

# Designing Learning Activities

## *for critical digital thinking*

Prifysgol Aberystwyth University

Monday 8 July 2019



[bit.ly/AberLT19WS](https://bit.ly/AberLT19WS)

[@helenbeetham](https://twitter.com/helenbeetham)

[digitalthinking.org.uk](https://digitalthinking.org.uk)

# Our session

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1. **Context setting**
2. **The vision**
3. **The digital challenge: context, method, content, purpose**
4. **Designing for active *critical* learners**
5. **Sharing our practice**



# Context



## ABC Learning Design in list Designing learning

### Learning Design Easy as ABC – an Introduction to ABC Learning Design

09/07/2019, 11:30, Llandinam B22

Mary Jacob  
Information Services

Can effective learning design really be as easy as ABC? Yes, it can! Come along for a taster that introduces the ABC Learning Design method for designing modules and study schemes. A simple storyboarding approach makes it easy to align learning activities and assessment with learning outcomes and encourages participants to 'think outside the box'. It all starts with drafting a Tweet-sized module summary, followed by constructing an effective blend of six types of learning activities. Colourful cards with lists of potential activities give you a head start on thinking through your options. The cards are then added onto a timeline. The process is quick and engaging. In this workshop, we aim to give you a flavour of the process. We will introduce the principles behind the storyboarding method, show an example of it in action, and then set you loose with the materials to see how it works. For the group-work part of the session, you may either use a sample scenario provided or one of your own modules, as you wish. Developed by UCL and built on evidence-based pedagogical principles such as Diana Laurillard's conversational framework, ABC Learning Design workshop materials have been made available to all via a Creative Commons licence and have been widely used in the UK and internationally.

#### ACTIONS

 Share

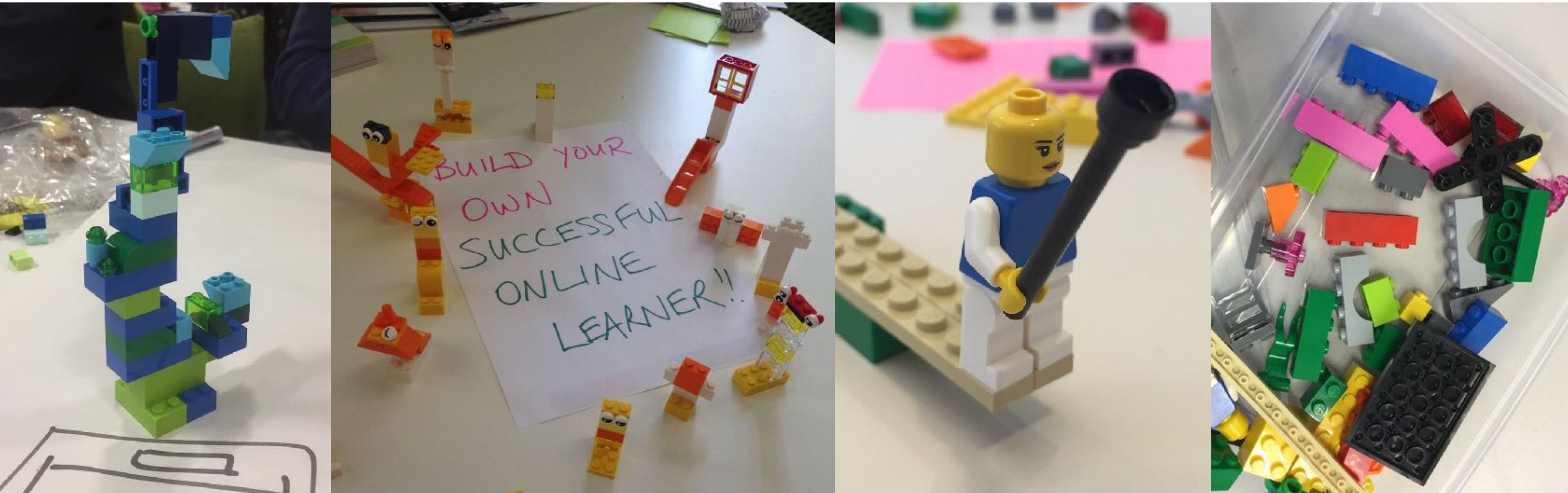
and design modules and study

[l.ac.uk/abc-ld/home/abc-ld-](https://www.ucl.ac.uk/abc-ld/home/abc-ld-)

[c-mini-conference/](#)

