ABC Learning Design

Clive **Young** and Nataša **Perović**

UCL Digital Education

The 2018 ABC LD Toolkit part-supported by HEFCE

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

ABC Learning Design

The ABC curriculum design method is an effective and engaging hands-on, card-based approach to curriculum design.

- student centered rapid curriculum development engaging academics in informed dialogue about the learning design or a review of programmes and modules

- addresses need to develop
  - richer learning designs for blended learning
  - includes elements of the Connected Curriculum

- it is built on curriculum design research from the JISC* (Viewpoints) and Diana Laurillard's learning types (UCL IoE)** and adapted for UCL

* Viewpoints project (2008-2013),

**Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York and London: Routledge.

Blended learning

1 - a combination of face-to-face and online teaching
2 - a combination of technologies
3 - a combination of methodologies
Sharma P (2010)

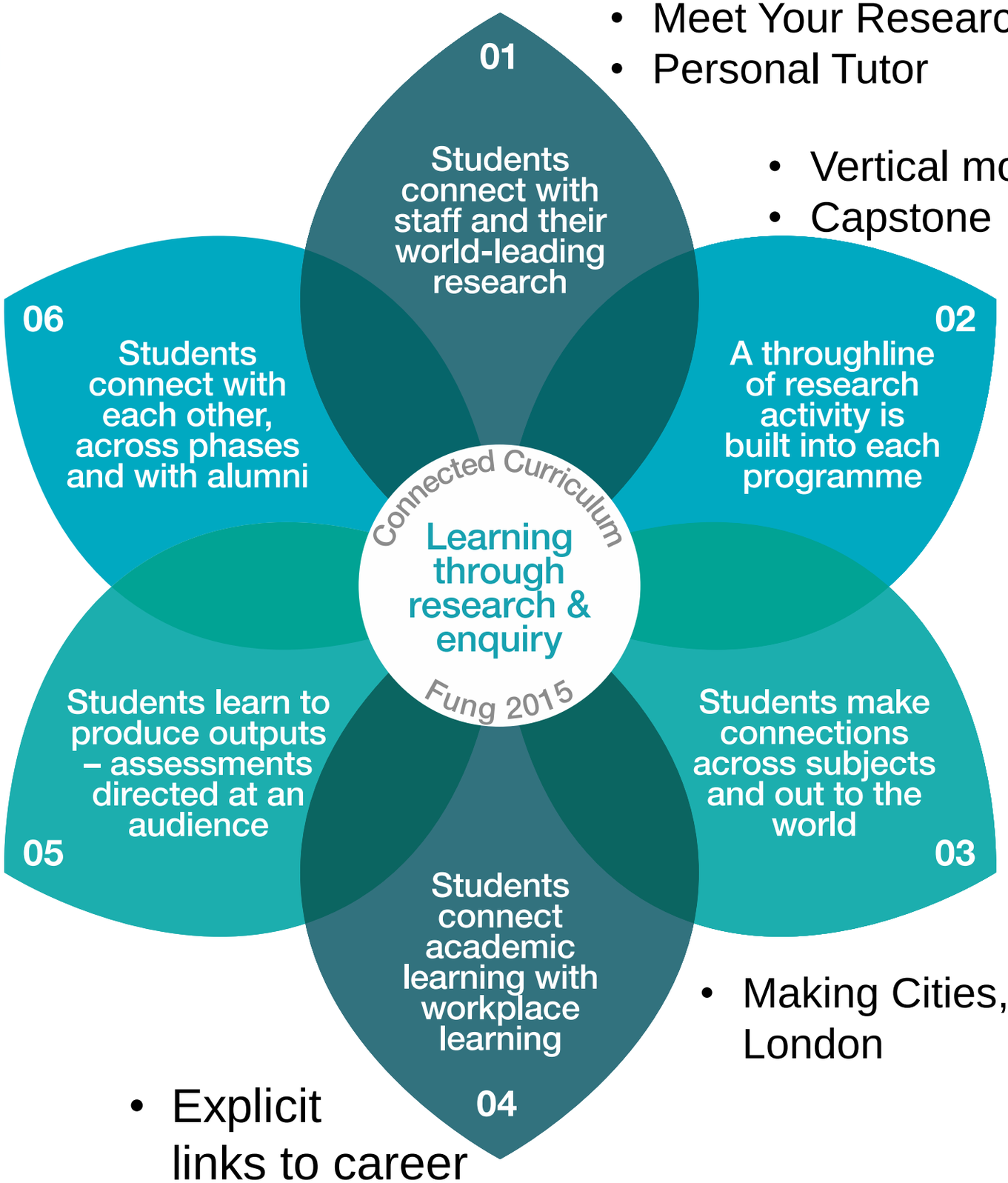
ABC Learning Design

Connected Curriculum

A framework for diverse & good curriculum design

- Being part of a community
- Peer mentoring

- Articles, blogs, exhibitions, presentations, videos



- Meet Your Researcher
- Personal Tutor

- Vertical modules
- Capstone

- Making Cities, London

- Explicit links to career
- Enterprise

Connected Curriculum
ConnectedCurriculum@ucl.ac.uk
@UCLConnectedC
www.ucl.ac.uk/connectedcurriculum

ABC Learning Design

Learning types cards (front)

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: 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: 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

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

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

ABC Learning 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.

