## TRANSFORMING LEARNING TASKS FOR THE ONLINE ENVIRONMENT

<table>
<thead>
<tr>
<th>Current learning activity</th>
<th>Task using active learning online</th>
</tr>
</thead>
</table>
| **LECTURE**               | • Synchronous video lecture: Break down lectures to 8-10-minute sections and include opportunities for engagement in an open chatbox, pausing for reflective questions such as “What do you think is the most important thing about X issue” or “What have you heard about Y in the news?” or asking students to identify an unclear concept.  
• Asynchronous video lecture: Upload incomplete lecture notes and have students fill in information in a collaborative document. |
| **QUIZZES**               | • Student-generated quiz questions: Students use Discussion Board to determine the most important themes from their individual notes.  
• Create potential quiz questions for each other and post them in a wiki (such as Blackboard or in PBworks) for other students to solve.  
• Interactive quizzes: Use Kahoot! for synchronous interactive quizzes to test student learning.  
• Students create a study guide on a Blackboard wiki for exams. |
| **READING ASSIGNMENTS**  | • Secondary sources (i.e. journals, data reports, etc.): Create collaborative annotated bibliographies in Blackboard blog with entries that link to related material.  
• Annotate original sources using an app Scrible or Hypothesis. |
| **SOLVE PROBLEMS**       | • Have students work on problems in Blackboard Collaborate Ultra groups during synchronous class time and use a wiki in Blackboard or PBworks as their collaborative workspace.  
• Ask students to solve problems in steps and explain their rationale in a wiki.  
• Instructors record themselves solving a problem as an example, and have students share their solution process to a similar problem  
• Students analyze an existing data set and comment on a peer’s analysis. |
| **WRITING ASSIGNMENTS**  | • Students post to a bi-weekly blog about a sub-issue or key question (such as the nature-nurture debate in an introductory psych class or the effectiveness of nutritional supplements in a nutrition class) over the course of the class with feedback from classmates.  
• Students create a project website for a research paper or experiment using WordPress blogs within Blackboard. |
| **RESEARCH RESULTS**     | • Students create a poster using PowerPoint and share to a Discussion Board.  
• Students create an infographic using free online apps such as Canva and Piktochart to show a study design.  
• Students present key findings from their research by making a two-minute video of themselves and uploading it to a Blackboard Discussion forum. |

### Additional tips:
- Explain to students how these activities relate to what you want them to learn in the course.
- Have a combination of low-stakes and high-stakes assignments.
- Create detailed instructions to help students successfully carry out the tasks.
- Provide students with clear criteria for evaluation.