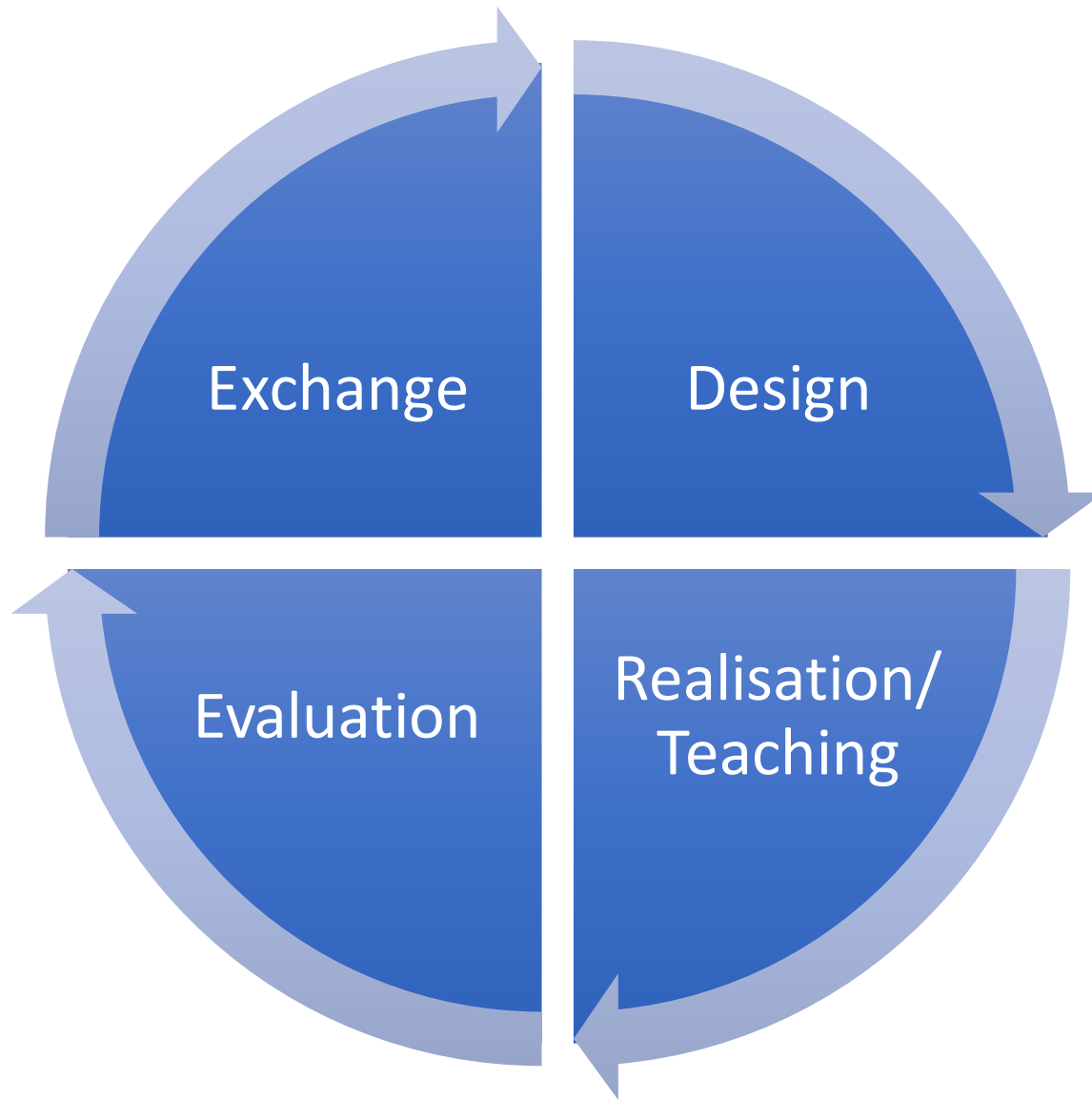


Learning design for Moodle? Innovation from two research universities



Common Moodle problems

- Universities have ambitious change strategies to modernize their courses
- Teachers lack the time, skills, experience (sometimes enthusiasm) to make this change
- Moodle valued by students, underused by teachers
- Students' expectations are rising
- Universities have thousands of courses to update
- We need a better change process
- Learning Design help can address these issues
- But also needs support