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

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

Learning types cards (front and 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 types cards (front and back)

Learning type: Collaboration

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

Learning types cards (front and back)

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 types cards (front and back)

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 types cards (front and back)

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 types cards (front and back)

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.
☐	☐
☐	

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

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 (forum) V
Lead a group project V/A

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

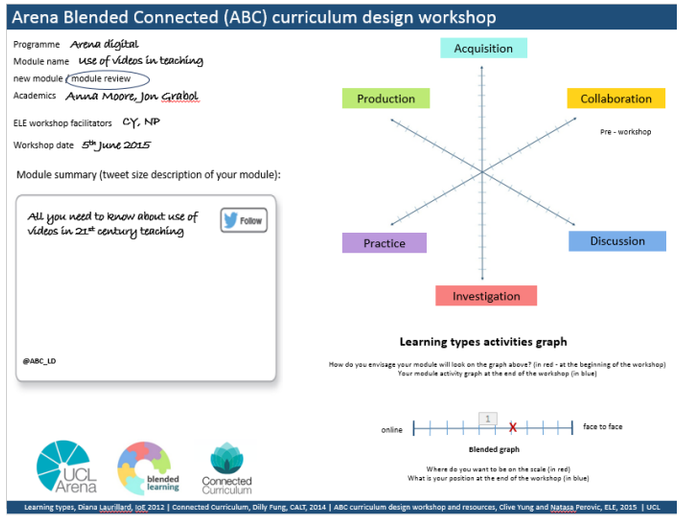
UCL Arena
blended learning
Connected Curriculum

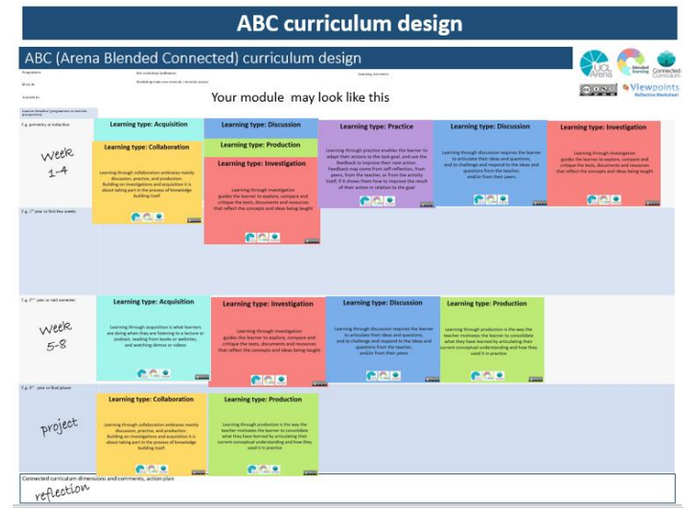
ABC Learning Design

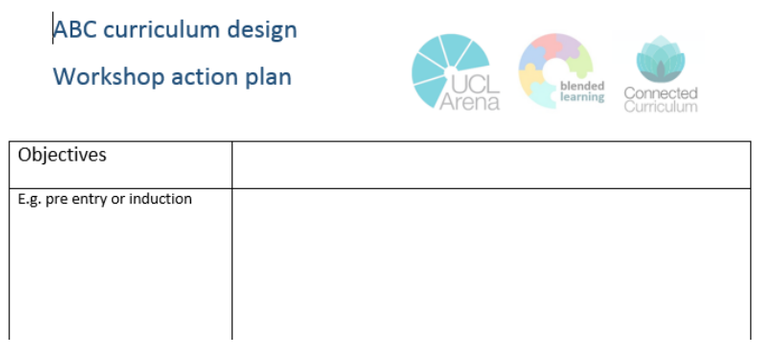
ABC Learning Design

Workshop schedule:

1. **Module info and graphs sheet**
   - **Tweet your module** – tweet size description of your module
   - **Module shape** (**Learning types activities graph**) distribution of learning types
   - **Blend** – (blended graph)
2. **Storyboard sheet**
   - **Storyboard** – learning types sequences and activities
   - **Assessment** – align activities and assessment
3. **Module info and graphs sheet**
   - **Review the graphs** – what has changed? Why?
4. **Actions** – what next for team?







ABC Learning Design

Programme Arena digital

Module name Use of videos in teaching

new module / module review

Academics Anna Moore, Jon Grabol

ELE workshop facilitators CY, NP

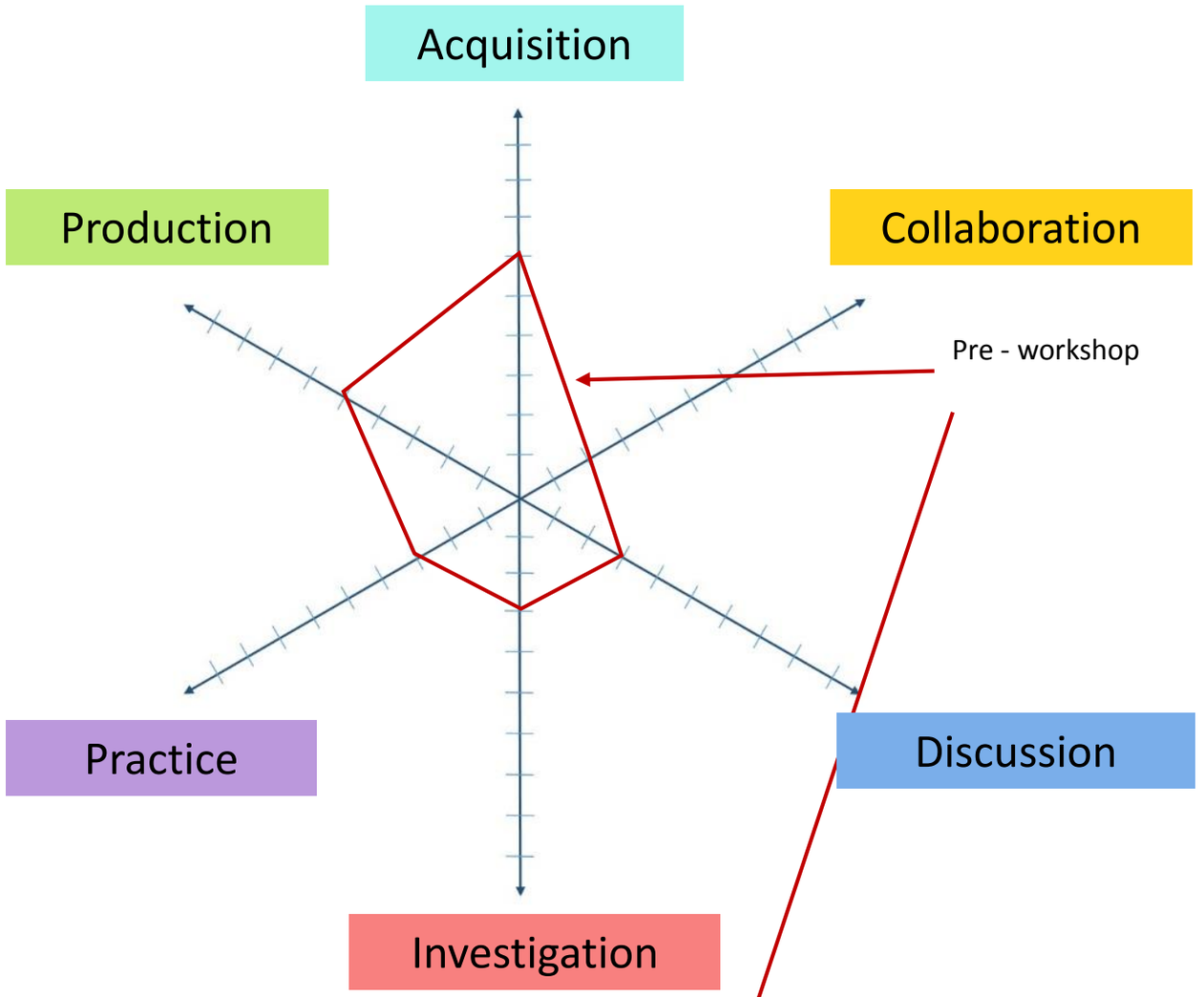
Workshop date 5th June 2015

Module summary (tweet size description of your module):

All you need to know about use of videos in 21st century teaching

Follow

@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)

ABC Learning Design

ABC (Arena Blended Connected) curriculum design

Programme

Module

Duration

F2F workshop facilitators

Pre/follow up date(s) post module / module review

Learning outcomes

Learner timeline (programme or module perspective)

E.g. pre-entry or induction

Week 1-4

E.g. 1st year or first few weeks

Week 5-8

project

E.g. 2nd or final year

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: 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

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

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

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ABC Learning Design

ABC (Arena Blended Connected) curriculum design

Programme

Module

Academics

Learner timeline (programme or module perspective)

ELE workshop facilitators

Workshop data from module / module review

Learning outcomes

E.g. pre-entry or induction

Induction

E.g. 1st year or first few weeks

Topic 1

E.g. 2nd year or mid semester

Topic 2

E.g. 3rd year or final phase

Learning type: Acquisition

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Learning type: Productio

Learning through production is the way
teacher motivates the learner to consoli
what they have learned by articulating t
current conceptual understanding and how
used it in practice

ABC Learning 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

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

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

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

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

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

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Learning type: Production

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project

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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

ABC Learning Design

ABC (Arena Blended Connected) curriculum design

Your module may look like this

Week 1-4

Learning type: Acquisition

Learning type: Collaboration

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Once happy with your module design, turn the cards to the other side and select learning activities

Week 5-8

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reflection

ABC Learning Design

ABC (Arena Blended Connected) curriculum design

Your module may look like this

Week 1-4

Learning type: Acquisition

Conventional method	Digital technology
reading books, papers	reading multimedia, websites, digital documents and resources
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Learning type: Collaboration

Conventional method	Digital technology
small group project	small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
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Learning type: Discussion

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	web-conferencing tools
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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: Production

Conventional method	Digital technology
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Conventional method	Digital technology
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☑ Select learning activities and add your own activities

