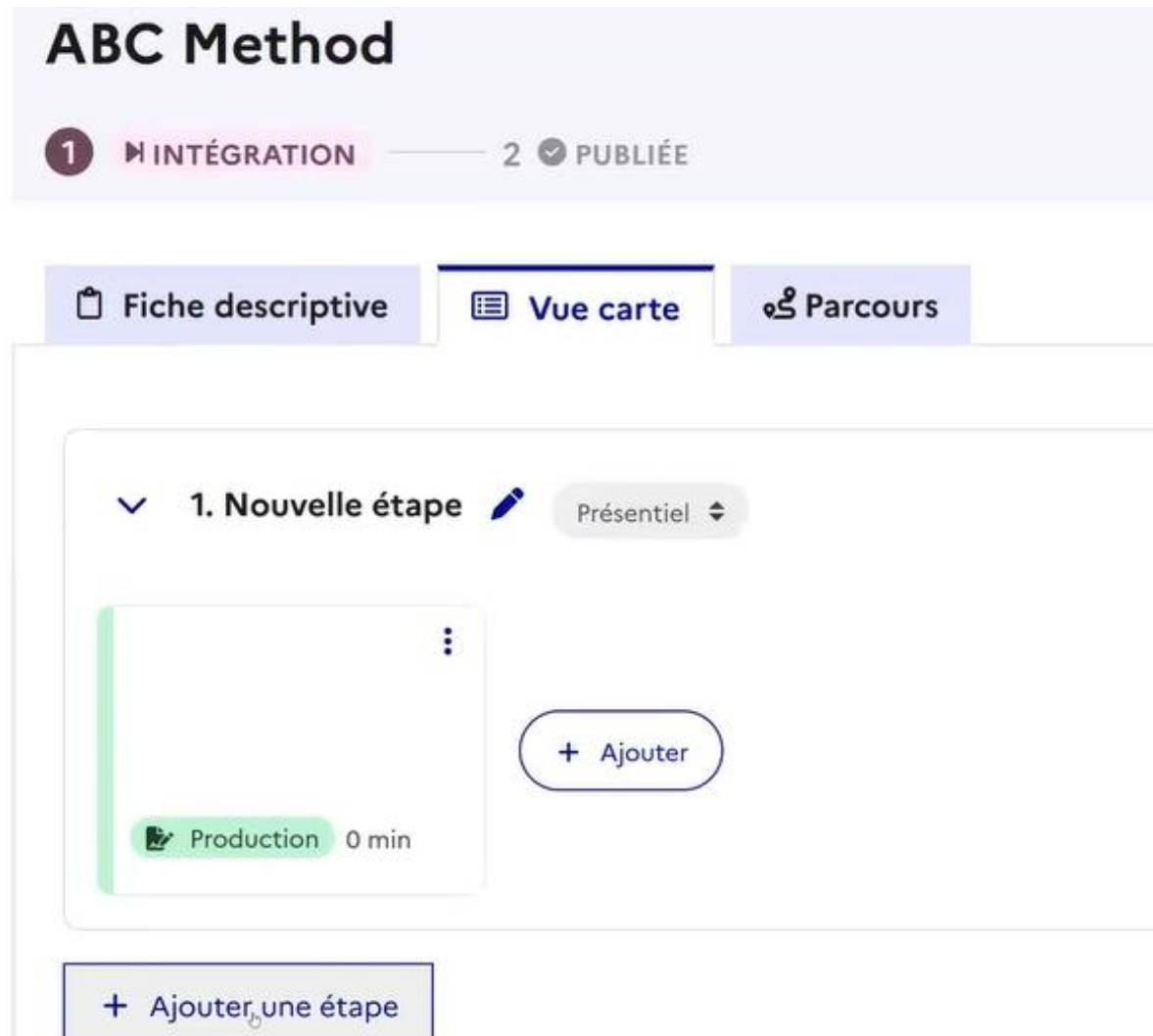
Central South University
Changsha, Hunan, China



https://mp.weixin.qq.com/s/EHFp5J3wBYxl_6XnjCDacw
<https://mp.weixin.qq.com/s/fw6HiADTPLKIHqFK8unftA>

