ABC LD Workshop Localisation

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Resources available from https://blogs.ucl.ac.uk/abc-ld/

1. Localisation – the ABC ethos

Extensive testing at UCL and other institutions has shown high levels of transferability, academic enthusiasm and satisfaction. The aim of this document is to suggest how this rapid-design format can be introduced to other universities and colleges. From our experience we recognise that the ABC method often needs local modification to be implemented successfully elsewhere. On the other hand the UCL team is conscious that the success of ABC is due to its distinct and dynamic 'formula'. Too much modification, especially the addition of new conceptual elements and participants tasks in the workshop may break the workflow of ABC. Moreover by keeping the core structure of ABC, we can more easily share ideas and resources across the community. The localisation of ABC therefore is a something of a balance and we suggest teams start with the 'classic' UCL format and change or adapt elements gradually to meet local circumstances and needs.

That said, there are a number of elements that will require change from the outset. ABC can stand alone as an intervention but it can be used as a more powerful institutional change 'tool' when it is aligned principally with institutional and departmental strategies and the local support approaches and capacity. There may also be a need to take into account institutional quality processes and academic development initiatives.
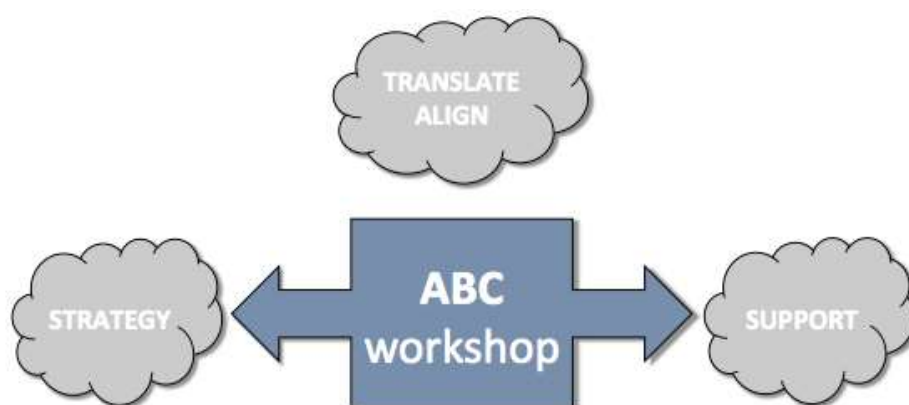

ABC aligns with strategic initiatives and local support

Strategic initiatives

The evaluation of ABC and associated strategic initiatives as part of the ACE project reinforced the notion that curriculum enhancement is more likely to be successful if learning design aligns clearly with institutional goals. As we have seen academics are usually under pressure with multiple demands on their time so initiatives which appear to them unrelated to strategic aims or quality processes may not be sustainable in the longer term. For this reason the UCL team carefully avoided the idea that ABC was a 'project' and even from the outset promoted it as a 'business as usual' process. Even the name Arena Blended Connected deliberately echoed established and respected UCL initiatives around academic development, digital education and research-based teaching and learning. As noted

elsewhere the ABC designs can be used to highlight where the strategies initiatives are reflected in the student experience. This is usually done at the end of a workshop where sticky dots are fixed to activities that are aligned to strategic initiatives. In the example below blue dots signify dimensions of the Connected Curriculum, but other universities have used this method to identify for example employability-related activities. The simplicity and transparency of this approach enables narratives to be easily generated for quality reporting.
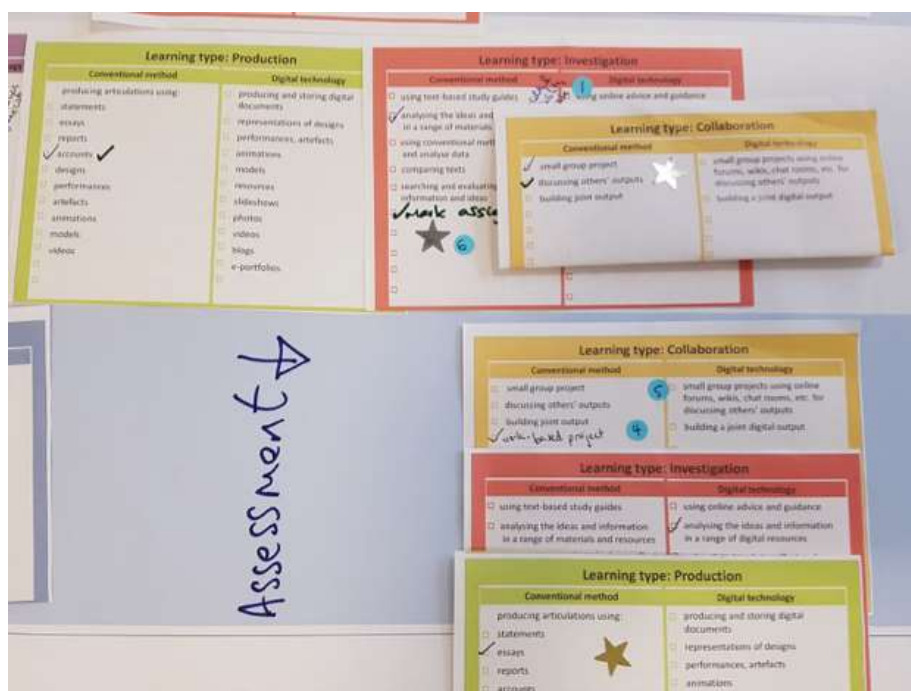
Strategic elements identified in designs

Post-workshop support

The second main element of institutional alignment confirmed by the evaluation was that post-workshop support is critical if designs are to have a chance of being implemented. The hands-on team-based format of the ABC workshops is certainly motivating and enjoyable in itself and there is evidence of engagement and staff learning as a result. However, we found at UCL that where there was a lack of direct follow-up support, the participants may have not been able to fully realise the plans they made during workshops. As pioneers of ABC method, the UCL team was ironically a victim of its own success. There were so many requests for ABCs the team was unable to follow up fully the post-workshop progress. The advice from UCL has recently been for adopters to stage a more controlled roll-out, perhaps picking a few flagship programmes to support, helping them to implement designs and evaluating as they go along to pick up evidence of impact. This is a slower implementation but in some institutions building a solid evidence base may be more important than rapid expansion. Interestingly, as we will see below, UK educational developers have generally taken this more measured approach and integrated ABC workshops into a framework of

module development support. Our evaluation showed they had adapted the ABC resources to harmonise with institutional strategies and had achieved successful outcomes as a result.

