



# ABC Learning Design

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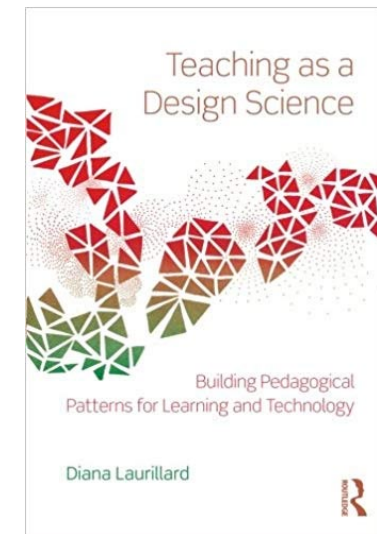
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Erasmus+ Programme  
of the European Union



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

## **Why ABC?**

- quick - minimal preparation
- **student-centered approach**
- fostering dialogue between teams
- associated with strategic goals
- applicable to classroom and mixed-use teaching
- based on 'Conversational Framework' theory (Laurillard 2012)
- **suitable for all levels of education**
- widespread use - growing international user community



## ABC to VLE: beyond curriculum design

september 2018. – september 2020. (24 months)

U okviru projekta ABC metoda će se unaprijediti i doraditi te pripremiti kao paket materijala dostupnih na više jezika (hrvatski, talijanski, finski, rumunjski, estonski, danski, francuski, nizozemski).

### Coordinator:

University College London, **Great Britain**

### Partners:

Sveučilišni računski centar Sveučilišta u Zagrebu (SRCE), **Croatia**; VIVES University College, **Belgium**; Università degli Studi di Milano, **Italy**; Helsingin Yliopisto, **Finland**; KU Lueven, **Belgium**; Universitatea Politehnica Timisoara, **Romania**; Tallinn University, **Estonia**; Professionshøjskolen Absalon S/I, **Denmark**; Sorbonne Université, **France**; Dublin City University, **Ireland**; Universiteit van Amsterdam, **Netherlands**; Oxford University, **Great Britain**- associate partner



# ABC Learning Design

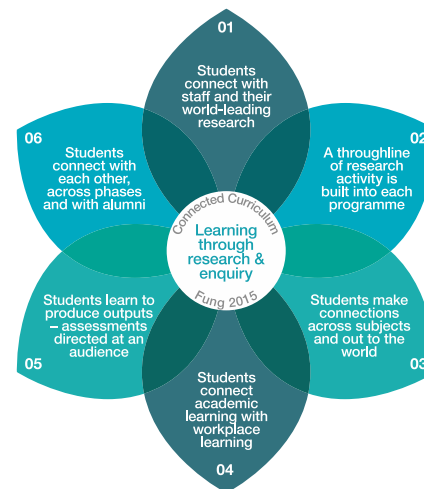
**A (Arena)**



**B (Blended)**



**C (Connected)**



# 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"/>

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"/>

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"/> analysing the ideas and information in a range of materials and resources	<input type="checkbox"/> analysing the ideas and information in a range of digital resources
<input type="checkbox"/> using conventional methods to collect and analyse data	<input type="checkbox"/> using digital tools to collect and analyse 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"/> microworlds
<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"/>

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)

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# ABC Learning Design

## Learning types cards (front and back)

Learning type: Discussion	
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## Learning types cards (front and back)

Learning type: Investigation	
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<input type="checkbox"/> using text-based study guides	<input type="checkbox"/> using online advice and guidance
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Learning type: Practice	
Conventional method	Digital technology
<input type="checkbox"/> practising exercises	<input type="checkbox"/> using models
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# 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?

