Guide for designing a learning activity

Goal of activity

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| Describe the activity in detail: |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How long is the activity? | < 5mins | | | | | | | | | | 5<10 | | | | | 10<30 | | | | | | | | | >30 | | | |
| Who is involved in the activity? | Individual | | | | | | | | | | Pair | | | | | Small group | | | | | | | | | Whole class | | | |
| If group work | Describe how do you form groups (if this is a critical part of the activity): | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is the purpose of the activity?  (check as many categories as appropriate) | Specific to the discipline | | | | | | | | | | | | | | | | | | General | | | | | | | | | |
| Building knowledge base  (e.g., recite vocabulary) | | | | Understanding & Application  (e.g., problem solving) | | | | Analyzing & Evaluating  (e.g., case based reasoning) | | | | | Synthesizing & Creating  (e.g., develop a novel solution) | | | | | Metacognition & self-regulation (e.g., students explicitly asked to monitor their comprehension) | | | Social skills  (e.g., students explicitly asked to attend to the each other opinion) | | | | Emotional engagement  (e.g., material is explicitly used to promote emotional response) | | |
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| How will you know that the activity is completed? | Fixed stop time | | | Student completion | | | | | | | | | | Group completion | | | | | | | | Activity continues outside of class or other class/lab (describe) | | | | | | |
| Some students | | | Most  students | | | | | All students | | Some students | | | | Most  students | | All students | |
| How will you know that the activity has been successful? | No assess-ment | Quiz/test (includes clicker questions) | | | | | | Individual hands in to teacher only  (e.g., hard copy worksheet) | | | | | | Individual presents to group or class  (peer assessment) | | | | | Group hands in to  teacher only  (e.g., hard copy worksheet) | | | | | Group presents  to other group or class  (peer assessment) | | | | Other |
| Is it graded or not graded |  | graded | | | | Not graded | | graded | | | | | Not graded | graded | | | Not graded | | graded | | Not graded | | | graded | Not graded | | |  |
| Is there feedback or consolidation of this activity? | No feedback or consolidation | | Yes – formal (summative)  (describe) | | | | | | | | | | | | | | | | Yes – informal (formative)  (describe) | | | | | | | | | |
|  | | Individual | | | | | | | Group | | | | | Whole class | | | | Individual | | | | Group | | | | Whole class | |
| Comments: (e.g., did something not work well? What could be changed to improve the activity?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |