

TRANSFORMING LEARNING TASKS FOR THE ONLINE ENVIRONMENT

| Current learning activity | Task using active learning online |
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| LECTURE | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 yourselves 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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