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Introduction to a toolkit that supports blended learning

ABC LD-Workshop

Arena Blended Connected Learning design

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Background

- Started up in 2013 at University College London (UCL),
  by Clive Young and Nataša Perović.
  The first version of the tool kit was finished in 2015.
  - *How can we engage and enable our time-pressured academics to design rich blended and online courses?*

- A “90-minute-tool” to support the transition from conventional to digitally based learning activities - *blended learning*

- Can be used for courses, parts of courses as well as for whole programmes

- Variety of digital tools available
  – *but starting off with the platform in use is many times enough!*

- **Supports constructive alignment**
- **Learning type research by prof. Diana Laurillard** (Professor of Learning with Digital Technologies at UCL Knowledge Lab)

Blended learning

≥ What?

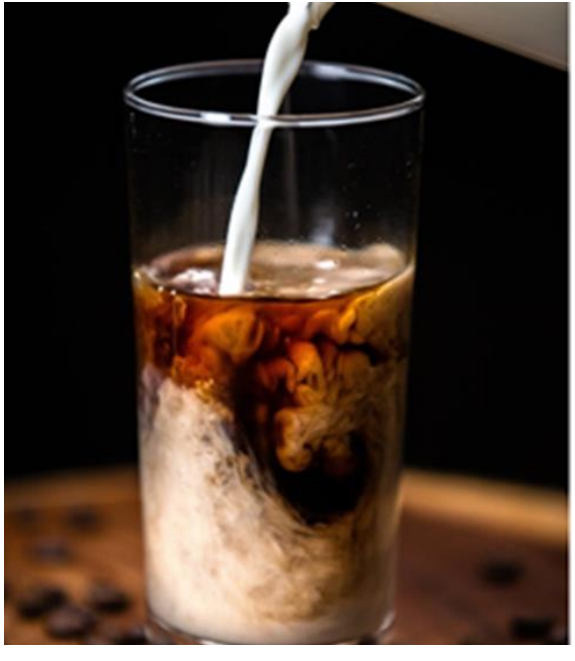
The practice of using both online and in-person learning experiences when teaching. (https://www.edglossary.org/blended-learning/)

≥ Why?

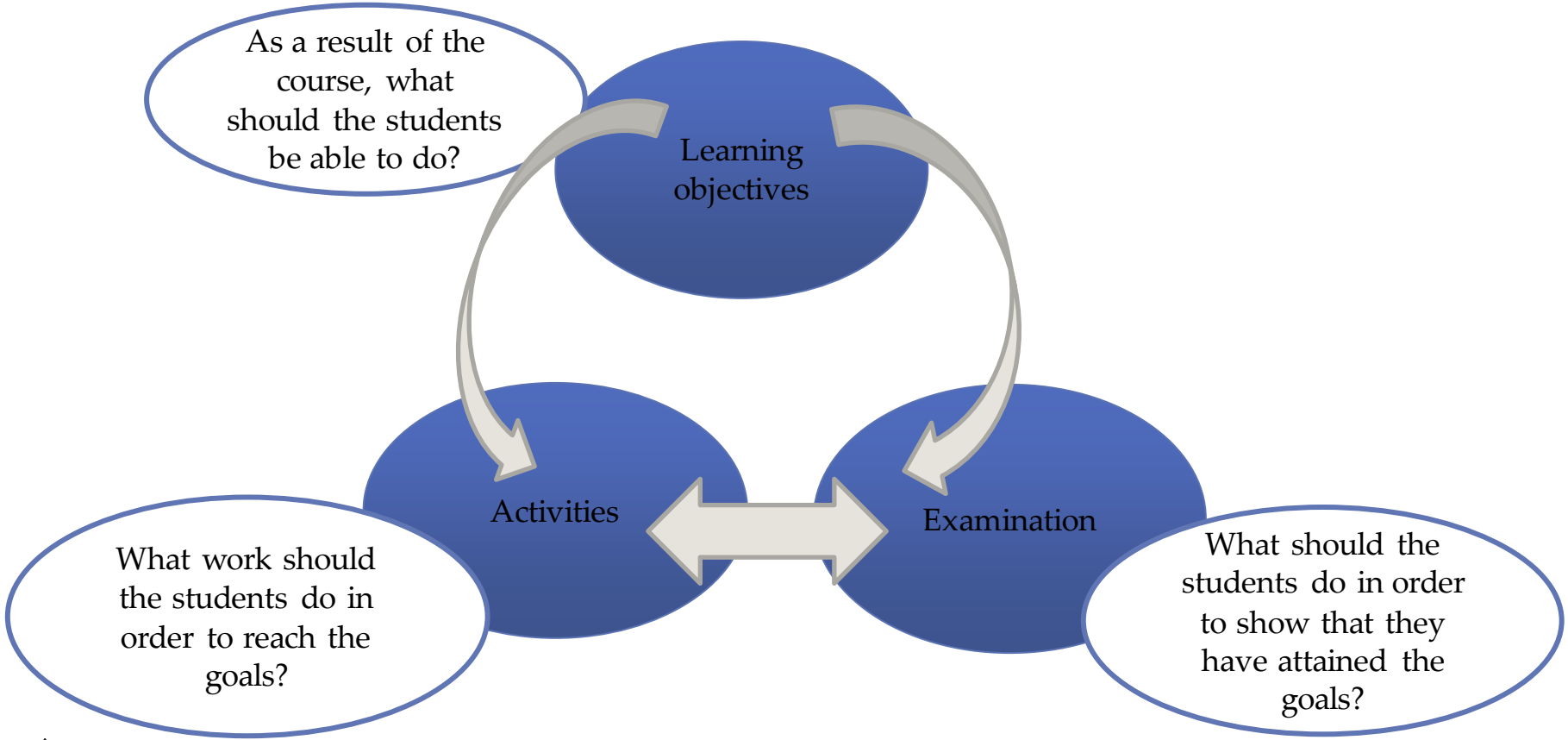
Student- focused learning activities, student independance, enhancing collaborative learning, supports the flipped classroom approach, a step towards online courses, supports VARK (learning styles visual, auditative, read/write, kinaesthetic)