ABC curriculum design workshop - UCL

ABC - High-energy collaborative academic engagement workshop used at UCL since 2015



- time-bound (90')
- activity-based design
- deliberately analogue
- conversational
- creative
- consensus – shared vision
- narrative – storyboard
- based on theory
- Moodle compatible

Used widely at UCL



UCL
>1000 participants



To produce learning designs

ABC (Arena Blended Connected) curriculum design



E.g. 1st year or first few weeks
Week 1 → 6
9-6

E.g. 2nd year or mid semester

E.g. 3rd year or final
Production
Portfolio
design

connected curriculum

ABC (Arena Blended Connected) curriculum design



E.g. 1st year or first few weeks
Week 1 → 6
9-6

E.g. 2nd year or mid semester

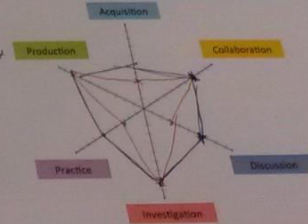
E.g. 3rd year or final
Production
Portfolio
design

connected curriculum

Arena Blended Connected (ABC) curriculum design workshop

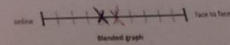
Programme: PROFILE COURSE
Module name: WEBCOMMUNICATION
new module / module review
Academics: M. CLARKE, T. CHURCH, B. CHURCH
Workshop date: JUNE 10th, 2016

Module summary (tweet size description of your module):
FIND A DYSFUNCTIONAL WEBDESIGN. QUALIFY A SOLUTION. SUGGEST A REDESIGN. REITERATE.
@ABC_ID



Learning types activities graph

How do you envisage your module with only on the graph above? (in red, at the beginning of the workshop) Your module activity graph at the end of the workshop (in blue)



The specification of a design in Moodle

ABC LD (Arena Blended Connected Learning Design)

Moodle course/MOOC site

Learned timeline

E.g. website or topic

Introduction

Week 1-2

E.g. website

Week 3

E.g. website

Week 4

Week 5

E.g. website or topic

Week 6

Cor

Practice	
Conventional method	Digital technology
<input type="checkbox"/> practicing exercises	<input type="checkbox"/> using models
<input type="checkbox"/> doing practice-based projects	<input type="checkbox"/> simulations
<input type="checkbox"/> role	<input type="checkbox"/> microsimulations
<input type="checkbox"/> field trip	<input type="checkbox"/> virtual labs and field trips
<input type="checkbox"/> task for face-to-face activities	<input type="checkbox"/> online role-play activities
<input type="checkbox"/> task for face-to-face activities	<input type="checkbox"/> online role-play activities

Acquisition	
Conventional method	Digital technology
<input type="checkbox"/> reading books, papers	<input type="checkbox"/> reading digital documents, websites
<input type="checkbox"/> listening to teacher presentations face-to-face, lecture	<input type="checkbox"/> listening to teacher presentations face-to-face, lecture
<input type="checkbox"/> watching demonstrations, teacher classes	<input type="checkbox"/> watching demonstrations, teacher classes

Investigation	
Conventional method	Digital technology
<input type="checkbox"/> using text-based study guides	<input type="checkbox"/> using online advice and guidance
<input type="checkbox"/> analyzing the ideas and information in a range of materials and resources	<input type="checkbox"/> analyzing the ideas and information in a range of materials and resources
<input type="checkbox"/> using conventional methods to collect and analyze data	<input type="checkbox"/> using digital tools to collect and analyze data
<input type="checkbox"/> comparing texts	<input type="checkbox"/> comparing digital texts
<input type="checkbox"/> searching and evaluating information and data	<input type="checkbox"/> searching and evaluating information and data

