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ABC learning design method

Learning Designer Home Browser Designer daniel.scherly

Home / Browser / Personal space / My designs / Marvelous PPT Presentations in HE (final)

Marvelous PPT Presentations in HE (final)

Name	Marvelous PPT Presentations in HE (final)	Aims	To enhance the quality of presentations in HE.
Topic	Creating great PPT Presentations	Outcomes	Knowledge, Formulate, Apply
Learning time	180 minutes	Editor	daniel.scherly
Designed time	180 minutes	Derived from	Marvelous PPT Presentations in HE (final) by BeataTworzowska
Number of students	9		
Description	This LD is aimed at HE lecturers. The PPT Presentations came...		

Turn editing on

GOOD EXAMPLE

Read 20 1 0

Watch an example of a presentation by Seth Godin from TED conference: http://www.ted.com/talks/seth_godin_on_the_tribe

Investigate 20 1 0

Analyze the presentation you saw (you can come back to the link and watch it again). What tricks make this presentation good? What methods does Seth Godin use to make his idea easy to understand and remember.

Produce 10 1 0

Prepare a list of at least 5 tricks he did in his PPT presentation.

Notes:

Resources attached: 0

HOW WE CAN MAKE IT BETTER

Collaborate 20 3 0

Together with your partners decide on 3 most important tricks which are suitable for PPT Presentations in HE, and possible for you to implement in your presentations.

Notes:

Resources attached: 0

LET'S MAKE IT BETTER

Produce 60 1 0

Take a PPT Presentation you will be using this semester and implement three tricks you just agreed upon.

Collaborate 30 3 0

Share your base-presentation and changed-presentation with your group, and review the presentations for each other. Each of you should review 2 others presentations. At the end you will also get a constructive feedback from the teacher.

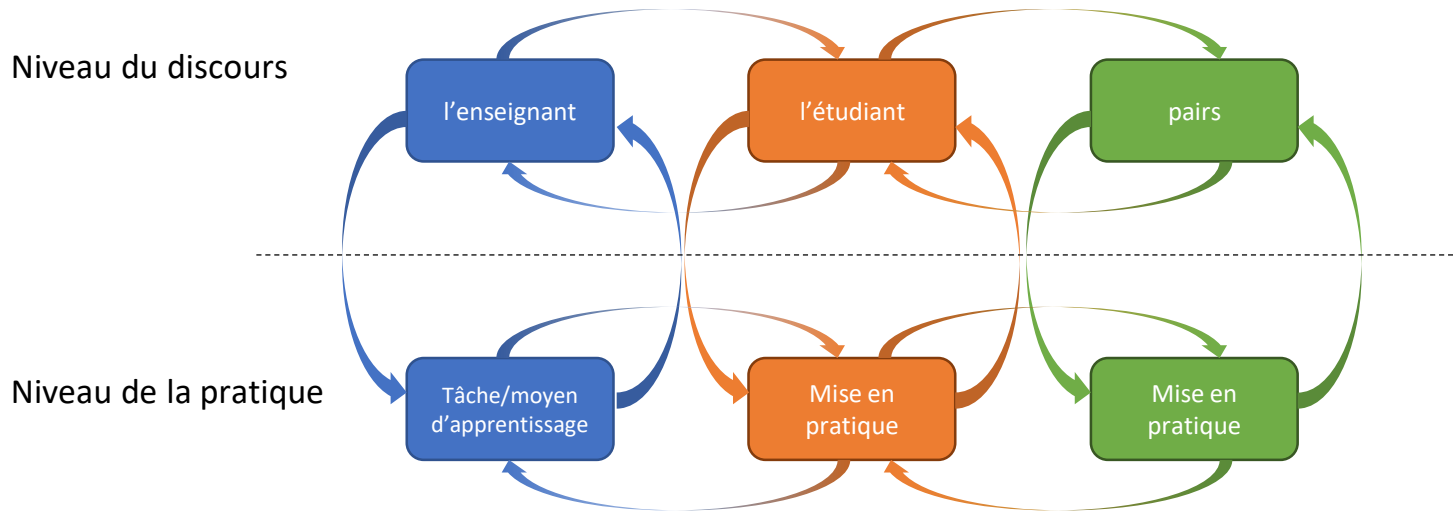
Notes:

