

Re-thinking the ABC LD workshop at 4EU+ Alliance

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Abstract

We present the result of an effort undertaken within the 4EU+ Alliance where six research universities collaborate on current and future pedagogical implementations, research initiatives and solutions on higher education didactics. The ABC LD workshop, based on the research of Diana Laurillard, serves the Alliance's strategic initiatives.

Our previous experience on running ABC LD workshops allowed us to identify our teachers' needs and adapt them accordingly in order to meet the Alliance's academic development objectives. The outcome reflects our ability to handle deep-thinking initiatives in the form of a terrain workshop and therefore characterizes our endeavour for future adaptability.

Towards this goal, we created and digitised resources related to pedagogy, we designed a pre-ABC training and linked this workshop with the 4EU+ educational framework by creating new materials on identified key terms.

The ABC LD workshop was initially designed for physical face-to-face meetings, nevertheless, also due to the Covid crisis, we created an online version, keeping its contemporary structure and practices. Real-time engaging data are foreseen to come rolling in the months to come via a qualitative beta-testing period.

It was built on the Moodle platform and we chose a collaborative blackboard tool for running the practical workshop allowing interactivity and collaboration for the teachers. This format enables easy engagement that confers flexibility, a durable access to the pedagogical resources and design tools.

We offer the ABC LD@4EU+ tool as a sustainable and creative activity for a developing academic environment taking into account contemporary and future requirements for 21st-century education.

Keywords: 4EU+ Alliance, European University, European Universities Initiative, ABC LD@4EU+, 4EU+ educational framework, course & module design, Innovative pedagogies

1. Introduction

The 4EU+ European University Alliance brings together six comprehensive, research-intensive, public universities from four regions of Europe (Sorbonne University, University of Warsaw, University of Milan, Charles University, University of Heidelberg, University of Copenhagen) 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.

This European University Project (EUP), co-funded by the Erasmus+ Programme, reflects the clear paths that Europeans have been committed to follow for several decades now concerning higher education, academia, university research while still reflecting the European University's adaptability and flexibility towards social partners and the strategic role they incorporate into the project.

Being our Alliance's first and foremost academic ambition, we boast to feature it with notions like open education, data literacy, multilingualism, critical thinking, entrepreneurship and societal engagement.

This article aims to present the result of a common effort undertaken within the 4EU+ Alliance where pedagogy experts from the partner universities collaborate on preparing adequate implementations that serve the Alliance's strategic initiatives. The ABC Learning Design (ABC LD) workshop has been identified as an initial solution we can rely on (Laurillard, 2012). We created and digitised resources related to pedagogy, we redesigned the ABC LD workshop, we added a pre-ABC training and adapted this workshop to the needs of the 4EU+ educational framework by creating new materials on identified key terms. Following the first beta-test, we have obtained qualitative feedback and comments from participants.

In the following pages a thorough walkthrough of the tool will be presented. The reader is able to apprehend the basic notions and initiatives behind the creation phase, interacting in the sense of the meaning that the editing team was willing to introduce. The article can be addressed as a guide to a, before mentioned, living experience, that can serve both academic demands and day-to-day faculty objectives and otherwise activities. The importance should be attributed, once again, to the versatile character of the tool and, thus, of the article.

2. Immediate tasks presentation issued from 4EU+ educational strategy

2.1 Task working group objectives

The main objective of the digital teaching and academic support task working group, fulfilled in 2020, was to create a catalogue of innovative activities and tools to support the professional development of academic teachers. In synergy with other working groups and work packages within the European Universities Project, it was decided to focus on providing professional academic support and to prepare a 4EU+ offer of workshops in order to foster better educational cooperation by working together across national borders and cultural and linguistic communities. According to the “4EU+ Mission Statement” (February 2019) even if all the allied universities share similar characteristics and play comparable roles in each of their countries, several differences can be noticed such as student administration procedures, student mobility, lifelong learning, entrepreneurship initiatives, digitalisation, etc. It reflects the structural inequalities of European higher education and the need to ensure a better balance. Thus, one of the key objectives of the Alliance is to improve the quality and efficiency of education and training. Research-based education is a fundamental component of this process with a blended learning approach in mind. In line with this, working groups have been created focusing on delivering key objectives and the academic development task working group was one of them.

The academic support task working group, composed of specialists from all six universities, dedicated its work on delivering two workshops – 4EU+ localisation of Activity Based Curriculum Learning Design (ABC LD), as we renamed it, and 4EU+ Research-based Learning online self-study workshop (this workshop was designed for university teachers of all disciplines, instructional designers and educational developers, it includes theoretical input phases and practical tasks that secure the transfer to specific approaches by different disciplines and diverse academic cultures).

2.2 Gaps & needs analysis

As a starting point, the data on existing trainings for academic teachers and staff at the six allied universities have been collected via a survey. The outcomes have been put together in the form of a structured catalogue for mapping competence building activities throughout 4EU+ partner universities, joined by an overview of the training offer addressed to our academic staff. Our findings have served for gaps & needs analysis in order to find out which competencies are the key ones for innovative pedagogy and what topics should be included in the academic training.

