**Learning Activities Script**

Hello, my name is Rebecca Pope-Ruark, and I am a Faculty Teaching and Learning Specialist in the Center for Teaching and Learning. In this video, I will ask you to return to your course objectives and planned learning assessments to think about how you can then create day-to-day learning activities for your classes. We’ll consider how content and scaffolded learning activities support student learning as well as explore how to use Bloom’s taxonomy of learning in these activities.

In the video on creating course learning objectives, we used the metaphor of a compass to explain how your learning objectives inform everything else you build in your course. The learning objectives are the true north for course design.

And in the video about designing assessments, we discussed the importance of having a clear set of both formative and summative assessments aligned with your course objectives.

When you have these assessments, you can then decide what content and daily learning activities will help students complete the assessments, build their skills and knowledge, and ultimately meet your learning objectives.

What are learning activities? Learning activities are the day-to-day parts of your course during which students gain new information and practice working with that information in a formative environment. For example, in an asynchronous course, students might watch a 15 minute lecture video and then respond to a discussion board prompt, contribute to a collaborative problem set with a small group of peers, and then take a brief assessment quiz before moving on to the next piece of the unit.

As you think about learning activities, consider Bloom’s taxonomy of learning. What goals do you have for your students for a day or between two classes? What activities will help students build up their knowledge and practice to help them complete the summative assessment at the end of unit and work toward your overall course learning goals? How can you make sure students get some practice with higher order skills rather than just recall and passive understanding – which are important as foundations for more advanced learning activities over time.

This table offers one way to consider your learning activities in a four week unit, culminating in a summative assessment such as a test or team project report and presentation video. Working through each of these rows, you can consider how to scaffold students’ learning by thinking about what content they will need spread over the four weeks, ways the students will practice the new information you have provided, both in and out of class, and the ways you can assess their learning over those four weeks.

The second version of this table is tailored more to an asynchronous course, and asks you to think about learning activities students can do independently after being introduced to new information, most likely from course videos, and then collaboratively with peers before taking an assessment.

In this video, we started with your course objectives and planned learning assessments to think about how you can then create day-to-day learning activities for your classes. We considered how content and scaffolded learning activities support student learning and explored how to use Bloom’s taxonomy of learning in these activities. You will find more suggestions and resources in the Canvas module on learning activities and active learning.