

LEARNING DESIGN STORYBOARDING

We have multiple Learning design methodologies here at Edinburgh, today we are going to be giving you an introduction to the ABC Learning design approach developed at UCL, but adapted here in Edinburgh.



LEARNING TYPES (FRONT).

🖶 READ, WATCH, LISTEN	COLLABORATE	P DISCUSS
Learners acquire knowledge by watching video, listening to audio, reviewing images/diagrams or reading text.	Learners work together to demonstrate their understanding by creating group outputs.	Learners engage in conversation, articulate their ideas and challenge and respond to the ideas and questions from the tutor, and/or from their peers.
Examples: Listen to an audio interview, watch a screencast, read articles.	Examples: Develop a group resource (e.g. wiki), prepare and deliver a group presentation.	Examples: Contribute to a Q&A session, debate a given question, compare and contrast two themes.
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INVESTIGATE	€ SIMULATE	ia CREATE
Learners explore, compare and critique text, documents and resources that reflect the concepts and ideas being taught.	Learners carry out tasks and use feedback and reflection to improve their next actions.	Learners will consolidate their learning by developing or creating real outputs
Examples: Conduct independent research, analyse case studies, search for exam- ples relating to a given topic.	Examples: Take part in an online simulation, explore different scenarios, devise solutions to real-world problems.	Examples: Write a report, produce a mind map, submit a piece of code, create a blog.
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<i>₩</i> ASSESSMENT		😌 🖻 FEEDBACK / FORWARD 😌
Learners demonstrate their knowledge through individual or group activity and receive tutor/peer feedback. Examples: Write a project proposal, complete an MCQ, prepare and record a		Markers ensure feedback is provided in relation to previously stated criteria, providing constructive guidance. Learners will be able to identify what they should do next time to improve performance.
presentation, conduct and record an interview with an industry expert.		Examples: In-line comments produced online, rubric-based feedback, audio comments.
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LEARNING TYPES (BACK).

Learning time

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Activity Description

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Activit	y Descr	iption								

P DISCUSS					
Discussion Prompt	Learning time				

♦ INVESTIGATE

Activity Description	Learning time

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Activity Description					

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Activity Description	Learning time					

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Assessment Instructions	Learning time Formative Summative

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Feedback Outlin	ne		

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Programme Online		EDE Workshop Facilitators
Module Learning technolog	У	Workshop Date New Module
Academics Dr Jones, Profess	sor	
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of EDINBURGH		Examples: Contribute to a Q&A session, debate a given question, compare and contrast two themes.
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Programme Online

Module Learning technology

Academics Dr Jones, Professor

Learning time

Learning time

EDE Workshop Facilitators

Workshop Date New Module

Smith Read, watch, listen

🖷 READ, WATCH, LISTEN

Learning time

Activity Description

Read through all the recently posted forum posts, the student comments, and the teacher comments, and decide which two (or more) you will comment on (with a preference for those with fewest

Activity Description	
Create a presentati	ion and share with th
group. In virtual cla	assroom.

Learning time

Discussion Prompt

Comment on at least two other presentations. keep your comments to no more than 150 words

Activity Description

Read the task instructions, and how to contribute to the discussions

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Activity Description

Produce a 400 word blog post on reflecting on your favourite learning technology. Describe how it used (100 words) how the students react to it (100 words) any

from its use (200 words)



Activity – Create a sequence for week 1 of a course on ... (20 mins)

Think about feedback points or data points, that we can react to.

For example, if a user has not commented in a discussion board, we could then

Feedback to the room.



LEARNING TYPES ACTIVITIES , V- VISIBLE LEARNING A - CAN BE ASSESSED (F OR S)

READ, WATCH, LISTEN

Guided readings (library resources) OER resources (external) Podcast (media) V if students do it Webinars (virtual classroom) V Video lectures (webcast), YouTube videos (external) Field/lab observations (media/blog/wiki) V Portfolios (MyPortfolio) 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 Q&A forum (forum, where teachers answer student questions) V

SIMULATE

Online role play (forum, virtual classroom) Reflective tasks – group or individual (forum) V/A Case studies (forum, lesson) V/A Advanced role play – you are the consultant etc. V

INVESTIGATE

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

COLLABORATION

Collaborative wiki - what do we know about ...? V/A Develop a shared resource library (database/glossary/wiki) V Social networking – participate (external) V Mentor other learners V

CREATE

Interview an expert (video/forum/chat) V Develop a shared resource library (database/glossary/wiki) V/A Shows/demonstrates learning (displays, posters, presentations) V/A Case studies (forum, lesson) V/A Create video of performance (media) V/A Audio commentary of performance (media) V/A Make and give a presentation (external) V/A Video blog (external) V/A Write a report (external) V/A 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



Jon Jack

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