# Learning Activity Template

This template can be used for both *writing* and *presenting* learning activities. The template ensures you are unlikely to leave anything out of your activity planning.

The benefits of using a similar structure when presenting learning activities to students are listed below:

* Cognitive load for students is reduced when each activity uses the same headings and follows a consistent structure
* The link between the activity and constructive alignment mapping of unit is explicitly made via the inclusion of the “purpose” statement in the activity. Including a purpose statement makes the “what’s in it for me?” clear to the students.

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| **1** | **Title**  The title should be both descriptive and interesting. Your aim is to have students think, “This sounds interesting, I’m curious to read on and know more”. |
| **2** | **Purpose**  This is DIRECTLY related to the module learning outcome(s). If it does not, ask yourself why you are even doing the activity.  The purpose statement also answers for students, “What’s in it for me?” It also explicitly ties the activity to the constructive alignment mapping work that you have done for your unit. |
| **3** | **Instructions (Includes Learner Support)**  What do you want them to do in the activity? Write the instructions here.  As per Oliver and Herrington’s model, make sure you include any learner support resources they might need.  For example, wikis. If the students haven’t used one before, tell them what a wiki is, where they can go to find out more about how they work, and provide or link to instructions on how to contribute to a wiki. |
| **4** | **Resources**  This is the material the students need to do the task.  While it may be tempting to head straight to text based resources, aim to use a wide variety of resources e.g. videos, web sites, podcasts, vodcasts etc |
| **5** | **Feedback**  Tell the students how they will get feedback on the activity. Will it be individual or to the group?  Some of the different ways you can provide feedback are listed below:   * a debrief in class * feedback provided in discussion forum by the lecturer * sample answer posted on LEO by lecturer * email to lecturer and receive individual feedback * feedback via the next virtual drop in in the live classroom * feedback via video or audio. |
| **6** | **Timing**  Tell students how much time to allocate to the task.  This ties in with the notion presented in Session 2 of being “realistic”. Include a recommended maximum. |

The table on this page is intentionally blank and is provided as a template for you to use when drafting learning activities for your unit.

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