Innovative pedagogy: Activity Based Curriculum Learning Design (ABC LD)
online workshop for 4EU+ Alliance

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About 4EU+ Alliance

Since February 2019 brings together 6 European public universities to strengthen the European vision of deepened cooperation and mutual enrichment by developing a new quality of cooperation in teaching, education, research and administration, leading to the creation of a truly integrated European University System.

6 partner universities:
- Sorbonne University
- University of Warsaw
- University of Milan
- Charles University
- University of Heidelberg
- University of Copenhagen

4EU+ in numbers:
- Students: 286,940
- Academic staff: 23,680
- Other staff: 26,350
European University Project (EUP) co-funded by the Erasmus+ Programme

Key actions:
- Make lifelong learning and mobility a reality;
- Improve the quality and efficiency of education and training;
- Promote equity, social cohesion and active citizenship;
- Enhance creativity and innovation, including entrepreneurship at all levels of education and training.

The 4EU+ Graduate Skills, Competencies and Values portfolio:
- Multilingualism
- Data literacy
- Critical thinking
- Entrepreneurship
- Social engagement

4 flagship programmes
5.2 Subgroup: digital teaching and academic support task working group

Main objective: to improve the quality and efficiency of education and training
Gaps & needs analysis

- A survey among 6 universities: data on existing trainings for academic teachers and staff
- A catalogue of innovative activities and tools to support the professional development of academic teachers and staff

approx. 100 training modules:

- „tech” courses
- designing & innovative pedagogy

FOCUS ON

To adapt the Activity Based Curriculum Learning Design (ABC-LD) method and toolkit for 4EU+ needs, recognised as the most effective in its potential, aiming to:
- help academic teachers prepare pedagogically coherent module designs in online and/or in blended formats.
- build pedagogical competencies related to online education.
About Activity Based Curriculum Learning Design (ABC-LD)

• ABC (Arena Blended Connected) designed by UCL (2015 - original version): developed by N. Perovic and C. Young, based on the pedagogic theory of Prof. D. Laurillard’s
• ABCD (Activity Based Curriculum Design) by Sorbonne University, issued by ABC
• licensed under Creative Commons (BY NC SA 4.0.)
• used worldwide
• several publications about the method
• a user-friendly and student-centred tool
• some of the 4EU+ universities use the original or a localized version of ABC-LD
ABC-LD a living framework

• **Main features**
  - A flexible, adaptable and efficient workshop
  - Creating a narrative - visual storyboard
  - Combination of classical and digital pedagogical activities
  - Willingly designed on analogue format

• **Characteristics of pedagogy**
  - Activity-based design
  - Student-centered
  - Enhancing academic engagement
  - Easily comprehensible

• **A collaborative and conversational training**
  - Developing creativity
  - Boosting a shared vision
  - Based on research
- Design graphs
- Activity cards
- Additional online activities
- Storyboard
A localized 4EU+ version of ABC-LD

- An established experience on running ABC-LD workshops
  - identification of our needs

- adapt and complete the workshop’s materials and tools
- choose the adequate digital tools for an online training
- integrate the 4EU+ educational strategy
- find the common language for all 4EU+ Alliance universities
Online solutions: Moodle

- Most popular e-learning platform among the Alliance
- Various types resources, including video and H5P interactive content
A localized 4EU+ version of ABC-LD

- **Choose the adequate digital tool for an online training**
  - ✔ Moodle
  - ✔ collaborative black/whiteboard
  - ✔ an excel tool allowing the transcription of the design on a widely known format
Additions

- Glossary
  - 60+ important terms occurring throughout the course
  - game puzzlet: matching the terms with their definitions and examples
  - general pedagogy, teaching and learning types and strategies, collecting feedback, testing, ABC LD related terms

- 4EU+ cards
  - repository of good practices and examples
  - user-friendly, quick-to-consult cards inspired from ABC’s learning activities cards
  - prepared in H5P format that allowed for linking inside the document, embedding videos and adding pop-up information with references
Structure of the beta-tested training

Launch meeting
- Introduction to the workshop
- Workflow of the training
- Getting acquainted with facilitators and other participants

ABC initiation
- Pedagogical context of ABC
- Guiding principles of ABC
- Learning types
- Workshop tools

ABC workshop
- Using workshop tools to design course/module (teamwork)
- Deciding on assessment
- Estimating students' workload
- Assigning future tasks related with the course

Summary meeting
- Sharing the design with other groups
- Discussing the design process
- Reflecting on ABC LD method itself.
- Beta-testing feedback

Day 1
- Synchronous
- 1 hr
- Zoom

Day 2 + 3
- Asynchronous
- Self-paced
- Moodle

Day 4
- Synchronous
- 3 hrs
- Zoom + Draft.io

Day 5
- Synchronous
- 2 hrs
- Zoom
Beta-testing of the workshop

- 11 volunteer participants from all 6 partner universities
- One week during June/July 2021
- Members of 4EU+ educational projects teams - academic teachers, members of all 4 flagships
- Most have had no prior experience with ABC LD method
- All groups were be working on the same course topic:
  
  How to prepare university teachers for delivering online courses
Example of a storyboard in Draft.io
Beta testing categories

- Duration of the training
- Overall workload
- Workshop content
- Achieving intended goals
- Opinions about the method itself
- IT solutions
Beta testing - SWOT analysis

**Strengths:**
- Very effective
- Engaging
- Useful facilitators’ input
- Draft.io was intuitive

**Weaknesses:**
- More time-consuming than expected
- No so clear navigation throughout the course
- Lack of design examples

**Opportunities:**
- Adding research papers
- Adding more self-checking activities (e.g. quizzes)
- Clearer time cost demonstration

**Threats:**
- Struggling with the workflow of the workshop
- Lack of previous experience with collaborative whiteboard
## Online training vs. f2f one

<table>
<thead>
<tr>
<th>Viewpoint</th>
<th>Face-to face ABC course</th>
<th>Online ABC course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td>Previous formulation of learning outcomes of the course</td>
<td>Preliminary training in online collaborative tools</td>
</tr>
<tr>
<td><strong>Social aspect</strong></td>
<td>More fun, spontaneous</td>
<td>More effort to keep engagement (practice workshop)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants choose their own tempo in (self-paced part)</td>
</tr>
<tr>
<td><strong>For the facilitators</strong></td>
<td>One facilitator → more working groups.</td>
<td>Each online room requires its own facilitator.</td>
</tr>
<tr>
<td></td>
<td>Groups can discuss when working in the same room.</td>
<td>Teams work as isolated groups.</td>
</tr>
<tr>
<td><strong>Financial aspects</strong></td>
<td>Physical meeting of the participants = travel costs if applicable</td>
<td>Can occur even when travelling is restricted.</td>
</tr>
<tr>
<td></td>
<td>Printing out the materials (storyboards, cards).</td>
<td>Digital working materials can be easily stored, shared and edited among the participants from various Universities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No travelling costs.</td>
</tr>
</tbody>
</table>
FUTURE?

1CORE

7 partner universities:

- Sorbonne University
- University of Warsaw
- University of Milan
- Charles University
- University of Heidelberg
- University of Copenhagen
- University of Geneva
Thank you!
Dziękuję!
Gracias!

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