ABC Learning Design at the University of Glasgow

John Kerr, Learning Innovation Officer, College of Social Sciences
john.kerr.2@glasgow.ac.uk
@johnkerr001

Vicki Dale, Senior Academic and Digital Development Adviser, Learning Enhancement and Academic Development Service
vicki.dale@glasgow.ac.uk
@vhmdale

University of Glasgow

WORLD CHANGING GLASGOW

THE TIMES
THE SUNDAY TIMES
GOOD UNIVERSITY GUIDE
2018
SCOTTISH UNIVERSITY OF THE YEAR

ABC…it's easy as 123

When and why

BOLD beginnings

How to Moodle
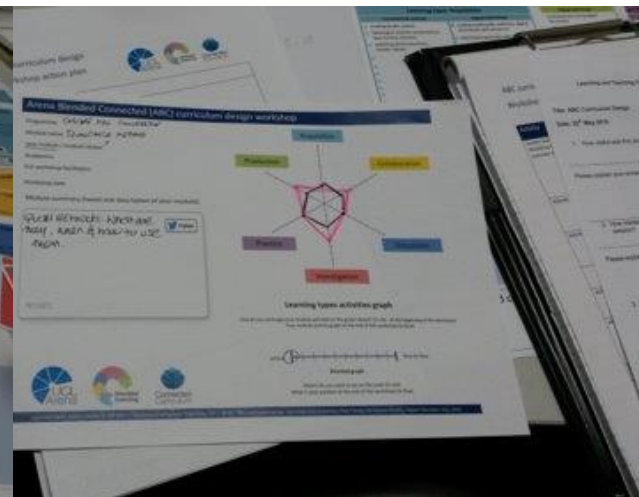
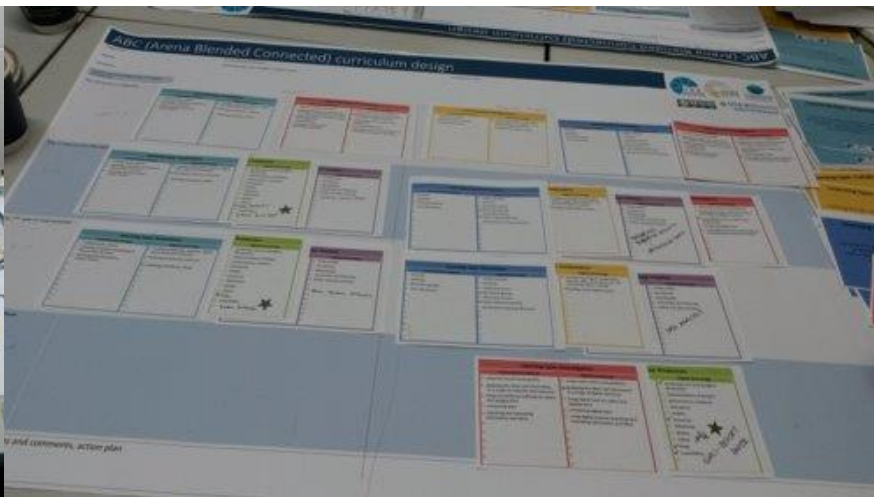MOOCs

Feedback

Local adaptations

When and why

Initially deployed for Art Crime PGCert development (2015)

  Hands-on, accessible approach to learning design

Officially launched at LEADS CPD event, 20 May 2016

Facilitated by Clive and Natasa

BOLD beginnings…

Used to support Blended and Online Learning Development (BOLD) projects (www.gla.ac.uk/myglasgow/leads/staff/telt/blended/showcase/)

- MSc Data Analytics

- MSc Education

- MSc Museum Studies

- MSc Psychology (conversion)

- PGCert Art Crime and Antiquities Trafficking

- Haskell Programming blended course and MOOC

Provided a practical, discipline-focused complement to generic workshops/webinars

Dr Donna Yates, Sociology Lecture

"

*I've really enjoyed doing this PGCert [in Art Crime and Antiquities Trafficking]. You all have supported this process in every way and I think it has been a real success. Thank you for that. The other thing that came up is, really, I think **this project** has greatly improved my **confidence in teaching** and improved my teaching all around. I've seen **positive changes in my in-person teaching** as a result, both in delivery but, more importantly, in lecture and **whole module design**. I think about it all in a much more informed way: less like bits and pieces of information, more as almost a story arch where every bit of lecture, every reading, **contributes** to an identified whole. Hard to put in to words, but it's all really helped me! And that is largely due to all your efforts!*

"

How To Moodle

Six learning types used as framework for 'How To Moodle'

Promoting good practice in active learning
design across UofG

MOOCs

Taken the ABC approach and provided a new structure for MOOC design.

