



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

Learners acquire knowledge by watching video, listening to audio, reviewing images/diagrams or reading text.

Examples: Listen to an audio interview, watch a screencast, read articles.

COLLABORATE

Learners work together to demonstrate their understanding by creating group outputs.

Examples: Develop a group resource (e.g. wiki), prepare and deliver a group presentation.

DISCUSS

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: Contribute to a Q&A session, debate a given question, compare and contrast two themes.

INVESTIGATE

Learners explore, compare and critique text, documents and resources that reflect the concepts and ideas being taught.

Examples: Conduct independent research, analyse case studies, search for examples relating to a given topic.

SIMULATE

Learners carry out tasks and use feedback and reflection to improve their next actions.

Examples: Take part in an online simulation, explore different scenarios, devise solutions to real-world problems.

CREATE

Learners will consolidate their learning by developing or creating real outputs

Examples: Write a report, produce a mind map, submit a piece of code, create a blog.

ASSESSMENT

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 presentation, conduct and record an interview with an industry expert.



FEEDBACK / FORWARD

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.

Examples: In-line comments produced online, rubric-based feedback, audio comments.



LEARNING TYPES (BACK).



📖 READ, WATCH, LISTEN

Activity Description _____ Learning time _____

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👥 COLLABORATE

Activity Description _____ Learning time _____

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💬 DISCUSS

Discussion Prompt _____ Learning time _____

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🔍 INVESTIGATE

Activity Description _____ Learning time _____

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🔄 SIMULATE

Activity Description _____ Learning time _____

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🏗️ CREATE

Activity Description _____ Learning time _____

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💡 ASSESSMENT

Assessment Instructions _____ Learning time _____

Formative

Summative

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🔄 FEEDBACK / FORWARD

Feedback Outline _____ Reflection time _____

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**COURSE DESIGN
BOARD Ver. 2.0
25.4.18**

Programme
Module
Academics

EDE Workshop Facilitators
Workshop Date New Module / Module Review

Learning Outcomes

	COMMENTS						
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Programme Online

Module Learning technology

Academics 101 Dr Jones, Professor Smith

EDE Workshop Facilitators

Workshop Date New Module

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READ, WATCH, LISTEN

Activity Description

Learning time

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

READ, WATCH, LISTEN

Activity Description

Learning time

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 comments to date).

SIMULATE

Activity Description

Learning time

Create a presentation and share with the group. In virtual classroom.

CREATE

Activity Description

Learning time

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 positive and negative points arising from its use (200 words)

DISCUSS

Discussion Prompt

Learning time

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



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