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<input type="checkbox"/> task for face-to-face activities	<input type="checkbox"/> online role-play activities

Discussion	
Conventional method	Digital technology
<input type="checkbox"/> seminars	<input type="checkbox"/> online seminars, seminars with Blackboard Collaborator™
<input type="checkbox"/> discussion groups	<input type="checkbox"/> asynchronous discussion forums™
<input type="checkbox"/> class discussions	<input type="checkbox"/> student presentations & discussion with Blackboard Collaborator™

Production	
Conventional method	Digital technology
<input type="checkbox"/> producing artefacts using	<input type="checkbox"/> producing and sharing digital documents
<input type="checkbox"/> documents	<input type="checkbox"/> representations of designs
<input type="checkbox"/> images	<input type="checkbox"/> performance, artifacts
<input type="checkbox"/> models	<input type="checkbox"/> models
<input type="checkbox"/> analysis	<input type="checkbox"/> resources
<input type="checkbox"/> analysis	<input type="checkbox"/> photos
<input type="checkbox"/> analysis	<input type="checkbox"/> videos
<input type="checkbox"/> analysis	<input type="checkbox"/> analysis

Collaboration	
Conventional method	Digital technology
<input type="checkbox"/> small group projects	<input type="checkbox"/> small group projects using online forums™, wikis™, chat™ for discussing other students
<input type="checkbox"/> discussing others' outputs	<input type="checkbox"/> building and discussing others' outputs
<input type="checkbox"/> building joint outputs	<input type="checkbox"/> building joint outputs

Production	
Conventional method	Digital technology
<input type="checkbox"/> producing artefacts using	<input type="checkbox"/> producing shared digital documents in wikis™, documents sharing™
<input type="checkbox"/> documents	<input type="checkbox"/> performance captured on video (via webcam™)
<input type="checkbox"/> images	<input type="checkbox"/> final assessments submitted for peer marking™ or marking by tutors™
<input type="checkbox"/> models	<input type="checkbox"/> photos shared in Lightbox Gallery™
<input type="checkbox"/> analysis	<input type="checkbox"/> images, videos, animations, other artifacts shared in Lendaport™
<input type="checkbox"/> analysis	<input type="checkbox"/> blogs™
<input type="checkbox"/> analysis	<input type="checkbox"/> e-portfolio using MyPortfolio

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<input type="checkbox"/> class discussions	<input type="checkbox"/> web-conferencing tools
<input type="checkbox"/> class discussions	<input type="checkbox"/> performance and experiment

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Available as a free toolkit

Action for Curriculum Enhancement

ABC workshop resources - all in editable ppt format (* non-ACE materials)

1. Introductory presentation
2. Card set (6 learning types)
3. Storyboard sheet A1
4. Activity sheet
5. Action sheet
6. Quick guide (doc)

Optional resources (both ppt)

- Extra activities (for distance learning courses)
- Tool wheel (technical guide)