≥ How?

- How can I increase student independance, support their learning process more when going beyond face-to-face time with me as a teacher?
- What learning activities that I use today in a conventional way could be supported or even be improved through digitally based activities?



Constructive alignment, Biggs and Tang (2011)



Prof. Diana Laurillard

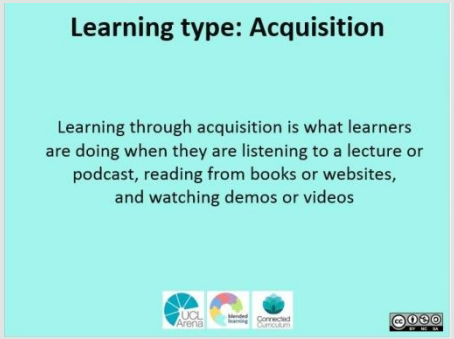
- Professor of Learning with Digital Technologies at UCL Knowledge Lab

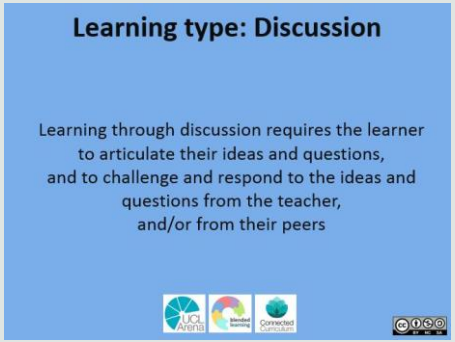
- *The Conversational Framework* embraces the notion that teaching is a dialogue, and shows what it takes to learn, using the ideas of social learning, constructionism, and collaborative learning.

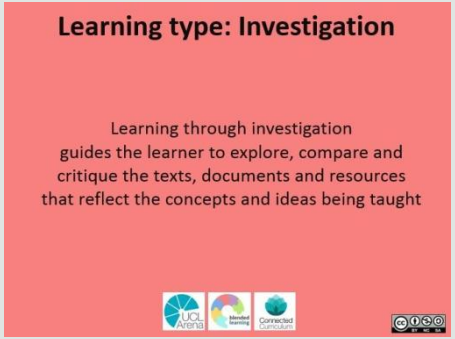
- Laurillard claims that there are four main aspects of the teaching-learning process and that a course design can be analyzed in terms of these dimensions. Her four aspects are:
  - *teacher's concepts*
  - *teacher's constructed learning environment*
  - *student's concepts*
  - *student's specific actions (related to learning tasks).*

