Aligning ABC Learning Design with Moodle: Introducing the APT methodology

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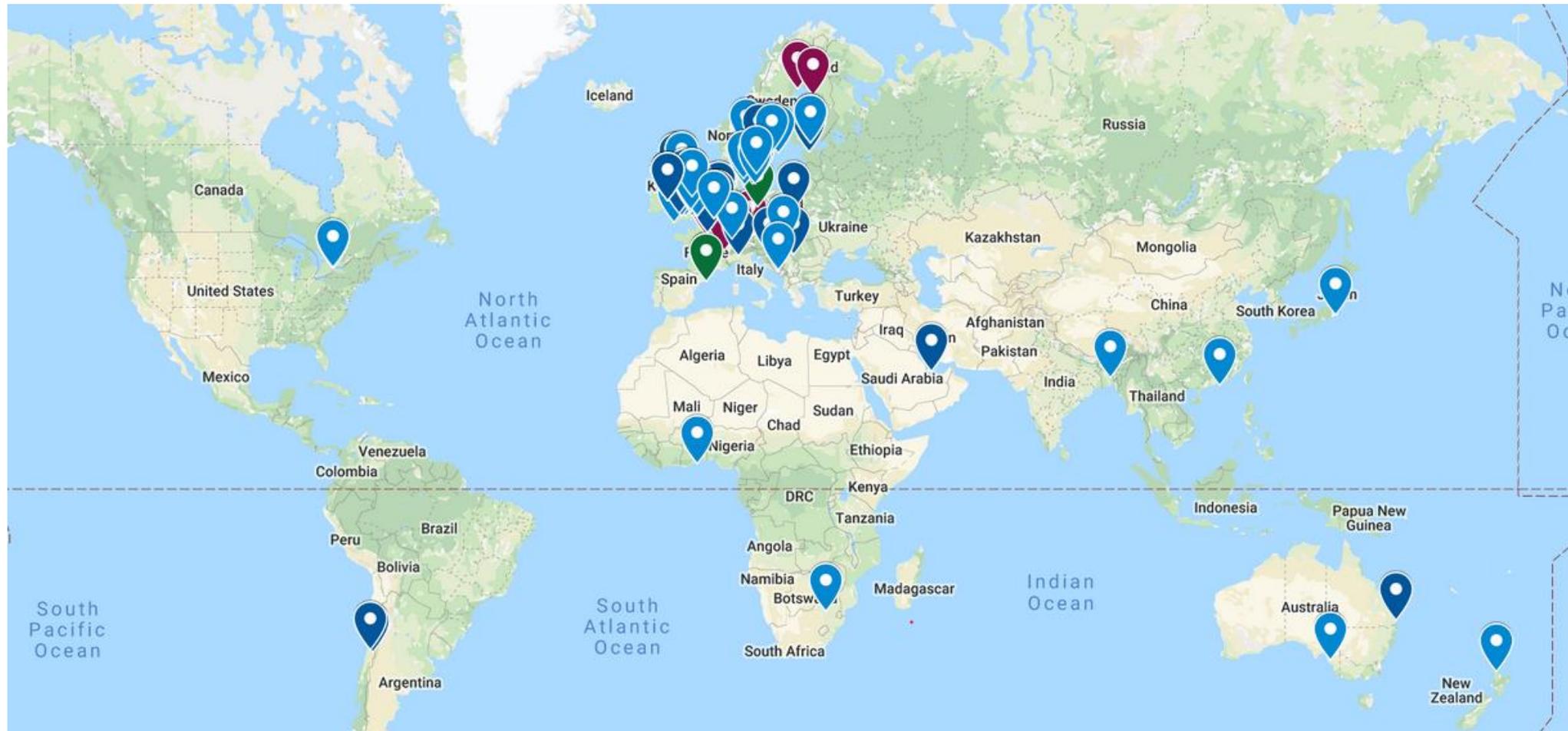
The ABC Learning Design method