Connected curriculum dimensions and comments, action plan

reflection

ABC Learning Design

Selecting activities and assessment

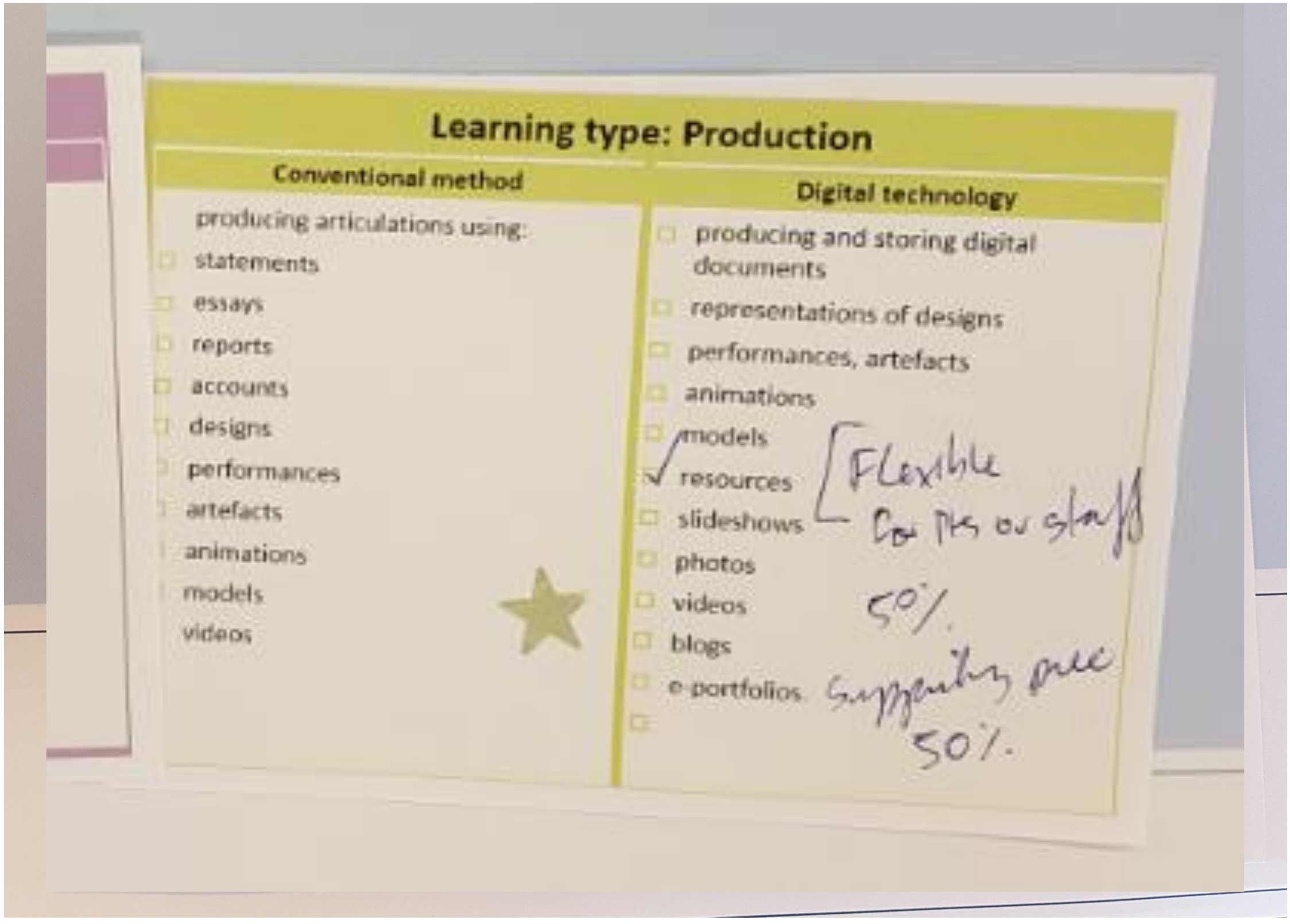
Learning type: Practice

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
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Select formative (☆) and summative assessment (★)

ABC Learning Design

Selecting activities and assessment



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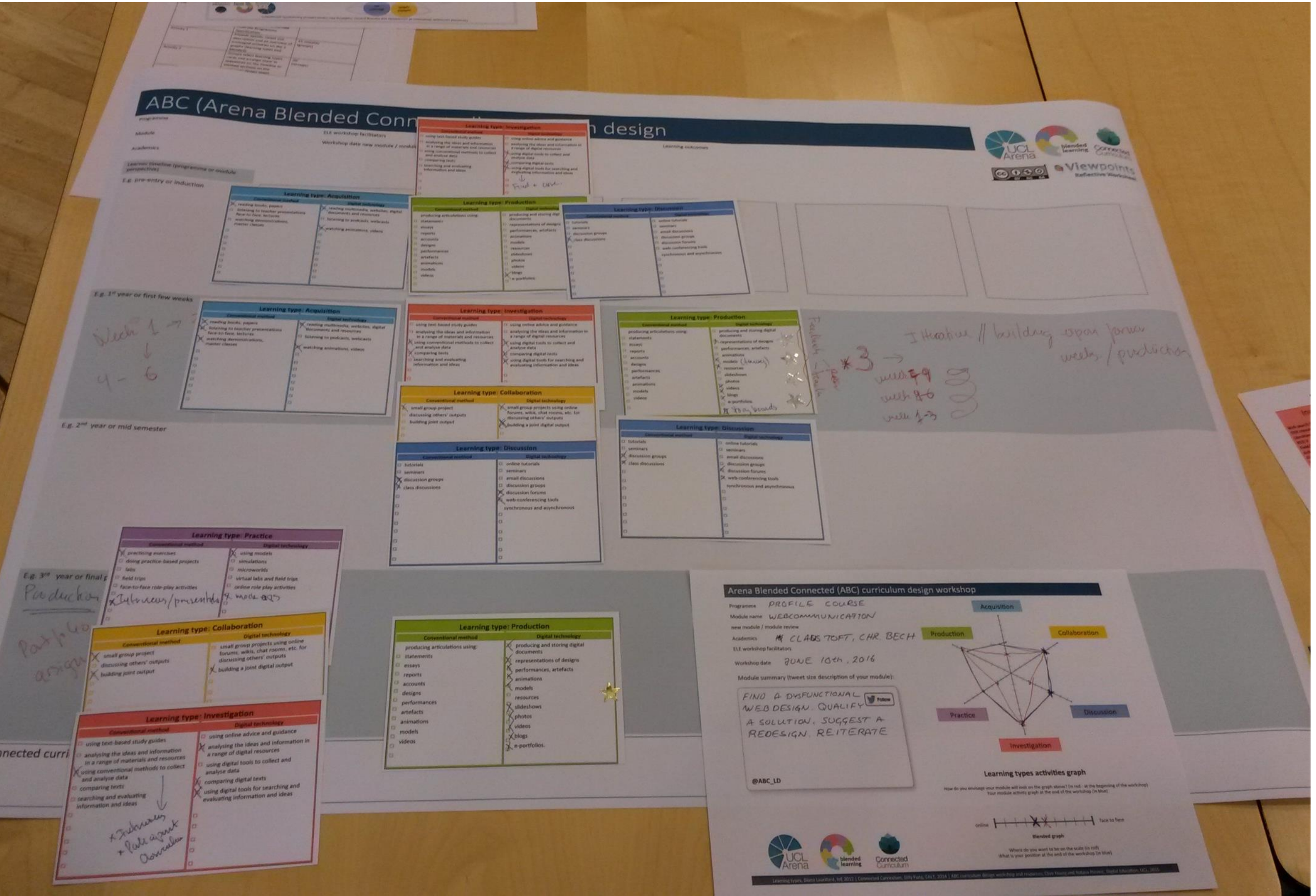

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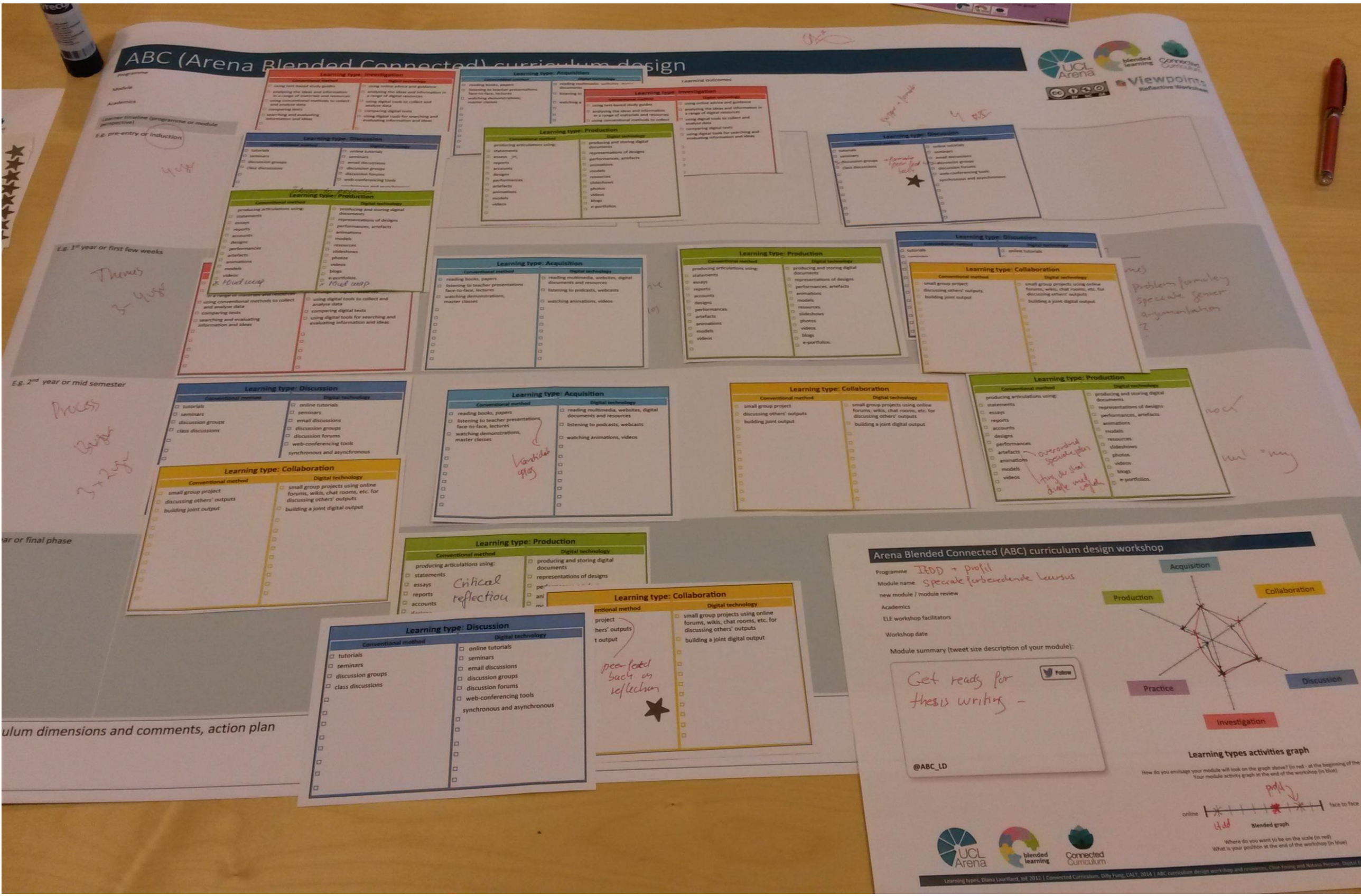