The analysis of the data collected in the survey and the catalogue revealed that the training offer is focused on and well covers the area of tools adapted to the infrastructure of individual universities of the Alliance. However, in reference to the methodological part (instructional design, educational science, etc) the offers were not equal for all partner universities. We concluded that the undertaken activities should focus on further supporting online teaching and learning. The emphasis should be put not only on the technical skills, but on building pedagogical competencies related to online education, including cultural differences in teaching and learning in the online format.

Therefore, we decided 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 online and/or in blended formats.

3. ABC LD training within the 4EU+ education framework

3.1 About the original version of the Arena Blended Connected (ABC)

The original ABC workshop is a hands-on engaging training widely spread and used by several European universities and institutions.

It was developed by Natasha Perovic and Clive Young from University College London and it is based on the pedagogic theory of Professor Diana Laurillard's Conversational Framework. The ABC Workshop, licensed under Creative Commons Attribution-Non Commercial-Share Alike 4.0 International (BY NC SA 4.0.), is a user-friendly and student-centred tool.

The ABC method's main goal is to provide teachers and educational developers with a quick and engaging yet in-depth tool for designing curricula, programmes, modules and MOOCs. It is meant to support teachers' skills and integrate teaching teams around shared educational goals. The method is taught via interactive workshops. It allows the participants to design or redesign their module/course/curriculum by creating a visual storyboard. Using this format, teams work together to outline the sequence of learning activities required. It includes both on-line and in-class student activities.

Consequently, the ABC Learning Design workshop (as renamed later by UCL) has been identified as most demanded for all the six allied universities as it meets expectations and needs for designing curricula, courses or modules in a rapid, activity-centred and user friendly manner. Nevertheless, it became obvious for us that we needed to adapt the original version and tailor a localised one that can answer the 4EU+ Alliance needs and key terms. Because of its adaptability, other institutions have similarly brought their own localisations and adaptations (Hasenknopf et. al. , 2019).

To better express the localisations we have chosen for this training within 4EU+, it is important to indicate the elements composing the original toolkit as developed by UCL.

It includes:

- a tweet and shape sheet
- a storyboard
- two-sided cards representing 6 learning activities types with a definition on the front of the card and examples of activities on the back (activities proposed in a "classical way" or by using "digital means")
- an additional online activities sheet
- an action plan
- an appwheel document presenting the different tools that can be used to implement digitally different types of activities

In the original version, ABC was conducted in a face-to-face mode. On a large table, at an in-class setting and during 2 hours, each working group of participants has at his disposal all the elements of the toolkit and uses it for designing or redesigning a module supported by the guidance of the workshop facilitator. Participants worked on refining their course idea. On a big A1 sheet storyboard, the small coloured cards indicating the different types of activities were moved and removed as participants could add manuscript notes.

For more efficient collaborative work, it is recommended to create working groups consisting of teachers, researchers, instructional designers, other professionals and students, but it is essential that at least one of them will be running a real course that may serve as a case study for the workshop purposes.

Our proper experience allows us to underline that for better results and an in-depth design or redesign of a course or module. It is recommended to have members of the team involved in its teaching. It is an important motivational factor for the teaching staff working on their own projects and teachings and guarantees real implication and consensual results that will be concretely implemented.

The method is based on six learning types of activities: Acquisition, Collaboration, Discussion, Investigation, Practice, and Production. Their pertinent association for serving the intended learning outcomes of each module or curricula allows the creation of teaching patterns that enhance a student oriented and research based teaching and learning.

3.2 The 4EU+ localisation of the ABC LD workshop

During our team work for the 4EU+ Alliance, we identified several adaptations and additions needed to be brought to the original version for better serving the educational strategy of our Alliance and the vision of the European University Project. A few of these localised elements and add-ons were already tested in 4EU+ partner universities and had proved their pertinence.

One of the first adaptation challenges we faced was the cultural and language aspect which, although partially set aside as this training will serve a common education strategy and purpose, was an essential point to take into account when designing this ABC LD@4EU+ training.

The chosen language for the joint workshops will be English as well as the courses' language, nevertheless, local translations are available as well as specialised facilitators and pedagogy experts.

The defined learning outcomes of ABC LD@4EU+ training

The pedagogical design, the content, and the feedback were prepared according to the learning outcomes that were inspired by the revised Bloom's taxonomy (Anderson et al., 2001). The participants of the ABC LD for 4EU+ course should be able to:

- Draft the storyboard of the programme, course, or module by mixing, sequencing and stacking cards with the six learning types [*Define and use the six "learning types", namely: Acquisition, Investigation, Collaboration, Discussion, Practice, Production & select both conventional methods and digital technologies suitable for each of the learning types necessary for achieving the learning goals of the course or module.*]
- Define the types of assessments suitable for your course or module, thus matching its learning outcomes and the corresponding learning types.
- Visualize and later on revise the proportions between the learning types in course or module.
- Design collaboratively (ask for and receive feedback) the learning experience of new programmes and modules or when reviewing current programmes
- Prepare the action plan assigning the tasks, responsibilities, and deadlines to individual teachers taking part in designing and preparing the course or module.
- Revise and re-evaluate the curriculum of your programme or module anytime when necessary.