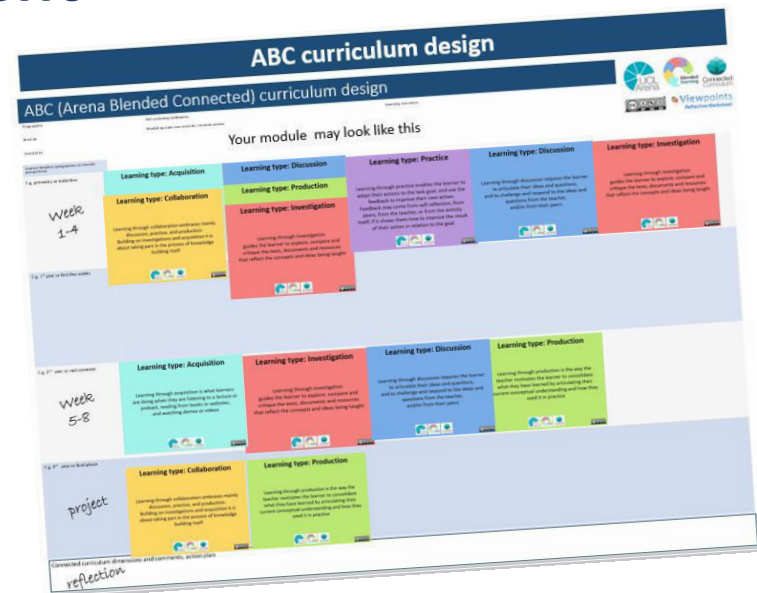
Guide for trainers (doc) - TOC

1. ABC Introduction
2. Running the ABC Workshop
3. Localisation – linking to strategies, technologies and support

Video guides

- Introduction to ABC*
- Activity types*
- Introductory presentation (full recording)
- Interview with Clive and Natasa (separate sections)

1. Why was ABC developed in the first place?
2. How was the distinctive ABC format chosen?"
3. Why is the strategic context of learning design important
4. Why do you now emphasise post workshop support?
5. What different types of ABC do you use?]
6. How do you work with students?
7. How has ABC spread beyond UCL
8. You often talk about 'localisation' of ABC, what does that mean?
9. What has the evaluation of ABC shown?
10. How do you see ABC developing in the future?



ABC to VLE: beyond curriculum design

01-09-2018 – 31-08-2020 (24 months)

The partnership will develop ABC as a downloadable toolkit that can be used globally by any institution in the sector.