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

Programme: *Arena digital*  
 Module name: *USE of videos in teaching*  
 new module (module review)  
 Academics: *Anna Moore, Jon Garbol*  
 ELE workshop facilitators: *CY, NP*  
 Workshop date: *5th 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

**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)

Logos: UCL Arena, blended learning, Connected Curriculum

Learning types, Diana Laurillard, (2012) | Connected Curriculum, Dilly Fung, CAIT, 2014 | ABC curriculum design workshop and resources, Chie Yung and Natalya Petrovic, ELI, 2015 | UCL

**ABC curriculum design**

ABC (Arena Blended Connected) curriculum design

Your module may look like this

Week 1-4

- Learning type: Acquisition
- Learning type: Collaboration
- Learning type: Discussion
- Learning type: Investigation
- Learning type: Practice
- Learning type: Production

Week 5-8

- Learning type: Acquisition
- Learning type: Investigation
- Learning type: Discussion
- Learning type: Production

Project

- Learning type: Collaboration
- Learning type: Production

reflection

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

Action plan	Who/when


Logos: CC BY SA, UCL Arena, blended learning, Connected Curriculum

# ABC Learning Design

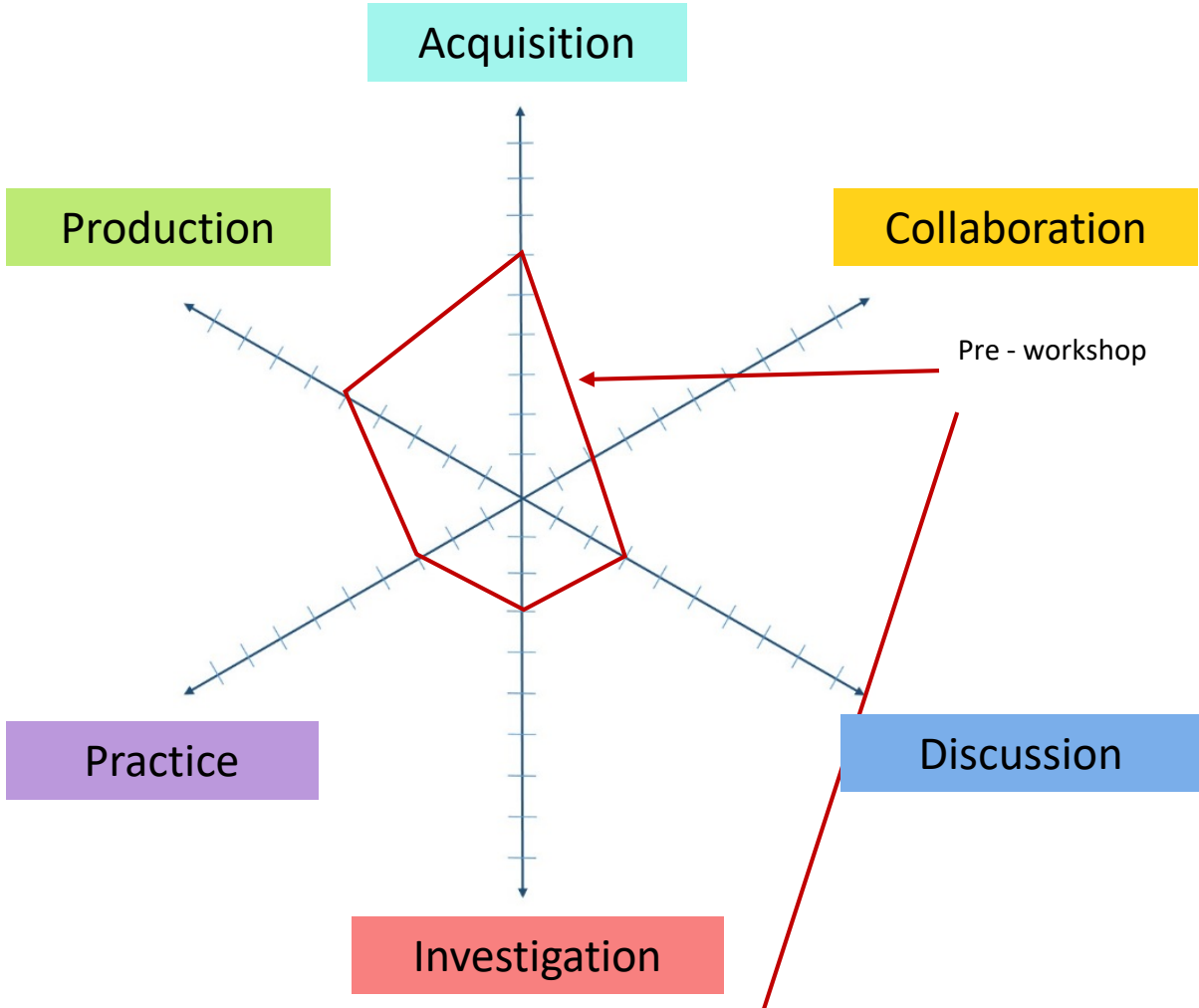
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Module summary (tweet size description of your module):

