

Embedding EdTech into established learning design frameworks :

A practical perspective

wooclap



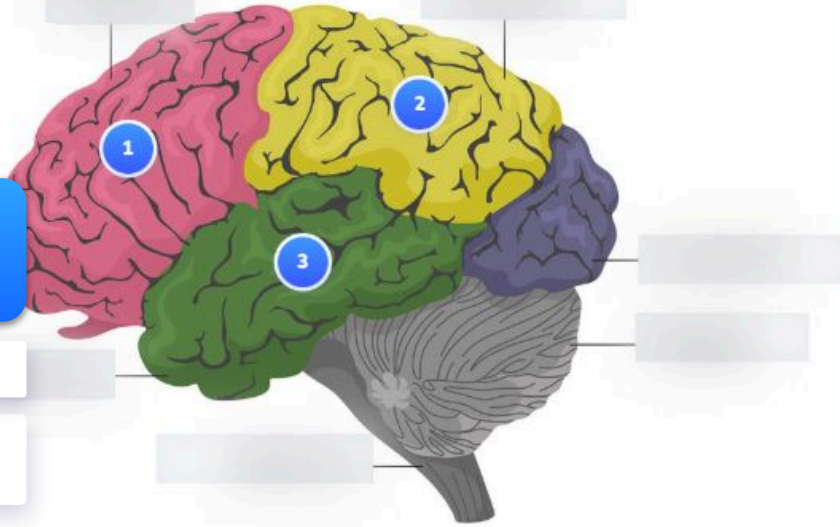
About Wooclap

Active learning tools

Go to wooclap.com and use the code **ZHCMKH**



Label this image of the human brain



WOOC LAP

Powered by AI

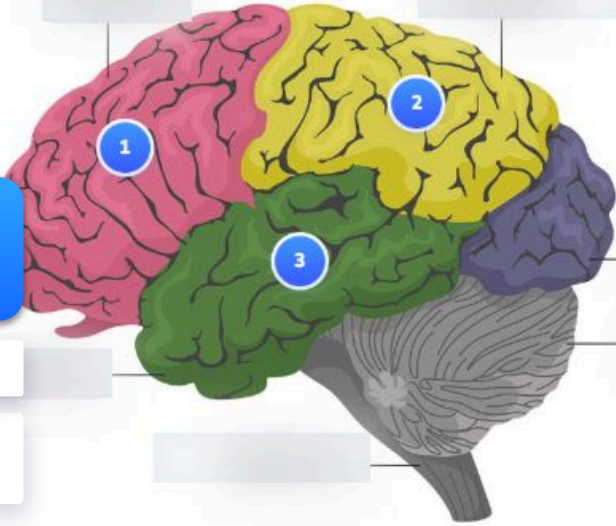
Synchronous

20+ types of interactions

Active learning tools

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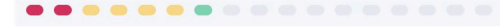


WOOCAP
Powered by AI

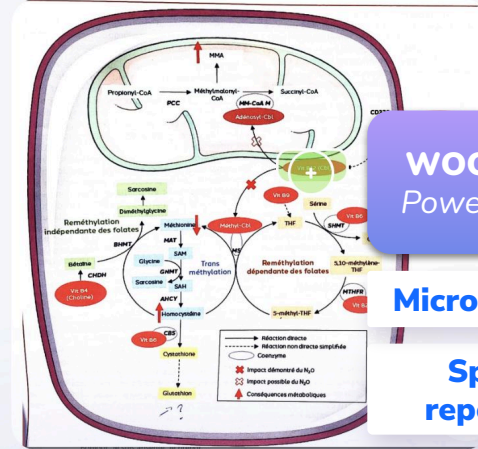
Synchronous

20+ types of interactions

A clinical case of cardiology a...



5. Click on the vitamin which is inactivated by nitrous oxide



WOOFASH
Powered by AI

Microlearning

Spaced repetition

✓ It's correct! Good job!