New developments - France

An ABC learning design plugin for Moodle French ministry of education



ABC Method

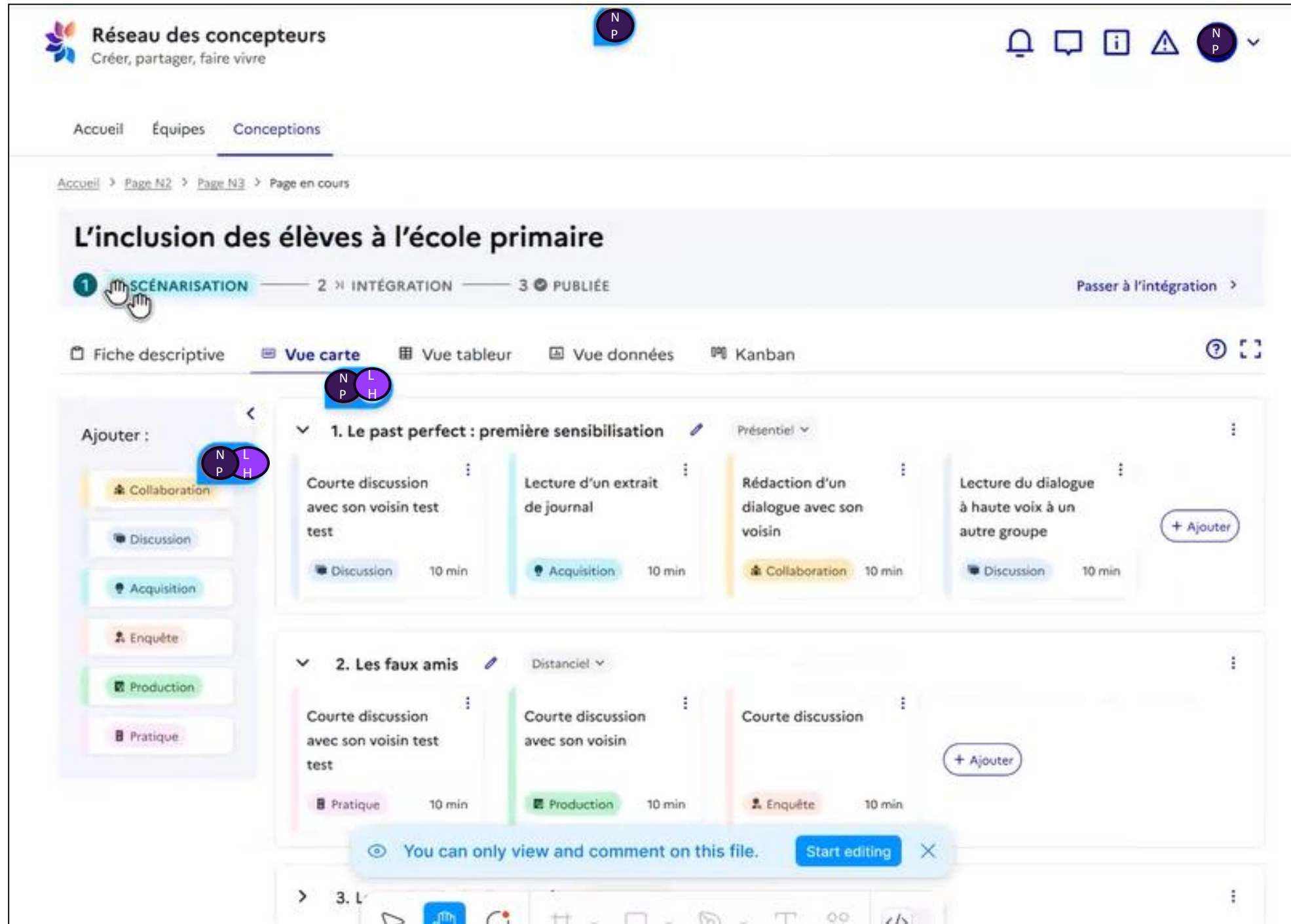
1 INTÉGRATION — 2 PUBLIÉE

Fiche descriptive | Vue carte | Parcours

1. Nouvelle étape Présentiel Ajouter

Production 0 min Ajouter

Ajouter une étape



Réseau des concepteurs
Créer, partager, faire vivre

Accueil | Équipes | Conceptions

Accueil > Page N2 > Page N3 > Page en cours

L'inclusion des élèves à l'école primaire

1 SCÉNARISATION — 2 INTÉGRATION — 3 PUBLIÉE Passer à l'intégration >

Fiche descriptive | Vue carte | Vue tableau | Vue données | Kanban

Ajouter :

- Collaboration
- Discussion
- Acquisition
- Enquête
- Production
- Pratique

1. Le past perfect : première sensibilisation Présentiel

- Courte discussion avec son voisin test Discussion 10 min
- Lecture d'un extrait de journal Acquisition 10 min
- Rédaction d'un dialogue avec son voisin Collaboration 10 min
- Lecture du dialogue à haute voix à un autre groupe Discussion 10 min Ajouter

2. Les faux amis Distanciel

- Courte discussion avec son voisin test Pratique 10 min
- Courte discussion avec son voisin Production 10 min
- Courte discussion Enquête 10 min Ajouter

3. L'...

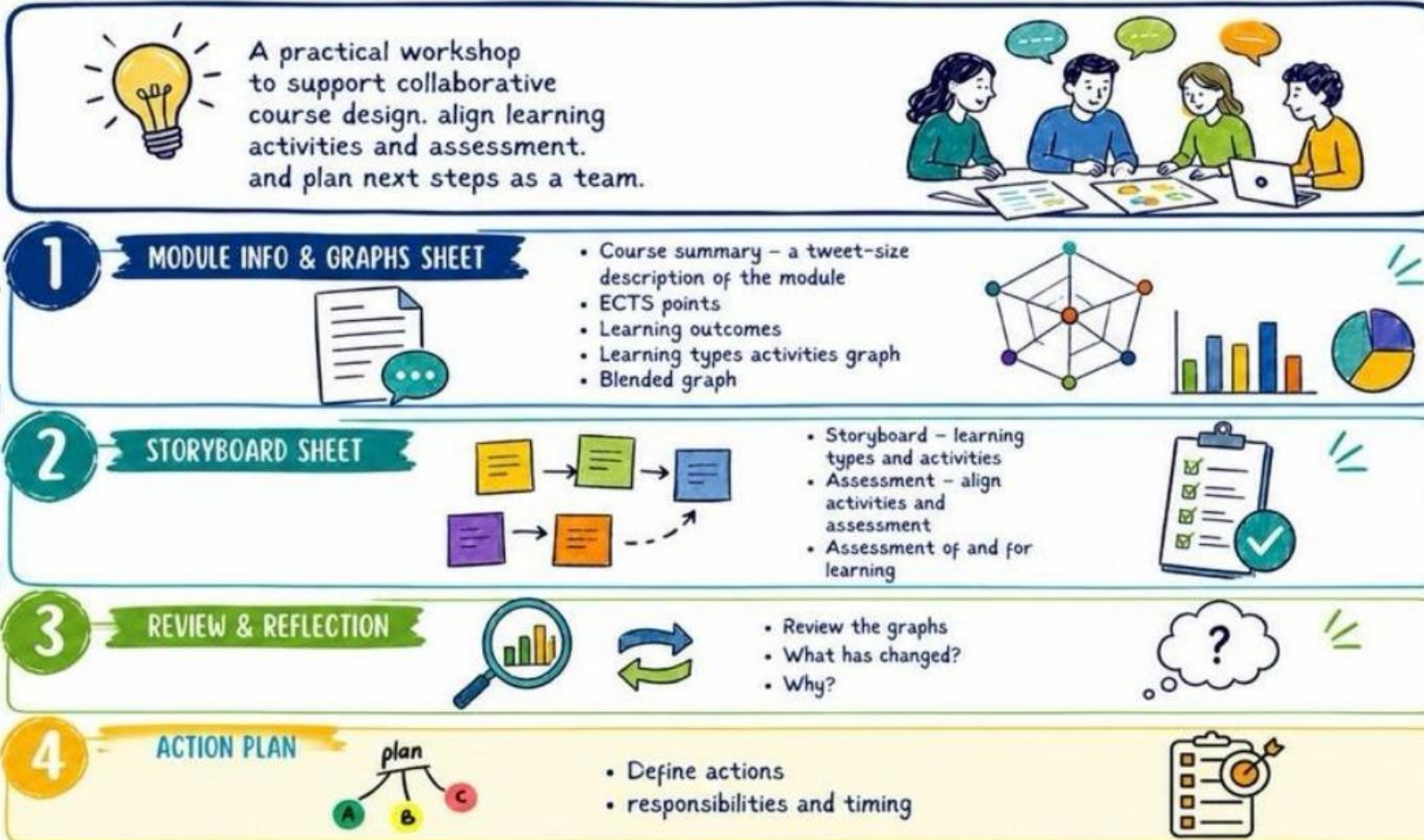
You can only view and comment on this file. Start editing