New structure for the ABC LD@4EU+ training

As 4EU+ is an alliance of 6 European universities, we felt it was necessary to create a digital version of the tool and to design an online training that could be followed by participants from all partner members. Since one of the main aims is the creation of a jointed training offer, it was essential to provide solutions that allow the teaching teams to work collaboratively and join their efforts for creating the new jointed courses or modules.

At the same time, the worldwide sanitary crisis in 2020 imposed on us the conception of all pedagogical activities in an online format. This constraint became, nevertheless, a strength as we succeeded to find digital tools flexible and adaptable that let us design the practical part of the workshop in a digital format.

Another point we worked on is the structure of the workshop itself for enhancing the Alliance's needs and strategy. While the ABC LD workshop is concentrating on a direct practical application with the use of cards, we opted for adding some pedagogical inputs before the practical part of the training.

Several facilitators having already worked with ABC, identified the need of a pre-workshop that prepares the teaching staff participating in the training. It was important for us to present not only an overview of 4EU+ education strategy but give the necessary tools and inputs to the participants and create a joint and common language and knowledge on pedagogy.

We explicit the definition of several main pedagogical notions and principles such as constructive alignment, summative and formative evaluation or intended learning outcomes and gave concrete application examples as you can see previously. We also introduced, in a flipped classroom model, Diana Laurillard's Conversational Framework and the presentation of the six learning activities among other elements (see figure 1).

These points were taken in account while designing the course on a Moodle platform where the resources were grouped into 6 main modules:

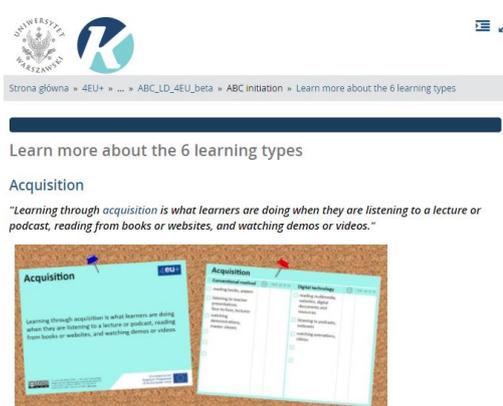
- Introduction: information on the 4EU+ Alliance, overall instruction on how to work during the training, pre-workshop questionnaire for the participants and a Q&A forum;
- About the ABC LD training: a video introducing the ABC LD method, description and general information about the training, its learning outcomes and pedagogical design;
- ABC initiation: explanation of the importance of coherence in course design, video on 4 main guiding principles of the ABC LD method, glossary of terms useful in pedagogy with a "match terms with definitions" exercise, presentation of Diana Laurillard's learning activities concept and 6 learning types description, digital version of the 4EU+ Education Framework cards, video on about ABC LD tools and how to use them;
- ABC practice workshop: information about the ABC practice workshop, step by step description with time estimates and detailed instructions, ABC LD appwheel - an infographic about proposed digital tools;
- References to useful terms in pedagogy;
- Evaluation

Today the localized version of 4EU+ workshop's workflow includes synchronous online moments and asynchronous autonomous work from the participants. We launch the training with an online synchronous meeting for making explicit the expectations and ways of working during this training. Participants are invited to continue autonomously on Moodle and to discover the resources we prepared and do some practical training about the pedagogical notions and definitions we prepared. Facilitators are present and available online through the forum. At the end of this first part we propose a second online meeting for answering any questions and discussing the notions and elements seen until then before recalling the elements needed to be prepared from the groups before the practical part of the training. During the workshop itself, participants work collaboratively on the design of their teachings using the ABC cards. At the end of the workshop, we invite them to use the available tools for finalising the design of their course or module. Afterwards, we

propose a new synchronous moment for discussing and linking the new pedagogical design with the educational framework of the 4EU+ Alliance.



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



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

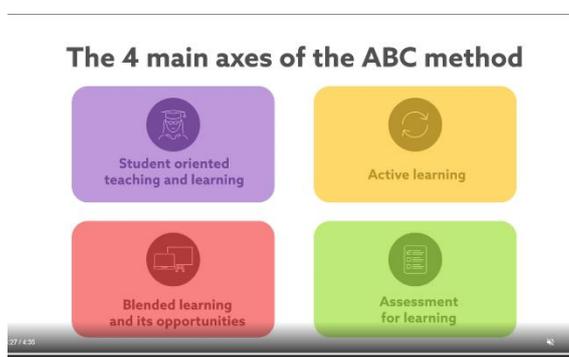


Figure 1 The layout of the self-paced ABC LD e-course with all the necessary materials and instructions, with animated videos and textual resources

3.2 Additions to the ABC LD@4EU+ training

In order to facilitate the design of online and blended courses, we added on the back of the 6 learning activities cards the notions of synchronicity and asynchronicity giving the possibility to the teaching team to fine-tune the articulation and modalities of the learning activities they wish to propose to their students.