Quality lifecycles

A third element, not highlighted in the evaluation, is the alignment with internal quality processes and validation lifecycles. Although some academic teams participate in ABC at a very early stage of programme or module conceptualisation, most have a fairly defined outline in terms of learning outcomes and often a validation document. If the programme or module is still fairly vague, the ABC can help to firm up ideas but it is hard to get to the stage of specific activities in a ninety-minute or even two-hour session. We recommend in this case a separate pre-ABC session be undertaken to define and agree on the key features of the programme or module either being reviewed or planned. There are a number of approaches to this and two well worth exploring are (links at end).

- **OULDI 'Pedagogical features card-sort'** exercise "Choose a maximum of 12 cards which define the key features of your module/ course (either existing or planned)"
- G**illy Salmond's Blueprint**, part of her well-known *Carpe Diem* learning design process, "The outcome of these exercises will be a 'poster'".

Another simpler approach for existing programmes is simply to review learning outcomes within the context of student feedback, NSS scores, domain changes and other strategic priorities. This can be achieved as part of a programme 'away day' and can immediately proceed a standard ABC workshop. One big advantage of this format is if the ABC is run in the morning the practical implementation of the designs any issues arising can be discussed after lunch.

Academic development

As mentioned above at UCL ABC is promoted as a mainstream and practical academic process rather than a staff development intervention. Again we felt this was important to enable long-term embedding of ABC in local practices. Nonetheless as will be clear, ABC is an opportunity for individual and team development. Often innovative designs demand some access to examples or 'case studies' of the new practices identified (for example in media-based assessment or online communication techniques) and some technical up skilling. At UCL we emphasise the local ownership of the design process and the Programme lead makes the invitations. Thus participants at ABCs are often not the usual attendees at academic development events, and there is definitely the potential to build on the workshop enthusiasm to encourage personal development. Some approaches to this will be described later. Another approach is to embed ABC into 'normal' academic development frameworks. ABC is for example integrated as a session in our 'Arena Two' pathway for lecturers and teaching fellows on probation. The scheme enables participants to apply to become a Fellow of the Higher Education Academy. Moreover ABC has been aligned to criteria of the UK Professional Standards Framework (UKPSF) so participation in ABC could be documented as evidence for a Fellowship application (see Appendix 1).

2. An international case study of ABC localisation
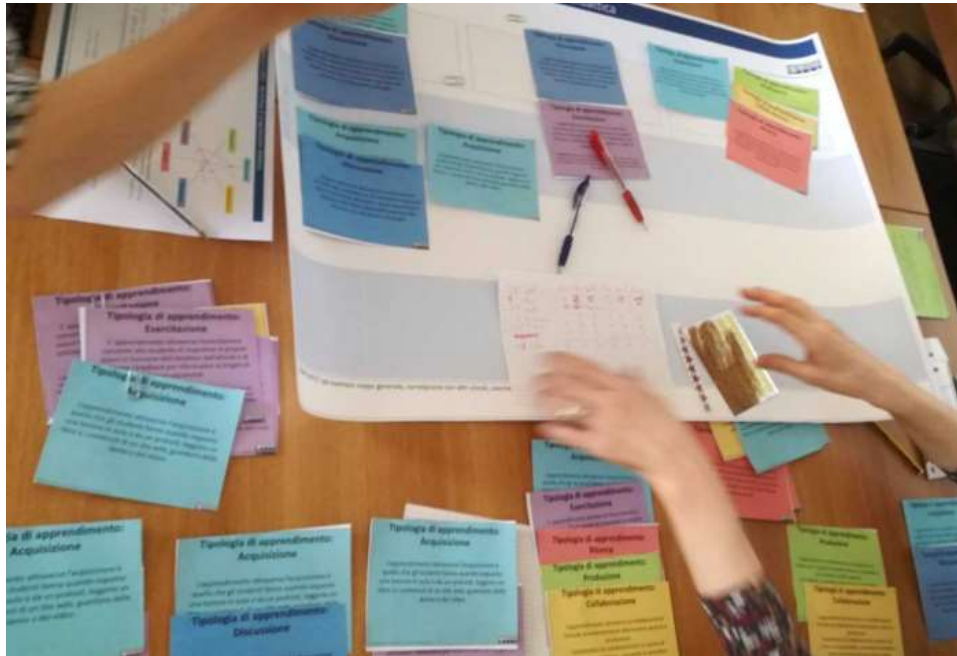
Using Italian language ABC resources

ABC has now been adopted by a number of UK universities but one of the early users was actually the Università degli Studi di Milano (UniMi). The Milan initiative has already been written up (Milani et al 2017) and as we shall see illustrates many of the issues described above and neatly foreshadows some of the UK adoptions we will address in the next section. UniMi is a member of the League if European Research universities (LERU) and also like UCL an aspirational strategy to develop future-looking, digitally rich, flexible programmes and the same challenges of limited academic capacity to engage with programme redesign.

In 2106 at UniMI launched the EXEL (Experiment of Enhanced Learning) initiative which aims to foster capacity and community in order to promote effective teaching and meaningful learning. The project collaborates with individual academics, academic departments and schools to support and help develop excellent teaching across the university at all stages of a faculty member's career. The EXEL team had the daunting task to engage in redesign with a wide range of academics within a short timescale. Multi-day intensive processes such as the well-known Carpe Diem and CAeIRO workshops (see below) while effective, seemed to demand too much time from hard-pressed academics and EXEL's small support team. They turned to ABC to provide a more sustainable rapid-development design method, and thought carefully about 'localisation'.

The first task was to translate the workshop resources. Language localisation is an important way to reduce barriers, partly to reduce cognitive load in the workshop itself (even if the participants are proficient in English) and partly to ensure the methodology is seen as

"owned" by the local institution and not in any way imposed externally. This translation actually turned out to be an important initiation of the ABC process. Some of the English to Italian mapping was difficult, but this discussion helped to clarify and embed the ABC concepts in the context of the national educational and institutional cultures. This issue of localisation of terminology does not only apply to non-English languages, early adopters of ABC in Toronto translated the resources into Canadian English educational terminology to make them more accessible to their participants.