1.2 million teachers and 12 million students

New developments – shared by others

ABC COURSE DESIGN WORKSHOP

Training delivered by the SRCE team for all STTAIRS project partners



CAFI -CECUPF

16 followers

4d • 🌐

+ Follow X

No marco do proxecto Erasmus+ STTAIRS, desenvolveuse unha actividade formativa sobre ABC Course Design Workshop, impartida polo equipo de SRCE para as entidades socias do proxecto.

A sesión centrouse no deseño colaborativo de cursos, na definición de resultados de aprendizaxe, na planificación de actividades e na aliñación entre metodoloxía e avaliación.

Séguenos na nosa web para saber máis do proxecto: <https://lnkd.in/eKq-F2y3>

#Sttairs_Erasmus #STTAIRS #ErasmusPlus #CourseDesign

As part of the STTAIRS Erasmus+ project, a training activity on the ABC Course Design Workshop was delivered by the SRCE team for the project partners.

The session focused on collaborative course design, learning outcomes, activity planning, and the alignment between methodology and assessment.

https://www.linkedin.com/posts/cafi-cecufp_sttairsabrerasmus-sttairs-erasmusplus-activity-7457799141101010944-CZBs/?utm_source=share&utm_medium=member_desktop&rcm=ACoAAo3kG4BrIVyuZ0xXi2RvN1oiL2Qv3qpOh0