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



*@ABC\_LD*



## Learning types activities graph

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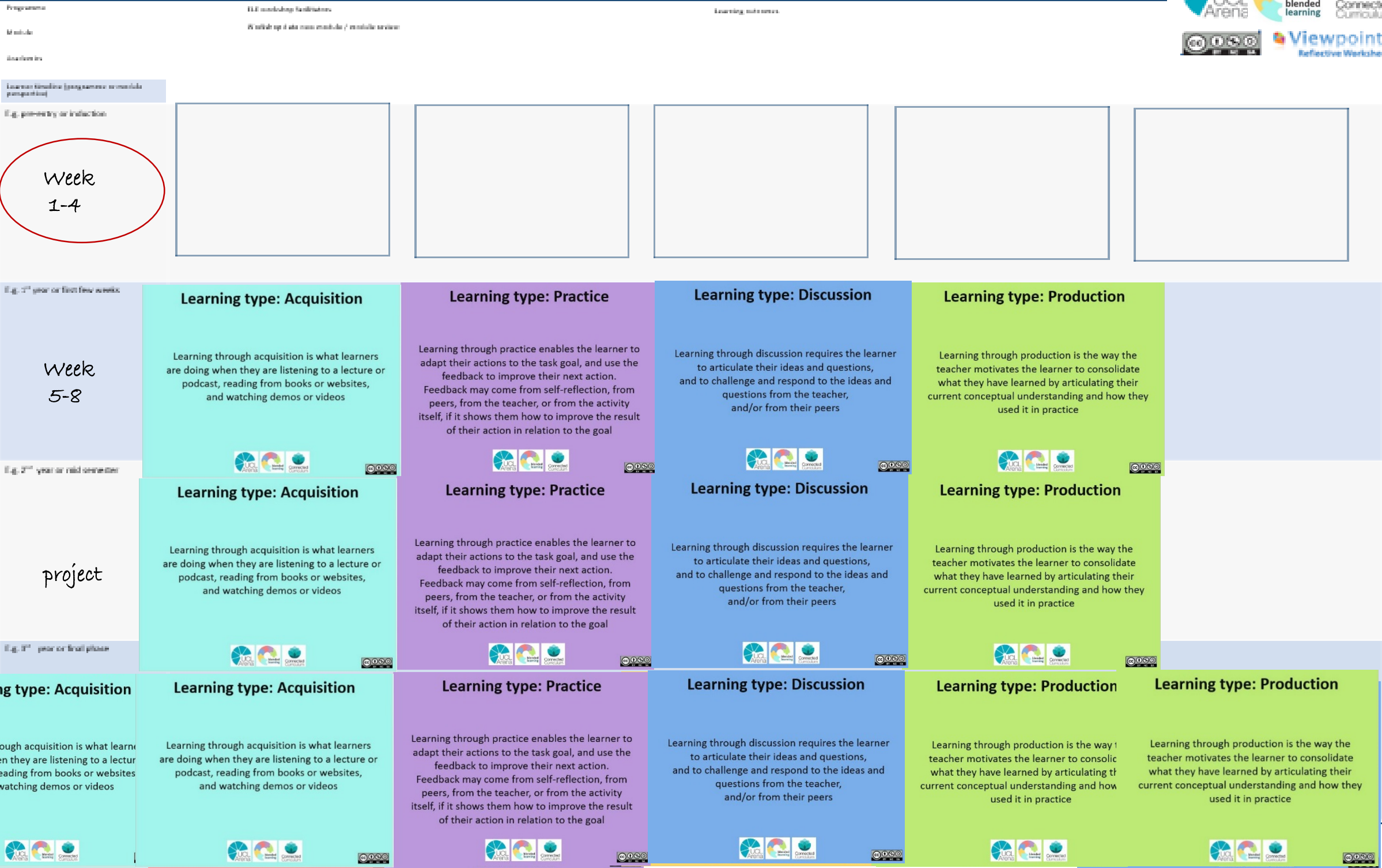