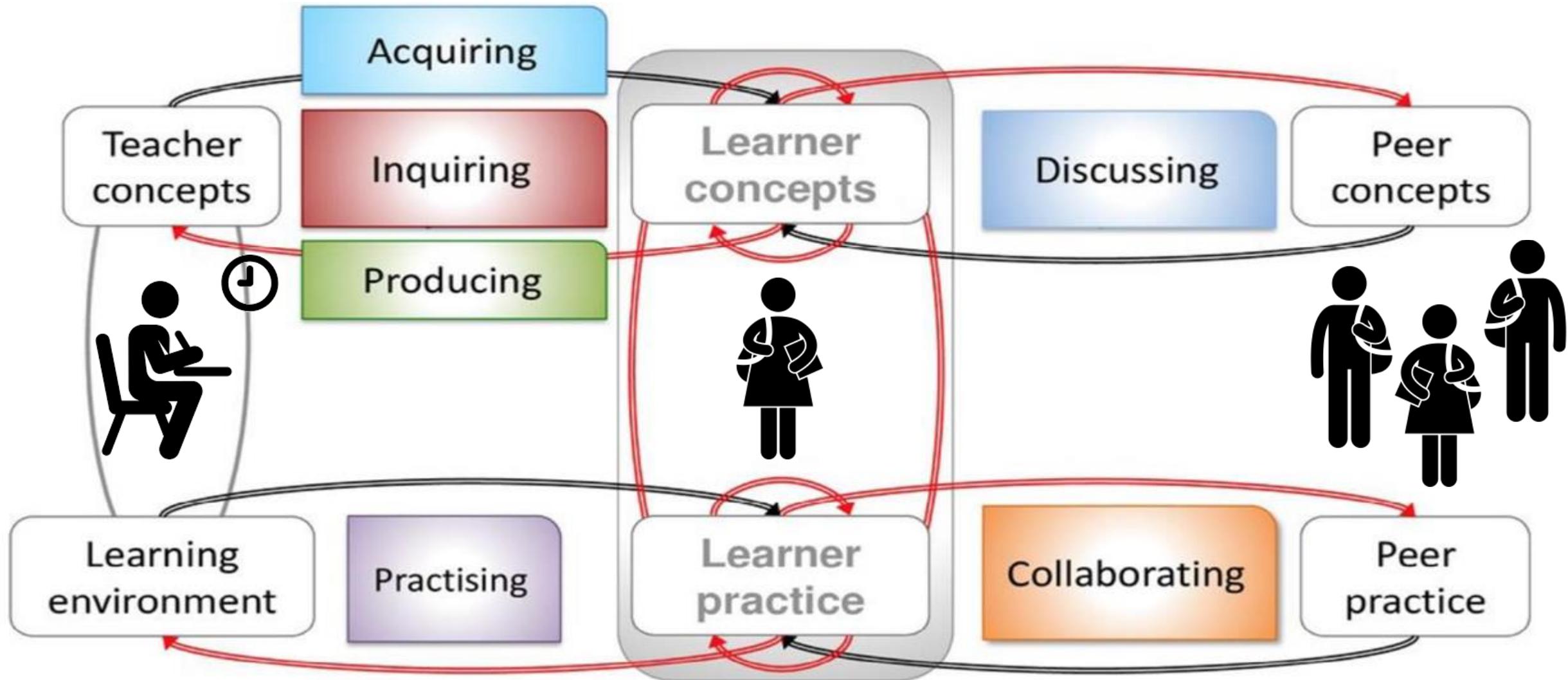ABC - High-energy collaborative academic engagement workshop used with 1000+ UCL teachers since 2015

- fast
- student centred
- activity-based design
- conversational
- creative
- discipline-neutral
- consensus – shared vision
- narrative – storyboard
- modules, MOOCs, short courses
- based on theory

Teaching as a Design Science

Building Pedagogical Patterns for Learning and Technology

Diana Laurillard

The ABC international community:
A global phenomenon!

Conversational Framework / 6 Learning Types

How does ABC work?

End product

Mapping with Tech

Introducing the APT methodology: (Alignment of Pedagogy and Technology)

- A structured way of thinking about a digital educational ecosystem designed to align the needs of teachers and learners with the affordances of digital technologies

- Aims to find which digital technologies are most "apt"

- New definition of affordance

Osborne, R., (2014). An ecological approach to educational technology: affordance as a design tool for aligning pedagogy and technology (Doctoral dissertation, University of Exeter).