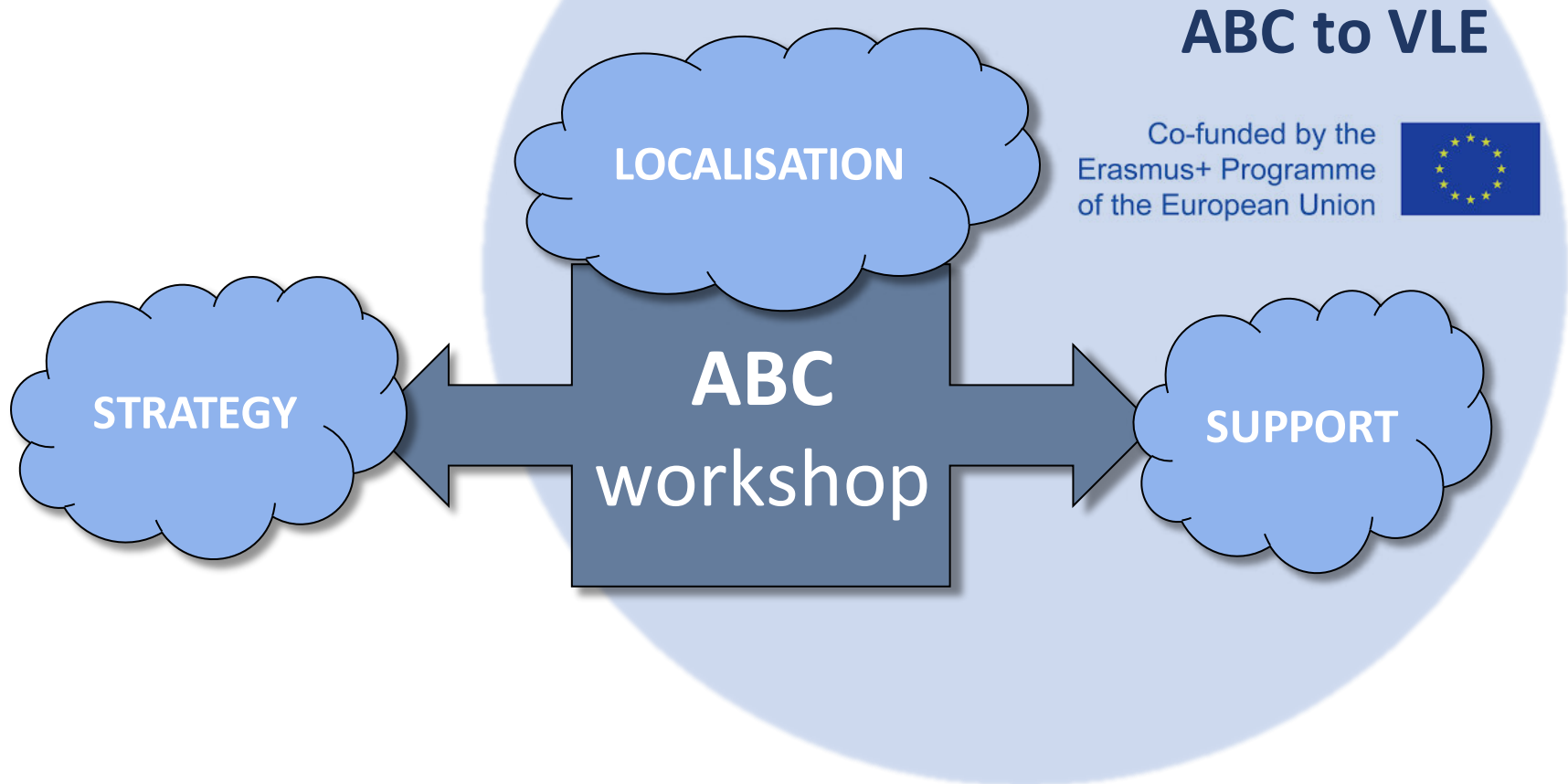
eDidaktikum




Co-funded by the
Erasmus+ Programme
of the European Union



ABC embedded in local context

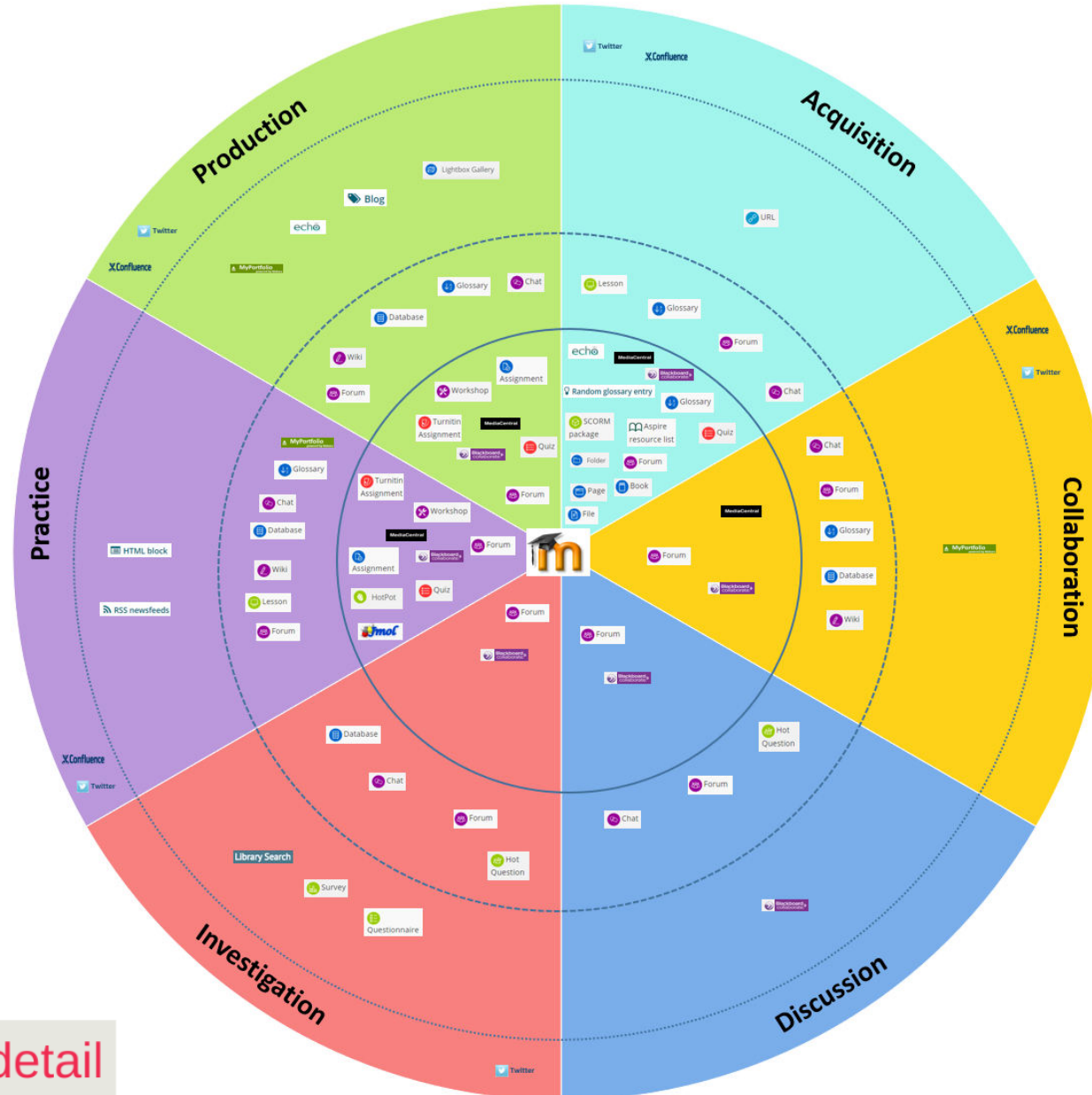


Pedagogical progression

- 
10. Research, custom code, communities of practice!
 9. Give students more power (structure/grades)
 8. Use Survey tools and logs to student / reflect
 7. Introduce external sites, activities, games, networks
 6. Combine the activities into sequences
 5. Facilitate discussions in the Forum. Questions!
 4. Wikis, Glossaries, Databases (collaboration media)
 3. Provide a passive Forum
 2. Assess via Quizzes and Assignments
 1. Publish content (Pages, SCORM, Video, Audio)

Post-workshop Support – UCL Moodle version

draft



- moodle** Pedagogical progression
1. Publish content (Pages, SCORM, Video, Audio)
 2. Assess via Quizzes and Assignments
 3. Provide a passive Forum
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 8. Use Survey tools and logs to student / reflect
 9. Give students more power (structure/grades)
 10. Research, custom code, communities of practice!

Zoom for detail

ETH Zürich, Switzerland



Main building (originally designed by Gottfried Semper in 1855)

