

4eu+



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# 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.

### 4 flagship programmes

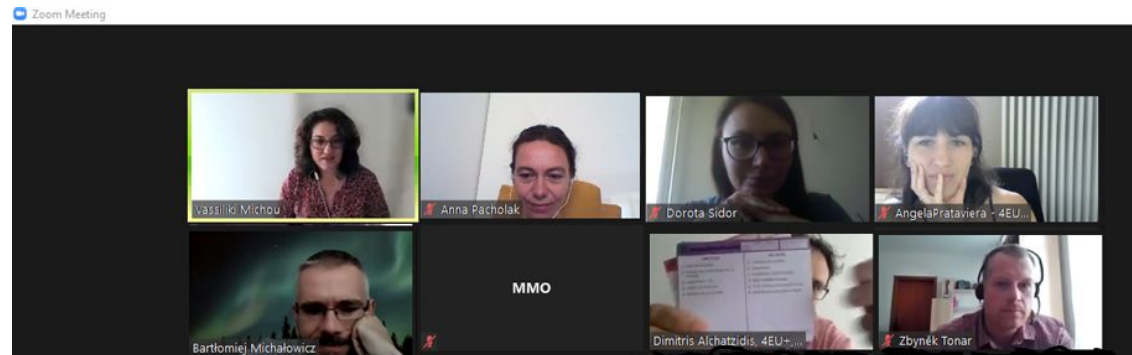
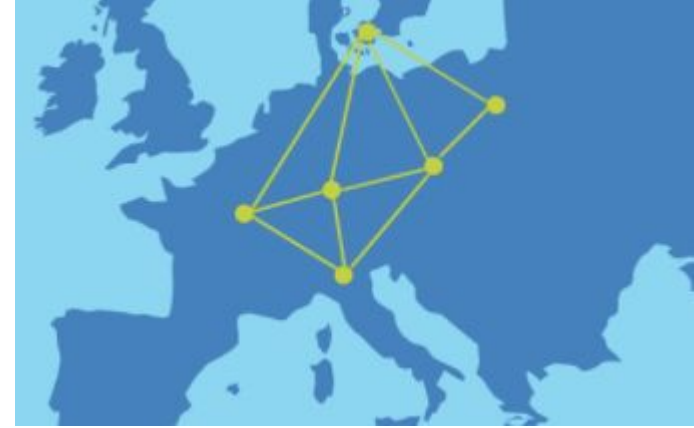
### The 4EU+ Graduate Skills, Competencies and Values portfolio:

- Multilingualism
- Data literacy
- Critical thinking
- Entrepreneurship
- Social engagement



## 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



Clive **Young** and Nataša **Perović**  
UCL Digital Education



## ABC-LD a living framework

### • **Main features**

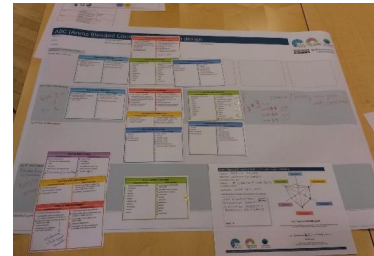
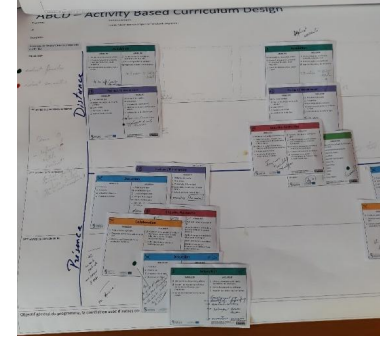
- A flexible, adaptable and efficient workshop
- Creating a narrative - visual storyboard
- Combination of classical and digital pedagogical activities
- Willingly designed on analogue format

### • **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





## 4EU+ ABC LD Workshop – tweet & shape

Workshop date: \_\_\_\_\_

Programme: \_\_\_\_\_

Module name: \_\_\_\_\_

New module / Module review: \_\_\_\_\_

Academics: \_\_\_\_\_

Module summary (tweet size description of your module):

RETWEETS

FACEBOOK

PHOTOS

Learning types activities graph  
How do you envisage your module will look on the graph below?  
(In red - at the beginning of the workshop, in blue - at the end of the workshop)

Blended graph  
online ←-----→ face to face  
Where do you want to sit on this scale (in red)  
Which is your position at the end of the workshop (in blue)

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The work ABC @HEU+ (2020), is a derivative of ABC Learning Design created by Clive Young and Nicola Peroni, 2017, (2017), Learning types, Laurillard, 0 (2012), Licensed under CC BY-NC-SA 4.0. Original resources available at abc4eu.com