ABC Learning Design

ABC (Arena Blended Connected) curriculum design

Programme

Module

Academics

ELE workshop facilitators

Workshop date new module / module review

Learning outcomes

Viewpoints
Reflection Worksheet

Learner timeline (scenarios or module perspective)

E.g. pre-en

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: Discussion

Conventional method	Digital technology
☐ tutorials	☐ online tutorials
☐ seminars	☑ seminars
☑ discussion groups	☐ email discussions
☑ class discussions	☐ discussion groups
☐ ½ lectures	☑ discussion forums
☑ flipped lecture	☐ web-conferencing tools
☐ processing what taught	synchronous and asynchronous
☐ ideas about how	☐ identifying
☐ to apply the knowledge	☐ JIT learning
	☐ skill assessment evaluation

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
☐ consolidation	☐ online case study
	☐ simulation

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
☐ critical thinking	✓ journal clubs
✓ journal clubs	

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

Learning type: Discussion

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

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
☐ service design	
☐ case studies	

E.g. 1st year or first few weeks

E.g. 2nd year

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: 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 – with subtitles
models	blogs – multimedia
videos	e-portfolios
patient info leaflet	

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: 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: 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 → abstract	☐ blogs
☐ models → present →	☐ e-portfolios
☐ videos → publish	
how to communicate this?	formative

E.g. 3rd year o

Learning type: Collaboration

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
assessments	
~~communicating~~ ideas to patient	
interview a patient	

Connected curriculum dimensions and comments, action plan

ABC Learning Design

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.

Learning type: Investigation

Conventional method	Digital technology
☐ using text-based study guides	☐ using online advice and guidance
☑ analysing the ideas and in a range of materials	
☐ using conventional metl and analyse data	
☐ comparing texts	
☐ searching and evaluating information and ideas	

✓ mark assig

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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	

Assessment

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	
✓ work-based project	

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4

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

Learning type: Production

Conventional method	Digital technology
producing articulations using:	☐ producing and storing digital documents
☐ statements	☐ representations of designs
☑ essays ✓	☐ performances, artefacts
☐ reports	

ABC Learning Design

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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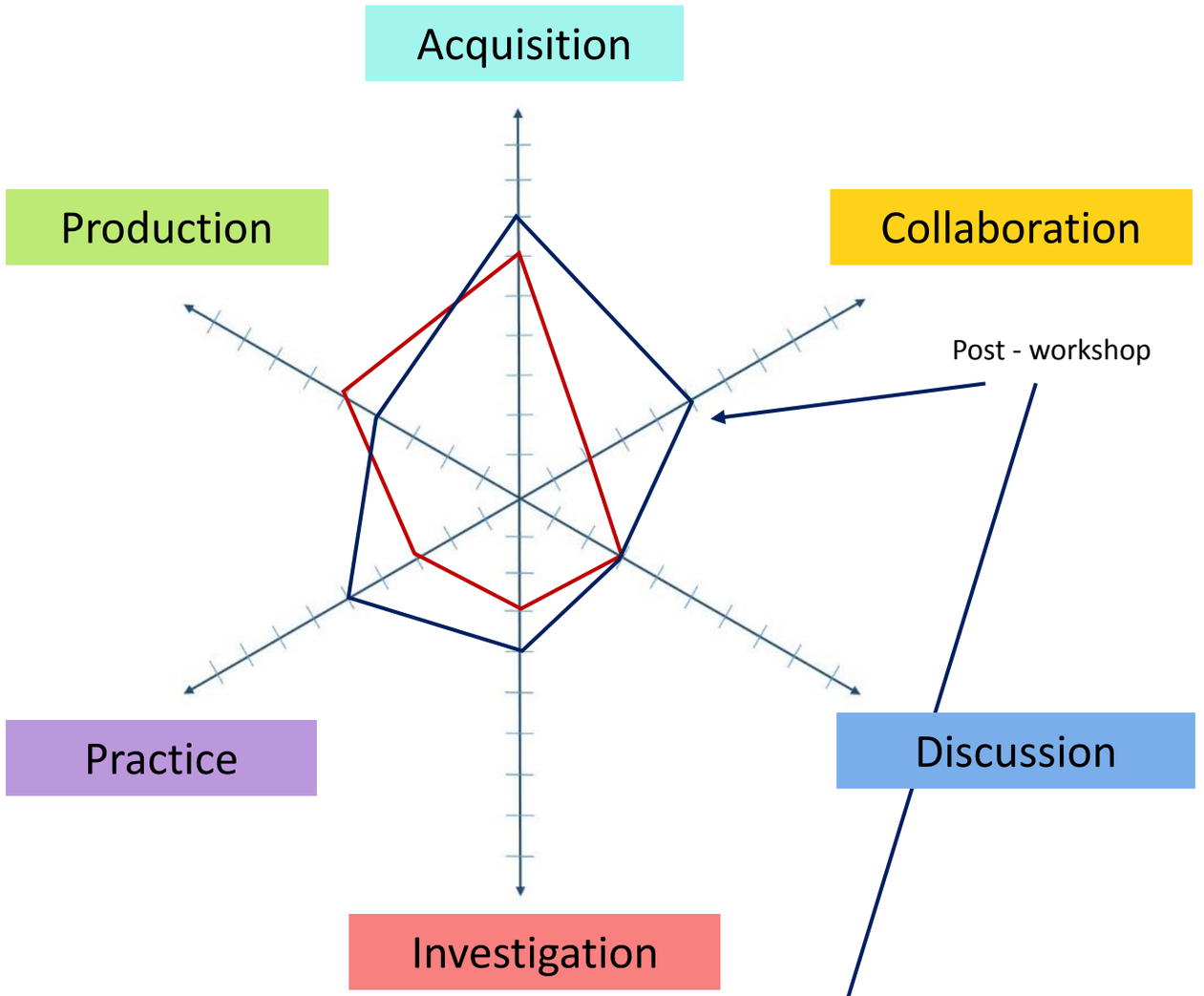