Continue

1000 institutions offer full campus-wide access



Maastricht University



UNIVERSITY OF AMSTERDAM



THE UNIVERSITY
of EDINBURGH



WAGENINGEN
UNIVERSITY & RESEARCH

What we've noticed

Challenges for edtech tools literacy

For **faculty** , 3 difficulties



Time

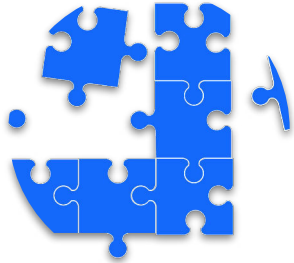


Overload

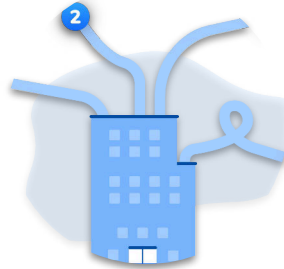


**Courses are
personal**

For educational advisors , 3 challenges



Coherence



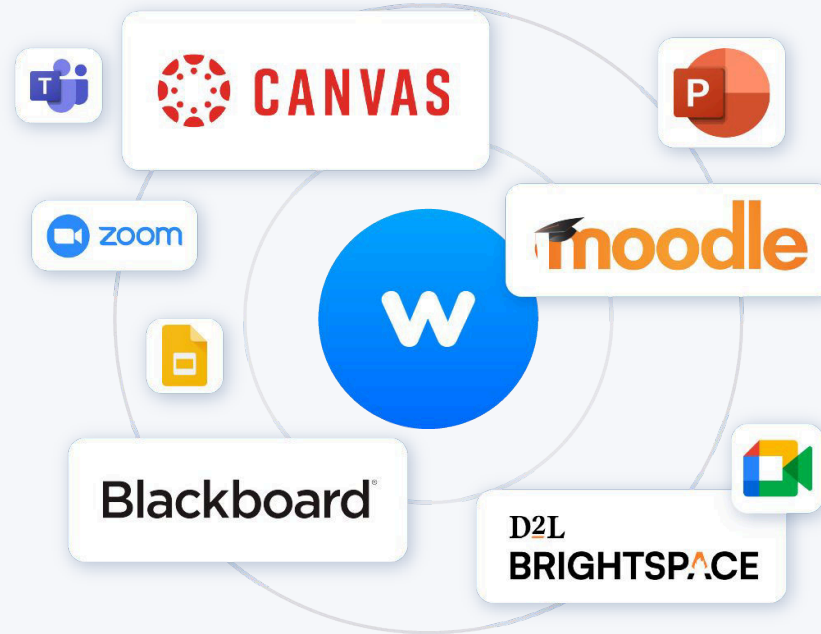
Scalability



Coms & alignment

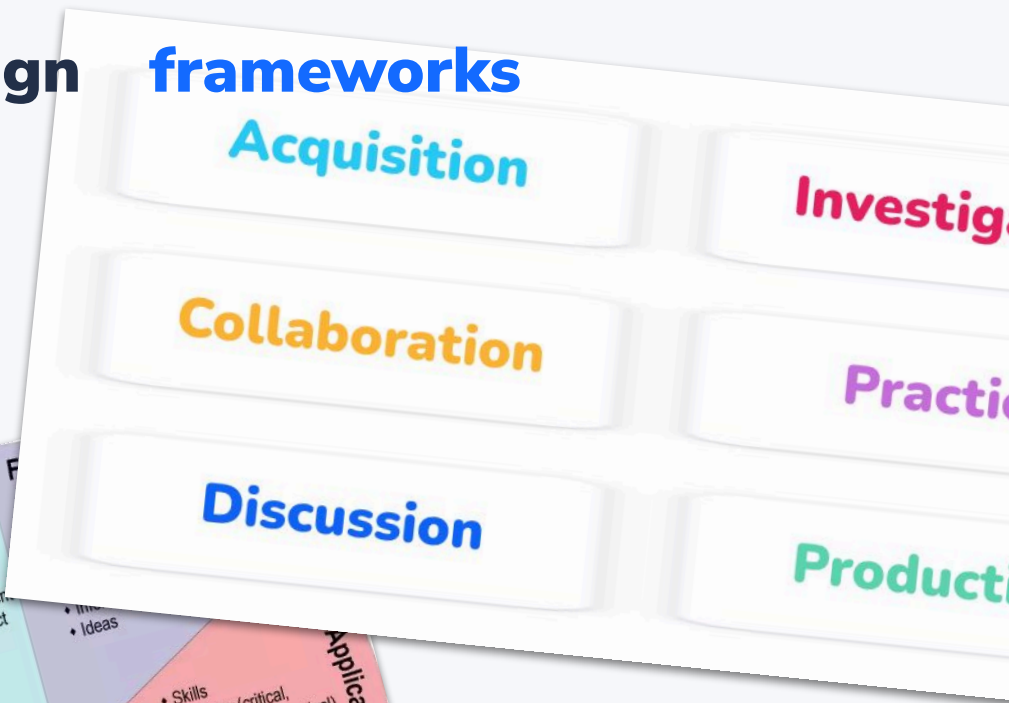
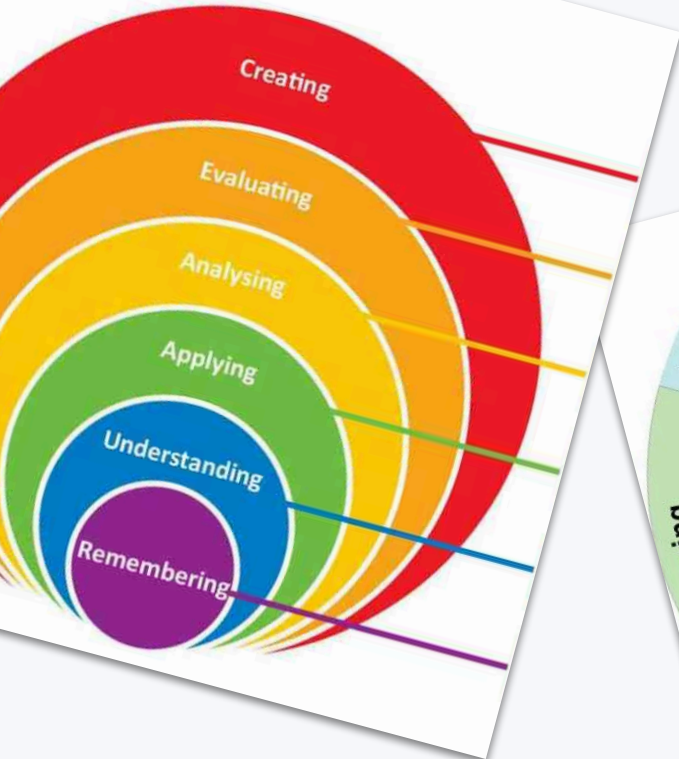
How can digital tools respect the **reality of teaching practice**, while also supporting institutional coherence and pedagogical ambition?

Transformation happens when tools align with existing practices



Approaching learning design

frameworks



W : Learning design frameworks
you use ? yes no + which
Poll question + grouper

What this looks like in practice

The ABC Learning Design framework
adaptation story

Acquisition

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



ABC Learning Design created by Elise Young and Natalia Pereski, 2013-2014. Learning Types, LowWood, Q. (2012).
Resources available from <https://www.abc.edu.au/abc-40/>

Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself



ABC Learning Design created by Elise Young and Natalia Pereski, 2013-2014. Learning Types, LowWood, Q. (2012).
Resources available from <https://www.abc.edu.au/abc-40/>

Discussion

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



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Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



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Resources available from <https://www.abc.edu.au/abc-40/>

Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



ABC Learning Design created by Elise Young and Natalia Pereski, 2013-2014. Learning Types, LowWood, Q. (2012).
Resources available from <https://www.abc.edu.au/abc-40/>

Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice



ABC Learning Design created by Elise Young and Natalia Pereski, 2013-2014. Learning Types, LowWood, Q. (2012).
Resources available from <https://www.abc.edu.au/abc-40/>

1- Internal work with Wooclap pedagogy team

Acquisition

SANS LES TICE

- Lire des livres, documents, articles
- Écouter l'enseignant en présentiel, suivre des conférences, cours magistraux
- Suivre des démonstrations, master

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Wooflash

This work, "Activity Based Curriculum Design" by Vassiliki Michou & Berni Hasenkopf of Sorbonne University (2018) is a derivative of ABC Learning Design method by Clive Young and Nataša Perović, UCL (2015), Learning types, Laurillard, D. (2012). Licensed under CC BY-NC-SA 4.0. Original resources available at abc-ld.org.