Blended graph

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





# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design



Programme: UCL studying foundation Learning outcomes: Finish up data from module / module review

Module: Your module may look like this

Assessment:

Learning timeline (programme or module completion)

E.g. priority or induction

*Week 1-4*

<b>Learning type: Acquisition</b>	<b>Learning type: Discussion</b>	<b>Learning type: Practice</b>	<b>Learning type: Discussion</b>	<b>Learning type: Investigation</b>
<b>Learning type: Collaboration</b>	<b>Learning type: Production</b>	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
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: 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			

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

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

*Week 5-8*

<b>Learning type: Acquisition</b>	<b>Learning type: Investigation</b>	<b>Learning type: Discussion</b>	<b>Learning type: Production</b>
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. 1<sup>st</sup> year or final phase

*project*

<b>Learning type: Collaboration</b>	<b>Learning type: Production</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	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

# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design



Programme: UCL academy foundation Learning outcomes: Finish up data from module / module review

Module: Your module may look like this

Activities:

Learning timeline (programme or module progression)

E.g. primary or induction

Week 1-4

	<p><b>Learning type: Acquisition</b></p> <p><b>Learning type: Collaboration</b></p> <p>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</p>	<p><b>Learning type: Discussion</b></p> <p><b>Learning type: Production</b></p> <p><b>Learning type: Investigation</b></p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p>	<p><b>Learning type: Practice</b></p> <p>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</p>	<p><b>Learning type: Discussion</b></p> <p>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</p>	<p><b>Learning type: Investigation</b></p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p>
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E.g. 2<sup>nd</sup> year or first few weeks

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Week 5-8

<p><b>Learning type: Acquisition</b></p> <p>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</p>	<p><b>Learning type: Investigation</b></p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught</p>	<p><b>Learning type: Discussion</b></p> <p>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</p>	<p><b>Learning type: Production</b></p> <p>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</p>
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Connected curriculum dimensions and comments, action plan


reflection

# ABC Learning Design

## ABC (Arena Blended Connected) curriculum design



Your module may look like this

<p>Programme</p> <p>Module</p> <p>Academic year</p> <p>Learning outcomes</p> <p>Week 1-4</p>	<p><b>Learning type: Acquisition</b></p> <table border="1"> <tr> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>reading books, papers</li> <li>listening to teacher presentations face-to-face, lectures</li> <li>watching demonstrations, master classes</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>reading multimedia, websites, digital documents and resources</li> <li>listening to podcasts, webcasts</li> <li>watching animations, videos</li> </ul> </td> </tr> </table> <p><b>Learning type: Collaboration</b></p> <table border="1"> <tr> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>small group project</li> <li>discussing others' outputs</li> <li>building joint output</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>small group projects using 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Connected curriculum dimensions and comments, action plan

reflection

# 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"/>
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<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

**Arena Blended Connected**

FER : Fizika

**Stjecanje znanja**

Tradicionalna metoda

- čitanje knjiga, članaka
- slušanje predavanja nastavnika u učionici (f2f)
- gledanje demonstracija, rečajaeva

Digitalna tehnologija

- čitanje multimedije, web stranica, digitalnih dokumenata i resursa
- slušanje audio zapisa
- gledanje animacija, video zapisa

→ Reading assignments

**Rasprava**

Tradicionalna metoda

- priručnici/upute
- seminari
- grupe za raspravu
- rasprava u učionici

Digitalna tehnologija

- online priručnici/upute
- seminari
- rasprave putem e-pošte
- grupe za raspravu
- forum za raspravu
- alati za webinare i video konferencije

Rasprava u laboratoriju

**Praktična metoda**

- vježbanje
- projektni rad
- laboratorij
- terenski izlet
- aktivnost igranja uloga (f2f)

★★★★

# ABC Learning Design



# ABC Learning Design

The image displays several ABC Learning Design cards, each representing a different learning activity. The cards are color-coded and organized into columns. Each card has a title and two columns: 'Tradicionalna metoda' (Traditional method) and 'Digitalna tehnologija' (Digital technology). The cards include handwritten notes and stars indicating specific activities or preferences.