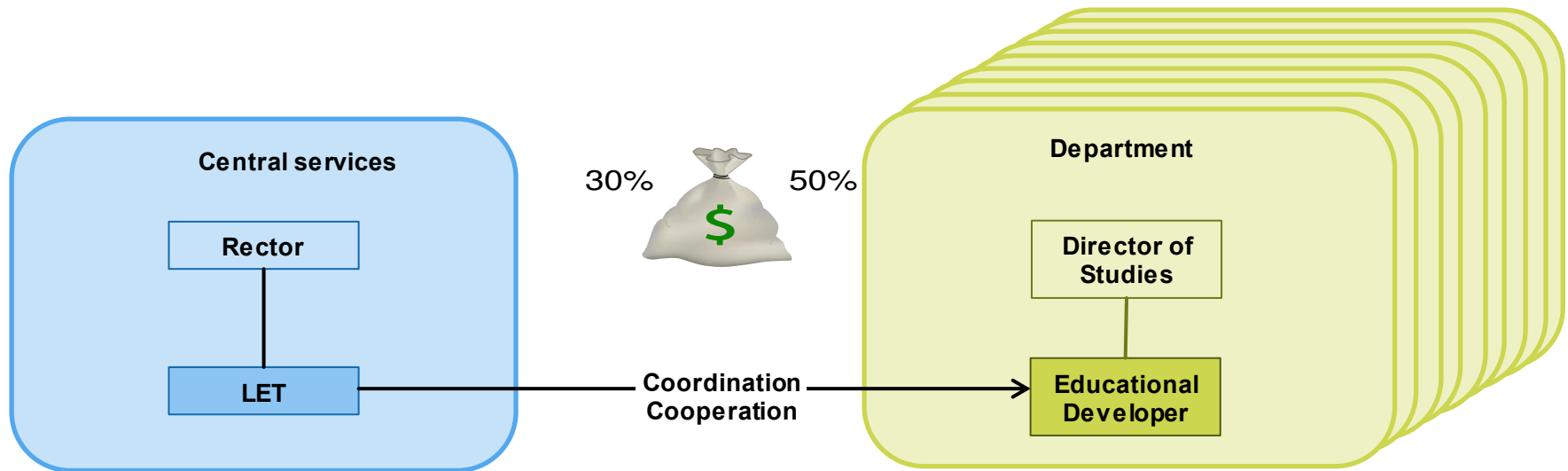
21'000 Students

16 Departments

Great variety of teaching and learning culture between the Departments

Enhance learning and teaching without losing learning culture

Coordination of the Network of Educational Developers



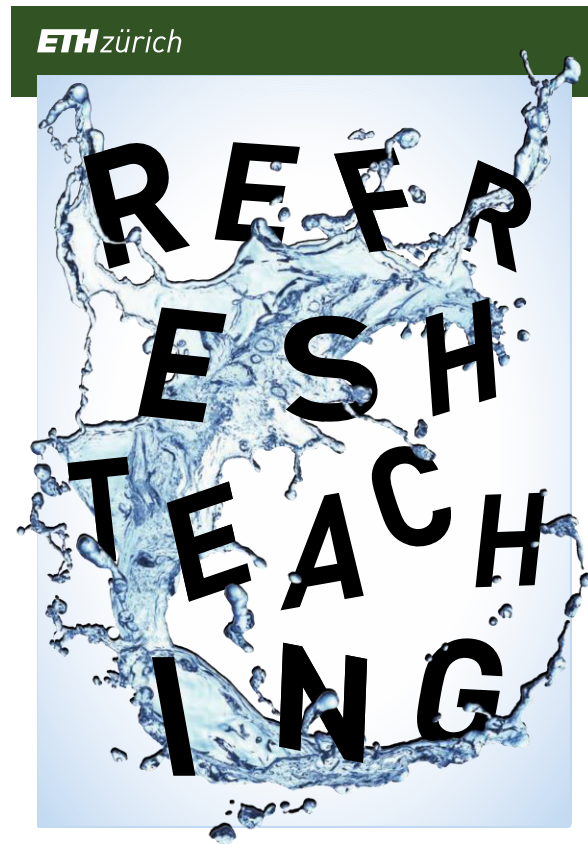
Educational developers in 12 out of 16
Departments September 2018

