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business and the professions

# Discover Learning Design with LEaD

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# Introductions and Housekeeping

- Today's facilitators.
- Workshop structure: Hybrid session with a group activity and feedback.
  - Presentation in-person and via Zoom.
  - Activity:
    - In-person participants will be split into groups and will be given resources to complete the activity.
    - Online participants:
      - Participants will be split into breakout groups to complete the activity.
      - Participants will be asked to download a copy of the shared documents which will be linked in the Chat for the workshop activity.
      - Please mute your microphones during the presentation section of the session.
      - Cameras on or off. It's your choice.
      - Please add comments or questions to the chat throughout the session.

# Session Outline and Aims

- Presentation - Introduction to the ABC Storyboard approach to Learning Design, and the Learning Design service offered at City by LEaD (20 minutes)
- Group Activity - Mini storyboard workshop based on a sample module. Collaborate in groups to:
  - Design part of a storyboard for a sample module (15 minutes)
  - Present your storyboard to other groups (15 minutes)
- Individual Activity - Share your experiences of the learning design process. Consider and discuss how this approach could help with your own module design (10 minutes)



# What is ABC Learning Design?

A high-energy, hands-on curriculum development workshop developed at UCL.

ABC builds on the six learning types concept introduced in Professor Diana Laurillard's Conversational Framework. In her book, [Teaching as a Design Science](#) (2012), Professor Laurillard explains how the Conversational Framework provides a model of how students learn. The concept behind the Conversational Framework and the learning types are described by Professor Laurillard in a 5-minute [video](#).

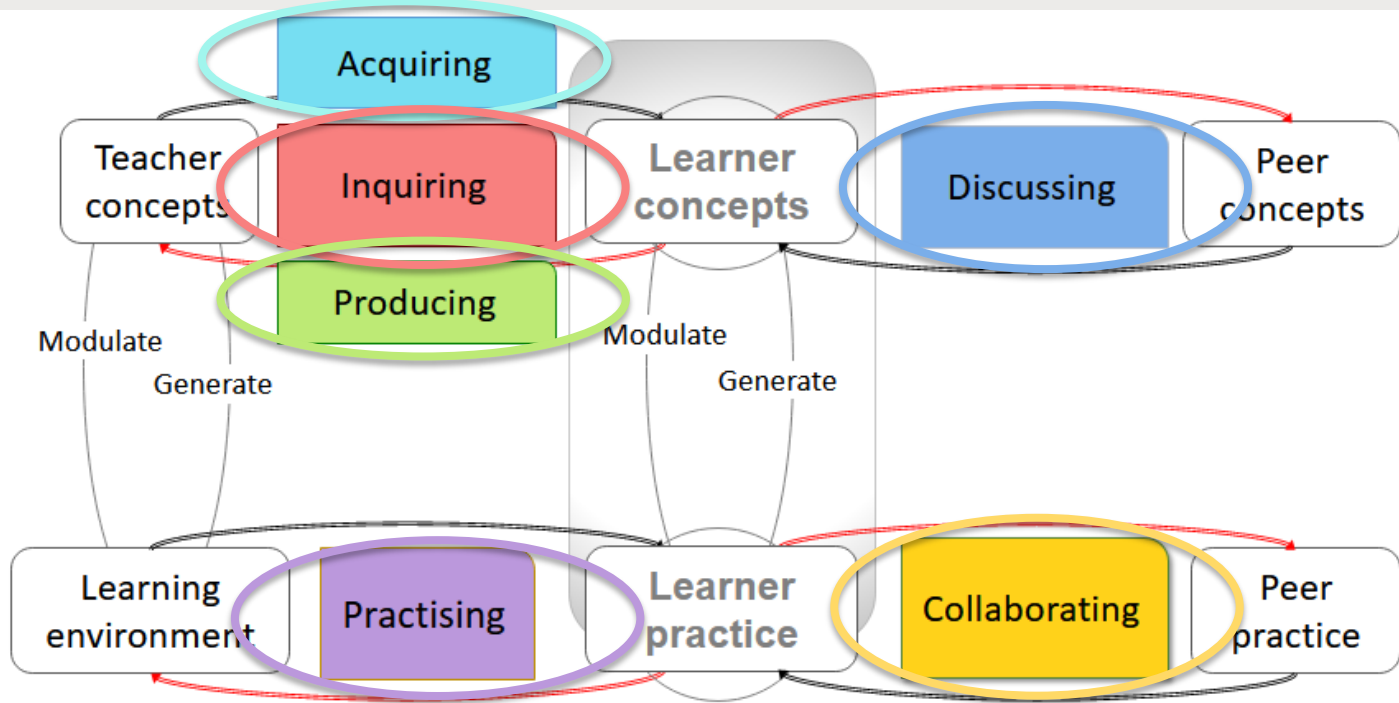
Sources and Links:

ABC: <https://abc-ld.org/> and <https://abc-ld.org/online-abc-ld/>

Teaching as a Design Science (book): <https://www.routledge.com/Teaching-as-a-Design-Science-Building-Pedagogical-Patterns-for-Learning/Laurillard/p/book/9780415803878>

Professor Diana Laurillard's video explaining the Conversational Framework: <https://www.youtube.com/watch?v=0BLxTLbmCtI>

# The Conversational Framework



A sequence of learning activities for a specific outcome uses the appropriate balance between all these types of learning, conventional and digital



# ABC Learning Design

An approach to learning design where academic and learning technology teams work together to create a visual ‘storyboard’. The storyboard is made up of pre-printed cards (or an online equivalent), representing the type and sequence of learning activities required to meet the module and programme learning outcomes.

*ABC can be used for new programmes or to introduce an online or more blended format to existing programmes, (Young & Perović, 2016).*

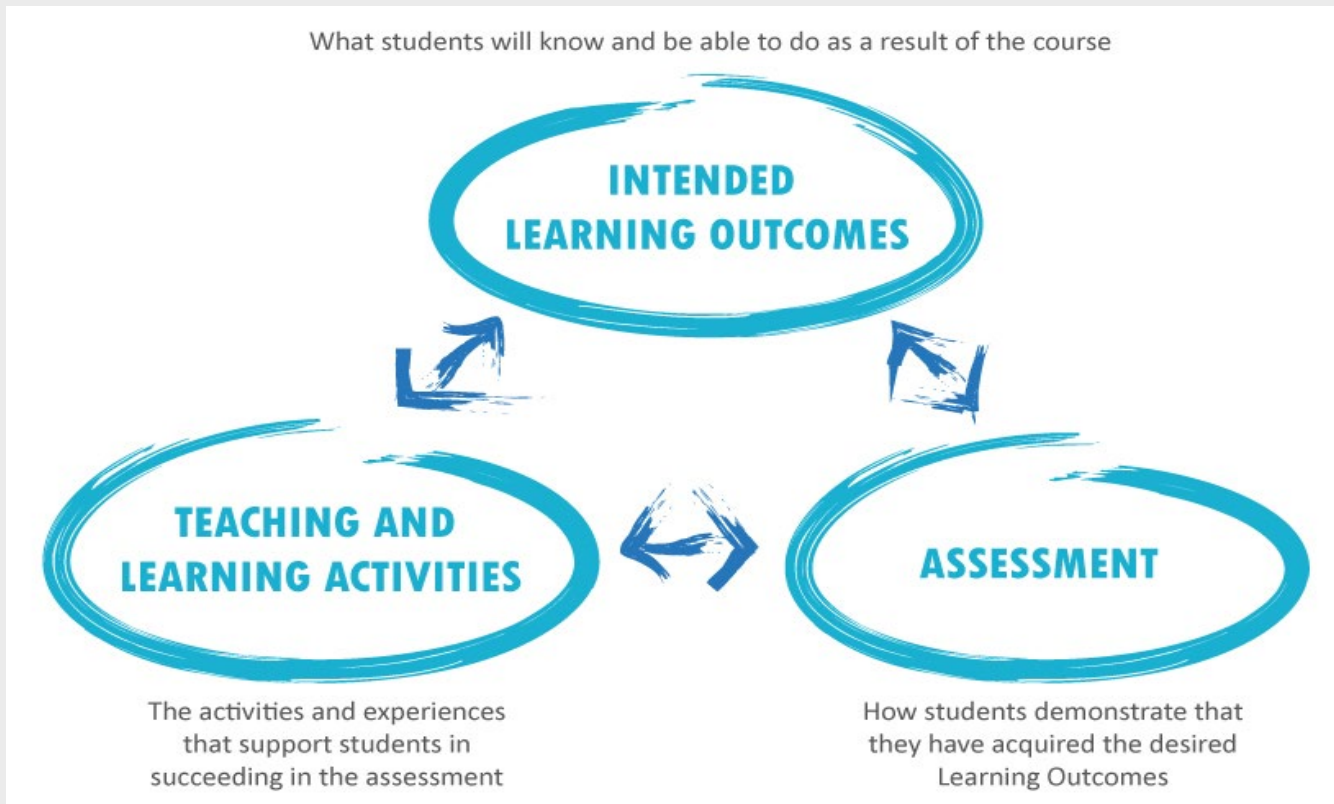
*ABC encourages creativity within a team by providing an opportunity to collaborate on the initial design of course activities, (Ní Shé et. al., 2020).*

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

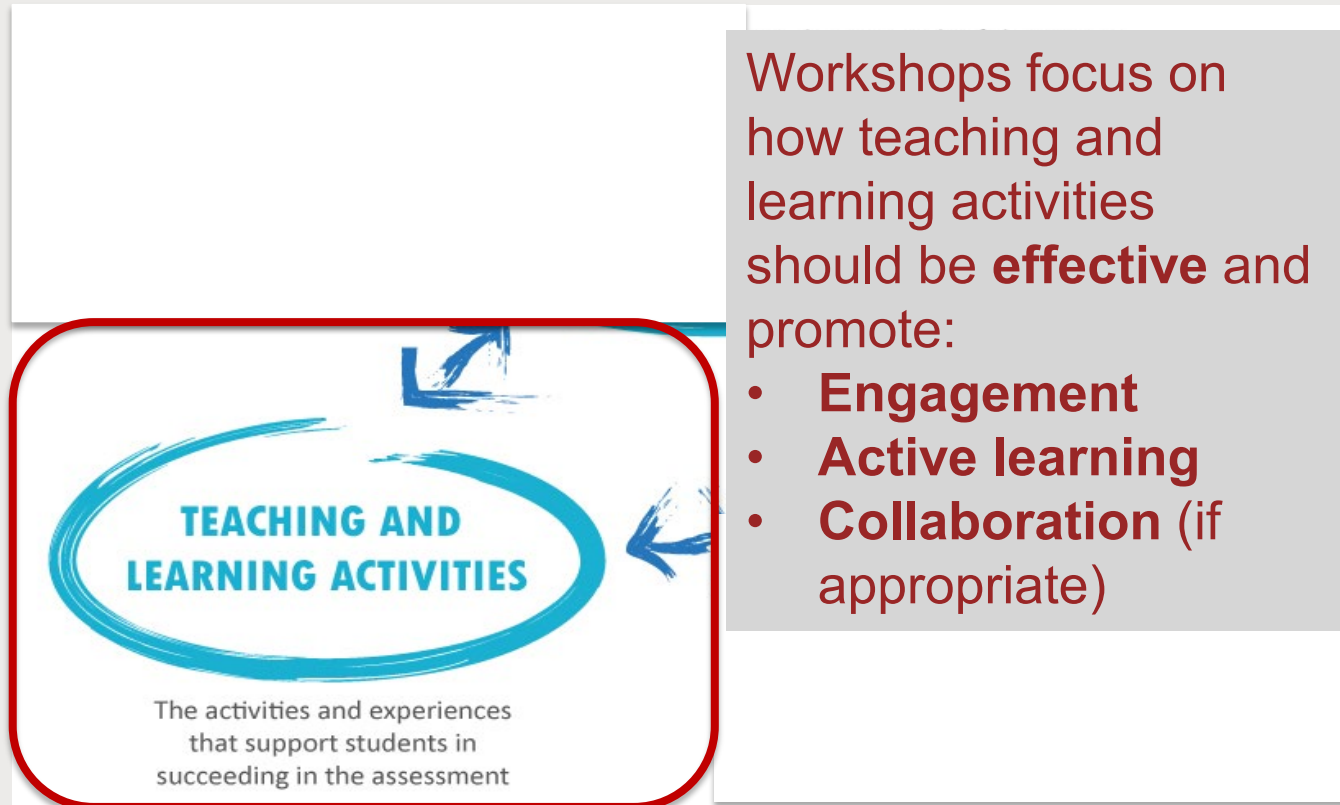
Young, C. and Perović, N., 2016. Rapid and creative course design: as easy as ABC?. *Procedia-Social and Behavioural Sci*Ní Shé, C., Farrell, O., Bruton, J., Costello, E., Trevaskis, S., Donlon, E. and Eccles, S., 2020.