We also considered that the notion of the “necessary working time” for students to cope and finalise the pedagogical activities put in place by the teaching team, an element already added on the version of the workshop running at Sorbonne University, was important to integrate. By taking in account this element, we can design courses and modules in line with their equivalents in terms of ECTS, giving a clear view to the designers and students of the expected effort and engagement.

We likewise decided to give the possibility to the teaching team to choose the storyboard layout they wish to use for their design, the original version and a second one facilitating visually the design of blended courses.

The 4EU+ main educational key terms

A new input and major addition was the link of ABC LD with the general educational framework of 4EU+. The 4EU+ partner universities collaboratively developed a general and innovative framework for conceiving teaching within the Alliance and supporting the 4EU+ academics in designing the educational activities in such a way to offer students a transformative learning experience. The 4EU+ innovative education framework thus created is centred around five key pedagogical strategies and approaches that form the minimum standard for 4EU+ education:

- Research and transfer-based education
- Active learning
- Intercultural and inclusive education
- Self-directed learning
- Critical thinking as a meta-competency

These educational strategies trigger the skills and competencies required for the 4EU+ student to deal effectively with the learning process.

To help instructors engage students in ways that foster the intended 4EU+ competencies, the Alliance has developed a repository of good practices and examples that are efficient and well-suited for promoting the kind of thinking and learning worthy of a 4EU+ student.

This repository took the shape of user-friendly, quick-to-consult cards inspired from ABC's learning activities cards (see figure 2), one for each teaching strategy or approach. The front of the card defines the term, while the back of the card presents a non-exhaustive list of examples of different learning approaches and techniques for how to incorporate the 4EU+ values into 4EU+ classrooms, e.g. one-minute paper or fishbowl for fostering active learning or discussing logical fallacies to support critical thinking.

The cards were then prepared in H5P format that allowed for linking inside the document, embedding videos and adding pop-up information with references.

Research-based education

is a student-centred form of active education based on the practical approaches, methods, processes, and results of research, particularly recent research: students learn as researchers, with a curriculum largely designed around inquiry-based activities; teachers keep the division of roles between teacher and students to a minimum, and facilitate, supervise, and mentor students as if they were early-career researchers. The expected outcome are a young professionals that can investigate problems with a critical spirit, collect evidence by referring to a variety of sources, make rational decisions based on discussions/interactions with interested parties, fully aware of the consequences that these decisions can have, and are able to simplify and communicate complex content outside academia.

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Research-based education

Examples of related learning approaches and techniques

- inquiry-based learning
- problem-based learning
- research-led and research-tutored activities
- experiencing the research-cycle
- team-based learning
- flipped classroom
- peer assessment of students' work
- reading/discussing draft articles
- students' involvement in ongoing research projects
- students' preparation of micro-research case studies
- project seminars, workshops, journal clubs or experimental work
- production of research lab procedures and protocols
- classroom discussion in small/big groups
- what/if cases
- think-pair-share
- buzz groups

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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.

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AIBL Framework AIBL Video 1 (2...)

TO KNOW MORE: [link icon]

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Figure 2. Example cards from the “4EU+ Education Framework - examples of good practices in teaching and learning” digital resource. Additional references for each of the different methods, and (at times) short explanatory videos have been added to the backside of each card.

The participants of the workshop can thus validate the learning activities they designed and link them directly with the key pedagogical strategies of the Alliance.

Fostering a common terminology / Glossary of useful terms in pedagogy

As no previous pedagogical training is expected from the participants, some might benefit from being supported by a glossary, created in Moodle (see figure 3) of important terms occurring throughout the course. We provided such a glossary with definitions and examples of more than 60 terms. The glossary was accompanied with a game puzzlet matching the terms with their definitions and examples. A brief insight into the glossary entries is provided in Table 1.

Table 1. Examples of entries in the glossary of terms useful in pedagogy.

Category of glossary entries	Examples (not an exhaustive list)
General pedagogy	Evidence-based teaching; Learning goals; Learning outcomes; Conceptual knowledge and understanding; Constructive alignment; Course syllabus;
Teaching and learning types and strategies	Research-based education; Academic debate; Oxford-style debating; synchronous vs. asynchronous learning; Case studies; Classroom discussion; Flipped classroom; Inquiry-based learning; Jigsaw; Journal club; Problem-based learning; Scaffolding method; Self-directed learning; Spider web model; Webinar;
Collecting feedback	One minute paper; the start/stop/continue technique; Diagnostic assessment; Formative assessment; Classroom observation protocol; Expert blind spot; Logical errors, fallacies, and faulty reasoning;
Testing	Summative assessment; Reliability of a test; Validity of an assessment; Quiz structure analysis; Discrimination index; Facility index; Peer assessment of students’ work;
ABC LD related terms	Storyboard; Acquisition; Investigation; Collaboration; Discussion; Practice; Production;