Back in Milan the EXEL team began to align ABC to their educational strategy.   UniMi, though in many ways a similar institution to UCL, was at a different stage of the academic development process and at the time of piloting ABC was still defining its own educational strategy and with it the academic development support that was to be offered. The ABC workshops therefore had to be contextualised to participants (and potential participants) quite carefully in order to manage expectations.

The first ABC at UniMI

The UCL team are keen to 'train the trainers' in order to enable local facilitation of future workshops. The UCL team therefore facilitated the initial two workshops in UniMi with some 30 colleagues from the International Medical School and the School of Ophthalmology with the assistance of the EXEL colleagues. These trials showed that as in UCL the hands-on analogue format of the workshop and presence of colleagues and support staff stimulated wide ranging discussions of the purpose of the courses, teaching methods, alternative technologies and assessment methods and above all the student experience.

With this experience the EXEL team ran several subsequent workshops in UniMI with a range of academic groups. Through the evaluation feedback a number of issues emerged that have sometimes been reflected in other institutions' experiences.

1. Developing a relation with the programme lead was fundamental to ensure that participants' expectations are managed, that the workshop recognised and addressed the stage of development of the programme and the workshop focused on the most pressing tasks for the group. The brief introduction from the programme lead at the beginning of the workshop was be critical to setting a productive academic "climate" and tone for the subsequent discussion.

2. ABC assumes at least some awareness of blended learning methodologies and technologies and these are listed as suggestions on the learning activities cards. However some UniMI participants expected these would be covered specifically in the workshop, one commenting, "actually, I thought it was a course about online learning". Thus learning design has to be carefully framed within the technical and advisory support environment of the institution.

3. Other teachers were looking for more general educational development advice, such as "new tips on how to schedule lessons in order to improve the student learning process and at the same time simplify my lesson preparation work". In a context where interest in educational innovation is quite recent, it may be risky to focus too much the technological aspects when broader educational development perspectives need to be addressed. Innovation and technology are not synonymous and this has to be clarified from the very beginning.

4. Perhaps reflecting different assessment practices, several UniMi teachers found "how and where to put assessment stars" [these are used to identify formative and summative assessment points on the storyboard] to be quite problematic. Again this type of generic issue might need to be clarified before the workshop.

5. 'Branding' is important. The proposal of a workshop with a clear label (UCL in this case) could be read as "too different" to be relevant and so useful in a local context. For some, however, the external UCL brand could help to provide "prestige" or "assurance" of the proposal itself.

As the UniMI experience highlights, learning design has to recognise the stages of development of programmes and individuals. Both teams discussed what is the "right time" for learning design in a programme lifecycle, how much preparation is needed/possible for individuals beforehand and how much advice and support afterwards.

One final point is worth noting. By coincidence, shortly after the UCL-led workshop with UniMI ophthalmologists the UCL team ran ABC with a group UCL ophthalmologists, and the parallels in teaching and learning approaches across the two institutions were striking. We felt that potential for transnational exchange of practice is an area both UCL and UniMI may be worth exploring in the future and more generally ABC, if widely established, my provide a common language for exchange of teaching practice across institutions and even transnationally.

3. Examples of localisation from the UK

Picking up on this last point, the HEFCE Catalyst programme sponsored our ABC Learning Design Mini Conference was held at UCL Knowledge Lab on the 9th March 2018.

All the presentations can be found at
http://blogs.ucl.ac.uk/abc-ld/abc-mini-conference/

University of Glasgow
Presenter: John Kerr, University of Glasgow


Early ABC with Glasgow teachers

Glasgow have been using ABC since 2015 but was 'officially launched' in May 2016 when the UCL team made the first – and highly successful - external visit. Since then it has been used to support the institutionally Blended and Online Learning Development (BOLD) projects. The response has been very positive, one teacher commenting:

> "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!"

The terminology has also been adopted, the six learning types used as framework for 'How To Moodle', promoting good practice in active learning design across the university. Two localisations stand out:

As at UCL the ABC approach has provided a new structure for MOOC design. The team have devised a MOOC Design Map that uses the ABC principles.
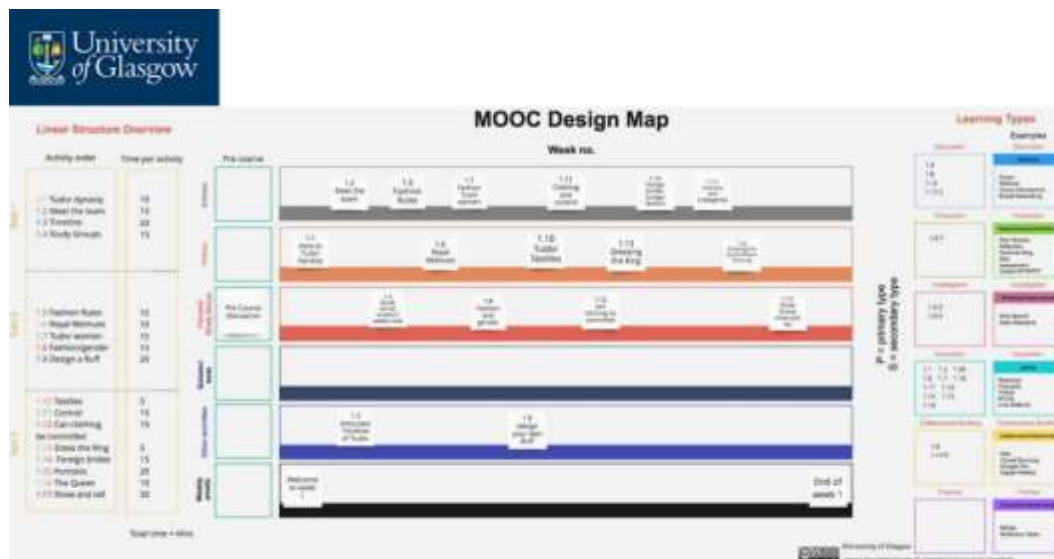
MOOC Design Map using ABC Learning types

The ABC cards were also slightly adapted with additional examples of digital activities for inspiration Interactive overview of visible learning activities to How to Moodle

Adapted ABC card set

University of Reading
Presenter: Adam Bailey and Nina Brooke

The University has a strong educational strategy, the Curriculum Framework, launched in February 2017 and has committed to reviewing its undergraduate curriculum by 2019. At Reading ABC is therefore very much focused at the programme (rather than the module) level in order to help ensure the design and delivery of cohesive programmes.