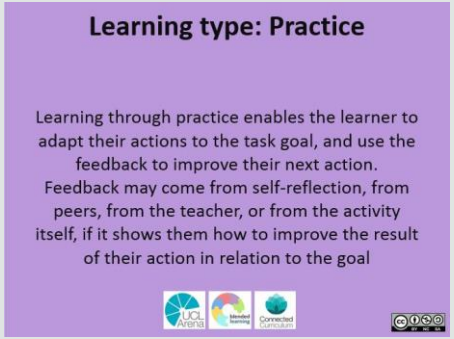
ABC curriculum design

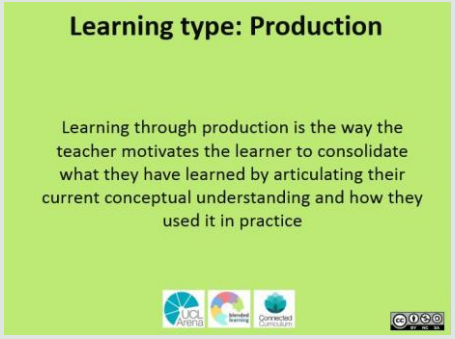
Learning types cards (front)











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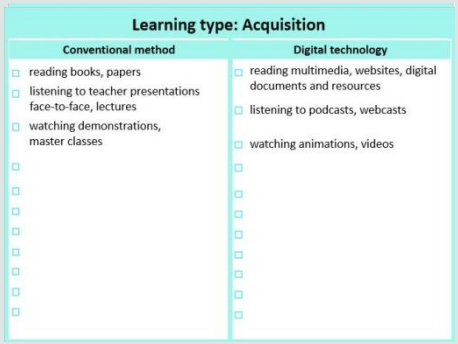
learning activity types on one side and examples of activities on the other

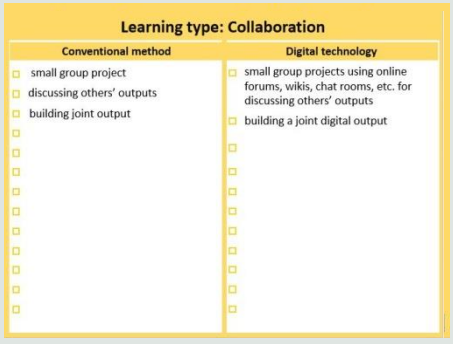
ABC curriculum design

Learning types cards (back)



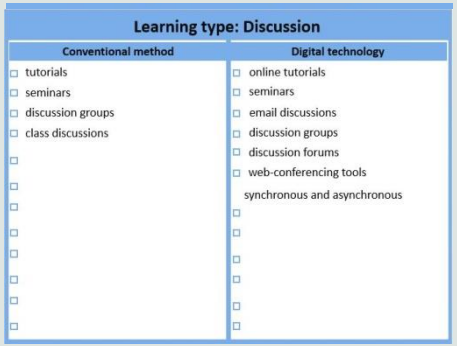
Learning type: Acquisition

Conventional method	Digital technology
reading books, papers	reading multimedia, websites, digital documents and resources
listening to teacher presentations face-to-face, lectures	listening to podcasts, webcasts
watching demonstrations, master classes	watching animations, videos



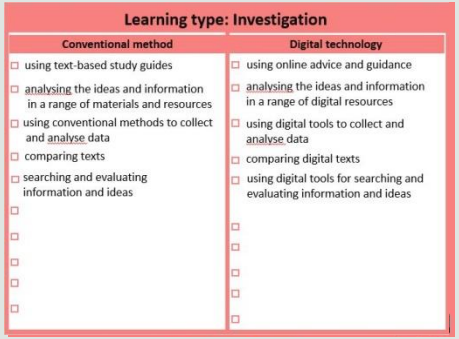
Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
discussing others' outputs	building a joint digital output
building joint output	



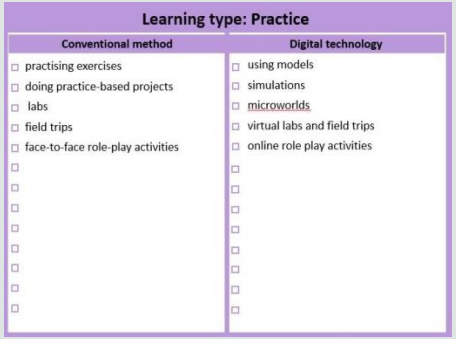
Learning type: Discussion

Conventional method	Digital technology
tutorials	online tutorials
seminars	seminars
discussion groups	email discussions
class discussions	discussion groups
	discussion forums
	web-conferencing tools
	synchronous and asynchronous



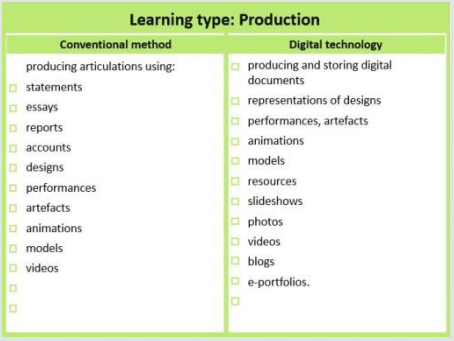
Learning type: Investigation

Conventional method	Digital technology
using text-based study guides	using online advice and guidance
analysing the ideas and information in a range of materials and resources	analysing the ideas and information in a range of digital resources
using conventional methods to collect and analyse data	using digital tools to collect and analyse data
comparing texts	comparing digital texts
searching and evaluating information and ideas	using digital tools for searching and evaluating information and ideas



Learning type: Practice

Conventional method	Digital technology
practising exercises	using models
doing practice-based projects	simulations
labs	microworlds
field trips	virtual labs and field trips
face-to-face role-play activities	online role play activities



Learning type: Production

Conventional method	Digital technology
producing articulations using:	producing and storing digital documents
statements	representations of designs
essays	performances, artefacts
reports	animations
accounts	models
designs	resources
performances	slideshows
artefacts	photos
animations	videos
models	blogs
videos	e-portfolios.

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

https://www.youtube.com/watch?time_continue=59&v=wnERkQBqSGM

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

ABC Learning Design method by Clive Young and Natasa Perovic, UCL..(2015). Learning types, Laurillard, D. (2012).
Resources available from https://blogs.ucl.ac.uk/abc-ld/

Acquisition

Conventional method	Digital technology
☐ reading books, papers	☐ reading multimedia, websites, digital documents and resources
☐ listening to teacher presentations face-to-face, lectures	☐ listening to podcasts, webcasts
☐ watching demonstrations, master classes	☐ watching animations, videos
☐	☐
☐	☐
☐	☐

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

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Collaboration

Conventional method	Digital technology
☐ small group project	☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
☐ discussing others' outputs	☐ building a joint digital output
☐ building joint output	☐
☐	☐
☐	☐
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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

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Discussion

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☐ seminars	☐ seminars
☐ discussion groups	☐ email discussions
☐ class discussions	☐ discussion groups
☐	☐ discussion forums
☐	☐ web-conferencing tools
☐	synchronous and asynchronous
	☐
	☐
	☐

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

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Investigation

Conventional method	Digital technology
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☐ analysing the ideas and information in a range of materials and resources	☐ analysing the ideas and information in a range of digital resources
☐ using conventional methods to collect and analyse data	☐ using digital tools to collect and analyse data
☐ comparing texts	☐ comparing digital texts
☐ searching and evaluating information and ideas	☐ using digital tools for searching and evaluating information and ideas
☐	☐
☐	☐
☐	☐

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

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Practice

Conventional method	Digital technology
☐ practising exercises	☐ using models
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☐ labs	☐ microworlds
☐ field trips	☐ virtual labs and field trips
☐ face-to-face role-play activities	☐ online role play activities
☐	☐
☐	☐
☐	☐

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

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Production

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☐ performances	☐ resources
☐ artefacts	☐ slideshows
☐ animations	☐ photos
☐ models	☐ videos
☐ videos	☐ blogs
☐	☐ e-portfolios.
☐	☐
	☐

Your task!

Create a 4 day leadership course containing the following modules:

1. Group development
2. Leadership styles
3. Decision-making during stressful situations
4. Observation of a infantry rifle platoon during combat

Four major steps in the tool

1. **Diagnosis - to see the extent of blended learning that your course/programme has today *and to what extent the different learning types are supported in your course design***

2. Build your story board

3. Use the activity cards to choose analogue and digital activities *– and add some more yourself*

4. Re-diagnose the course/programme

Start working! Evaluate! Develop!

Arena Blended Connected (ABC) curriculum design workshop

Programme

Module name

new module / module review

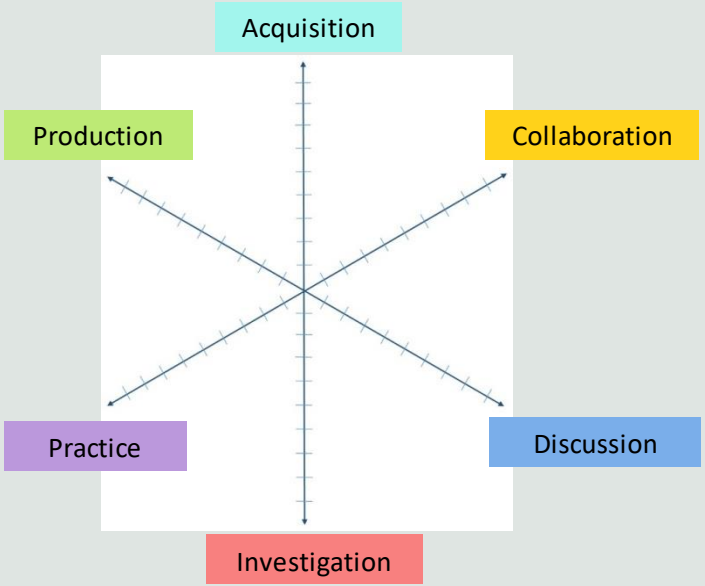
Academics
ELE workshop facilitators

Workshop date

Module summary (tweet size description of your module):

Follow

@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)

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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 Grabol

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 21st century teaching

Follow

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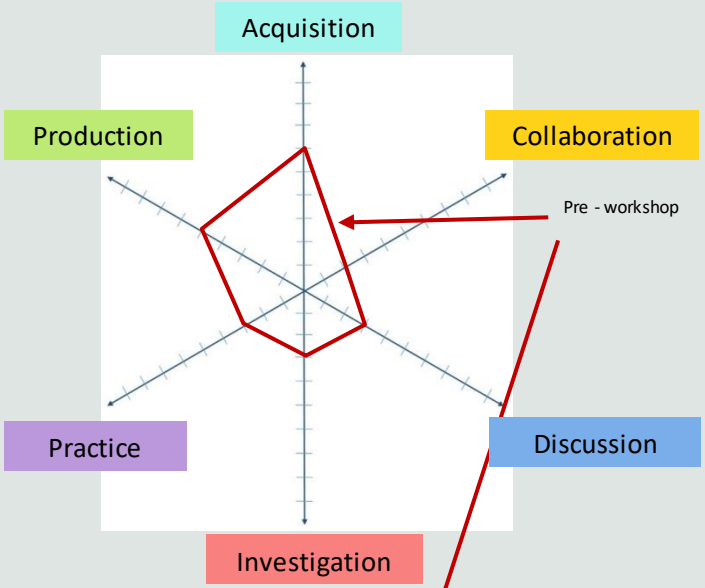

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UCL Arena

blended learning

Connected Curriculum

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Start working! Evaluate! Develop!

ABC curriculum design

ABC (Arena Blended Connected) curriculum design

Viewpoints
Reflective Worksheet

E.g. pre-entry or induction	Module 1				
E.g. 1st year or first few weeks	Module 2				
E.g. 2nd year or mid semester	Module 3				
E.g. 3rd year or final phase	Module 4				

Connected curriculum dimensions and comments, action plan

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: 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

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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: 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 type: Discussion