Learning types activities graph

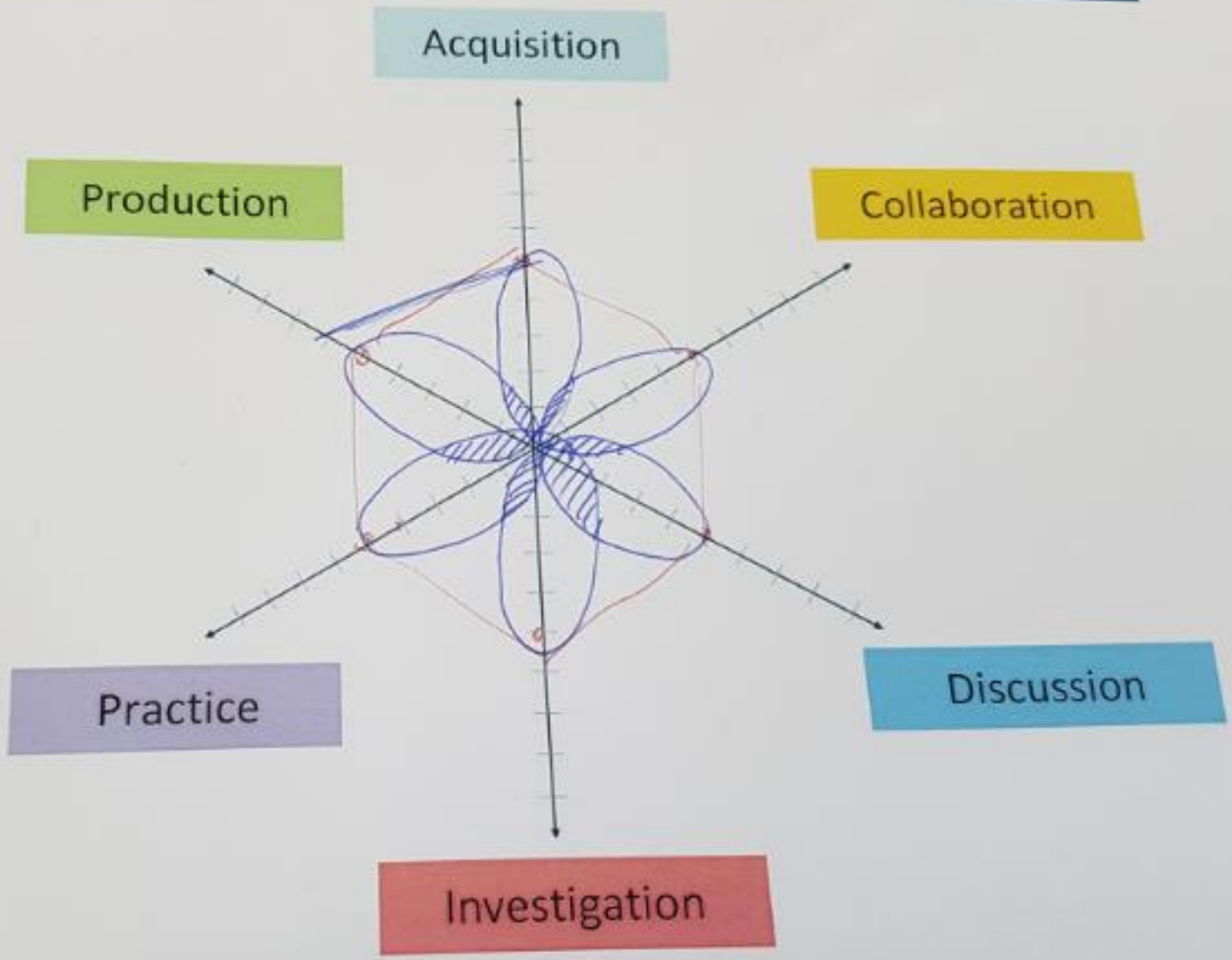
How do you envisage your module will look on the graph above? (in red - at the beginning of the workshop)
Your module activity graph at the end of the workshop (in blue)