Affordance (according to Gibson)

"The affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or ill."
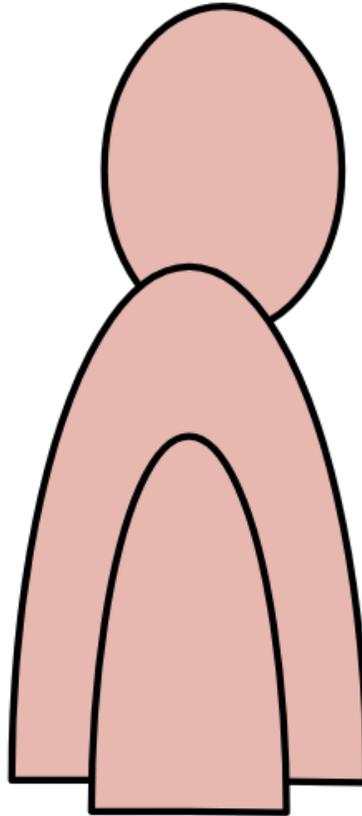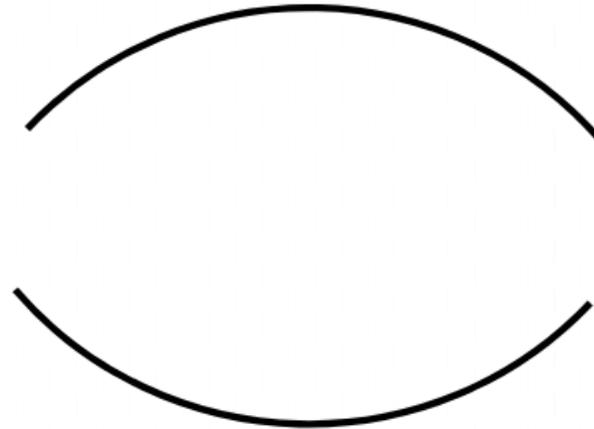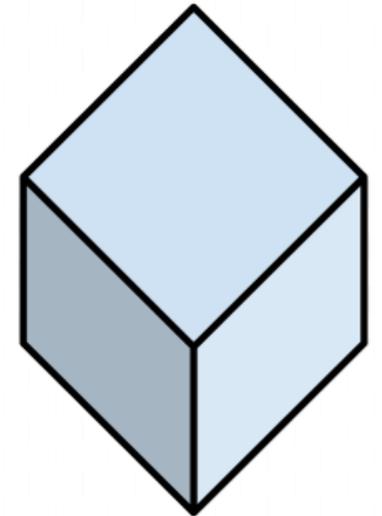
Gibson (1979)