What we learned from writing the book

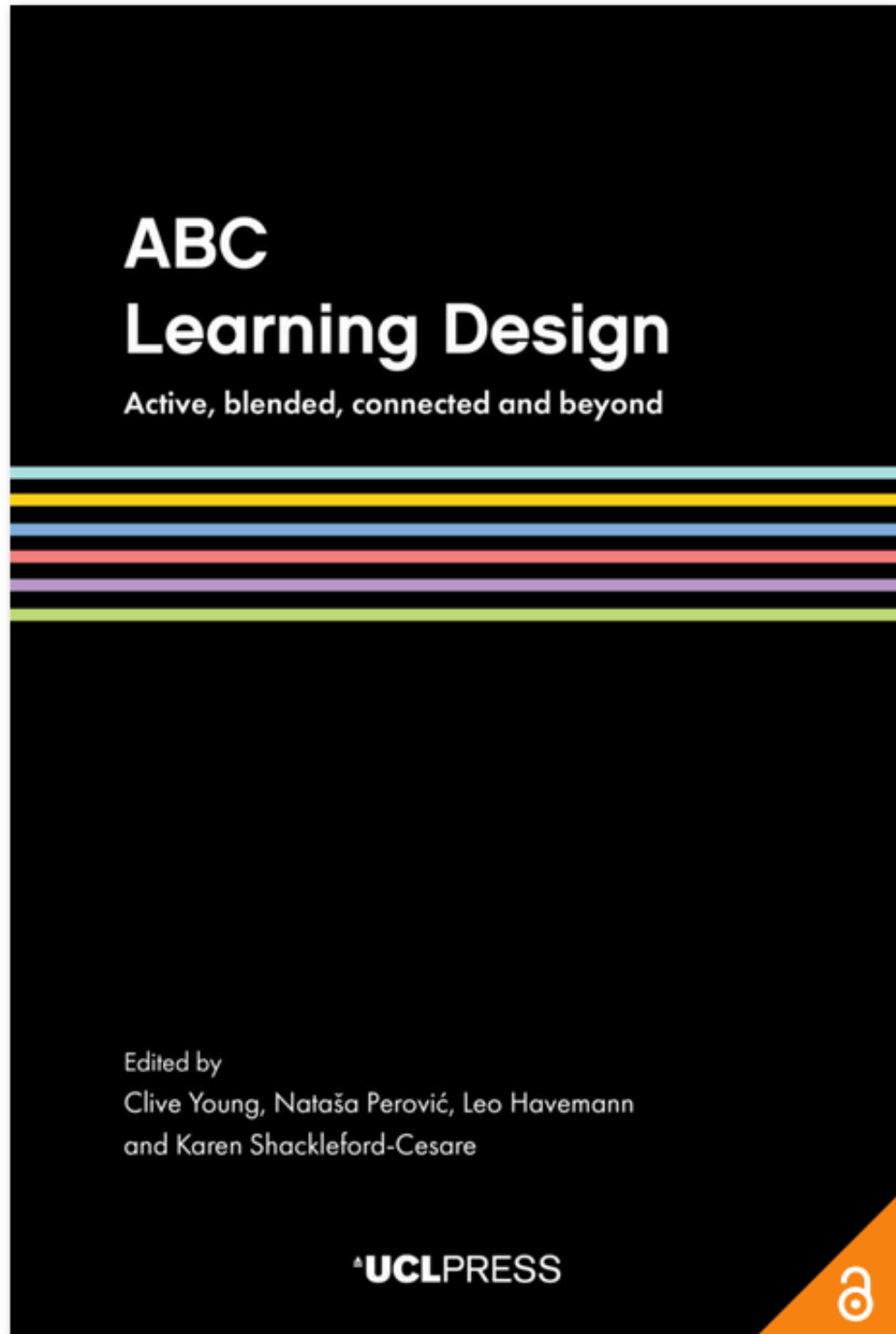
- **Simplicity works**
- **The conversation matters more than the tools**
- **It works best if people adapt it locally**
- **It creates a shared design language**
- **It fits how academic colleagues actually work**
- **Open and easy to use**
- **Flexible across disciplines**
- **Often spreads informally ‘word of mouth’**



Book chapters cover range of use cases of ABC

- **Embedding into programme development process**
- **Implementation of institutional strategy**
- **Enhancing reflection and inclusivity**
- **Faculty development**
- **Online learning design**
- **Postgraduate teaching**
- **Professional learning in challenging environments**
- **Scaling up professional development in schools**
- **Transnational initiative ‘shared design language’**

Book: 14th April 2026



Young, C. and
Perović, N. and
Havemann, L. and
Shackleford-Cesare, K.
(Eds). (2026)
UCL Press: London, UK.

- International perspectives and variations
- Critical reflections and extensions
- Future directions and applications for learning design

Available open access from UCL Press:
<https://uclpress.co.uk/book/abc-learning-design/>



3556 Downloads 62 country

More...

resources: abc-ld.org

Individual chapter download:

https://www.jstor.org/content/oa_book_edited/jj.34571103

Mailing list www.jiscmail.ac.uk/cgi-bin/wa-jisc.exe?A0=ABC-LD