Drivers for change:

- Increased MOOC activity
- Devolved School/College teams
- Quality control/assurance
- Sharing of best practice online
- MOOC learning design steep learning curve for academics (most)
- Need for consistency

While linking to wider ABC agenda

How to find a job

An introduction to week four of this course and starting to think about job-hunting.

4.1 INTRODUCTION TO WEEK FOUR VIDEO (01:18)

4.2 HOW DO EMPLOYERS RECRUIT? POLL

4.3 CREATING A JOB SEARCH STRATEGY ARTICLE

4.4 WHAT ABOUT NETWORKING? DISCUSSION

The application process

Understanding how to craft an effective job application

4.5 GETTING STARTED WITH YOUR APPLICATIONS ARTICLE

4.6 ACADEMIC APPLICATIONS: MAKING A POSITIVE IMPRESSION DISCUSSION

4.7 APPLICATIONS FOR PROFESSIONAL ROLES: MAKING A POSITIVE IMPRESSION DISCUSSION

Impressing at interview

What to expect during the interview process and advice on how to improve your chance of success.

4.8 WHAT CAN YOU EXPECT AT INTERVIEW? ARTICLE

4.9 PREPARING FOR INTERVIEWS DISCUSSION

Teaching ... needs to find ways of investing more heavily in the planning phase and that teachers' planning needs to take on more of the qualities of design for learning.

Crystallising good pedagogy into designed artefacts, such as courses, assessment tasks, videos, online tools and learning spaces, is also a way of turning recurrent expenditure (of time, effort, and cash) into durable assets.

Goodyear, 2015

Week no.

Pre course

Articles

Videos

Forums/
Study Group

Quizzes/
tests

Other activities

Weekly
emails

Total time =

Learning Types

Examples

P = primary type
S = secondary type

Discussion

Discussion

Reflective

Forum
Webinar
Group Discussions
Social Networking

Production

Production

Assess/Construct/Perform

Peer Review
Reflection
Personal Blog
Wiki
Assessment
Create MP4/MP3

Investigation

Investigation

Browsing/Inquiry-driven

Web Search
Desk Research

Acquisition

Acquisition

Deliver

Readings
Podcasts
Videos
MCQs
Live Webinar

Collaborative Building

Collaborative Building

Collaborative/Networked

Wiki
Crowd Sourcing
Google Doc
Digital Artefact

Practice

Practice

Simulation/Games-based

MCQs
Reflective Tasks

UCL Connected Curriculum Learning Types Model

1

MOOC Design Map
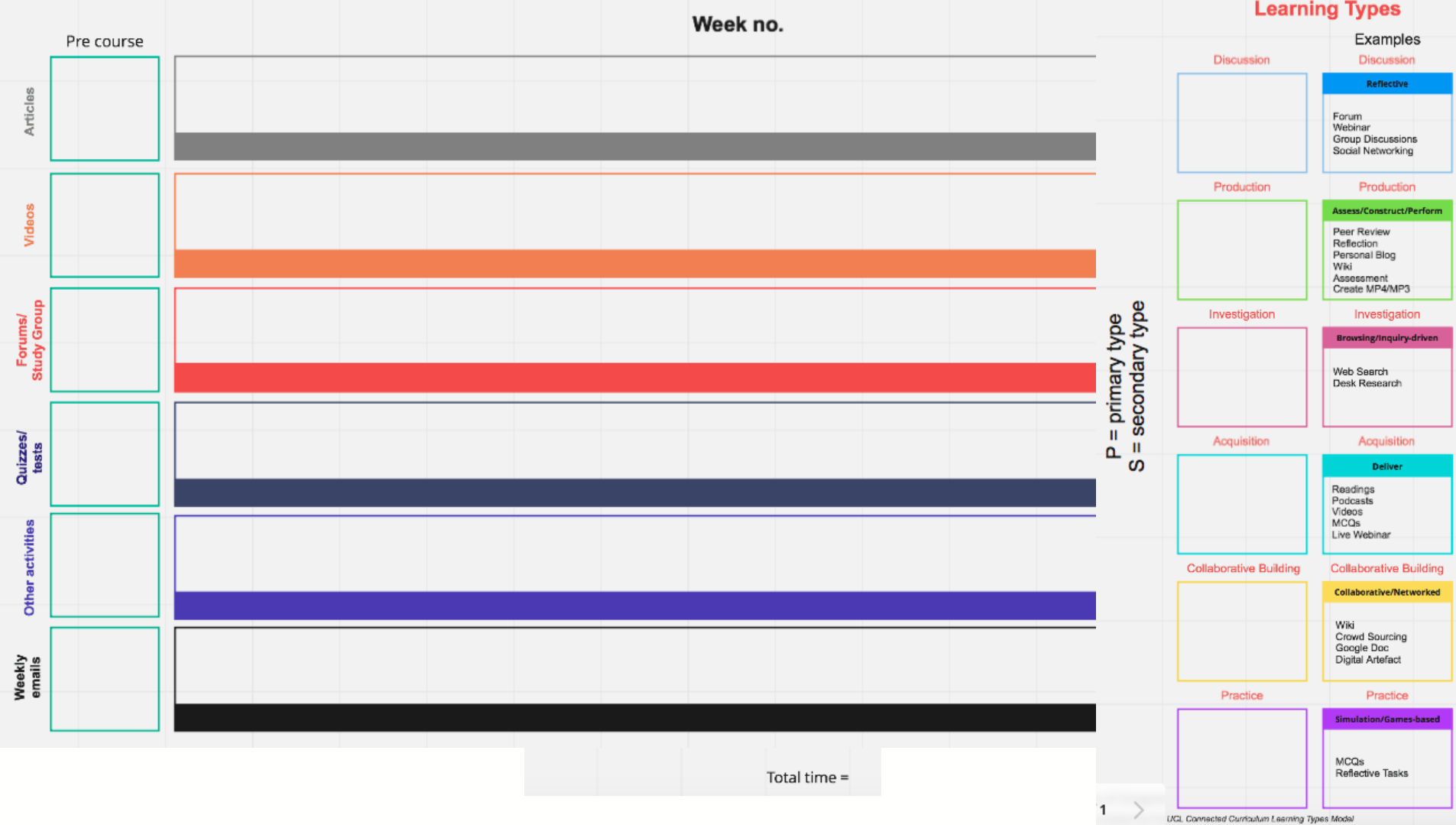
Linear Structure Overview

