

# Arc of Activities in a Learning Module

	Activity	Strategies	D2L Tools
1	Present Objectives: what will students know or be able to do at module completion	List objectives separately or include with Instructor's introduction	<ul style="list-style-type: none"> <li>• HTML page</li> <li>• Checklist</li> <li>• News Item &amp; E-mail</li> </ul>
2	Provide Context: why are the learning objectives and topics important; recall prior learning; connect to real world	An instructor's introduction provides overview of the module, presents a problem to solve using new skills, explains importance	<ul style="list-style-type: none"> <li>• HTML page</li> <li>• Embed video intro</li> <li>• News Item &amp; E-mail</li> </ul>
3	Present Content: what do students need to know, what skills needed to successfully achieve the learning objective(s)	New content with examples presented in multiple ways: readings, videos, links to web sites, lecturettes, visual representations, maps, library resources, tutorials	<ul style="list-style-type: none"> <li>• Html pages</li> <li>• Quicklinks (external sites, e-reserves)</li> <li>• Embedded video</li> <li>• Embedded presentations</li> </ul>
4	Provide for Practice: how will students best learn new terms, how to apply new concepts or theories – preparing themselves to achieve learning objective(s)	Computer program to provide immediate feedback Students feedback via peer review, discussion, small group work to build understanding of content *	<ul style="list-style-type: none"> <li>• Self-Assessments</li> <li>• Quizzes</li> <li>• Checklists</li> <li>• Discussion Forums</li> <li>• Groups</li> <li>• Rubrics *</li> </ul>
5	Provide Formative Feedback: where do students need help in order to be ready to successfully complete the evaluation of the learning objective(s)	Faculty asks guiding questions, corrects misconceptions, suggests new directions or resources, provides additional examples, identifies criteria *	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• News Item &amp; Email</li> <li>• Self-Assessment, Quiz feedback *</li> </ul>
6	Evaluate Achievement: how well have students achieved the learning objective(s)? Grade student understanding of and ability to apply new learning	Provide assessment activities appropriate to the learning objective(s): Testing & quizzing for knowledge and application; writing for synthesis and analysis, etc.	<ul style="list-style-type: none"> <li>• Submit individual or group work through Dropbox</li> <li>• Quizzes</li> <li>• Rubrics</li> <li>• Checklist</li> </ul>
7	Provide Feedback: where do students need help to prepare for future evaluations how might course be improved	Feedback to class on overall results; Feedback to individuals, suggest remedial strategies; Feedback to faculty on course and assessment design.	<ul style="list-style-type: none"> <li>• Gradebook feedback</li> <li>• Dropbox feedback</li> <li>• Quiz feedback</li> <li>• News Item &amp; Email</li> <li>• Quiz reports</li> </ul>
8	Reinforce Learning: how will students recall knowledge and transfer learned skills to upcoming activities	Student reflection activities, Instructor's summary/closing	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Groups of one (reflection)</li> <li>• Html page</li> <li>• News Item &amp; E-mail</li> </ul>

\* Practice and evaluation activities are combined with feedback in the 'strategies' and 'D2L Tools' columns to emphasize the interconnectedness between the two. The purpose of practice is to improve performance and that's not possible without feedback from someone or something. Similarly, the D2L tools provided for practice and for evaluation have built-in feedback components –reflecting the connectedness between the two activities.