

Course (Re)Design 4: Designing Learning Activities



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How do you get started?

By now in this series of Course Design Micro-CPD we have looked at,

- Constructive alignment and backwards design
- Effective learning objectives
- Effective assessments and assessment criteria

Now we turn to considering what learning activities will support students in successfully demonstrating achievement of learning objectives through the assessments you have designed.

This week we ask you to consider what kind of learning activities will support your students in moving from learning objectives to successful completion of assessments. These activities must therefore 'align' with both learning objectives and assessments, and become the bridge that links them.

To support you with this, we have developed a set of cards. We developed these cards using Bloom's Taxonomy. For each 'level' of Bloom's, we provide a variety of suggestions for suitable learning activities. Remember that these are only suggestions, and not exhaustive lists. (We like to print the cards in A5 size to use in class development).

Have a go at using the cards to suggest a few relevant learning activities that will support your class level learning objectives and align with both your objectives and assessments for that class.

Again, we invite you to post your objectives - activities - assessments in the comments below - if you do we will give you some feedback.

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You can download a copy of the activity cards from our Blended/Online Module Design Toolkit: <https://view.pagetiger.com/BMD-toolkit/toolkit>