Resources attached: 0

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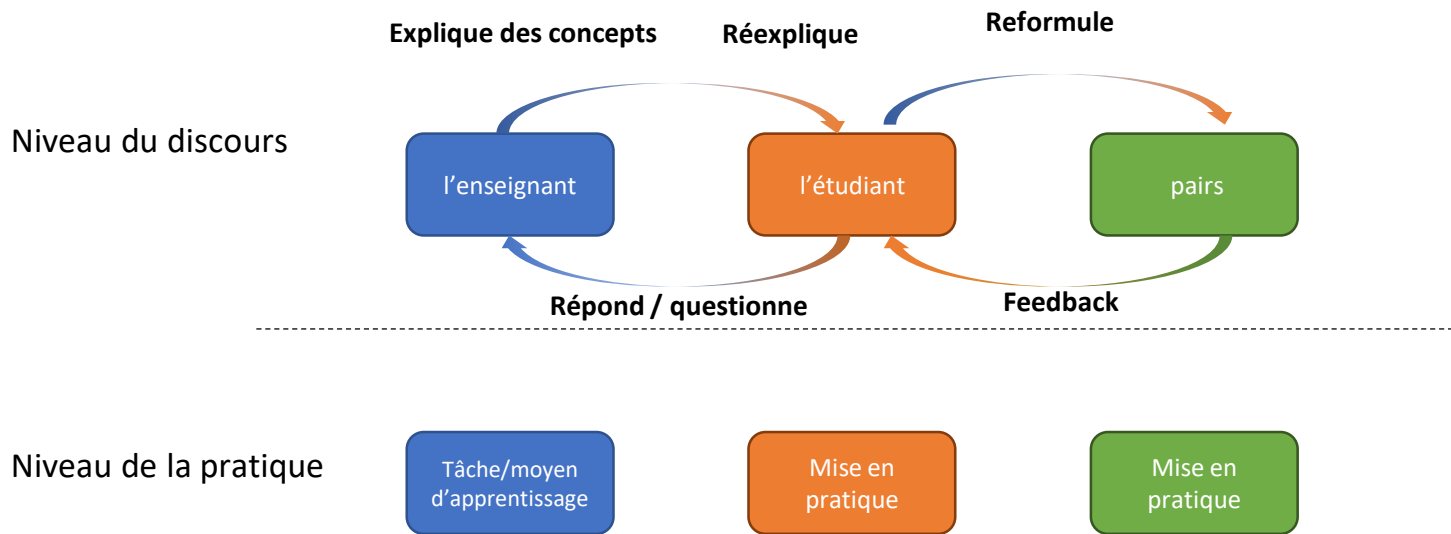
Learning designer app