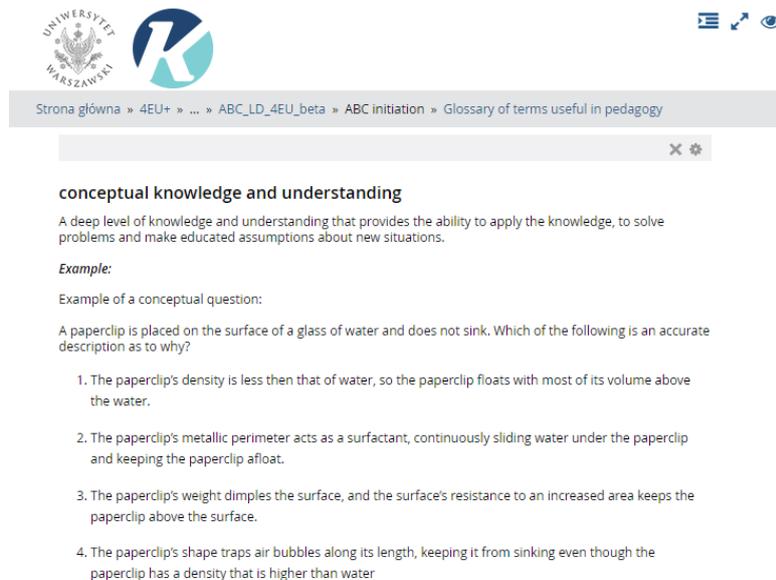


Figure 3. The glossary of useful terms on pedagogy we created in Moodle.

3.3 Online tools and solutions

We have chosen to implement the ABC LD @ 4EU+ training pedagogical design on Moodle as the majority of our universities use this platform. The University of Warsaw Moodle platform has been hosting this training (see figure 4).



Figure 4. The layout of the self-paced ABC LD e-course with all the necessary materials and instructions, which are the basis for running the workshop.

Besides the tools Moodle offers, we used also external tools for enhancing collaboration. After extended testing of available tools (free as well as commercial) we decided to settle with draft.io. Thus, the workshop

itself, its practical part was designed with draft.io. This last one is a commercial solution designed especially for project management and designing workflow but also can be used for collaborative online work. Nevertheless, the possibilities offered allowed us to design an ergonomic and friendly space of work where participants collaborate for designing their teachings by using the ABC cards as well as the 4EU+ key terms cards.

The tool itself is basically an infinite surface where various types of elements can be placed. Users can add text boxes (that can be collapsed to save screen estate), draw basic shapes (lines, arrows, circles), insert images. All changes are being saved automatically and synchronised between logged in users in real time.

The tool enables preparation of the templates therefore we could prepare a database of resources that could be used by participants during a live session (Figure 5).

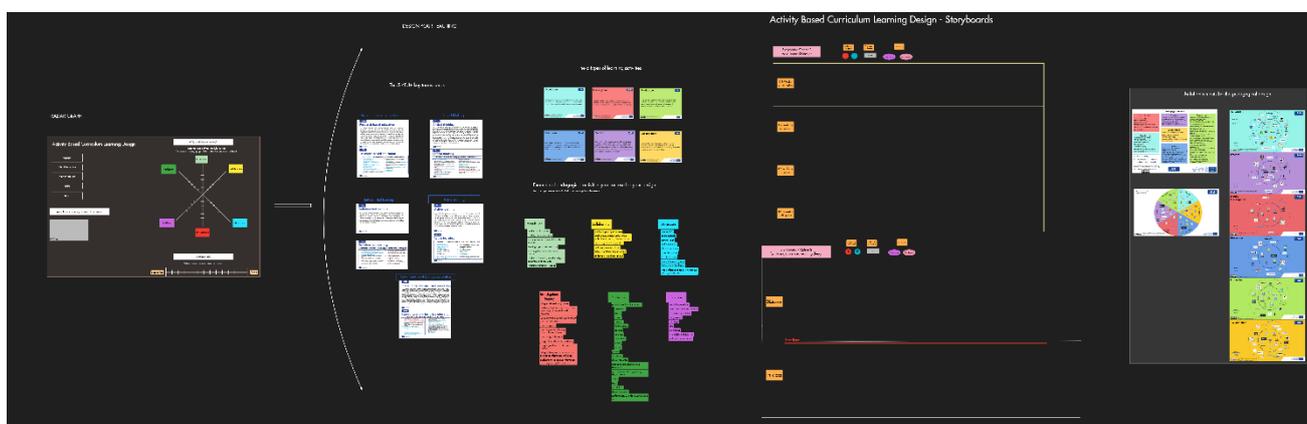


Figure 5. Work surface prepared for the participants in draft.io.