Using ABC to design an online teaching course for open online educators. *ABC Learning Design*

# Programme / Module Design



# Programme / Module Design





# Laurillard's six learning types

## Acquisition

Learners watch a lecture, presentation or video, reading books, journal articles or digital documents.

## Discussion

Learners articulate their ideas and questions and respond to and challenge ideas from the teacher and / or from peers.

## Collaboration

Learners work together to collaboratively build their knowledge mainly through discussion, practice and production.

## Investigation

Learners explore, compare, analyse and critique the texts and resources which reflect the concepts being taught.

## Practice

Learners adapt their actions to the task goal and receive feedback from self-reflection, from peers and from the teacher.

## Production

Learners consolidate what they have learned by articulating their current conceptual understanding in a practical context.

# Laurillard's six learning types: Examples

## Acquisition

- Videos: lectures, presentations,
- Readings: books, journal articles, case studies, websites
- Podcasts
- Webinars
- Animations
- Interactive Media

## Discussion

- Seminars / Webinars
- Discussion forums
- Tutorials
- Social network participation
- Web-conferencing and meeting tools (Teams and Zoom)
- Reflective tasks – individual or group

## Collaboration

- Forum discussions
- Small group projects
- Collaborative documents
- Shared resource library

# Laurillard's six learning types: Examples

## Investigation

- Analysing information and ideas
- Searching and evaluating information and ideas
- Literature reviews and critiques
- Comparing texts
- Collecting and analysing data
- Field trips, lab observations

## Practice

- Quizzes with automatic feedback or model answers and examples
- Formative exercises
- Reflective tasks – individual or group
- Practice-based projects
- Practice exams
- Role play activities
- Labs

## Production

- Essays, reports, case studies, interviews
- Literature reviews
- Posters, Presentations
- Diagrams, data visualisations
- Photos, videos, podcasts
- Blog posts
- Online portfolios

# Example of an ABC storyboard

Learning transfer (programmes or modules completed)

*Week 1-4*

*Fig. 1<sup>st</sup> year or first few weeks*

*Week 5-8*

*Fig. 2<sup>nd</sup> year or mid-semester*

*Project*

*Fig. 3<sup>rd</sup> year or final phase*

Connected curriculum dimensions and comments, action plans

*reflection*

<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> 
<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> 	
<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: 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> 			

Source: ABC LD Workshop toolkit 2020: <https://abc-ld.org/download-abc/>

# LEaD's role so far...

- Created an online Learning Design workshop based on ABC. Adapting for in-person and hybrid delivery.
- Approach used to co-design fully online MSc Programme in SMCSE.
- Currently running workshops for SMCSE Computer Science.
- Organised sessions to introduce concepts to the Law School for three programmes.
- Introduced concepts to Bayes and SMCSE at Learning and Teaching events.

# A typical LEaD Learning Design workshop

1. Define the key purpose of the module and benefit to students.
2. Consider the current distribution of learning activities on your module.
3. Create a storyboard of the learning activities in your module using the resources provided. Consider the current module and add new activities to benefit learners.
4. Re-consider the distribution of learning activities on your storyboard.