Activity order	Time per activity
Topic 1	
1.1 Tudor dynasty	10
1.2 Meet the team	15
1.3 Timeline	20
1.4 Study Groups	15
Topic 2	
1.5 Fashion Rules	15
1.6 Royal Retinues	10
1.7 Tudor women	15
1.8 Fashion/gender	15
1.9 Design a Ruff	20
Topic 3	
1.10 Textiles	5
1.11 Control	15
1.12 Can clothing be controlled	15
1.13 Dress the King	5
1.14 Foreign brides	15
1.15 Portraits	20
1.16 The Queen	10
1.17 Show and tell	20

Total time = 4hrs

Week no.

Pre course

Articles
- 1.2 Meet the team
- 1.5 Fashion Rules
- 1.7 Fashion Tudor women
- 1.11 Clothing and control
- 1.14 Foreign brides, foreign fashion
- 1.15 Portraits and propaganda

Videos
- 1.1 Intro to Tudor Dynasty
- 1.6 Royal Retinues
- 1.10 Tudor Textiles
- 1.13 Dressing the King
- 1.16 Dressing the Queen/Power Dressing

Forums/Study Group
- Pre Course discussion
- 1.4 Study Group location/ weekly task
- 1.8 Fashion and gender
- 1.12 can clothing be controlled
- 1.17 Study Group show and tell

Quizzes/tests

Other activities
- 1.3 Articulate Timeline of Tudor
- 1.9 design your own Ruff

Weekly emails
- Welcome to week 1
- End of week 1

Learning Types

Examples

P = primary type
S = secondary type

Discussion — Reflective
1.4
1.8
1.12
1.17 S

Forum
Webinar
Group Discussions
Social Networking

Production — Assess/Construct/Perform
1.9 P

Peer Review
Reflection
Personal Blog
Wiki
Assessment
Create MP4/MP3

Investigation — Browsing/Inquiry-driven
1.5 S
1.9 S

Web Search
Desk Research

Acquisition — Deliver
1.1 1.2 1.5 P
1.6 1.7 1.10
1.11 1.13
1.14 1.15
1.16

Readings
Podcasts
Videos
MOCs
Live Webinar

Collaborative Building — Collaborative/Networked
1.4
1.17 P

Wiki
Crowd Sourcing
Google Doc
Digital Artefact

Practice — Simulation/Games-based
MCQs
Reflective Tasks

MOOC Design Toolkit

KEY CONTACTS

John Kerr - Glasgow MOOC Lead
John.kerr.2@glasgow.ac.uk

Claire Lipscomb - FutureLearn partnership manager
Claire.Lipscomb@futurelearn.com

CONTENT CHECKING

Please ensure that you undertake the following:

Once you have one course video complete, please allow the partnership manager to check this to ensure it meets branding, guidelines and for feedback
- Design and Branding Guidelines

Any externally embedded exercises (i.e. Articulate) must be run past the partnership manager at least 30days before the course goes live
- Exercise Guidelines

A record of all images used should be kept along with the source and copyright licence
- Rights Guidelines

QUALITY ASSURANCE PROCESS

The QA process takes place when the course is complete and is submitted to the partnership manager for review and feedback. This must happen at least 30days prior to the course launching. Feedback is returned via a Google Doc which the course team must address and complete
- Quality Assurance Guidelines

SOCIAL MEDIA/MARKETING

Social media can be a large part of a course design and pedagogy and should be explored at an early stage during course marketing discussions. Regular Twitter posts and Live Youtube sessions help make the course more engaging and lead to open, distributed networks for the learners. Engage with local and central marketing teams to create exposure for your course in advance of the course running
- Social Media Guidelines

VIDEO CREATION

The Media Production Unit - located within LEADs - should be contacted as early as possible to book video support

Captions must be generated using our 3PlayMedia account and checked for accuracy. This process has a 5-working day turnaround time.

USEFUL LINKS

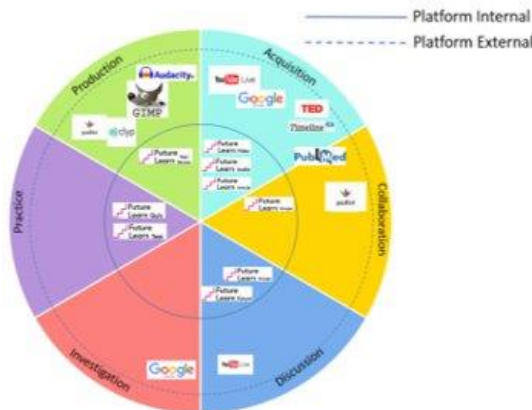Partners Page (if you do not have access, please contact John Kerr)

University Video branding guidelines (to be used in conjunction with FutureLearn's)

Previous MOOCs developed by the University of Glasgow

Learning Types and Tools

— Platform Internal
- - - Platform External

Delivered	are presented with information	Acquisition
Collaborative	construct shared understanding	
Conversational	converse with others	Collaboration
Networked	interact with networks of peers	
Reflective	reflect on activities Discussion to review previous steps	Discussion
Browsing	seek and collate information	
Inquiry-driven	investigate authentic situations	Inquiry
Problem-solving	try to solve problems or answer big questions	
Case-based	investigate individual cases	
Simulation	interact with a simulated world	
Cross-context	learn across physical or social settings	Practice
Game-based	engage with game environments	
Assessing	learn by receiving constructive feedback [Peer review step]	
Performative	present for an audience	
Construction	design and make artefacts	Production
Reflective	reflect on activities Discussion to review previous step	

"The Design Map has been instrumental in helping adapt my pedagogic approach from one that caters to mainly to   postgraduate studies to a much wider audience. Dividing the steps according to activity type has helped ensure that there is a balance of learning and interactive tasks that lend themselves to the open access and general audience ethos of MOOCs, and helps keep on track with the learning outcomes for each week."

Dr Sally Tuckett, Lecturer in History of Dress and Textiles

"The design map has been great as a tool to help visualise each week of a MOOC. In particular, It's been a great resource in helping visualise the learning types used, highlighting key points where we don't offer enough variation to the learner.
We already had a rough outline of our activities but I can see how this would be hugely beneficial for someone starting from scratch, offering a quick way to jot down ideas for activities and rejig the structure of each week."
John Maguire, Arts E-Learning Innovation Officer

Adaptations to ABC cards at Glasgow

Minor changes in wording for clarity
Additional examples of digital activities for inspiration
Interactive overview of visible learning activities to How to Moodle
Retention of UCL CC BY license for attribution

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: Collaboration	
Traditional	**Digital**
☐ Small group project	**Crowd-sourcing (students can contribute independently)**
☐ Discussing others' outputs	
☐ Building joint output	☐ Glossary
☐ Pin-board	☐ Database
☐	☐ Digital pin-board (e.g. Padlet)
☐	☐
☐	
☐	**Shared group work outputs (students co-dependent)**
☐	☐ Wiki
☐	☐ Shared blog
☐	☐ Shared e-portfolio (e.g. Mahara)
☐	☐ Joint digital output
☐	☐

References

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University of Glasgow

Thank You

John Kerr
john.kerr.2@glasgow.ac.uk
@johnkerr001

Vicki Dale,
vicki.dale@glasgow.ac.uk
@vhmdale

#UofGWorldChangers

@UofGlasgow