L'apprentissage par acquisition est mis en œuvre lorsque l'apprenant écoute un cours magistral, une conférence, un podcast ; lit un livre, une page web ; regarde des démonstrations, des vidéos.



Arlène Botokro

Hi team, on this slide, you can write your suggestions ! They can be

- A feature

or

- A combination of features used in sequence
- A specific use of a feature

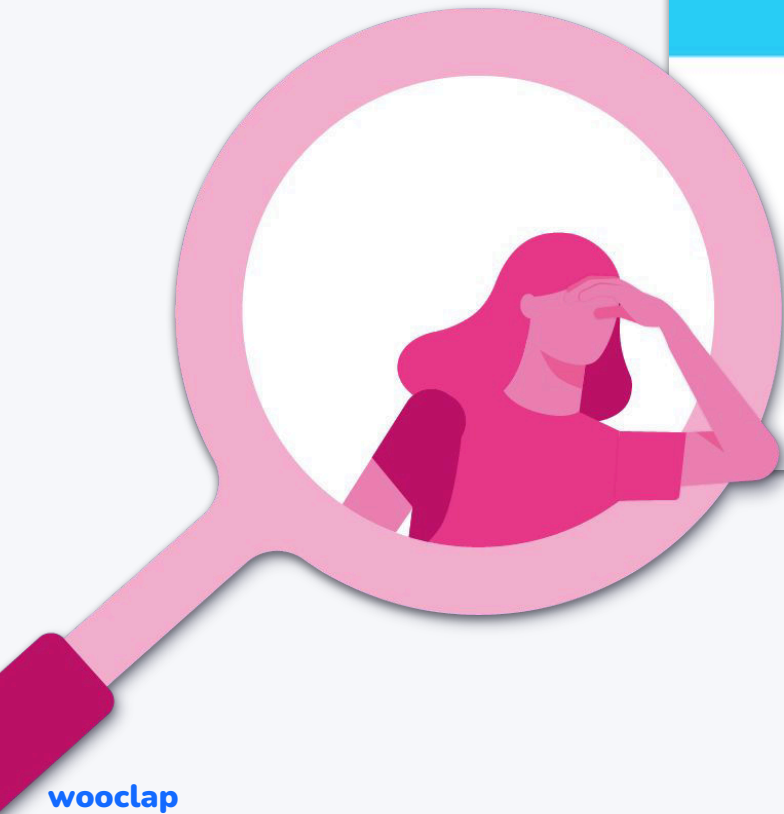
Cancel

Comment

Acquisition



wooclap



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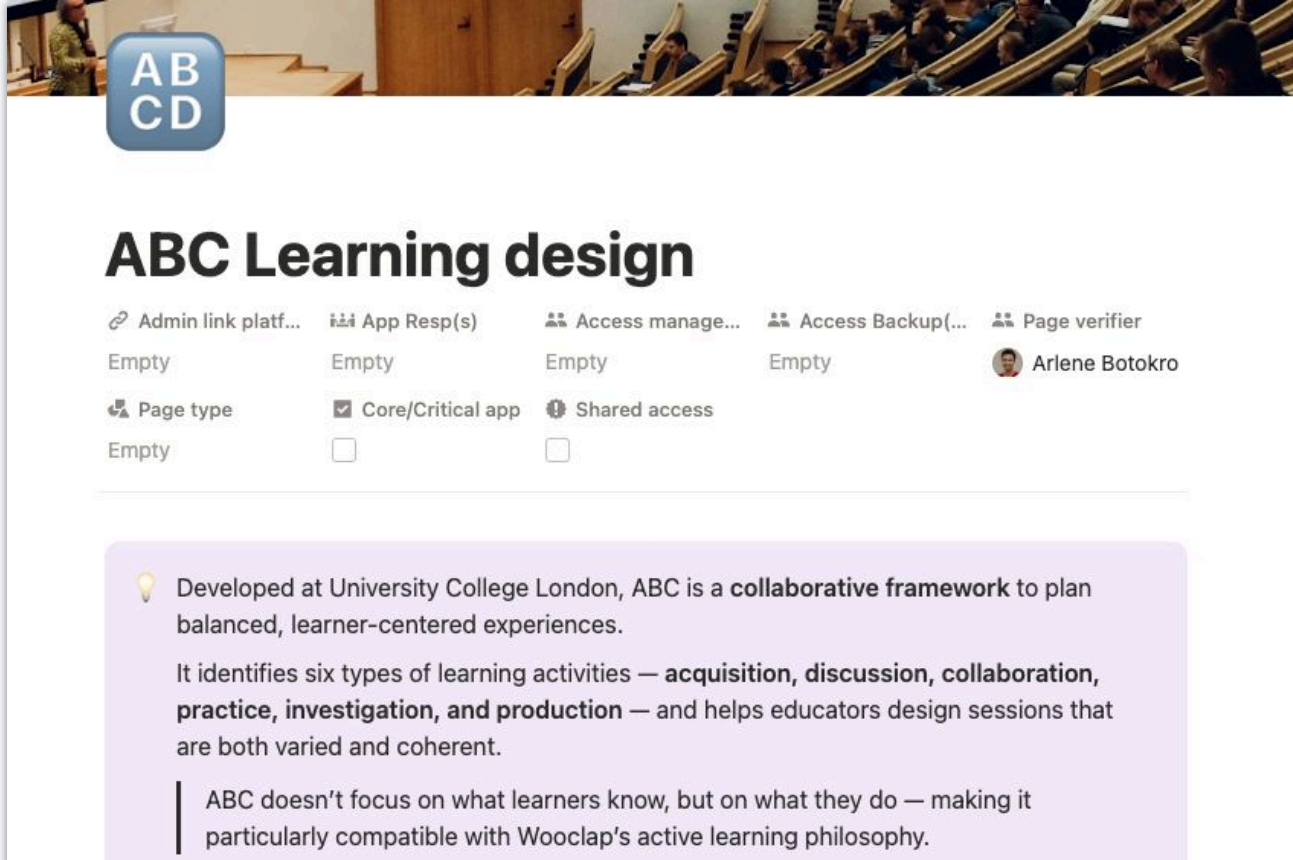
Cancel **Comment**



W : matrice to show which challenges they
face on the teachers adoption side / LT
adoption side
Show results on brainstorming using AI agent



2- Internal training of Customer Success and Product teams



The screenshot shows a Canvas LMS page for a course titled "ABC Learning design". At the top left, there is a blue rounded square icon with the letters "AB" over "CD". Below the icon is the course title "ABC Learning design". Underneath the title, there are several management options: "Admin link platf...", "App Resp(s)", "Access manage...", "Access Backup(...)", and "Page verifier". The "App Resp(s)" and "Access Backup(...)" options show "Empty". The "Page verifier" option shows a profile picture and the name "Arlene Botokro". Below these are "Page type" (showing "Empty") and "Core/Critical app" (checked) and "Shared access" (unchecked). A light purple callout box contains a lightbulb icon and text describing the framework: "Developed at University College London, ABC is a collaborative framework to plan balanced, learner-centered experiences. It identifies six types of learning activities — acquisition, discussion, collaboration, practice, investigation, and production — and helps educators design sessions that are both varied and coherent." Below this, a vertical line is followed by the text: "ABC doesn't focus on what learners know, but on what they do — making it particularly compatible with Wooclap's active learning philosophy."

ABC Learning design

Admin link platf... App Resp(s) Access manage... Access Backup(...) Page verifier

Empty Empty Empty Empty Arlene Botokro

Page type Core/Critical app Shared access

Empty

Developed at University College London, ABC is a **collaborative framework** to plan balanced, learner-centered experiences.