# Define module purpose

Activity 1. As a group, define the key purpose of the module and explain how it will benefit students in around 50 words.

Give background knowledge that makes clear the importance of temporary works. Critically assess the obligations and responsibilities of various parties during design and construction to effectively manage risk. This will include a review of the regulatory framework and industry best practice. Students should be able to demonstrate that they can operate appropriately within these constraints.

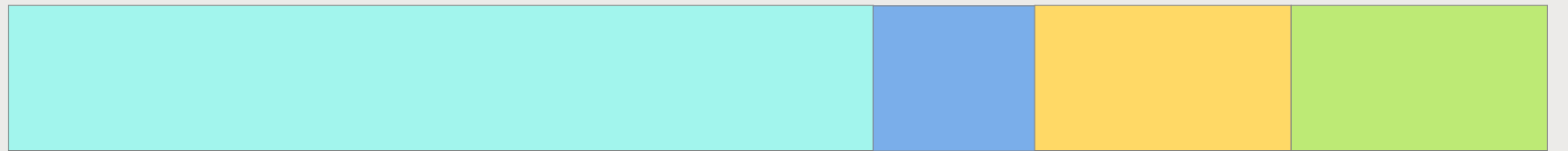
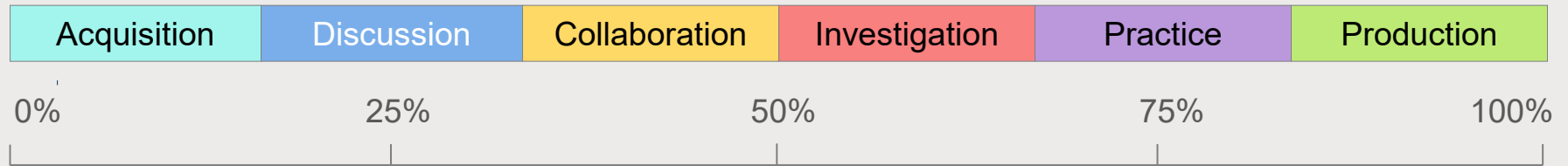
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# Review current learning activities

## Activity 2: Before the Storyboard



Example from SMCSE MSc Temporary Works module

# A typical LEaD Learning Design workshop

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# Storyboard Example: Weeks 1 and 2