For verbal communication our participants opted for use of Zoom as best known in this environment but any type of software can be used.

3.4 Time investment

Besides this over all digital format, we questioned the time length of the workshop by proposing a more complete training that better answers our needs.

It was clear for us that 2 hours wasn't enough for designing a whole teaching unit, a module or a curriculum. The training we designed envisages a time investment from participants around 8 hours, allowing participants to work in depth over their teaching.

Within this time frame, we include personal work, synchronous meetings and discussions as well as the practical workshop.

4. Evaluation and first feedbacks

Our project to create joint training about course design for the teaching staff of our universities is an ongoing project that follows a normal iterative cycle. After the analysis, conception and implementation of our first version of this training, we proceeded to a beta-test and evaluation of this proposal. For a more qualitative approach we asked a few volunteer teachers from all six partner universities to follow and experience our training. Eleven (11) participants from all 6 partner universities took part to this first beta-test. We willingly

limited this test in time frame that have been adapted for an evaluative benchmarking at the start of the ABC-LE@4EU+ procedure.

This work is for as an ongoing research project, in a pilot ongoing institution that is 4EU+ Alliance.

4.1 Evaluation questionnaire and qualitative feedback from beta testing

The evaluation questionnaire that was prepared for the course participants can be found in Annex 1. In contrast to the evaluation questionnaire, where we are waiting on the participants' feedback once the course will be launched, we collected extensive feedback from our beta-testers during an overall meeting devoted to this effect. The most important points are summarized in Table 2 in the form of a SWOT analysis.

Table 2. **SWOT analysis of the feedback collected from the beta-testers.**

<p>Strengths (what are the advantages and what was done well)</p>	<ul style="list-style-type: none"> • The workshop was tiring and required very focused work, but the participants were surprised and pleased that it was actually very effective. • The draft.io collaborative whiteboard was intuitive even to most beginners. • The presence of facilitators in each group was greatly appreciated. They guided the participants and re-energized the groups when there was a tendency to stop working or when the attention turned away.
<p>Weaknesses (what were the testers lacking)</p>	<ul style="list-style-type: none"> • Downloadable PDF versions of the course cards and booklet should be provided in advance. It is easier to work with the virtual cards when each participant has his/her own printed version on the desk. • A short introductory training on the collaborative virtual platform with a walkthrough of all the required steps should be provided. A more straightforward navigation throughout the course. Some participants felt lost or unsure, what was already done and what remains to be done in the very next step. • More time was needed than expected (8-10 hours instead of the expected 6-8 hours). • Examples of well-designed storyboards should be presented at the beginning to inspire the participants. Also some badly designed storyboards should be presented to avoid common mistakes during the learning design.
<p>Opportunities (how to increase the potential impact of the course)</p>	<ul style="list-style-type: none"> • Adding more research papers to the references will increase the engagement of teachers with scientific background. • Demonstrating the time costs of the whole learning design would prevent some participants from underestimating the time costs necessary for a fruitful cooperation during the course itself. • Adding a short quiz after each section and part of the course would provide more feedback and self-confidence to the participants before they proceed to the next section. • Putting all the additional content that is not necessary for the course itself to a separate section would make the course clearer.

Threats (what could endanger the successful running of the course)	<ul style="list-style-type: none"> • A group of participants got stuck in the process without previously clearly formulated learning outcomes. • Some participants without previous experience with collaborative virtual whiteboard platforms were struggling with the workflow and therefore not focusing on the course merit. • More members of each team should be made co-hosts of the virtual meeting to be able to solve unexpected technical problems with breakout rooms, sharing content etc. However, only one person in each group should share the screen and moderate the session to prevent confusion.
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4.2 Contributions of the newly adopted online form of the ABC course

Both the face-to-face course as well as the online course have the same idea, strategy, and content. However, the comparison of these two forms is summarized in Table 3.

Table 3. Pros and cons of running a face-to-face vs. an online ABC course

Viewpoint	Face-to face ABC course	Online ABC course
Requirements	Requires previous formulation of learning outcomes of the course.	Additionally, a preliminary training in mastering the online collaborative tools might be required.
Social aspect	Makes more fun to the participants and provides a lively working atmosphere spontaneously.	Needs more effort to keep and revive the connections among the participants and to maintain their working engagement. In the self-paced part, the participants can choose their own tempo.
For the facilitators	One facilitator can easily handle more working groups. More groups can benefit from discussing the same points when working in the same room.	Each online room requires its own facilitator. Communication between the virtual breakout rooms is not feasible and they work as isolated groups.
Financial aspects	Requires physical meeting of the participants (travel costs if applicable) and printing of the materials (storyboards, cards).	Can occur even when travelling is restricted. All the working materials can be easily stored, shared and edited among the participants from various Universities. No travelling costs are required.

5. Conclusions

We have prepared and tested an online course for designing courses for teachers from six European universities. Our first experience showed that those teachers who wanted to get connected with their

colleagues to build up courses for international students were feeling safe to learn from each other within the course, they could catch up with the ABC learning design method and provided feedback on how to facilitate this unprecedented and ongoing work.