- Stjecanje znanja (Green):** Includes 'Tradicionalna metoda' (e.g., reading books, listening to lectures) and 'Digitalna tehnologija' (e.g., watching videos, using digital resources). A star is placed next to 'slušanje predavanja nastavnika u učionici'.
- Suradnja (Yellow):** Includes 'Tradicionalna metoda' (e.g., working on projects, group work) and 'Digitalna tehnologija' (e.g., using digital tools like forums, chat). A star is placed next to 'slušanje audio zapisa (eng. podcast)'. Handwritten notes include 'Održite brze seminari' and 'Održite digitalni podcast za noću higijene'.
- Rasprava (Blue):** Includes 'Tradicionalna metoda' (e.g., seminars, group work) and 'Digitalna tehnologija' (e.g., online seminars, e-forums). A star is placed next to 'Održite digitalni podcast za OH (=zabavke za suradnju)'. Handwritten notes include 'Održite digitalni podcast za OH (=zabavke za suradnju)'.
- Praktičan rad (Purple):** Includes 'Tradicionalna metoda' (e.g., projects, lab work) and 'Digitalna tehnologija' (e.g., using models, virtual labs). A star is placed next to 'vježba - OČISTANJE NA MEDICINSKOJ USTANI'.
- Istraživanje (Red):** Includes 'Tradicionalna metoda' (e.g., using written instructions, analyzing ideas) and 'Digitalna tehnologija' (e.g., using online tools, digital data analysis). A star is placed next to 'analiziranje ideja i informacija iz različitih nastavnih materijala'. Handwritten notes include 'vod u istraživanje'.
- Implementacija stečenog znanja (Light Green):** Includes 'Tradicionalna metoda' (e.g., reports, essays) and 'Digitalna tehnologija' (e.g., digital portfolios, presentations). A star is placed next to 'izveštaji'.
- Rasprava (Blue):** Includes 'Tradicionalna metoda' (e.g., seminars, group work) and 'Digitalna tehnologija' (e.g., online seminars, e-forums). A star is placed next to 'RASPRAVA NAUČENOG, PROVEDENOG (ISTRAŽIVANJA) O ODJEKU REKLAMNOG DJELA'.
- Praktičan rad (Purple):** Includes 'Tradicionalna metoda' (e.g., exercises, projects) and 'Digitalna tehnologija' (e.g., using models, virtual labs). A star is placed next to 'IZRADA REKLAMA, SLOGANA ZA PROMOCIJU ORALNE HIGIJENE'.
- Implementacija stečenog znanja (Light Green):** Includes 'Tradicionalna metoda' (e.g., reports, essays) and 'Digitalna tehnologija' (e.g., digital portfolios, presentations). A star is placed next to 'izveštaji'.
- Rasprava (Blue):** Includes 'Tradicionalna metoda' (e.g., seminars, group work) and 'Digitalna tehnologija' (e.g., online seminars, e-forums). A star is placed next to 'RASPRAVA NAUČENOG, PROVEDENOG (ISTRAŽIVANJA) O ODJEKU REKLAMNOG DJELA'.
- Praktičan rad (Purple):** Includes 'Tradicionalna metoda' (e.g., exercises, projects) and 'Digitalna tehnologija' (e.g., using models, virtual labs). A star is placed next to 'OBRADA DOBIVENIH PODATAKA'.

# ABC Learning Design





# 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 information 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

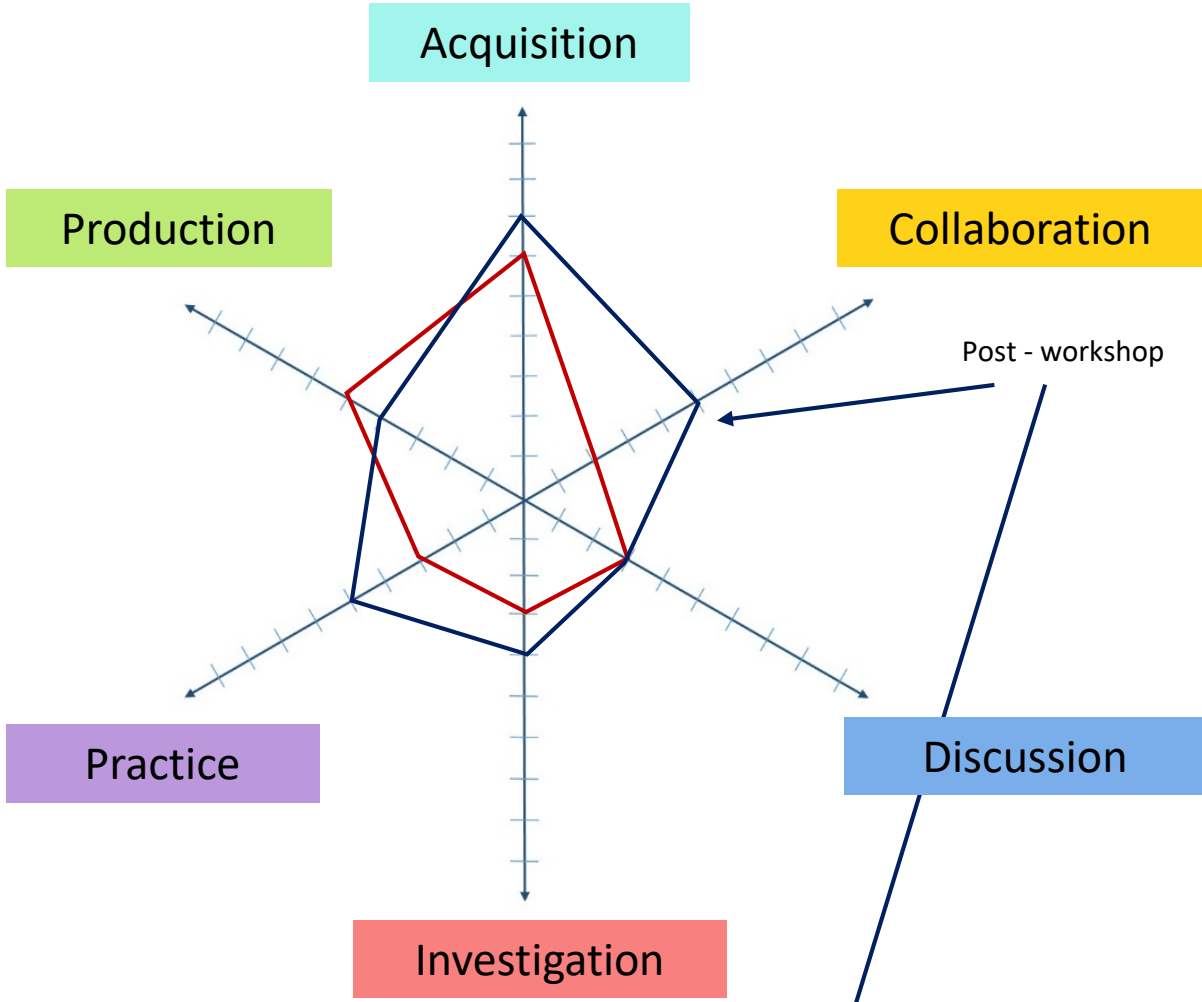
Programme *Arena digital*  
 Module name *Use of videos in teaching*  
 new module *module review*  
 Academics *Anna Moore, Jon Grabol*  
 ELE workshop facilitators *CY, NP*  
 Workshop date *5<sup>th</sup> June 2015*

Module summary (tweet size description of your module):

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

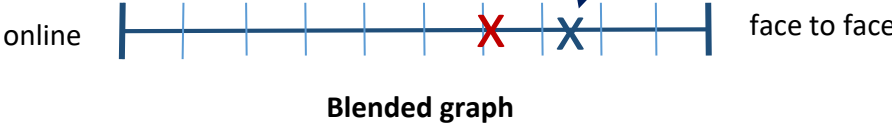


*@ABC\_LD*



**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)



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

## Action plan

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

Action plan	Who/when