### ABC Learning Design @ 4EU+

Workshop date: \_\_\_\_\_

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- Design graphs
- Activity cards
- Additional online activities
- Storyboard

## Original workshop's tools

### Learning types activities

#### Investigation

Web search (forum, wiki) V  
GfL resources (external) V  
Literature review and critiques (forum/blog/wiki) 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  
Develop a shared resource (forum)  
Advanced role play - you are the consultant etc. V

#### Production

Interview an expert (forum/chat) V  
Literature review and critiques (forum/blog/wiki) V  
MCQs - formative with automatic feedback V/A  
Develop a shared resource (forum)  
Establish (forum/wiki) V/A  
Shared resources (learning (graphics, posters, presentations) V/A  
Portfolio (MyPortfolio) V/A  
Case studies (forum, lesson) V/A  
Summative tasks (report tasks - individual or group) V/A  
Read the exam questions (forum) V/A  
Concept mapping (external) V/A  
Create video of performance (media) V/A  
Audio commentary of performance (media) V/A  
Stages or virtual classroom 'show 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 plans for workshops V/A  
Action plan for learner study V/A  
Authentic research / data analysis - write a paper V/A  
Interview an expert (forum/chat) V  
Webinars (virtual classroom) V  
Model answers/summaries of previous work (forum)  
Analyse that text (in course or assigned) V  
Self-professional reflections (blog) V/A  
Group discussions on the topic, problem, reading (forum/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

#### Collaboration

Collaborative wiki - what do we know about...? V/A  
Develop a shared resource (forum)  
Establish (forum/wiki) V/A  
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/summaries of previous work (forum)  
Analyse that text (in course or assigned) V  
Self-professional reflections (blog) V/A  
Group discussions on the topic, problem, reading (forum/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

V - Visible learning  
A - Can be assessed (Formative or Summative assessment)

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#### 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

#### 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

#### 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

#### 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

#### 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

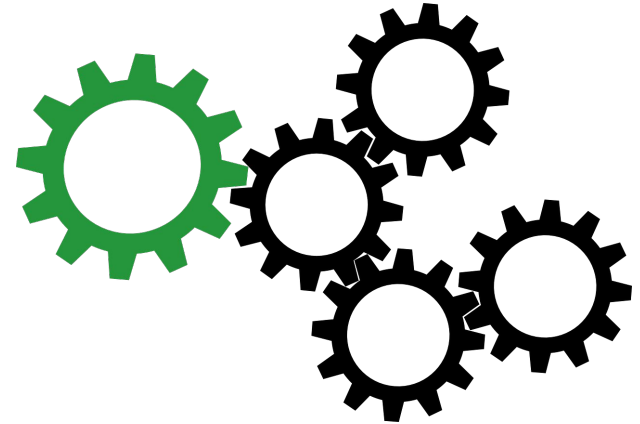
#### Production

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



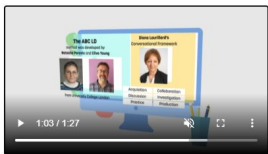
## A localized 4EU+ version of ABC-LD

- ***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

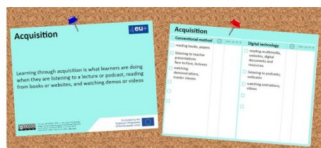
- Most popular e-learning platform among the Alliance
- Various types resources, including video and H5P interactive content



For more details feel free to proceed to the original paper on the ABC method by Young and Perovic (2016).



**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."*



The acquisition is an important part of the formal learning process. Although resources such as courses videos or books keep their transmissive character, there are ways to propose more active formats to students for being more active in their learning process through an acquisition



## Activity Based Curriculum Learning Design for 4EU+ Workshop

Welcome to the ABC Learning Design for 4EU+ course!

The main goal of this workshop is to provide teachers and educational developers with a quick and engaging yet in-depth tool for designing curricula, programmes, modules and MOOCs.

We truly believe it will encourage you to design your own activity-centered modules and programmes.

[News forum](#)

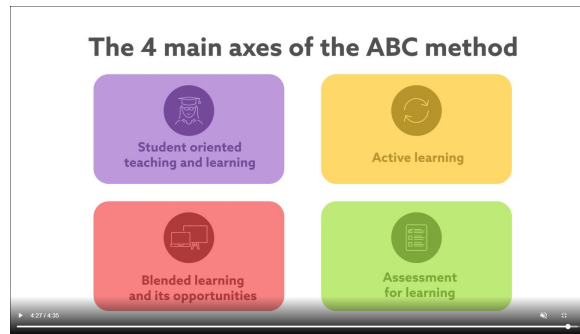
[4EU+ Alliance website](#)

[Introduction to the 4EU+ Alliance](#)

[Get to know the 4EU+ Alliance!](#)

[How to work during this training](#)

[Pre-workshop questionnaire](#)





# 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

### conceptual knowledge and understanding

A deep level of knowledge and understanding that provides the ability to apply the knowledge, to solve problems and make educated assumptions about new situations.