The UCL team ran a 'train the trainers' workshop in May 2017 an then ran a highly successful full workshop for academics the following July as part of their 'TELFest' (below).

The drivers for choosing ABC were

- Learning Design approach was required
- Mechanism to integrate TEL into the Programme Review
- Mapped easily to the Curriculum Framework
- Encourage meaningful engagement
- Holistic approach
- Scalable, flexible & time efficient
- Identify staff development needs

In 2018 it was featured at the University T&L Conference, a localised card set was developed and the method was integrated in Programme Review.

Modified card

As part of a wider institutional review process
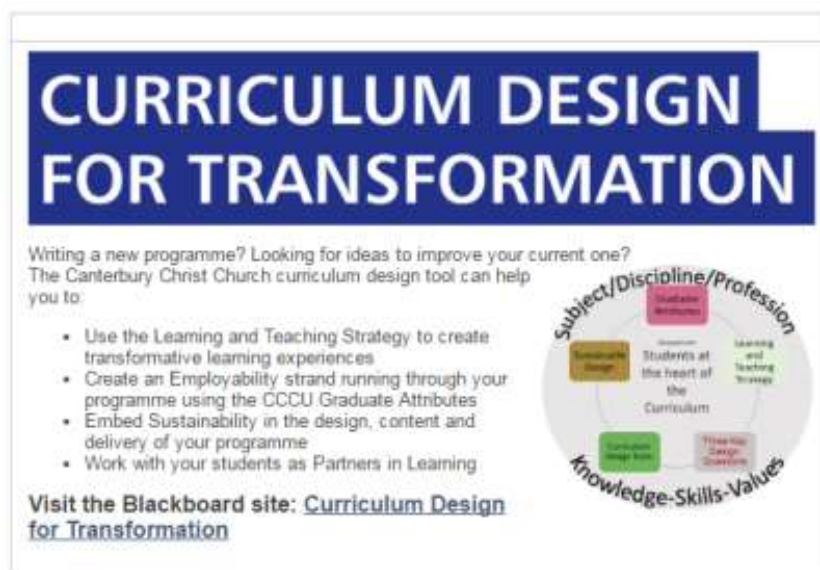
The findings for the Reading TEL team were that ABC was
- Easy to use & engaging
- Academic ownership over process
- Works for different disciplines
- Common language & consensus building
- Evidence impact

There were challenges, though, where academics had fixed modes of teaching. It was important to avoiding the micro detail and integrate staff development. Future plans included using ABC to develop staff & student partnership, run more programme level workshops and ensure academic ownership. From an academic development perspective the team wanted ensure they could capitalise on opportunities and evidence impacts.

Canterbury Christ Church University
Presenters: Rosie Greenslade and Lynne Burroughs

ABC is embedded in a transformation initiative

The UCL ran our first 'train the trainers' workshop in March 2017 and this very positive experience was hugely influential on how we have subsequently worked with academic teams in other universities. Since our visit ABC has become part of the "Curriculum Design for Transformation" (above) initiative and is used with programme teams, module teams and to support one-to-one design sessions. As in UCL ABC has been embedded in academic development programmes., in this case the Postgraduate Certificate in Academic Practice (PCAP) and the University Certificate in Academic Practice (UCAP) for part-time or sessional academics and professional services staff. At the Mini Conference the team showed a charming wordcloud representing the learning technologists' view of ABC (left).

University of Bristol
Presenters Suzanne Collins and Suzi Wells

ABC used independently at Bristol

This experience was slightly unusual, as the UCL team had no contact with the Bristol team before they started exploring ABC. In fact we only found out after a chance comment by one of the team at an unrelated event. In general the ABC seems to have been run in a similar way to the classical model (above), although again with a few interesting modifications (below). However, after seeing the classic format, Suzi commented "What I soon found was that our renegade use of the tool wasn't in fact that renegade" (reference below). It has been used in a number of contexts including the Bristol Futures FutureLearn Courses, using the adapted cards and tools (below).

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.

What is this about?

After doing this, learners should...

Based on ABC curriculum design resources by UCL Digital Education / CC BY-NC-SA 4.0

Learning type: Acquisition

How could this be done online?

How could this be done offline?

How could this be assessed?

Other notes/ideas...

NOTE: Acquisition usually requires supporting activities such as reflection, practice or synthesis

The Bristol team provided blog review of the Mini conference (see references at end), commenting, "As well as the hands on session, hearing about what others have been using the method for, and what they had learned from it, was inspiring" Two main things were highlighted:.

> *"How useful the method is as a review tool (as I had previously used it to design new courses). It helps people visualise and recognise all the great things they already do, before thinking about how they might want to develop their course for the future. The act of discussing it with others surfaces long held beliefs and assumptions which might no longer apply. When redesigning a course, unit or programme, I can see how helpful this might be.*
>
> *Secondly, this tool is really effective at a programme level. The evaluation of individual courses or units seems to take on a new dimension when done in a room with all the units and courses in the programme being evaluated at the same time. Without asking people to do this explicitly, connections between units can be spotted and developed, duplication can be discussed, and people involved across the whole programme can start to get a real sense of what the students' experience of the whole programme actually is. A 'ground-up' programme development seems to happen, which is more holistic and sustainable than a 'top-down' directive."*

The blog post concluded,

> *"For our purposes, this certainly seems like a useful tool for two big projects that the University of Bristol is tackling: programme level assessment, and embedding the Bristol Futures themes into the core curriculum. Being able to quickly map where things already happen, and then talk about it in an open and positive environment, could be a really engaging way to get these conversations started. Let's see where learning our ABCs can get us…*

Postscript: University of Lincoln

Lincoln colleagues running ABC

At the very end of the ACR project in April 2018 we were able to make a belated visit to their Digital Education team to run a 'train the trainers' session, followed by a workshop for academics run by their own team, supported (minimally, as it turned out) by the UCL team. Tit was reported afterwards that the visit generated of enthusiasm and as a result generated requests to run the workshops further in future school away days and across programme teams. Lincoln also represented a way in which the ABC community can work together. The Lincoln team had already incorporated ABC concepts in their academic support materials and had produced a set of 'recipe cards' that linked the six learning types to examples of good pedagogical practice technological 'how to's'. These are to be made Creative Commons and will be able to be shared soon, and hopefully added to by the ABC community.