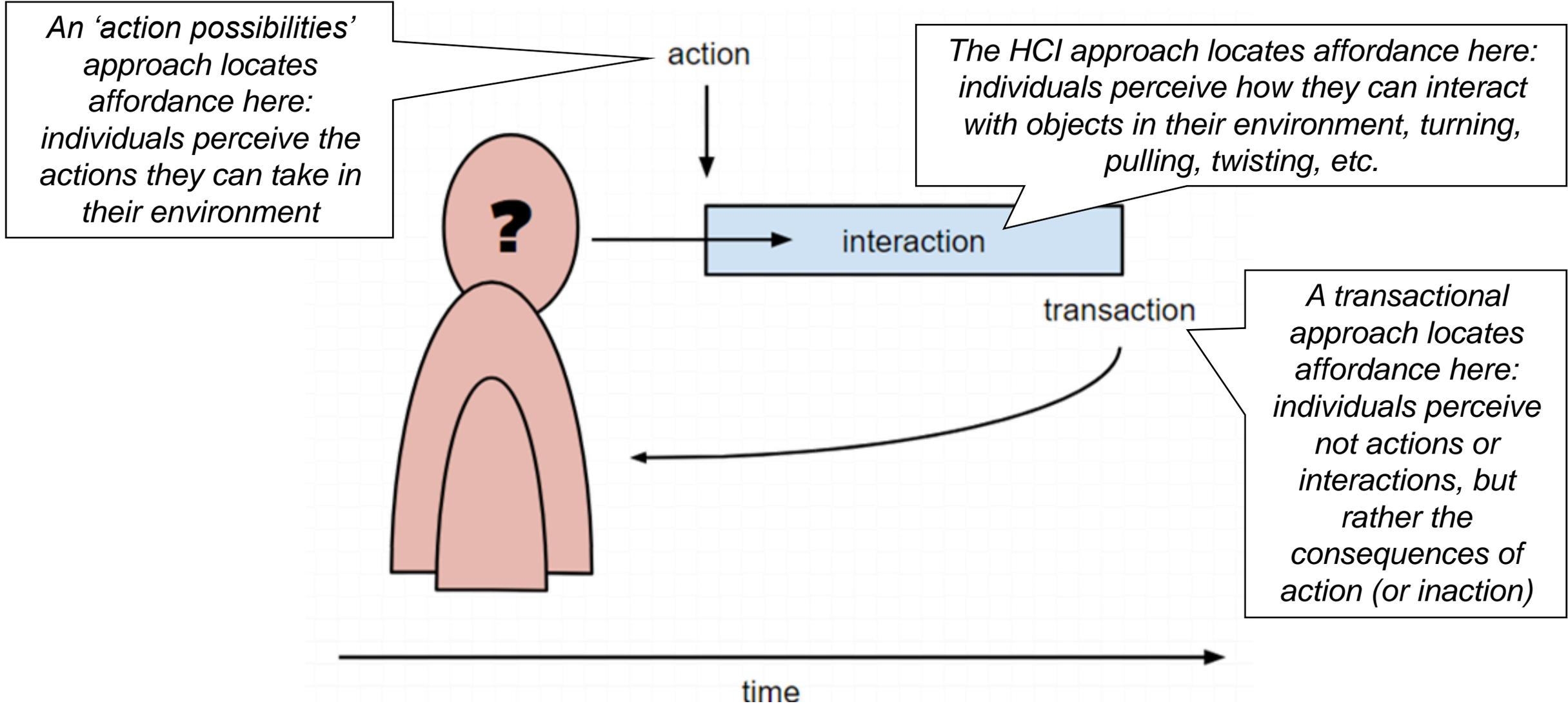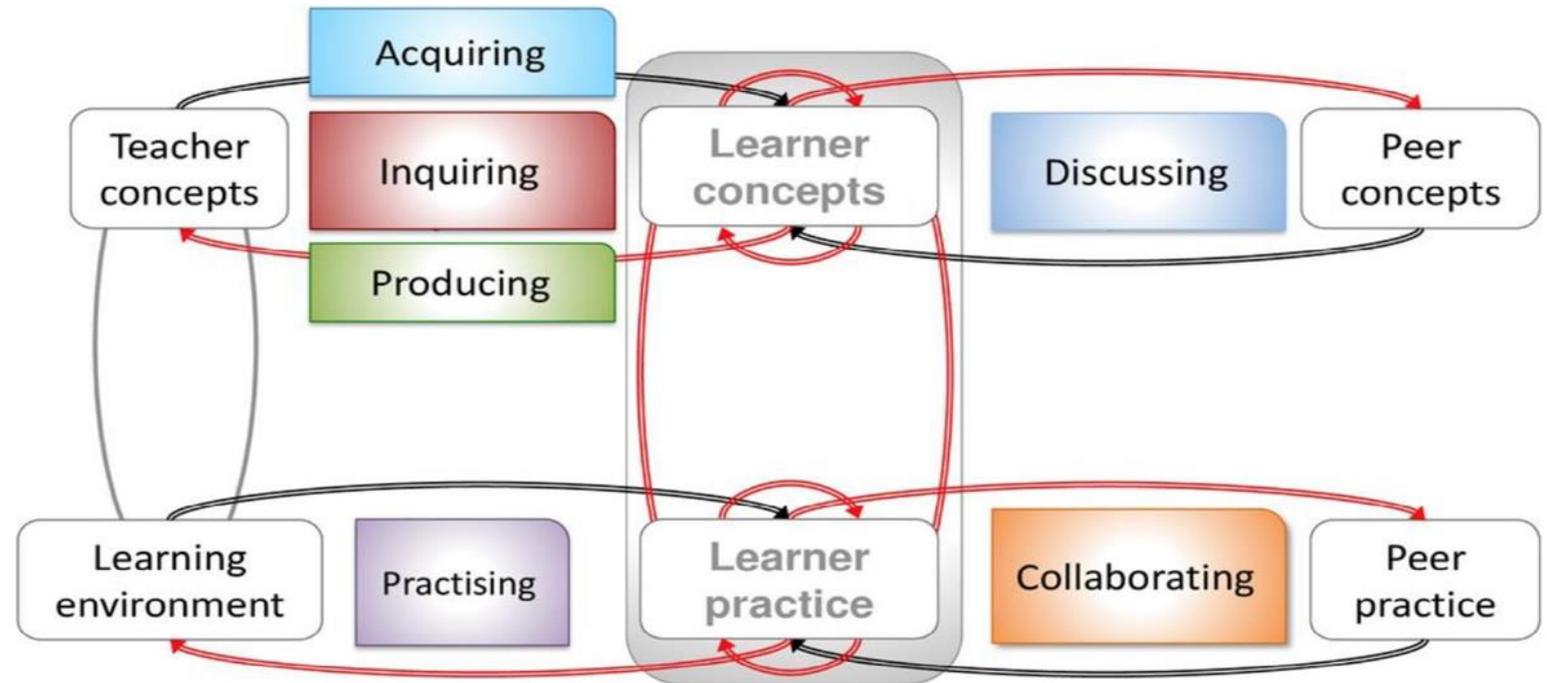# Affordance as 'transaction possibilities'

