

Does a rapid prototyping method stimulate our time-pressured teachers to design rich and blended learning environments?

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OUR TAKE ON EDUCATION

- » connected curriculum
- » student-centered learning environment in blended learning
- » drive – connection- innovation
- » 21st century skills and tomorrow's professions

METHODOLOGY

Focus group methodology

- » **What?** A qualitative research tool useful in providing context and depth in order to acquire relevant background information (e.g., motivation) and lends itself for interpretation of the experiences and thought of the participants.
- » **Why?** Collect in-depth data on the specific evaluation questions to determine the effect or success of the ABC-workshop.
- » **Composition?** The participants of the focus groups are the teachers joining the ABC-workshops, which are organised on voluntary base.
- » **Structure?** introductory round -> individual task -> group discussion -> group task.
- » **Data collection?** The focus group interviews will be recorded and transcribed.
- » **Goal?** Based on the information we want to optimize the ABC-method (e.g. adding a follow-up to the workshop)

RESEARCH QUESTIONS

- » Do teachers change their ideas about blended learning after joining an ABC-workshop?
- » Is the ABC-method useful for stimulating the reflection about the use of learning activities and tools?
- » Do teachers have the intention to redesign their courses after joining an ABC-workshop?
- » Do teachers actually change their instructional design after joining an ABC-workshop?
- » How do teachers experience the ABC-workshop?
- » Would teachers like to change aspects of the ABC-workshop?

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CHALLENGE?

Designing blended learning environments

“how do we best help our time-pressured teachers in this process in order to develop rich blended and online courses?”

(Young & Perovic, 2016)

FOCUS OF THE STUDY

ABC curriculum design method

The ABC-method is a workshop developed for a teacher design team in order to help them create a powerful blend of learning activities. (UCL; Young & Perovic, 2016)

- » A concrete and effective **card-based methodology** for getting started with **design teams**.
- » Based on research from University College London.
- » In **just 90 minutes** using a ‘rapid prototyping’ format, teaching teams work together to create a visual ‘storyboard’ outlining the type and sequence of learning activities (both online and offline) required to meet the teachers’ course learning outcomes.
- » Key words: pace, engagement and collaboration.
- » Based on learning activities as examined and described by Laurillard (2012).
- » VIVES was responsible for the **Flemish translation** of the ABC material and made some institutional and contextual specific adaptations.
- » The workshop was tested during several sessions in VIVES in different study areas and with over 200 participants.

How can we monitor and enhance the long term effects of the ABC method?