University of Lincoln ABC-based recipe cards

4. Technical localisation: The Tool Wheel and VLE alignment

The Lincoln recipe cards remind us of the challenges of linking the ABC designs to the technical environments that academics have to work in. At UCL this is Moodle, but other systems, like Blackboard and Canvas can be mapped to the ABC learning types. The methodology is technologically neutral. However, given the issues raised earlier about post-workshop support it is useful to try to map the activities on the back of the cards with the tools available (or recommended) by the environment. This provides a closer link between the conceptual designs and the practical tools available, and therefore better opportunities to provide targeted support or specific online resources the academics can be pointed to.

UCL has experimented with two approaches (though the Lincoln recipe cards may now provide a third route). The first is what we called the tool wheel, where we mapped the tools available to teachers to the learning types. There are many such 'app wheels' available, but we felt this specific mapping would help focus academics on the type of tools they could use. We also wanted to illustrate what was supported by the institution and what not by means of concentric rings, with the 'low risk' tools (mostly in Moodle) in the centre and the high risk i.e. non-supported tools further out. We developed the wheel in a workshop format bringing together learning technologists with technical colleagues and other developers. The question of what tools were actually supported and to what level was very interesting in itself and we would highly recommend this consensus-building approach in other institutions.

The outcome (below) is a useful visual map. In an active format this should be 'zoom-able' and 'clickable leading to more information on the specific tool.
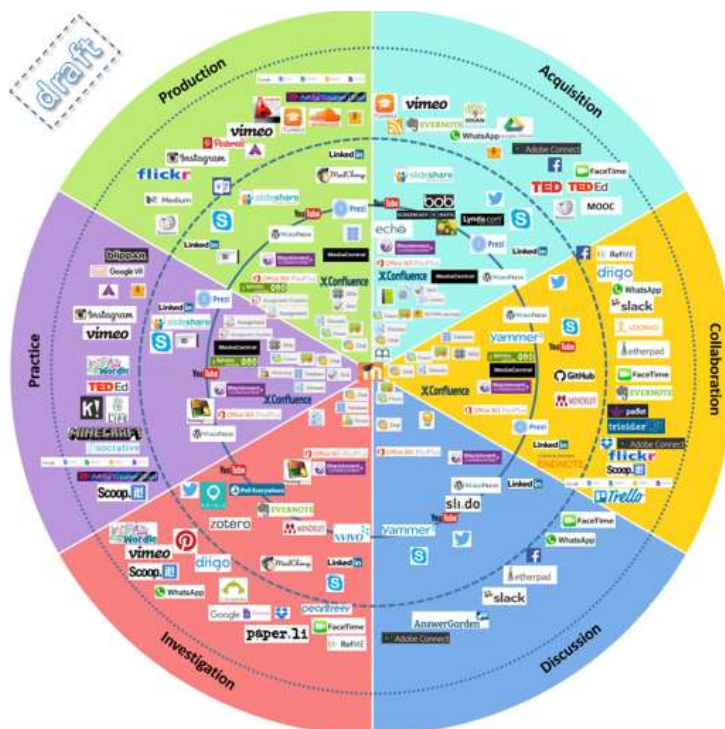
The original UCL 'tool wheel' of educational technologies used at UCL

This approach (without the level of support rings) was adopted by the University of Reading for Blackboard. As with the UCL version, some tools appear in several sections. Omitting the social media tools also makes the design clearer and more accessible.
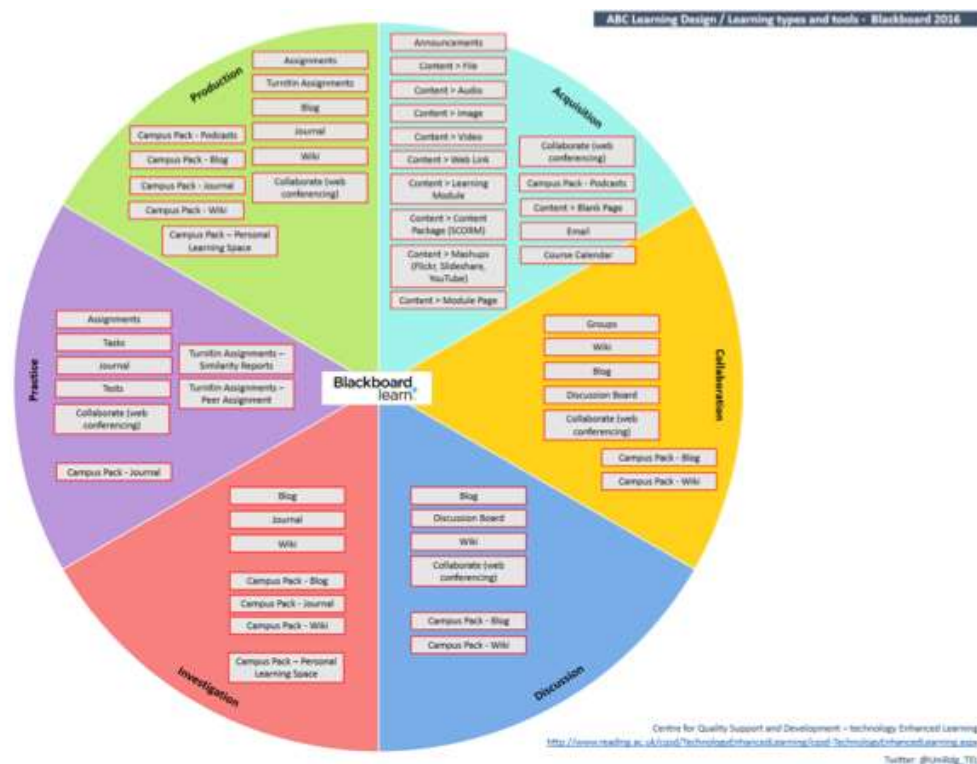
A second approach is to amend the cards themselves. Some examples have been given previously. UCL actually did this too for our own MOOC developments. The back of the cards represent the restricted activities possible within FutureLearn (our MOOC platform). The ABC workshop runs as normal but the MOOC cards provide a closer link to the FutureLearn 'steps'.