The development and manipulation of the various and autonomous aspects of the ABC LD workshop have and will permit in the near future the sustainable development and the comprehensive procurement of the elements necessary in the EUP framework. Our ambition to train the trainers in the ABC LD method will be working in parallel with our scope and goal to produce, share and evaluate pertinent and up to date courses for our Alliance, courses into which students and our teaching staff can find the will and ability to engage in future education.

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7. Annex

Annex 1. Evaluation questionnaire

No replies were recorded so far, therefore we present just the structure of the questionnaire:

1. At my University I am a part of: Teaching staff / Organisation?
2. How much time did it take you to finish the course, including all assignments and assessments?
3. Was the duration of the training appropriate for the content?
4. Were training objectives clearly stated before you started the course?
5. Did you find the workshop content useful? (1 - not useful at all, 5 - very useful)
6. Was the material presented in an interesting way?
7. Was the language easy to understand?
8. Please rate the following statements (1 - strongly disagree, 5 - strongly agree)
 - The training will allow me to be more efficient in your teaching profession, especially in designing my courses
 - The training made me want to know more about pedagogy (principles and practices)
 - The training led me to consider collaborative thinking about teaching in my department or university
 - The training will allow me to be more efficient in your teaching profession, especially in designing my courses
 - The training made me want to know more about pedagogy (principles and practices)
9. The training led me to consider collaborative thinking about teaching in my department or university
10. Are there elements of the training that you are willing to implement in your work? Which ones?
11. What is your overall assessment of the training? (1 - very poor, 5 - excellent)
12. How likely would you recommend this training to a colleague? (1 - definitely not, 5 - definitely)

The 6 types of learning activities

Acquisition (light blue): 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.

Investigation (red): Learning through investigation guides the learner to explore, compare and critique the texts, resources and resources that reflect the concepts and ideas being taught.

Production (green): Learning through production is the way the teacher involves the learner to consolidate what they have learned by articulating their current conceptual understanding and how they use it in practice.

Discussion (blue): 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.

Practice (purple): Learning through practice involves the learner to adjust their actions to the task goal and use the feedback to improve their work. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself. It shows them how to improve the results of their action in relation to the goal.

Collaboration (yellow): Learning through collaboration emphasizes mainly discussion, practice, and production, building on investigation and acquisition. It is about taking part in the process of knowledge building itself.

Example of pedagogical activities you can use for your design

You can copy-paste and edit the textes and keeping the initial colors

Acquisition (light blue):

- reading books, papers
- reading online resources
- listening teachers' presentations (2), lectures
- listening to podcasts, webcasts
- watching demonstrations, master classes
- reading multimedia, websites, digital documents and resources
- watching animations, videos

Collaboration (yellow):

- small groups project in class
- small groups project using online tools : forums, wikis, chat rooms, etc.
- discussing others' outputs F2F
- building a joint output F2F
- discussing others' outputs online
- building a joint digital output

Discussion (blue):

- tutorials F2F
- online tutorials
- seminars F2F
- online seminars
- discussion groups
- class discussions
- email discussion
- online discussion groups
- discussion on the forums
- web-conferencing tools (synchronous and asynchronous)

Investigation, Inquiry (red):

- using text-based study guides
- analysing the ideas and information in a range of materials and resources
- using conventional methods to collect and analyse data
- comparing texts
- searching and evaluating information and ideas
- comparing digital texts
- using online advice and guidance
- using digital tools to collect and analyse data
- using digital tools for searching and evaluating information and ideas
- analysing the ideas and information in a range of digital resources.

Production (green):

- producing articulations using :
 - photos
 - slideshows
 - digital resources
 - producing and storing digital documents
 - representation of designs using digital means
 - videos
 - blogs
 - e portofolia
 - digital animation
 - performances & artifacts using digital means

Practice (purple):

- practicing exercises
- doing practice based projects
- F2F role-play activities
- using models
- field trips
- labs
- simulations
- virtual labs and field trips
- online role play activitie

Figure 7: Activity cards, backside options and pedagogical activities examples as designed on draft.io