Network of Educational Developers

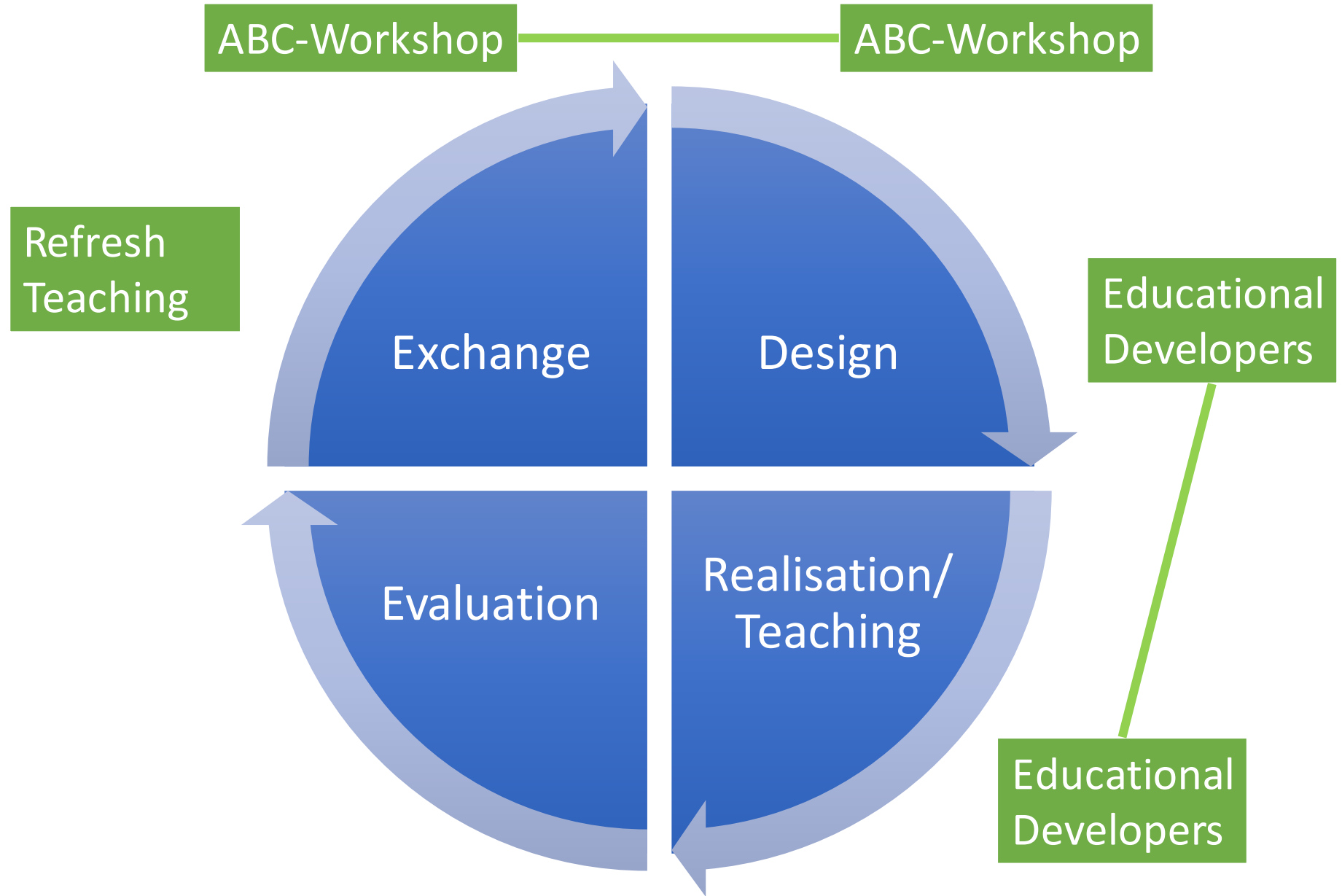


- Established at the Departments
- Support of faculty members
- Collaboration with LET
- Introduce technologies and didactic approaches on the basis of departmental needs

Refresh Teaching



- Peer to peer
- Monthly during term
- Lunch event
- Activation phase
- Focus on teaching concept and NOT technology



Questions?

Clive Young, UCL, c.p.l.young@ucl.ac.uk, abc-ld.org

Thomas Korner, ETH, thomas.korner@let.ethz.ch