Cards adapted for FutureLearn

The outcome is much the same, but without the summative assessment stars. The narrower technical focus means the steps can be listed in a spreadsheet in the form of an action plan. Note the additional space for 'learning time', an important aspects in MOOCs where participants' envisaged time on task is usually very limited.

ABC designs using the modified cards

FutureLearn members may have come across another set of platform-specific cards launched in early 2017. These were also based on the ABC workshop.

ABC-like FutureLearn cards

The UCL team has also produced Moodle-specific cards. These were launched at Moodle Mood in Edinburgh in March 2018. The cards are downloadable from the ABC blog and like the FutureLearn variants, represent a technically more specific choice. The UCL version links activities to our numbered 'miniguides', information sheets on the various Moodle tools. Like the ABC materials these are all open source.

UCL's Moodle-specific cards

The designs are much the same but participants can now be pointed to specific miniguides in their priority areas (as identified by the major changes in the module shape diagram).
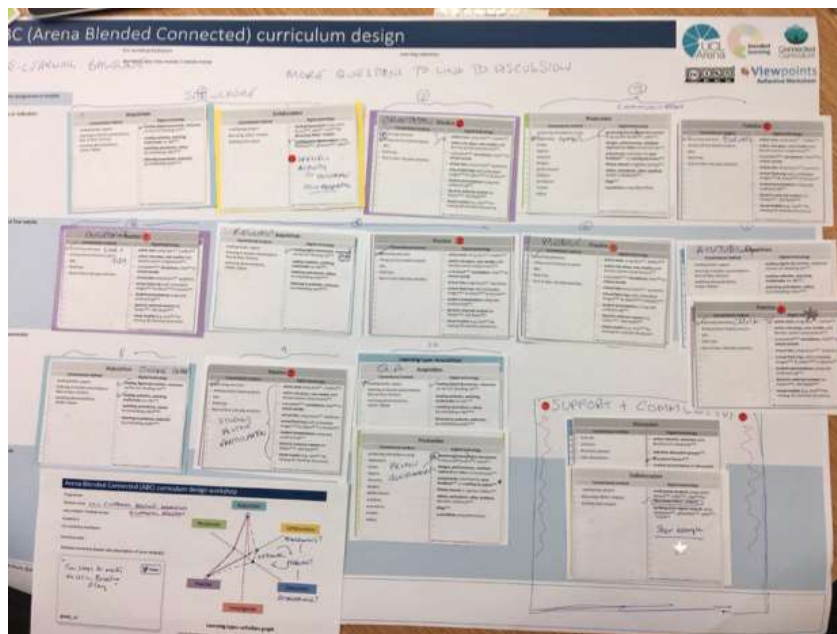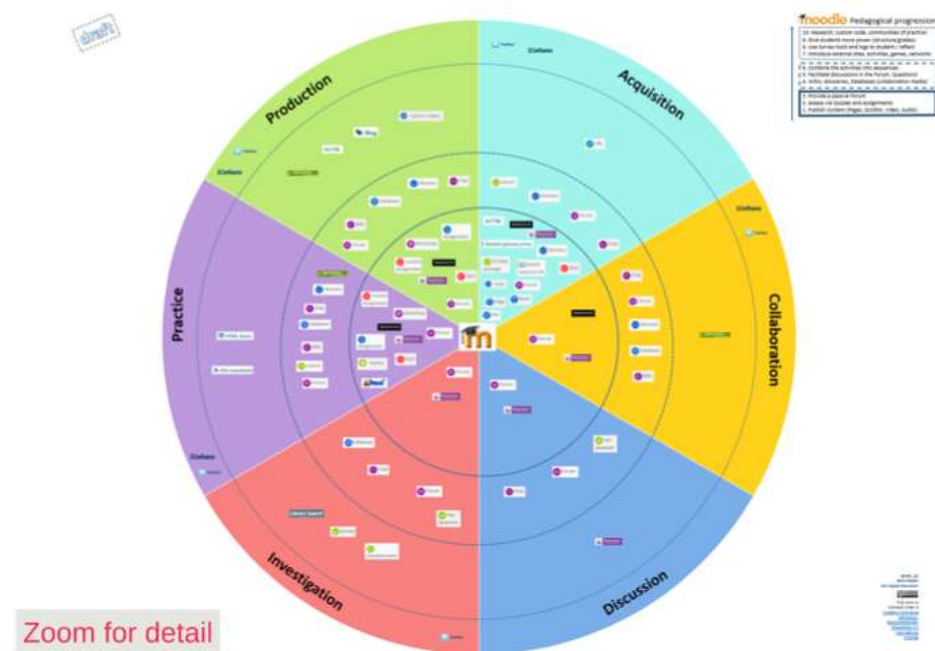

*More Moodle-specific designs and UCL miniguides (below)*
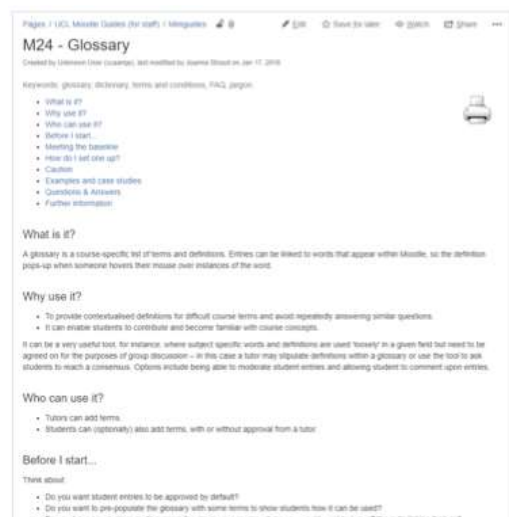
We plan eventually to upgrade the miniguides with pedagogical examples.

A simplified tool wheel (below) was also produced to help this process.