#### Example:

Example of a conceptual question:

A paperclip is placed on the surface of a glass of water and does not sink. Which of the following is an accurate description as to why?

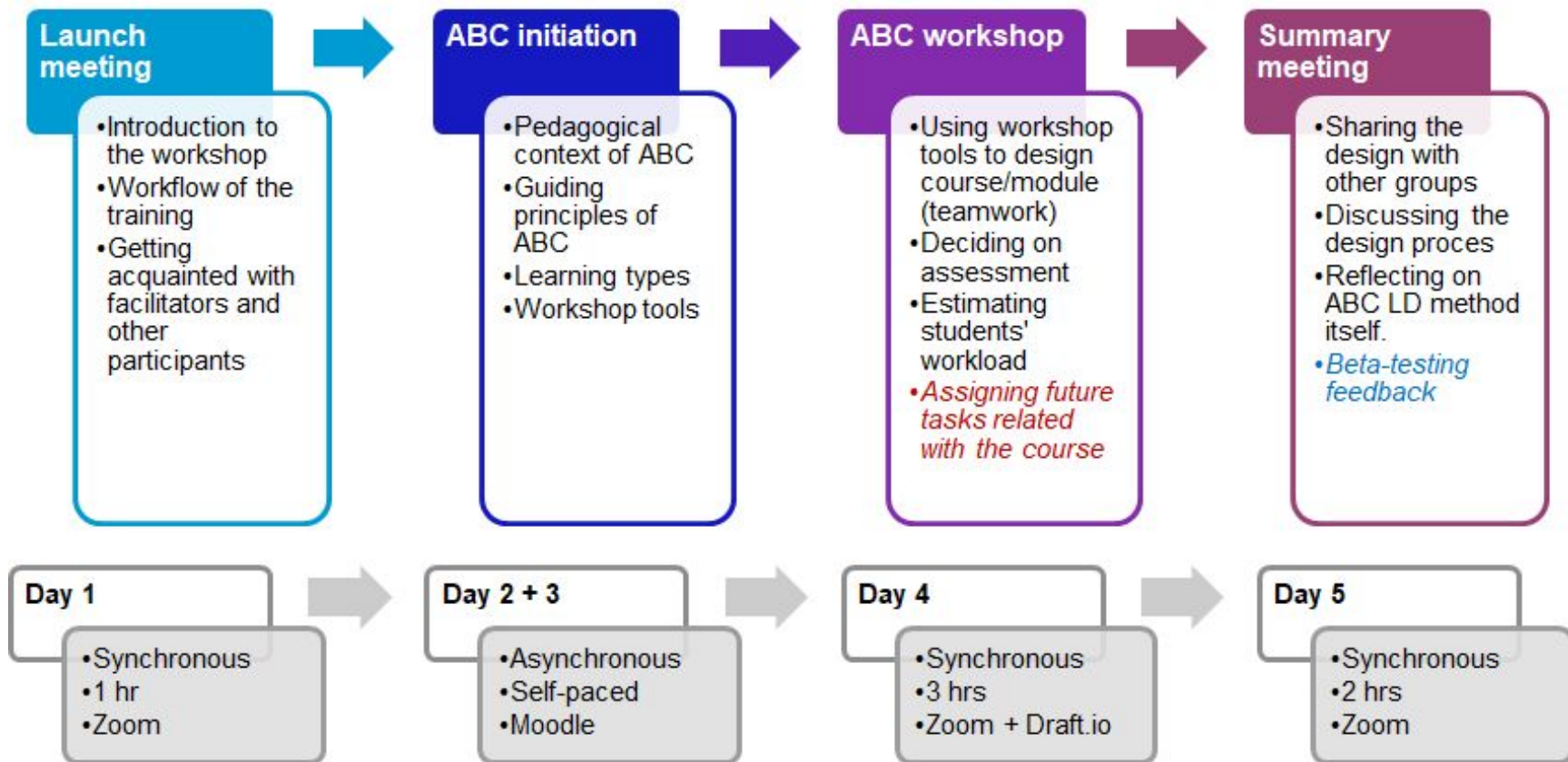
1. The paperclip's density is less than that of water, so the paperclip floats with most of its volume above the water.
2. The paperclip's metallic perimeter acts as a surfactant, continuously sliding water under the paperclip and keeping the paperclip afloat.
3. The paperclip's weight dimples the surface, and the surface's resistance to an increased area keeps the paperclip above the surface.
4. The paperclip's shape traps air bubbles along its length, keeping it from sinking even though the paperclip has a density that is higher than water

### Inquiry-based learning

IBL refers to a range of strategies used to promote learning through students' active, and increasingly independent, investigation of questions, problems and issues, often for which there is no single answer. A range of teaching strategies is consistent with inquiry-guided learning including interactive lecture, discussion, problem-based learning, case studies, simulations, group projects and independent study.