Example from SMCSE  
MSc Temporary Works  
module

**Week 1:  
Management  
Methods and  
Communication**

**Acquisition**  
Lecture

**Discussion**  
Quality definition  
Project that went  
wrong

**Practice**  
Exercise on  
implementing  
quality  
management  
systems

**Production**  
Exercise to  
demonstrate  
understanding of  
frameworks for  
management

**Week 2:  
Competency  
Training and  
qualification**

**Acquisition**  
Background reading  
Lecture introduction  
of regulatory  
framework

**Discussion**  
Temporary works  
failure

**Production**  
Exercise on  
management of  
temporary works

**Acquisition**  
**Acquisition**  
**Acquisition**

**Collaboration**  
**Collaboration**  
**Collaboration**

**Discussion**  
**Discussion**  
**Discussion**

**Investigation**  
**Investigation**  
**Investigation**

**Practice**  
**Practice**  
**Practice**

**Production**  
**Production**  
**Production**

# Storyboard Example: Weeks 5 and 6

Example from SMCSE  
MSc Temporary Works  
module

**Week 5:  
Liabilities**

**Acquisition**  
Lecture

**Discussion**  
In lecture

**Practice**  
Informal discussion  
of posted  
student comments

**Production**  
Coursework  
question – essay  
format

**Week 6:  
Construction  
sequencing  
project workshop**

**Investigation**  
Look up additional  
information  
required

**Collaboration**  
Work in pairs on  
sequence

**Production**  
Create  
construction  
sequence which is  
marked

**Acquisition**

**Acquisition**

**Acquisition**

**Collaboration**

**Collaboration**

**Collaboration**

**Discussion**

**Discussion**

**Discussion**

**Investigation**

**Investigation**

**Investigation**

**Practice**

**Practice**

**Practice**

**Production**

**Production**

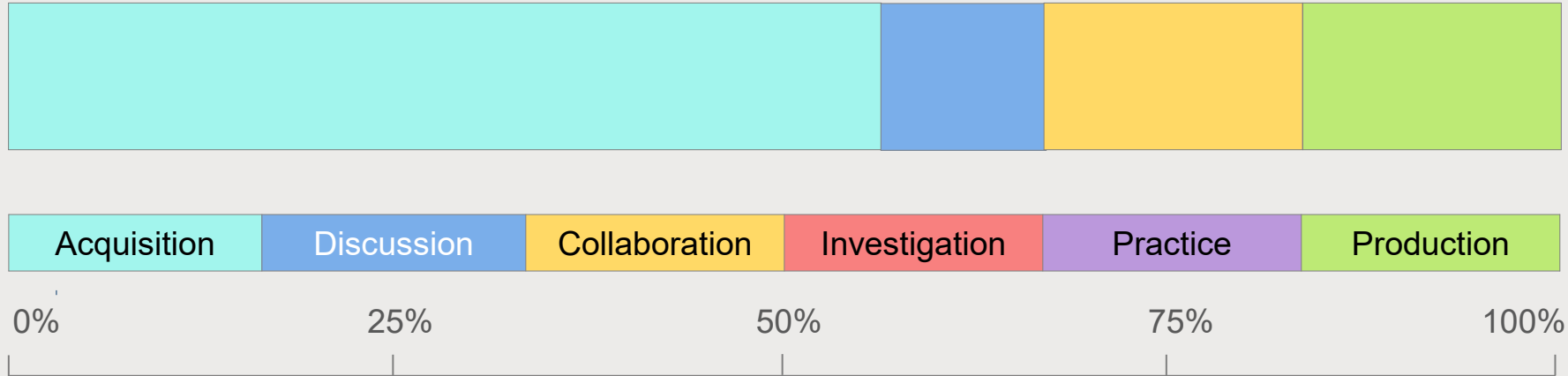
**Production**

# A typical LEaD Learning Design workshop

1. Define the key purpose of the module and benefit to students.
2. Consider the current distribution of learning activities on your module.
3. Create a storyboard of the learning activities in your module using the resources provided. Consider the current module and add new activities to benefit learners.
4. Re-consider the distribution of learning activities on your storyboard.

# Review current learning activities

## Activity 2: Before the Storyboard



## Activity 4: After the Storyboard



# Group Activity (15 minutes)

In-person participants and online participants will each be split into smaller groups for the activity.

Using the module summary and learning outcomes provided, in your groups, **create a storyboard** for the **first 2 weeks** of the example module.

For each module activity, consider which of the six learning types best describes the activity. Try to add a broad range of activities covering as many different learning types as possible to produce a varied module storyboard design.

**Tip:** Focus on adding the most appropriate activity for the module, and not which learning type suits the activity best.

# Group Activity: Sample Module summary

## Sample Module: Teaching More Effectively with Technology

With reference to relevant research, in this module you will explore effective ways of using technology to support teaching and learning. You will reflect on how technology is currently used in your teaching, and, through working with your peers, consider how technology could be used more efficiently to enhance learning, teaching and collaboration in your own context.

Source: Adapted from FutureLearn online course: Using Technology in Evidence-Based Teaching and Learning (<https://www.futurelearn.com/courses/technology-teaching-learning>)



# Group Activity: Sample Learning Outcomes

## Sample Module: Teaching More Effectively with Technology

By the end of this module, you will be able to:

- Evaluate the effectiveness of your current practices around the use of technology by applying findings from relevant research and peer discussion.
- Choose and implement appropriate technologies to support effective teaching, learning and collaboration in your own context.
- Explain how technology can be used more efficiently to support effective teaching and learning.

Source: Adapted from FutureLearn online course: Using Technology in Evidence-Based Teaching and Learning (<https://www.futurelearn.com/courses/technology-teaching-learning>)

# Group Activity (15 minutes) – In-person participants

- Move into your groups. Refer to the resources provided.
- Using the sample module summary and learning outcomes, **consider which activities to add to your module.**
- For each activity:
- Consider which of the six learning types best describes the activity.
- Select a card for the appropriate learning type and briefly write the activity on the card.
- Attach each card to the storyboard, indicating the sequence of activities, using the Blu Tack provided.
- Please select a member of your group to present your storyboard to the other groups in the next activity.