Modèle conversationnel

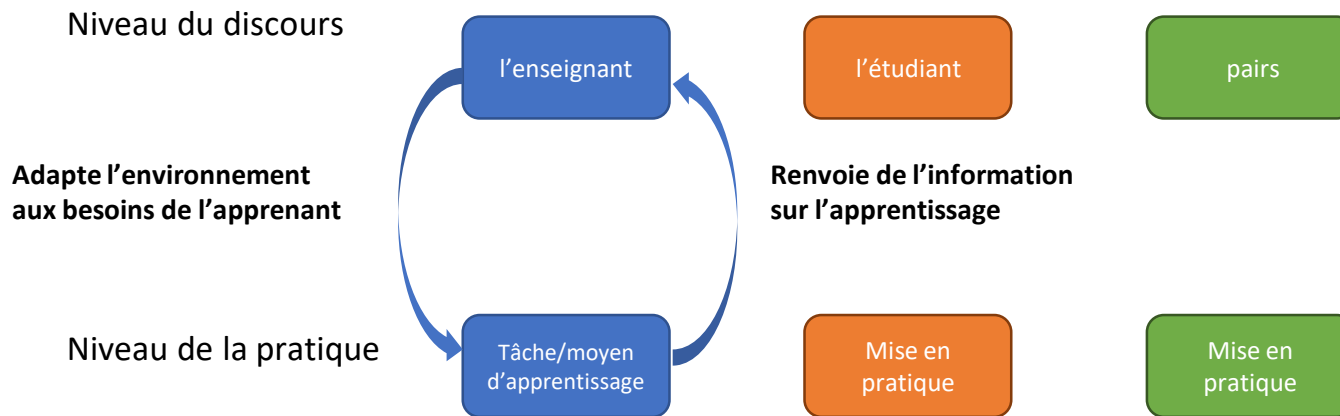


Adapté de D. Laurillard 2012

Boucles de conversation – Exemple 1



Boucles de conversation – Exemple 2



6 modes d'apprentissage

Acquisition

- écouter
- lire
- regarder



Enquête

- explorer
- comparer
- critiquer



Discussion

- formuler
- échanger
- argumenter



Pratique

- entraîner (s')
- expérimenter
- rétroagir



Collaboration

- négocier
- s'accorder
- co-construire



Production

- motiver (se)
- intégrer
- consolider



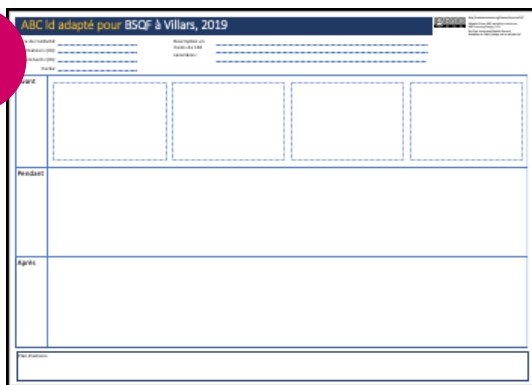
Le kit *ABC learning design*

1



un jeu de cartes recto-verso des 6 modalités d'apprentissage (5x)

2



plan de travail (storyboard)

3



Graphiques:

1. importance relative des modalités
2. balance présence/distance

Les étapes: 1 (10')

1
a

ABC Id adapté pour BSQF à Villars, 2019

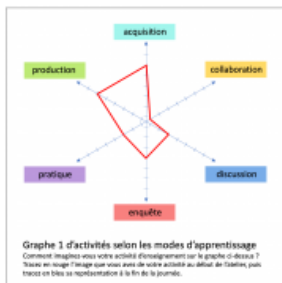
CC BY-NC-SA Adapted from ABC workshop resources, ABC Learning Design, LLC, by Chen Hong and Daniela Peres. Available at: <http://blgsuad.ac.uk/abc-id/>

Titre de l'activité: _____ Description en moins de 140 caractères: _____
Formateurs (nb): _____
Apprenants (nb): _____
Durée: _____

Avant

Renseignez votre activité

1
b



Évaluez l'importance de chacune des modalités qui seront mises en oeuvre



A l'aide d'un point, positionnez le degré de mixité (entre tout en classe ou tout à distance)

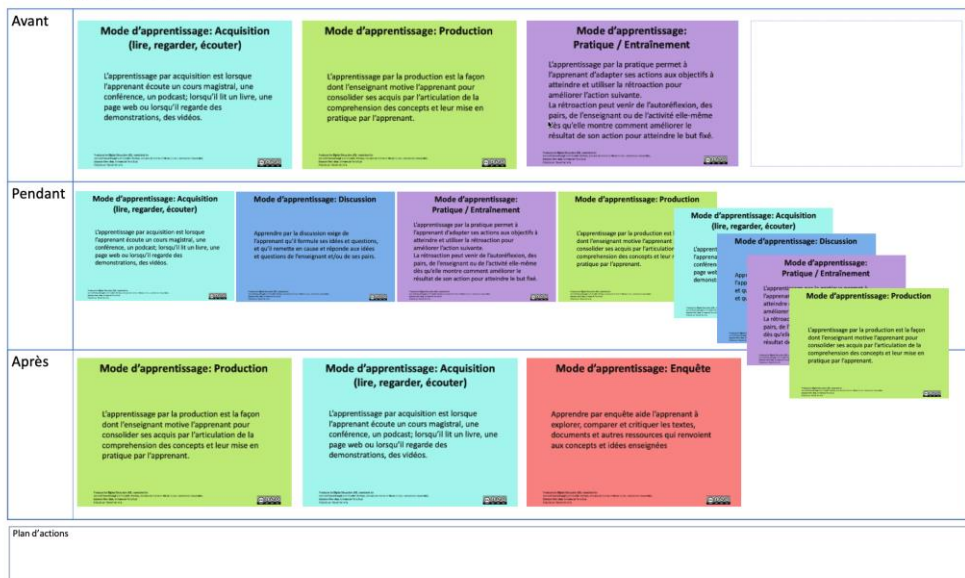
Les étapes: 2 (10')

2
a

ABC Id pour CAS "Formateur dans le domaine des sciences de la santé"



Titre de l'activité: _____ Description: _____
 Enseignants (nb): _____
 Apprenants (nb): _____
 Durée: _____



Placez sur le plan de travail, face recto, autant de modalité d'apprentissage que nécessaire

Les étapes: 2 (5')

2
C

ABC Id pour CAS "Formateur dans le domaine des sciences de la santé"

Developed by Digital Education 191, adapted by Daniel Scherly, 2022 | daniel.scherly@unige.ch | daniel.scherly@unige.ch

Pré-requis de Faculté: _____
 Enseignants (nb): _____
 Apprenants (nb): _____
 Durée: _____

