

Engaging & Assessing Students Online using the ABC Learning Design Framework

Author

Lucia Cloonan, Galway-Mayo Institute of Technology

Aims

This initiative was part of a re-design process for the module “Brand Management”, on the level 8 BBS in Marketing & Sales, which moved from f-to-f delivery to online delivery and from 70% exam 30% assessment to 100% assessment.

Findings

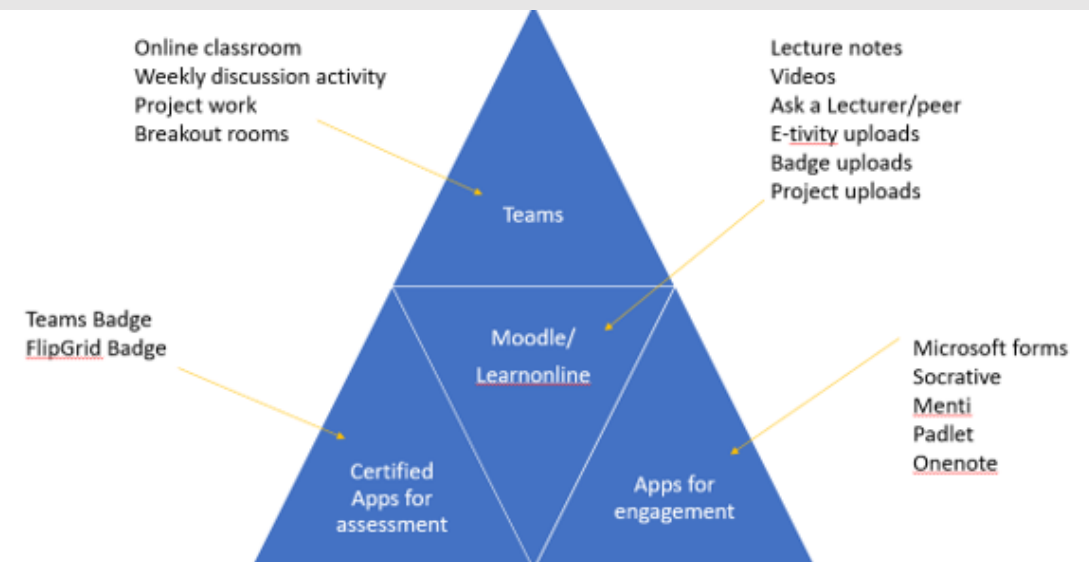
- The majority of students (82%) highlighted the importance/benefit of the weekly expectation sheets as a roadmap for the week ahead.
- Peer review and awarding of digital badges was popular with students even when it did not involve a grade.
- Student engagement was higher when h5p activities were included in videos.
- Students preferred engagement tools which were pictorial & anonymous.

Impact

- It was important to allocate sufficient time at the beginning of the semester to create “how to” guides and videos to familiarise students with the online learning environment and how apps would be used for engagement and assessment.
- Having weekly e-tivities involving research, discussion, short report uploads and h5p helped students stay focused and reflect.

Visuals

How technologies worked together to achieve the learning outcomes of the module.



Student Responses

“Small percentages every week suited me rather than a final exam”.
“Flipgrid was fun”.

References

Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. London: Routledge.
Young, C., Perovic, N., UCL (2015). ABC Learning Design Workshop. Resources available from: <https://abc-ld.org>