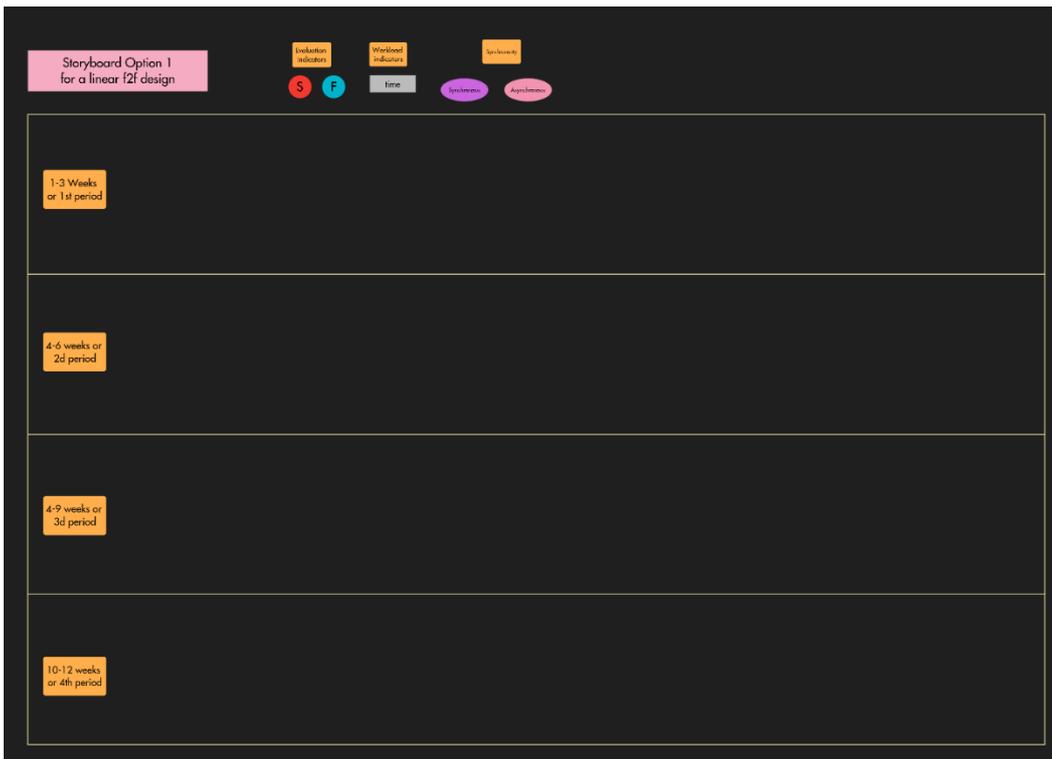


Figure 8: First storyboard layout option designed on draft. This representation is based on the ABC' original design



Figure 9: Second storyboard layout option designed on draft. This representation is done for facilitating the design of blended courses by allowing the separation between in-class and distance activities

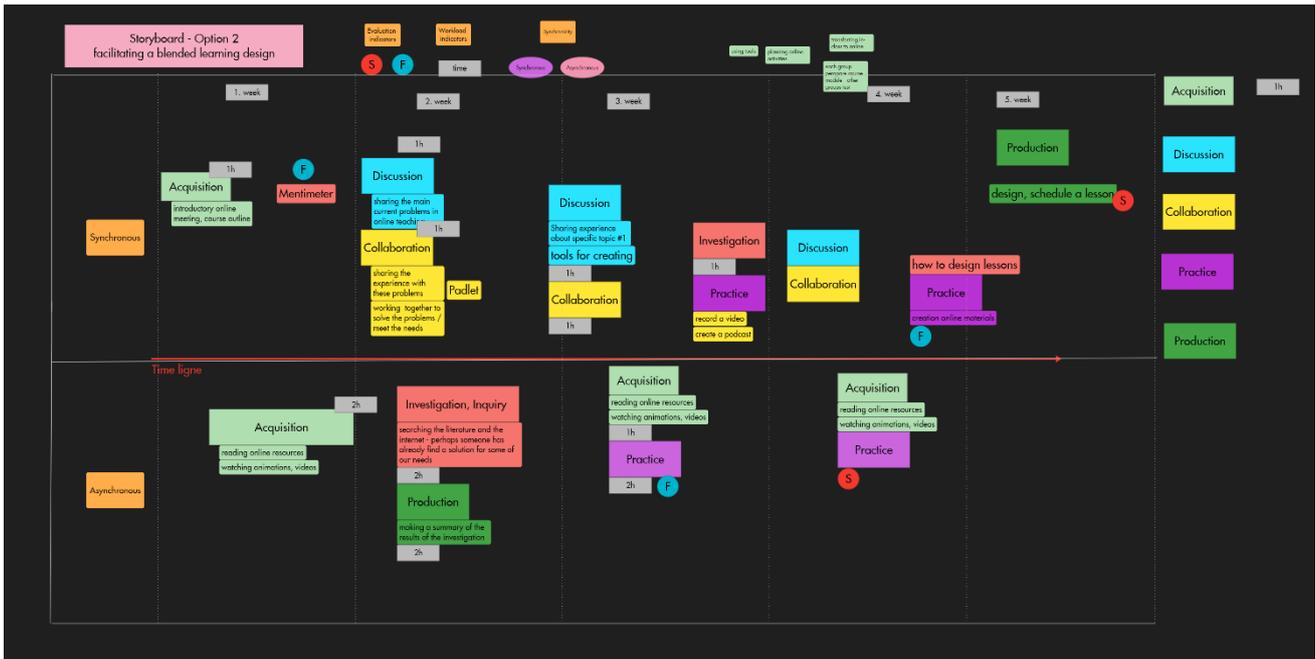


Figure 10: An example of a course design