The rings do not represent levels of support, but 'pedagogical progression' as identified by Moodle itself. As with the original UCL 'tool wheel' developers are recommended to start in the centre and work outwards.
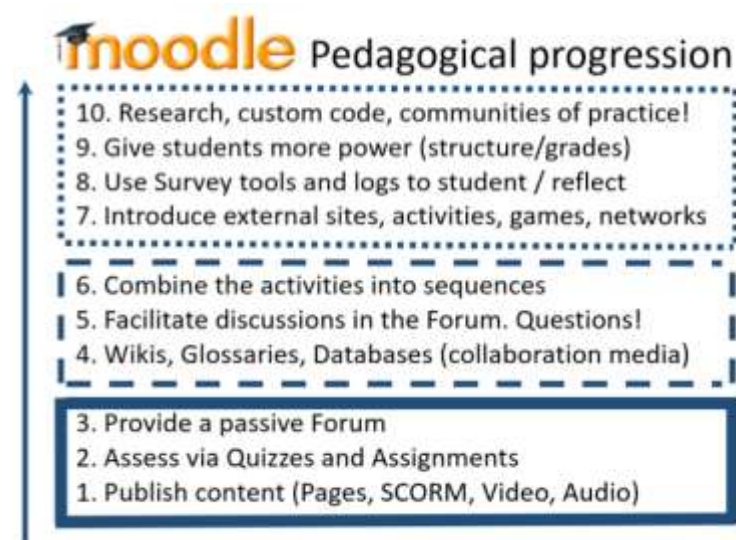
Original slide from Martin Dougimas c 2010

As with the original UCL 'tool wheel' developers are recommended to start in the centre (the bottom of the list above) and work outwards. In this neat formulation ABC's Laurillard-based design principles and the pedagogical model inherent to Moodle are connected.

Clearly a similar approach can be taken for other learning environments and at a workshop run at the University of Amsterdam in February 2018 a set of the 'classical' carts were localised by appending tools in their new Canvas learning environment.

University of Amsterdam cards with Canvas tools added (in blue)

These modified cards raise an interesting issue. Do we risk over-focusing on the technology in the designs? In the 'classic' card set no tools are specified so that the designs remain technically 'open', but maybe harder to support. In the VLE-specific cards the technical solution is more determined and possibly more supportable, but choice is restricted. There is no real answer to this conundrum, but the discussion is worth having with colleagues.

5. Conclusion

Even in the short time ABC has been promoted outside UCL, we have seen a number of very useful variants of ABC emerging, together with supplementary tools such as 'recipe cards', 'tool wheels', 'design maps', tool-specific cards and so on. All of these build on the ABC concepts, especially the rapid-design format for engagement and the activity types to provide a simple taxonomy of design elements. All provide different perspectives and possibilities aligned to local needs. We suggest the localisation process should itself be considered part of the ABC methodology, a way to begin work with different groups such as academics, professional staff and academic developers and build a locally owned version. This localisation should be iterative, the workshops and supporting resources evaluated and refined as local experience grows.

We encourage institutions to keep in touch with and help build the ABC community. Even in this short document we can see if we maintain a core approach innovations can spread quickly. 'Crowd sourced' ABC resources are already being exchanged among the community and the UCL team are exploring ways to help this activity. With this in mind we ask you to keep referencing the ABC identity. This is part of the CC licensing but also this helps us all identify colleagues across the sector using the method. Please see 'Running the workshop' document for details. We note some institutions have kept the ABC acronym but changed its UCL-specific reference to something like Active Blended Curriculum or Activity Based Curriculum. Be creative!

Notes and references

OULDI 'Pedagogical features card-sort' exercise

> http://jiscdesignstudio.pbworks.com/w/page/47937543/OULDI%20-
> %20Pedagogical%20features%20card%20sort

Gilly Salmond's Carpe Diem learning design process

> https://www.gillysalmon.com/carpe-diem.html

Caiero workshops

> https://www.northampton.ac.uk/ilt/academic-development/caiero/

M. Milani1, I. Pinelli1, N. Perović, C. Young (2017) The secret of ABC rapid learning design -
"think globally, act locally", EDULEARN17 (9th annual International Conference on Education
and New Learning Technologies), Barcelona

University of Bristol blog posts

> https://educationworks.blogs.ilrt.org/2018/03/abc-reflections-suzi/

> https://educationworks.blogs.ilrt.org/2018/03/reflections-on-the-abc-mini-
> conference-from-suzanne/

> https://educationworks.blogs.ilrt.org/2018/03/abc-mini-conference/

Appendix 1

ABC has been aligned to criteria of the UK Professional Standards Framework (UKPSF)

Arena Blended Connected Learning Design

Mapping ABC LD to the UK Professional Standards Framework (UKPSF): a rough guide

This document is a resource for staff developing curricula through participation in [ABC workshops](#)[1]. The resource maps ABC workshop activities to the [UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF).](#) See the links for more detailed information.

If you're applying for an HEA Fellowship, you can refer to your 'ABC LD workshop' to evidence your engagement with the UKPSF Dimensions, aligned to the appropriate UKPSF Descriptor.

Associate Fellowship is not included in 'ABC' as early career staff seldom work on module or curriculum design. **Principal Fellowship** is relevant to overarching curriculum enhancement strategies.

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[1] The information below is from: https://www.ucl.ac.uk/teaching-learning/case-studies/2016/mar/designing-programmes-and-modules-abc-curriculum-design

ABC Workshops	UKPSF Descriptors and Dimensions
	Areas of Activity
ABC curriculum design: a quick way to (re)design programmes and modules through a hands-on workshop where academic teams discuss and create storyboards of students' activities.	**Dimension: Area of Activity 1 (A1)** Design and plan learning activities and/or programmes of study **Descriptor 2 – Fellow** You participate in an ABC workshop because you teach a module/modules. You contribute to the design of the learning activities on that module. **Descriptor 3 – Senior Fellow** You participate in an ABC workshop because you lead a team of teachers engaged in module or programme design and coordinate their design activities **Descriptor 4 – Principal Fellow** You work on a strategic level. You see that ABC workshops enable participants to enhance the curriculum and achieve institutional goals so you arrange funding and formulate policies which promote participation.
ABC learning types and learning activities: participants consider learning types and select appropriate related student learning activities.	**Dimension: Area of Activity 2 (A2)** Teach and/or support learning **Descriptor 2 – Fellow** You find your approach to teaching is enriched through participation in the ABC Workshop as you consider of a variety of learning types and their associated learning activities. **Descriptor 3 – Senior Fellow** You lead module/programme teams to ensure their approach to teaching is enriched during the ABC Workshop through consideration of a variety of learning types and associated learning activities.
ABC assessment: participants identify opportunities for formative and summative assessment related to the learning activities they have selected.	**Dimension: Area of Activity 3 (A3)** Assess and give feedback to learners **Descriptor 2 – Fellow** You use the formative and summative assessment tasks you have identified to promote your students' learning. **Descriptor 3 – Senior Fellow** You coordinate the integration of formative and summative assessment tasks related to module/programme learning activities, guiding and mentoring the staff you lead to enable them to promote student learning through assessment.

