

# ONLINE COURSE ACTIVITIES

# ACTIVITIES

QM Standard 5.2: Learning activities provide opportunities for interaction that support active learning

# QM STANDARD 5.2 ANNOTATION

Activities encourage learners' engagement through different types of interaction as appropriate to the course. Interactions are designed as activities to support the course objectives or competencies and may vary with the discipline, purpose, and level of the course. Look for the purpose of the interactions and not just the number of opportunities for interaction.

Types of interaction include learner-instructor, learner-content, and learner-learner. Active learning involves learners engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding learners to increasing levels of responsibility for their own learning.

# ENGAGING STUDENTS WITH THE COURSE

## Learner-Content

- Required readings
- Quizzes
- Workbook or online exercise
- Journals

## Learner-Learner

- Discussion forums
- Small-group projects
- Group assignments
- Peer reviews
- Wikis

## Learner-Instructor

- Assignment
- Individual project
- FAQ Discussion Board moderated by instructor
- Virtual office hours
- Email, phone, Skype

# ACTIVITY INSTRUCTIONS

QM Standard 5.4: The requirements for learner interaction are clearly stated.

# QM STANDARD 5.4 ANNOTATION

A clear explanation of the requirements for learner interaction helps learners plan and manage their class participation and is important for promoting learners' active involvement in the course. The statement of requirements also provides a basis for the instructor to evaluate learner participation. The more specifically the expectations are explained, the easier it is for the learner to meet the expectations.

# ACTIVITY INSTRUCTION GUIDELINES

- Measurable objectives
- Specific and descriptive instructions
- Required tools and instructions for access
- Submission method
- Due dates and times
- Sample assignment
- Grading criteria/rubrics

# Remember

## Action Verb

- Define
- Match
- Label
- List
- Name
- Select
- Describe
- Recognize
- Locate
- Identify

## Activities

- Question and answer sessions
- Workbooks or worksheets
- Programmed instruction
- Games and puzzles
- Information search
- Reading assignments
- Drill and practice
- Finding definitions
- Test your knowledge quizzes

# Understand

## Action Verb

- Classify
- Explain
- Rephrase
- Compare
- Outline
- Summarize
- Contrast
- Relate
- Translate
- Interpret
- Tag
- Defend
- Categorize
- Convert
- Paraphrase
- Estimate

## Activities

- Debate
- Small Group
- Projects
- Making Predictions or Estimates
- Giving Examples
- Paraphrasing
- Journaling

# Apply

## Action Verb

- Implement
- Solve
- Change
- Apply
- Build
- Model
- Organize
- Construct
- Utilize
- Plan
- Choose
- Prepare
- Graph
- Predict
- Modify

## Activities

- Case Studies
- Graphing experiment data
- Charting
- Apply concept to own work
- Reflection
- Discussion forums
- Wikis
- Debates
- Role playing
- Brainstorming
- Problem solving

# Analyze

## Action Verbs

- Analyze
- Compare
- Relate
- Contrast
- Examine
- Simplify
- Classify
- Dissect
- Identify
- Test
- Distinguish
- Categorize
- Organize
- Integrate
- Quantify
- Diagram
- Deconstruct
- Outline
- Extrapolate

## Activities

- Develop a survey
- Create an abstract for research paper
- Organize information in chart or diagram form
- Case studies
- Videos
- Reading
- Generate criteria for evaluation
- Problem identification

# Evaluate

## Action Verbs

- Build
- Compose
- Design
- Formulate
- Plan
- Solve
- Combine
- Construct
- Develop
- Invent
- Predict
- Test
- Compile
- Create
- Estimate
- Modify
- Prepare
- Theorize
- Justify
- Argue
- Critique
- Summarize
- Hypothesize

## Activities

- Debate
- Journals
- Lists
- Case Studies
- Wiki's
- Discussion forums
- Peer assessment
- Research
- Media
- Interviews
- Moderate

# Create

## Action Verbs

- Design
- Plan
- Invent
- Make
- Publish
- Produce
- Assemble
- Modify
- Synthesize
- Formulate
- Devise
- Appraise
- Justify
- Prove
- Measure
- Support
- Defend
- Explain
- Prioritize
- Recommend
- Value
- Compare
- Disprove
- Assess

## Activities

- Discussion forum
- Wiki
- Peer assessment
- Case studies
- Chart
- Survey
- Plan
- Create or invent something

# CRITERIA FOR EVALUATION

QM Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learners work and are tied to the course grading policy

# QM STANDARD 3.3 ANNOTATION

Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated upfront at the beginning of the course. The description or statement of criteria provides learners with clear guidance on the instructor's expectations and on the required components of coursework and participation. The criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated.

# RUBRICS & SCORING GUIDES

- Guide for evaluating subjective assessments
  - Criteria for performance (expectations)
  - Distinguishes between different levels of achievement (novice, proficiency, mastery)
  - Rating scale based on points, point ranges, percentages, or letter grades
- Saves grading time
- Effective way to provide feedback
- Promote student learning
- [Sample Group Rubric](#)

# DEVELOPING RUBRICS

- Select rubric to use
  - Scoring guide
  - Multi-level rubric
- List learning objectives and/or goals for activity
- Identify performance expectations or skills to meet each objective and/or goal
  - Scoring guide – only needs a list of the highest expectations or skills
  - Multi-level rubric – start with listing the highest levels of performance, then list the lowest levels of performance, once done then you can fill in the middle level(s) that combine elements from each end of the performance spectrum
- Similar expectations can be grouped to create criteria categories (i.e., Organization, Writing Style, Analysis, Content, Introduction, etc.)

Stevens, D. D., & Levi, A. (2005). Introduction to Rubrics : An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning. Sterling, Va: Stylus Pub. Retrieved from <http://ezproxy.shu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e00oxna&AN=210990&site=eds-live>

# APPENDIX

Activity Prep Guidelines

# ACTIVITY PREP GUIDELINES

- Discussion Board Forums
- Virtual Presentations
- Blogging
- Wikis
- Active Reading
- Self & Peer Reviews
- ePortfolios