

PLANNING ACTIVITIES FOR A WEEK/MODULE

Final learning objectives

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).

e.g.

- **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)

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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 Activities (<i>Basic</i>): Complete prior to class/a group activity			
Item	Activity type (verb)	Activity description (what will students do)	Resources required
Class/Group Activities (<i>Complex</i>): Complete during class/a group activity			
Item	Activity type (verb)	Activity description (what will students do)	Resources required
Follow up activities (<i>Complex</i>): Complete independently or in peer groups			
Item	Activity type (verb)	Activity description (what will students do)	Resources required

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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, using correct information, order of information and punctuation.

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

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