How does the APT methodology work?

- Choose a theoretical framework
- Identify 10 key words to describe each 'dimension' of the framework
- Rate affordances of relevant technologies

Applying the APT Methodology to align Moodle Activities & Resources with Laurillard's Learning Types

The APT methodology, where APT is shorthand for the Alignment of Pedagogy and Technology, is a structured way of thinking about the differing components within a digital educational ecosystem, using principles from ecological psychology, designed to align the needs of teachers and learners with the affordances of digital technologies (where affordances are defined as the transaction possibilities between an actor and their environment).

Moodle Activity or Resource vs Learning Type	Acquiring	Inquiring	Discussing	Practicing	Collaborating	Producing
The ten keywords (action verbs) on the right aim to capture the essence of each learning type	listen, read, watch, observe, attend, acquire, digest, follow, consume, perceive	explore, interpret, investigate, navigate, collate, analyse, compare, collect, search, evaluate	propose, explain, articulate, question, respond, debate, discuss, critique, consider, argue	practice, verify, imitate, reflect, predict, edit, model, simulate, test, experiment	agree, negotiate, visualise, draft, produce, group, share, collaborate, discuss, cooperate	perform, prove, consolidate, create, design, invent, write, record, draw, compose
Assignment	4	0	0	1	3	10
Board	9	6	7	5	8	10
Book	8	4	3	5	4	0
Chat	5	3	10	0	5	2
Checklist	4	3	5	1	0	2
Database	9	7	6	4	3	10
Forum	6	6	10	4	7	10
Glossary	5	10	4	3	2	2
Hot Question	4	6	8	2	3	1
H5P	9	8	10	10	2	4
Lesson	9	6	3	4	0	0
Links, Files & Folders	6	4	0	1	0	0
Page	8	5	3	1	0	0
Quiz	4	1	5	6	0	4
Wiki	8	10	10	7	10	10
Workshop	9	7	6	7	4	10
TOTAL	107	86	90	61	51	75

Creating 'Tech Trumps' for Moodle

- Top Trump style
- How well each Moodle activity and resource aligns with Laurillard's six learning types
- Highly practical and easy-to-use method for aligning an ABC learning design with specific Moodle activities and resources
- http://techtrumps.co.uk/ucl/

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Questions / Collaborations

Next Steps:

- ABC in your context?
- Validating the APT methodology
- Expanding the range of digital tools

Resources:

- ABC Learning Design @ UCL
  https://blogs.ucl.ac.uk/abc-ld/

- Moodle Academy ABC
  https://moodle.academy/course/view.php?id=14

- Learning Designer
  https://www.ucl.ac.uk/learning-designer/

- Tech Trumps
  http://techtrumps.co.uk/ucl/

References

Gibson, J. J., (1979) *The Ecological Approach to Visual Perception.* Houghton Mifflin Harcourt (HMH), Boston.

Laurillard, D., (2013) *Teaching as a design science: Building pedagogical patterns for learning and technology.* Routledge, London.

Osborne, R., (2014) *An ecological approach to educational technology: affordance as a design tool for aligning pedagogy and technology.* (Doctoral dissertation, University of Exeter).

Young, C. and Perovic, N., (2016) *Rapid and Creative Course Design: As Easy as ABC?* Procedia – Social and Behavioral Sciences, no. 228, pp. 390-395.