TO KNOW MORE:

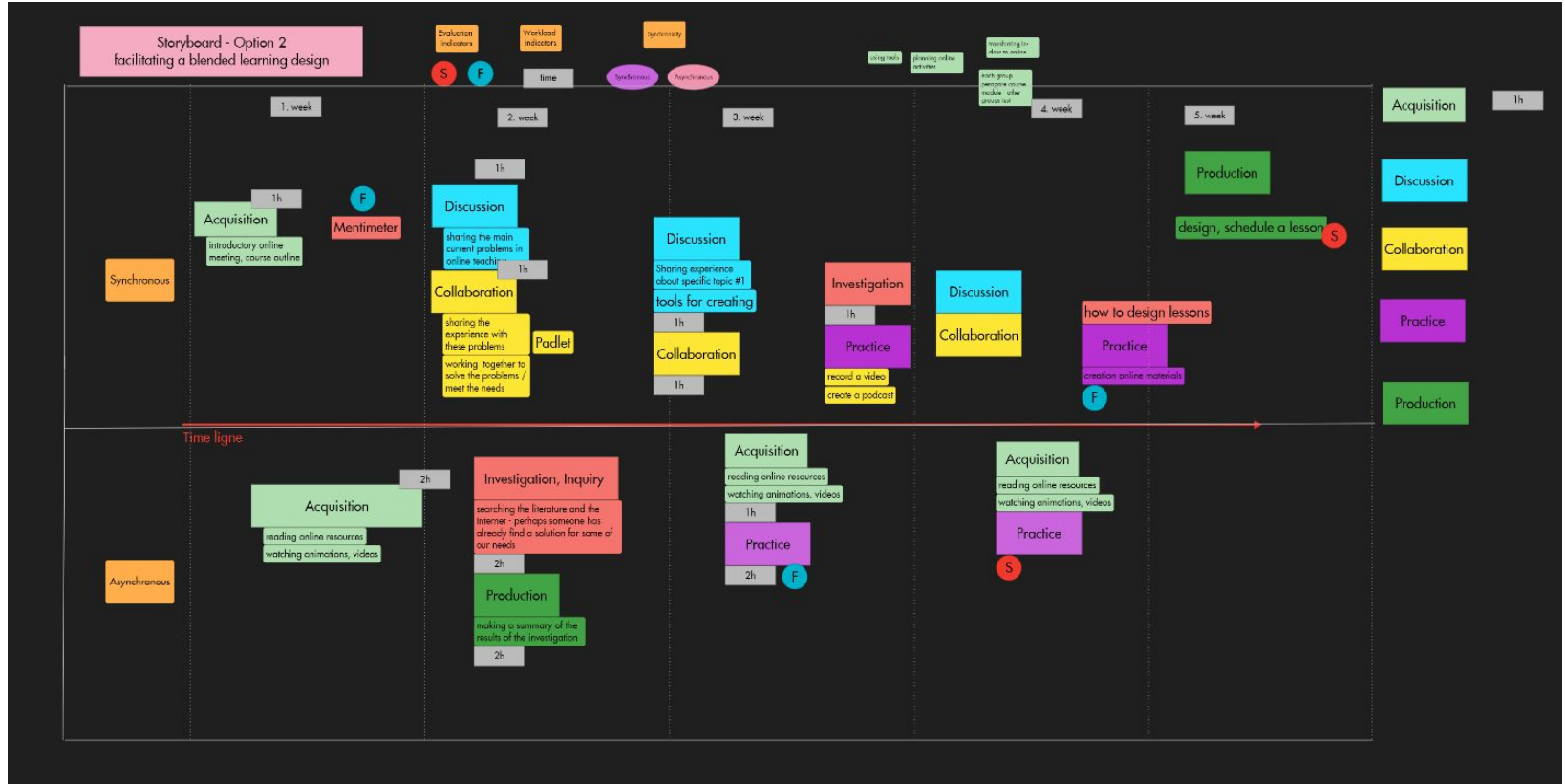


## Beta-testing of the workshop

- 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



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

## 1CORE

## 7 partner universities:

- Sorbonne University
- University of Warsaw
- University of Milan
- Charles University
- University of Heidelberg
- University of Copenhagen
- University of Geneva



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Thank you!  
Dziękuję!  
Gracias!

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