**Today: rationale and aims, learning outcomes**  
**Tomorrow: activities and timelines in detail**

# The vision



**Design a lego artefact you would give to each of your students to help them thrive in 2029 and beyond.**

***It can represent a real thing, a skill, attribute, environment...***

# Feedback



**What were the *main challenges* you saw your students having to face?**

**What *resources* were you offering?**

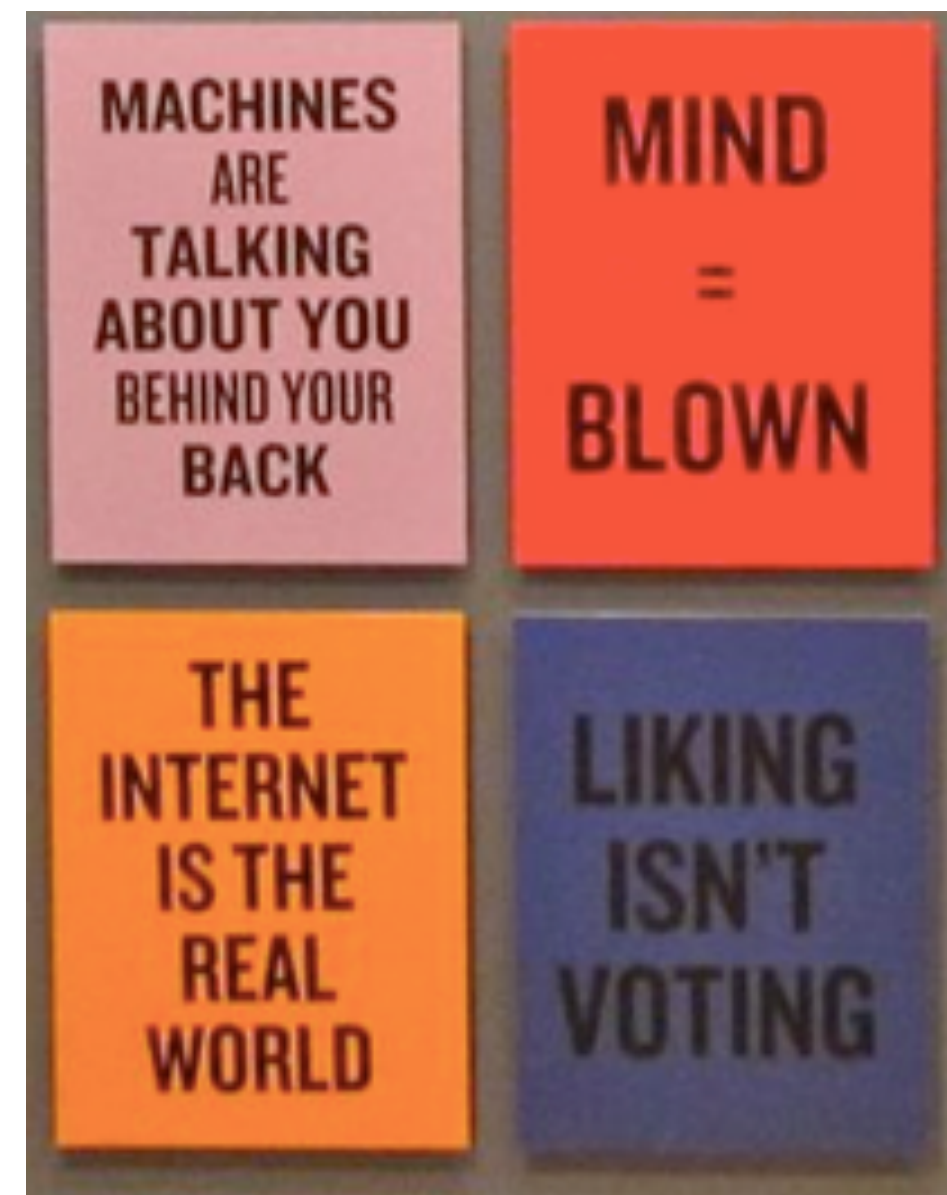
# Digital as challenge and resource

## Purpose and values

new grand challenges,  
new ethical issues

## Contexts

new social, economic,  
political, organisational  
settings



## Content

new knowledges and  
knowledge forms

## Methods

new ways of thinking,  
researching,  
communicating ideas  
and teaching/learning

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**What are the new challenges  
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new ways of thinking,  
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# Digital as challenge and resource

## **Purpose and values**

*Why is it like this? What do I want? Who am I (becoming)?*

**What are the new challenges facing (students in) a digital society, economy, and world?**

## **Contexts**

*What are the rules here? How can I use my know-how (to make the best of it)?*

## **Content**

*What do I need to know?*

**What are the main resources your subject area offers (students) to address these?**

## **Methods**

*How do I find out? How do I share, use, express, put into practice what I know?*

Work in 2s/3s (but focus on a course you teach)

## **Purpose and values**

*Why is it like this? What do I want? Who am I (becoming)?*

## **Content**

*What do I need to know?*

**Write down two or three learning outcomes for students**

**Focus on how digital technology is changing your subject...**

**... and how your subject is addressing digital challenges**

## **Contexts**

*What are the rules here?  
How can I use my know-how  
(to make the best of it)?*

## **Methods**

*How do I find out? How do I  
share, use, express, put into  
practice what I know?*

# Reflections and feedback



‘digitally aware’...

‘actively engaged’...

‘critical thinkers’

*How do we help students to get there?*



*And how do we recognise it when we see it?*

# 'digitally aware' 'actively engaged' 'critical thinkers'

1. ***Critical readers/users*** of digital data, information, and messages
2. ***Creative producers***, with an understanding of the rules and practices of digital production
3. ***Responsible participants*** in digital spaces and networks, negotiating new norms, values and identities,
4. ***Citizen researchers***, challenging current orthodoxies, finding new solutions
5. ***Lifelong learners***, interested in developing themselves and others, open to change
6. ...?

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- ▶ Choose one or more of your learning outcomes to work with
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- ▶ Review the activity cards on your table for more ideas



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- ▶ Or choose one of the course challenges on the sheet
- ▶ Share ideas
- ▶ Review the activity cards on your table for more ideas
- ▶ Design your own activity, or activity, using the format:
  - ▶ Activity (what students do)
  - ▶ Learning outcomes or benefits
  - ▶ Design issues - how you set up, support and assess it

# Reflections and feedback



# Next steps

- ▶ Upload your outcomes to the padlet to share: [bit.ly/AberLT19WS](https://bit.ly/AberLT19WS)
- ▶ Take your outcomes with you to the ABC of Learning Design workshop on Tuesday
- ▶ Talk to me after if you're interested to find out more about 'digital critical thinking' research or the digital capabilities framework