ABC learning environments: Participants consider diverse learning environments, both face to face and digital, and select active learning options and formative feedback to support student learning.	**Dimension: Area of Activity 4 (A4)** Develop effective learning environments and approaches to student support and guidance **Descriptor 2 – Fellow** You evaluate and adapt the learning environment in light of the range of learning types and associated student learning activities. **Descriptor 3 – Senior Fellow** You mentor colleagues in your programme teams, helping them to evaluate and adapt the learning environment to learning types and student learning activities.
ABC professional development: Collaboration with colleagues designing modules together is a great opportunity for gaining insights into diverse approaches to learning and assessment.	**Dimension: Area of Activity 5 (A5)** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices **All Descriptors** Participation in ABC Workshops offers a variety of opportunities for professional development in relation to all the Areas of Activity, Core Knowledge, and Professional Values of the UKPSF. Participants should pinpoint and note down individual areas of learning after the workshop, as these will vary.
	Core Knowledge
ABC - the exploration of subject knowledge: teams work together, pooling specific subject knowledge to select appropriate module and/or programme content.	**Dimension: Core Knowledge 1 (K1)** The subject material **Descriptor 2 – Fellow** You share your subject knowledge and select appropriate areas of your discipline for inclusion in the module you're working on. **Descriptor 3 – Senior Fellow** You guide and lead discussions on the subject knowledge to be included in the module/programme. You help workshop participants to formulate the course learning outcomes based on that content.
ABC - the selection of appropriate learning types and activities: Workshop participants consider and sift through a selection of options for	**Dimension: Core Knowledge 2 (K2)** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme **Descriptor 2 – Fellow** You debate the teachability of possible module content, taking account of the level of the programme, and select

students engaging with the subject area.	suitable learning activities for students. **Descriptor 3 – Senior Fellow** You help your teaching team to select content and learning activities suitable for the level of the programme.
ABC – applying research into student learning to module/programme design: ABC is informed by the work of Diana Laurillard. The learning types emanate from her 'Conversational Framework' which highlights the importance and effectiveness of social interaction and activity for learning.	**Dimension: Core Knowledge 3 (K3)** How students learn, both generally and within their subject/disciplinary area(s). **Descriptor 2 – Fellow** ABC workshop tasks, identifying learning types and devising related learning activities for students, alert you to evidence-based insights into how students learn. The workshop provides a space for using these insights into student learning to design your module/s. The focus is on your discipline. **Descriptor 3 – Senior Fellow** During the ABC workshop, you oversee the work of your teaching team as they use their insights into student learning to design the module/s you lead, focusing on your shared discipline/s.
ABC - academic teams outline the type and sequence of learning activities both <u>online</u> and offline to enable students to meet module learning outcomes. ABC can be used by programmes and modules changing to a more <u>online or blended</u> format.	**Dimension: Core Knowledge 4 (K4)** The use and value of appropriate learning technologies **Descriptor 2 – Fellow** ABC workshops enable you to work with others designing your module to identify appropriate online learning activities. If you're developing blended learning or moving a module online, the ABC materials include options you can select for online learning activities. **Descriptor 3 – Senior Fellow** You support your module teachers as they design online/digital learning activities to create optimal environments for active student engagement with high quality learning.
Evaluation is not included in ABC.	**Dimension: Core Knowledge 5 (K5)** Methods for evaluating the effectiveness of teaching Module teams should consider evaluation methods outside the ABC Workshop, especially formative evaluation which enables small changes to be made during each iteration of the module.
ABC enhances the quality of modules	**Dimension: Core Knowledge 6 (K6)**

and programmes: Module teams work together, designing the best modules they can to achieve enhanced outcomes for students.	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching **Descriptor 2 – Fellow** Participating in an ABC Workshop is evidence of your engagement with designing the best possible module for your learners. The aim is to achieve high quality student learning. **Descriptor 3 – Senior Fellow** Leading the work of your module design team in an ABC Workshop is evidence of your leadership and coordination of the design of the best possible module for your learners. Your aim in guiding the design of the relevant modules/programme is to enable the teachers in your team to achieve high quality student learning.
	Professional Values
ABC workshops promote a range of approaches to teaching and learning.	**Dimension: Professional Value 1 (V1)** Respect individual learners and diverse learning communities **All Descriptors** Participation in an ABC workshop gives you the opportunity to select different approaches to teaching and assessment, including techniques to enhance the learning of diverse students.
ABC workshops promote diverse approaches to teaching and learning.	**Dimension: Professional Value 2 (V2)** Promote participation in higher education and equality of opportunity for learners **All Descriptors** ABC workshops do not promote participation in the sense of widening participation but the choice of learning activities offered to you has the potential to enhance equality of opportunity for learners.
ABC workshops are based on research into learning in higher education	**Dimension: Professional Value 3 (V3)** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development **All Descriptors** As you participate in ABC, you draw on research into effective approaches to teaching and learning in higher education. You can purposefully broaden your use of research and scholarship beyond the workshops as you design modules further, drawing on the literature on relevant pedagogy.

ABC workshops provide opportunities to explore the potential for the integration of preparation for professional practice into modules.	**Dimension: Professional Value 4 (V4)** Acknowledge the wider context in which higher education operates recognising the implications for professional practice **Descriptor 2 – Fellow** ABC enables you to create learning activities which are relevant to professional practice and improve the employability of students. **Descriptor 3 – Senior Fellow** You highlight opportunities for your team to create learning activities which are relevant to professional practice and encourage colleagues to consider how students can develop skills to improve their employability.

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