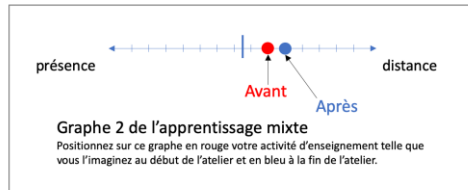
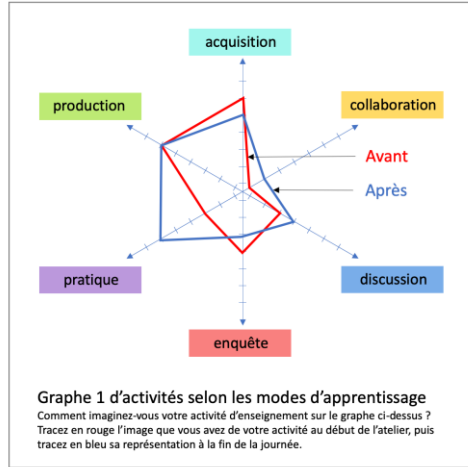
Description:

Avant	Mode d'apprentissage: Acquisition	Mode d'apprentissage: Production	Mode d'apprentissage: Pratique / Entraînement	
Pendant	Mode d'apprentissage: Acquisition	Mode d'apprentissage: Discussion	Mode d'apprentissage: Pratique / Entraînement	Mode d'apprentissage: Production
Après	Mode d'apprentissage: Production	Mode d'apprentissage: Acquisition	Mode d'apprentissage: Enquête	
Plan d'actions				

Parmi les activités retenues, indiquez lesquelles seront évaluées de manière formative ★ ou sommative. ★

Les étapes: 3 (5')

3

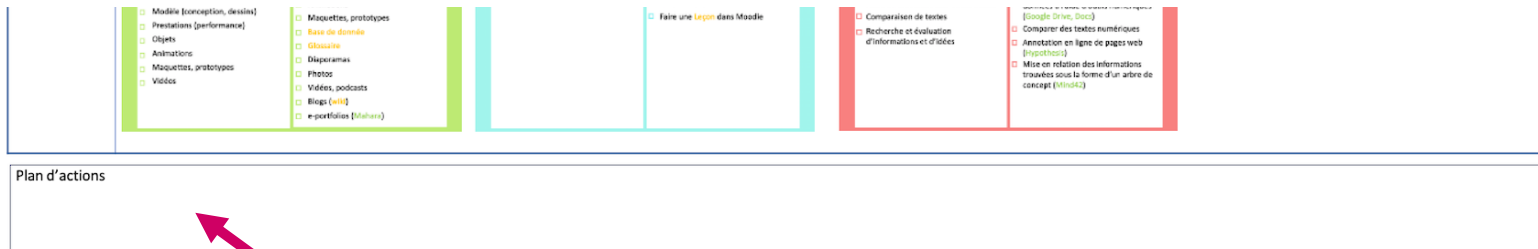


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Révissez vos deux graphes initiaux à l'aide d'un stylo d'une autre couleur.

Les étapes: 4 (5')

4



Etablissez un plan d'action

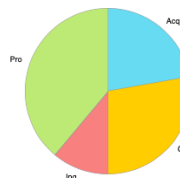
Les étapes de la méthode: 45' (90')

1. Informations initiales sur l'activité (10')
2. Sélection des modalités d'apprentissage (10')
3. Sélection des activités d'apprentissage (10')
4. Sélection des activités évaluées (5')
5. Re-dessiner les deux graphes initiaux (5')
6. Plan d'action (5')

Marvelous PPT Presentations in HE (final)

Name Marvelous PPT Presentations in HE (final)
Topic Creating great PPT Presentations
Learning time 185 minutes
Designed time 180 minutes
Number of students 9
Description This LD is aimed at HE lecturers. The PPT Presentations came...

Aims To enhance the quality of presentations in HE.
Outcomes Knowledge, Formulate, Apply
Editor daniel.scherly
Derived from Marvelous PPT Presentations in HE (final) by BeataTworzewska



Turn editing on

GOOD EXAMPLE	HOW WE CAN MAKE IT BETTER	LET'S MAKE IT BETTER
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LD Learning Designer

<https://www.ucl.ac.uk/learning-designer/>

Références

- Clive Young and Nataša Perović, ABC Learning Design, University College London. Disponible à : <http://blogs.ucl.ac.uk/abc-ld/>
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- Diana Laurillard and Eileen Kennedy, “A New Tool to Help Teachers as Digital Learning Designers | BERA,” *British Education Research Association* (blog), accessed January 2, 2019, <https://www.bera.ac.uk/blog/a-new-tool-to-help-teachers-as-digital-learning-designers>.
- Diana Laurillard et al., “Using Technology to Develop Teachers as Designers of TEL: Evaluating the Learning Designer,” *British Journal of Educational Technology* 49, no. 6 (2018): 1044–58, <https://doi.org/10.1111/bjet.12697>.