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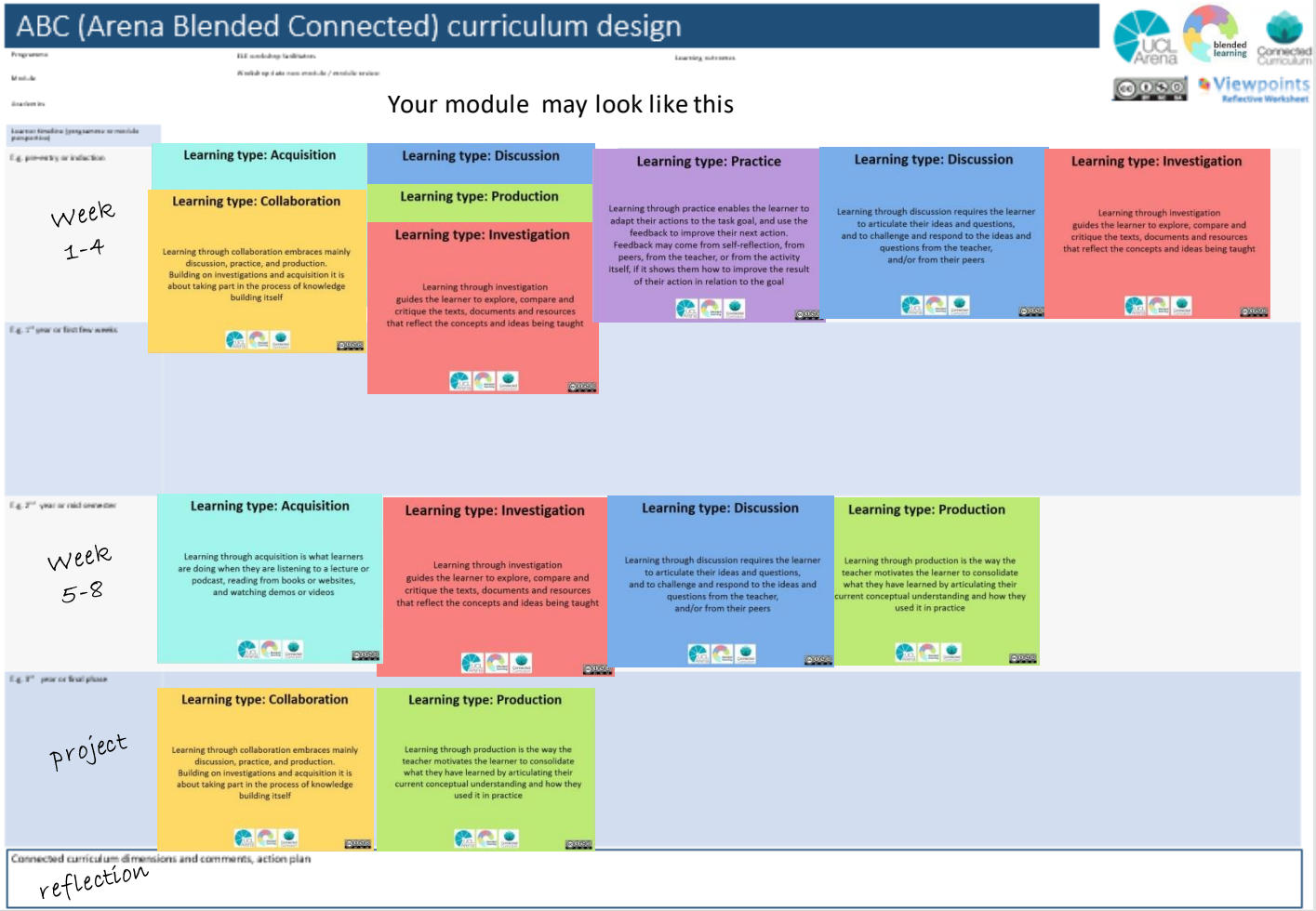
ABC curriculum design



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Four major steps in the tool

1. Diagnosis - to see the extent of blended learning that your course/programme has today *and to what extent the different learning types are supported in your course design*

2. Build your story board

3. **Use the activity cards to choose analogue and digital activities – *and add some more yourself***

4. Re-diagnose the course/programme

Start working! Evaluate! Develop!

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 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

Write here ...

Learning type: Discussion

Learning type: Production

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

Write here ...

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: Discussion

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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

Week 5-8

Learning type: Acquisition

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Learning type: Investigation

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Learning type: Discussion

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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

project

Learning type: Collaboration

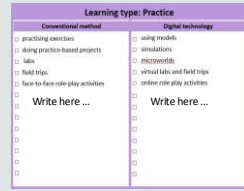
Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself

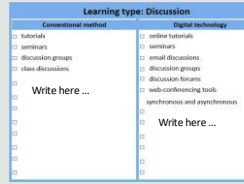
Learning type: Production

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

reflection

Connected dimensions and comments, action plan





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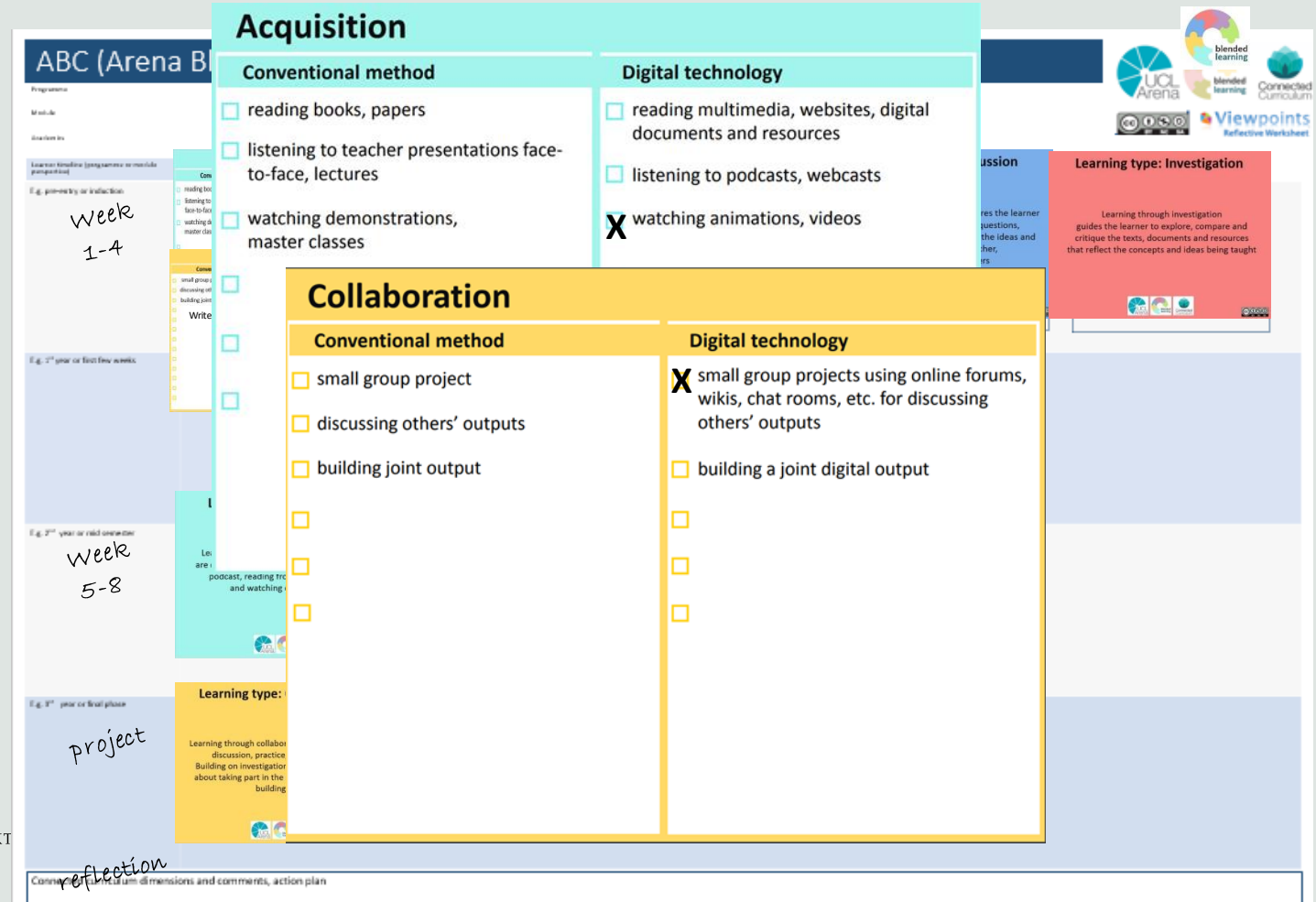
ABC curriculum design



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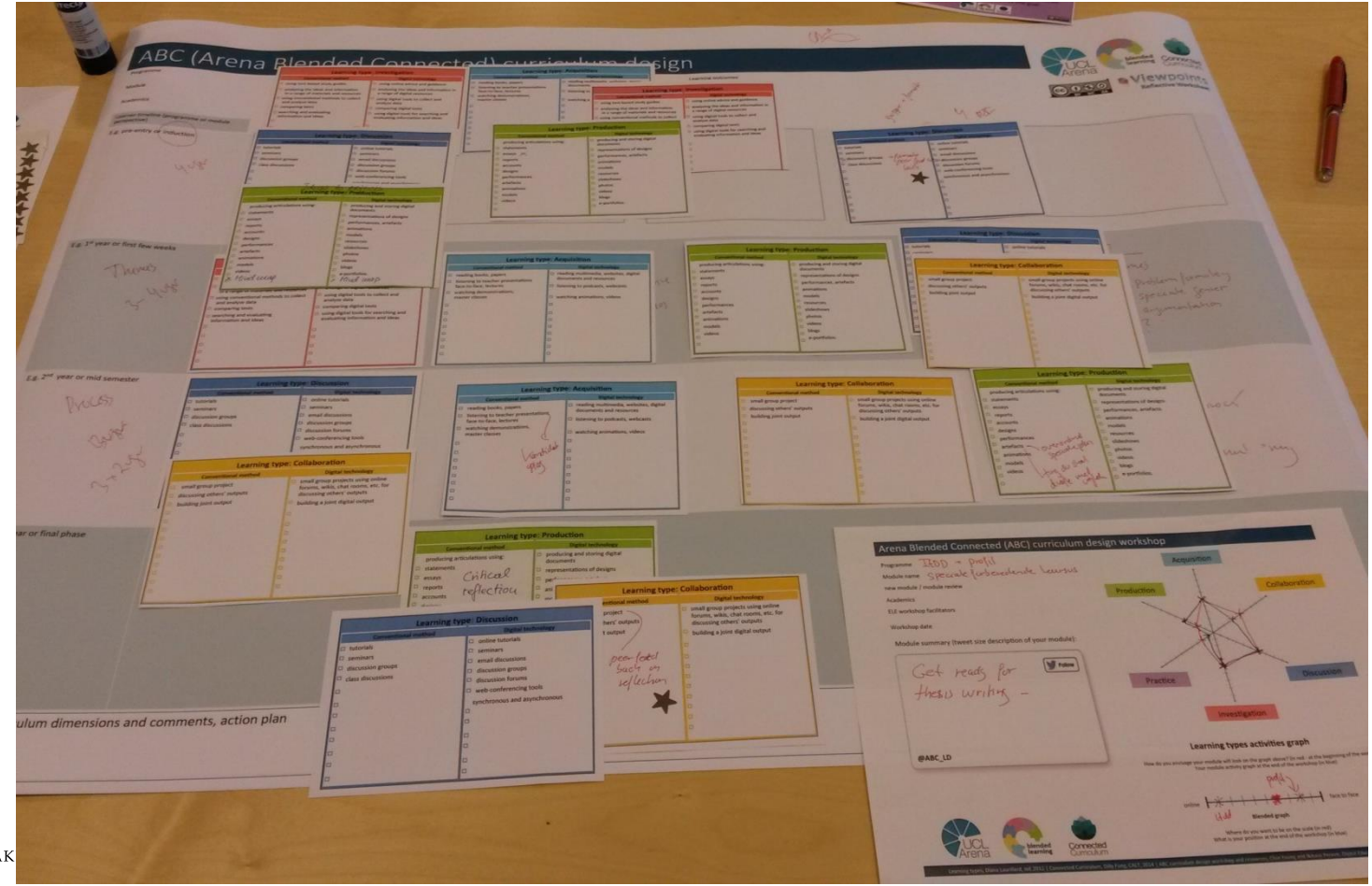