It identifies six types of learning activities — **acquisition, discussion, collaboration, practice, investigation, and production** — and helps educators design sessions that are both varied and coherent.

ABC doesn't focus on what learners know, but on what they do — making it particularly compatible with Wooclap's active learning philosophy.



3- Workshops with our partners institutions , both ABC users and non-users



4- Cards enriched & shared !

Acquisition

CONVENTIONAL METHOD

- ❑ Reading a book, papers.
- ❑ Listening to teachers face to face, conferences or lectures.
- ❑ Watching demonstrations or masterclasses.

DIGITAL TECHNOLOGIES

- ❑ Reading multimedia, websites, digital documents and resources.
- ❑ Listening to podcasts and webcasts.
- ❑ Watching animations and videos.

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- ❑ Comprehension check questions (e.g., Multiple Choice, Label an Image, Fill-in-the-Blanks)
- ❑ Poll (with or without the option to comment on the answer)
- ❑ Audio/Video
- ❑ AI Agent: Learning Consolidator

Example of use: to understand of key concepts at the end of a lecture using a true multiple-choice question you can use the Learning Consolidator to create follow up questions during the session.

Wooflash

- ❑ Flashcard
- ❑ Comprehension check question (e.g., Multiple Choice, Matching, Label an Image, Fill-in-the-Blanks)
- ❑ True or False

Example of use: create a Flashcard to help memorize the main cells of the immune system.

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Practice

CONVENTIONAL METHOD

- ❑ Do exercises
- ❑ Carry out practice-based projects
- ❑ Laboratory work
- ❑ Field trips
- ❑ Role-playing activities

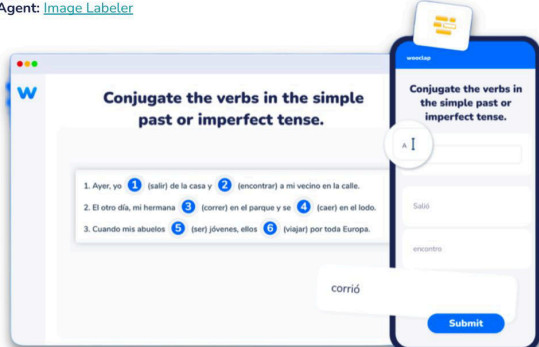
DIGITAL TECHNOLOGIES

- ❑ Using models.
- ❑ Simulations.
- ❑ CodeRunner
- ❑ Stack
- ❑ Virtual labs and field trips.
- ❑ Online role play activities.

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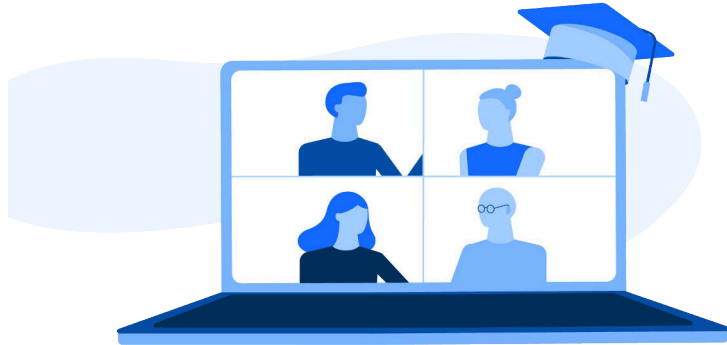
- ❑ MCQ
- ❑ Fill-in-the-blank
- ❑ Poll
- ❑ Label an image
- ❑ Find on image
- ❑ SCTJCT
- ❑ Prioritisation
- ❑ Rating
- ❑ AI Agent: [Image Labeler](#)

Example of use: Use fill-in-the-blank questions to reinforce vocabulary acquisition in language classes. Through the Image Labeler you can create visual questions to assess visual recall and hands on practice.