## Learning Types

### Acquisition

Learners watch a lecture, presentation or video, reading books, journal articles or digital documents.

### Investigation

Learners explore, compare, analyse and critique the texts and resources which reflect the concepts being taught.

### Discussion

Learners articulate their ideas and questions and respond to and challenge ideas from the teacher and / or from peers.

### Collaboration

Learners work together to collaboratively build their knowledge mainly through discussion, practice and production.

### Practice

Learners adapt their actions to the task goal and receive feedback from self-reflection, from peers and from the teacher.

### Production

Learners consolidate what they have learned by articulating their current conceptual understanding in a practical context.

# Storyboard: Weeks 1 & 2

## Week 1

Topic:

### Acquisition

Learners watch a lecture, presentation or video, reading books, journal articles or digital documents.  
E.g. Lectures, reading, watching, listening

### Practice

Learners adapt their actions to the task goal and receive feedback from self-reflection, from peers and from the teacher.  
E.g. Quizzes, practice exercises and exams

### Production

Learners consolidate what they have learned by articulating their current conceptual understanding in a practical context.  
E.g. Essays, literature reviews, blog posts

## Week 2

Topic:

# Group Activity (15 minutes) – Online participants

- Join your allocated Zoom breakout group when groups are open.
- Open the PowerPoint files provided in the chat for the shared resources.
- Using the sample module summary and learning outcomes in the resources file, **consider which activities to add to your module.**
- For each activity:
  - Consider which of the six learning types best describes the activity.
  - On the storyboard file, select a card from the bottom of the page for the appropriate learning type and briefly type the activity description on the card.
  - Drag the card to the appropriate place on the storyboard, indicating the sequence of activities.
- Please select a member of your group to present your storyboard to the other groups in the next activity.

# Group Storyboard Activity: Weeks 1 and 2

## Acquisition

Learners watch a lecture, presentation or video, reading books, journal articles or digital documents.  
E.g. Lectures, reading, watching, listening

## Collaboration

Learners work together to collaboratively build their knowledge mainly through discussion, practice and production.  
E.g. Forum discussions, group projects

## Discussion

Learners articulate their ideas and questions and respond to and challenge ideas from the teacher and / or from peers.  
E.g. Online discussions and forums, tutorials

## Investigation

Learners explore, compare, analyse and critique the texts and resources which reflect the concepts being taught.  
E.g. Exploring and analysing information

## Practice

Learners adapt their actions to the task goal and receive feedback from self-reflection, from peers and from the teacher.  
E.g. Quizzes, practice exercises and exams

## Production

Learners consolidate what they have learned by articulating their current conceptual understanding in a practical context.  
E.g. Essays, literature reviews, blog posts

### Week 1:

#### Acquisition

Read a book chapter  
Introductory Lecture

#### Practice

Informal discussion and self-reflection

#### Production

Blog post reviewing week 1

### Week 2:

#### Acquisition

#### Acquisition

#### Acquisition

#### Collaboration

#### Collaboration

#### Collaboration

#### Discussion

#### Discussion

#### Discussion

#### Investigation

#### Investigation

#### Investigation

#### Practice

#### Practice

#### Practice

#### Production

#### Production

#### Production

# Group Feedback (15 minutes)

One person from each group – in-person and online:

Please select a member of your group to present your storyboard to the other groups.

In-person participants: Nominated group member to briefly describe your group storyboard from the front of the room, preferably using the visualiser.

Online participants: Nominated group member to briefly present your group storyboard by sharing your screen on Zoom.

# Individual Feedback (10 minutes)

In-person and online participants:

Share your experiences of the learning design process.  
Consider and discuss how this approach could help with your own module design

# Next Steps?

Contact [l.k.baker@city.ac.uk](mailto:l.k.baker@city.ac.uk) if you would like a learning design workshop with your module team, or just to find out more....