

Six Types of Activities

In the Flower, the subject matter is represented by the central circle and the pedagogical activities are the petals around it. The order of these activities can be decided by the teacher, depending on the specific objectives of a course or a lecture. In Teknosofikum, we start with activities related to Acquire and follow a clockwise order

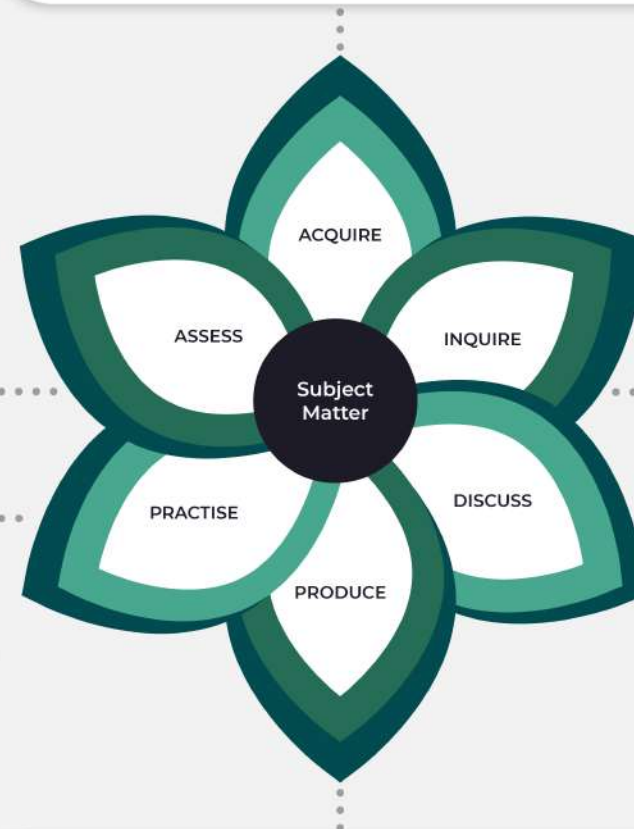
Activities such as **listening to a lecture or reading a text** enable learners to acquire what is known already in the field and build on the work of others.

Activities such as **comparing and critiquing texts, reflecting on concepts being taught, and taking a critical/analytical approach** enable learners to inquire and explore the field.

Activities such as **giving and receiving feedback from peers, the teacher or the activity itself** help learners to see how they progress, how well they have learned, and what they need further guidance with.

Activities such as **debating and working with peers** allow learners to discuss and articulate their ideas, in order to develop a more elaborated understanding of concepts.

Activities such as **working on cases, applying knowledge to a task, gathering information from direct or observed experience** enable learners to use their skills and adapt their actions to specific situations.



Activities such as **producing an output (e.g. video/podcast) or summarising a topic (e.g. with a mind map, index cards)** enable learners to consolidate what they have learned through a representation of it.

Examples

