Identify what you need to cover, and what students need to do with it.

Use the column on the far left to jot down content, definitions, terms, ideas, theories, procedures, skills (etc) that you'd like to address during a week/module. Place one item in each row. Next, consider WHAT students need to do with each item (e.g. define it, explain it, analyse it). Place a mark in each relevant column (you may also wish to include a short note). Items that fall within the Basic category could be learned independently, prior to class, using videos, readings, interactive modules or self-assessment quizzes. Basic actions can act as 'scaffolds' towards more complex actions. Items in the Complex category are more suited to environments in which students work together or with the teacher as a facilitator, or for independent work that follows on from these activities. Generally, you'll need to get students to complete the Basic actions before you move them on to more Complex actions.

	Basic (suitable for independent study)				Complex (good for in-class, facilitated or group study)				
Item	REMEMBER e.g. Define Describe Identify Recognise State	comprehend e.g. Explain Illustrate Compare Predict Summarise	APPLY to simple or familiar contexts	APPLY to new or novel contexts	ANALYSE e.g. Take Apart Research	EVALUATE e.g. Assess Judge Recommend	CREATE e.g. Solve (a problem) Create Develop		
e.g. Reference edited book chapter	✓ (identify edited book)	✓ (compare with other sources)	✓ (practice based on model)	(create new)					

Final learning objectives

e.g.

Now that you know what you want students to do, you can write 2 – 5 learning objectives for the week/module. Each learning objective should contain an
action, conditions (what information/resources will be provided) and criteria (e.g. specifics of what needs to be produced/demonstrated).

• Create a full reference for an edited book chapter of your choice, using correct information, order of information and punctuation.

By the end of this week/module, you will be able to:								
1)								
2)								
3)								
4)								
5)								

Creating and sequencing activities

Now that you have mapped what students need to know (items) and do with that knowledge, you can develop and sequence activities. Note that an item may appear twice, depending on what you want students to DO with it. In other words, students may do something with an item before a class/group activity, and do something more complex with the same item during class/group activities. An example of a completed sequence is provided on the next screen.

Independent Ac	ctivities (<i>Basic</i>): Complete p	rior to class/a group activity	
Item		Activity description (what will students do)	Resources required
Class/Group Act	tivities (Complex): Complet	e during class/a group activity	
Item	Activity type (verb)	Activity description (what will students do)	Resources required
Follow up activi	ities (Complex): Complete i	ndependently or in peer groups	
Item	Activity type (verb)	Activity description (what will students do)	Resources required

Creating and sequencing activities: Example

This example is based on the learning outcome: **Create a full reference** *for an edited book chapter of your choice*, <u>using correct information</u>, <u>order of information and punctuation</u>.

The initial mapping is shown at the top of the table.

Basic (suita				ble for independent study)			Complex (good for in-class, facilitated or group study)				
Item REMEMBER		1	COMPREHEND	APPLY (simple)	APPLY	ANALYSE	EVALUATE	CREATE			
e.g. Reference edited book ✓ (iden		√ (identify expression)	edited ✓ (compare wit		✓ (practice based)	✓					
chapter book)			other sources)	on model)							
Independent Activities (Basic)											
Item	Activity type (verb)		Activi	Activity description (what will students do)			Resources required				
Reference edited Remember		Watch	Watch brief video demonstrating the key features of an			Video					
book chapter	book chapter		edited book.								
Reference edited Comprehend		Watch video to see the difference between chapter in			Video						
book chapter		edited books and other common sources. Complete			Quick quiz (non-graded) with feedback.						
			quick quiz to test awareness of differences.								
Reference edited	Reference edited Remember			Watch video to see what citation information is required				Video			
book chapter	hapter			for a chapter in an edited book, and where to retrieve it,							
			as we	as well as how to organise the information into a							
				reference.							
Reference edited Apply (simple)		Students practice writing references for specific texts,			Worksheet containing source information and						
book chapter			and can check their answers against a model.			model answers					
Class/Group Activitie		-									
Item	Activity	type (verb)	Activity description (what will students do)			Resources required					
Reference edited	Apply (complex)	Students work in small teams to summarise the key			Links to readings on MyLO. Two readings are					
book chapter			points from three readings (read prior to class). They			chapters from edited books, whilst the other is					
			need to choose the reading they find most useful and			a journal article.					
			explain why. They must provide full references. This is								
			done in class or via discussion for distance students.								