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Learning types activities , V- Visible learning A - can be assessed (F or S)

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

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

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

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

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UCL Arena

blended learning

Connected Curriculum

Four major steps in the tool

1. Diagnosis - to see the extent of blended learning that your course/programme has today *and to what extent the different learning types are supported in your course design*

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4. **Re-diagnose the course/programme**

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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 Grabol

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 21st century teaching

Follow

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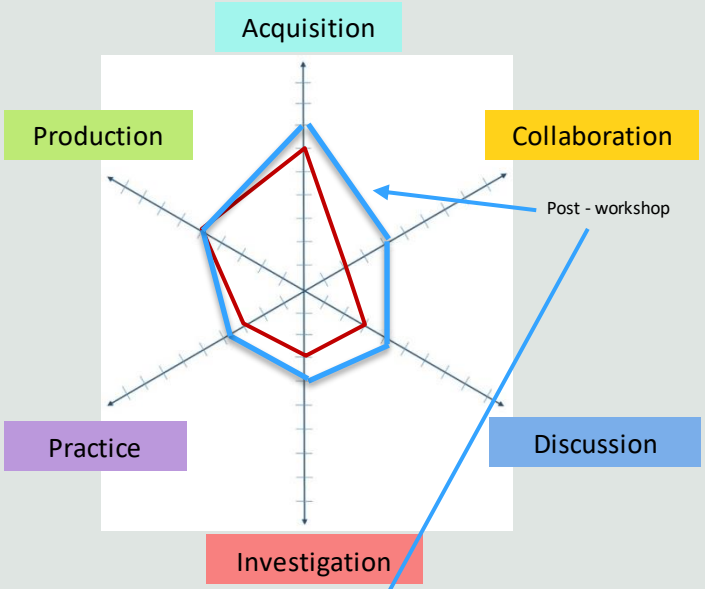

Learning types activities graph

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)
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Connected Curriculum

To discuss

Does this tool look interesting and useful?

Yes/No/Limitations/Potential - in what way(s)?

Resources

- Youtube: *Diana Laurillard*
- Clive Young and Nataša Perović, University College London (UCL), London
- https://blogs.ucl.ac.uk/abc-ld/
  - Materials for free in several languages
- Facebook: ABC_LD Community Sweden

Suggested reading:

- Holmberg, J. (2017) Applying a conceptual design framework to study teachers' use of educational technology
- Laurillard, D. et al (2018) Using technology to develop teachers as designers of TEL: Evaluating the learning designer
- Laurillard, D. (2012) Teaching as a Design Science. Routledge
- Young, C., Perovic, N. (2016) Rapid and creative course design: as easy as ABC?

FÖRSVARSMAKTEN