5- We align ourselves as well

CSM team revamps trainings about Wooclap

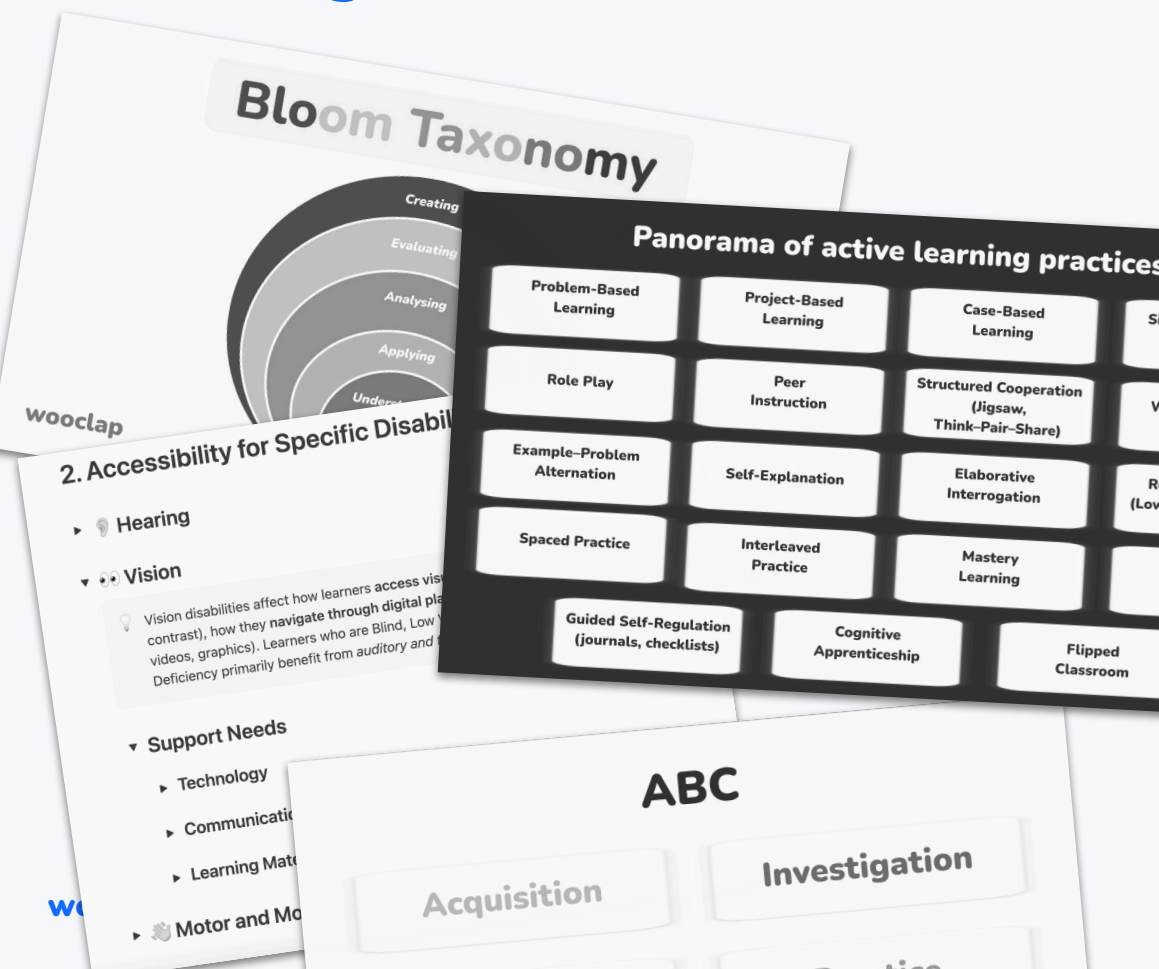


Product team uses ABC LD for our next AI agents



Key Takeaways

Accessing resources discussed



WOOC LAP

At OEB : Booth B40
arlene@wooclap.com

- When **AI and digital learning tools** are anchored in **shared learning design frameworks**, they reduce cognitive load, increase coherence and **support literacy and adoption** at scale.
- **AI literacy can elevate pedagogical ambitions** when AI really supports learning