Blended graph

Where do you want to be on the scale (in red)
What is your position at the end of the workshop (in blue)

odule):

elf.



Learning types activities graph

the graph above? (in red - at the beginning of the worksho

ABC Learning Design

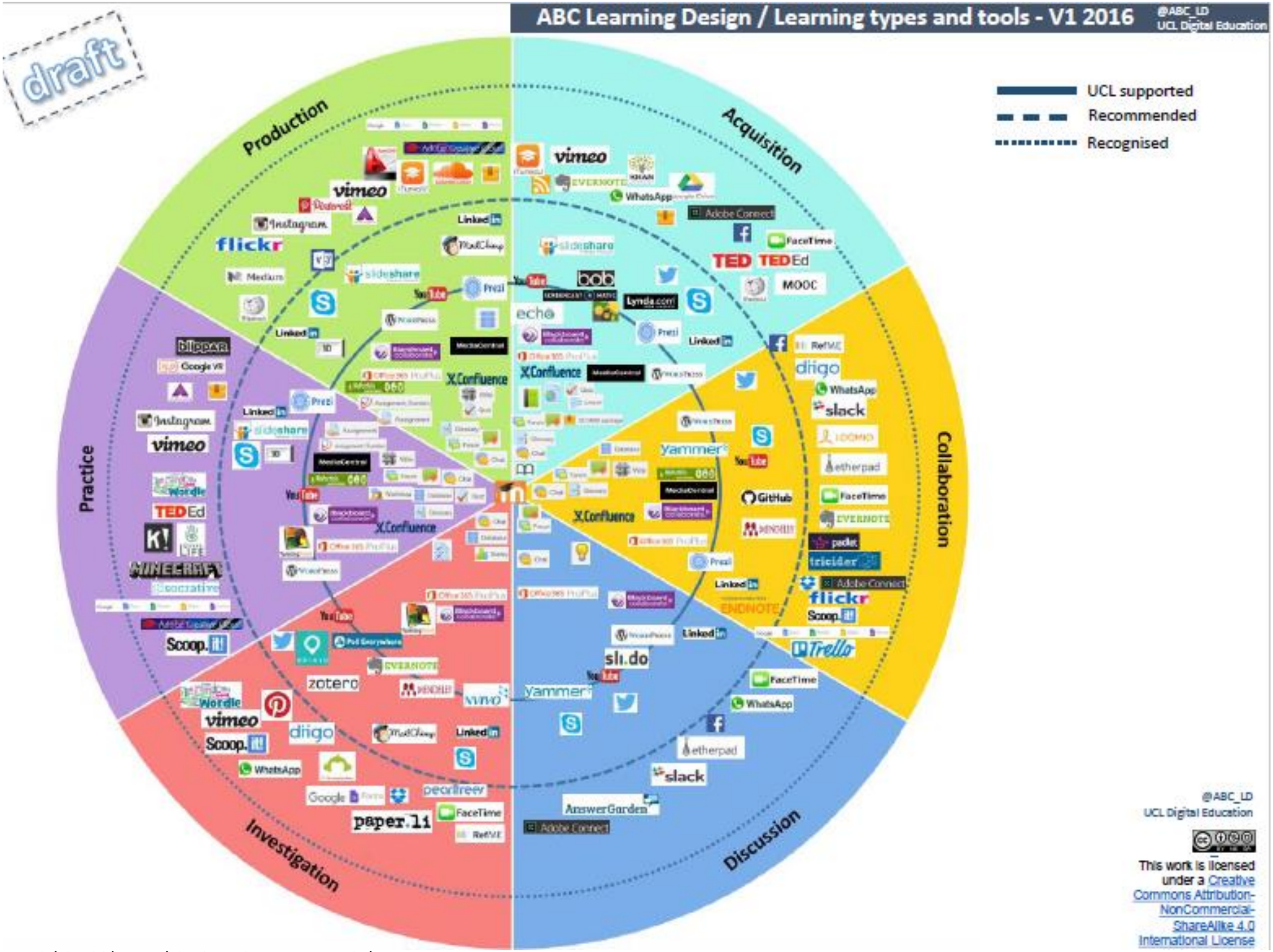
Action plan

Arena Blended Connected (ABC) Learning Design workshop action plan

Action plan	Who/when

ABC Learning Design workshop by Clive Young and Natasa Perovic, UCL. (2013) Learning types, Laurillard, D. (2013). Resources available from https://blogs.ucl.ac.uk/abc-ld/

ABC Learning Design



https://blogs.ucl.ac.uk/abc-ld/home/abc-learning-types-tools/