



## 2.4.13 Overview of Learning Activities

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The core aim of instructional design is a learning activity. It requires a goal or goals, be stated or often, an address a subject or subjects, learning outcomes, a learning structure very explicit, from the delivery of the knowledge (activity) to the development of student learning skills (specific activities). Activity design is most effective when it provides a path for the instructor (before and after learning), a plan for presentation and facilitation, and a plan for assessment of the learning. This results provided a series of more than fifty different activity types. It also provides recommendations for reflecting the activity types that are best demonstrated results of them.

### Need for Activity Design

Learning activities are used to address critical needed learning needs. In designing learning activities, one must take into account how learners make sense of new information, how they acquire new skills, or how they develop a new way of being (Barron, Bruner, & Collins, 2000). Learning activities need also be designed so that the learning leads to the achievement of the course and program outcomes. Activity design is the process by which learning experiences are planned to systematically accomplish these two goals.

### Characteristics of Effective Learning Activities

#### 1. Align with course outcomes

Learning activities are designed to deliver learning that supports course outcomes. All learning activities should support course outcomes, and all course outcomes need to be supported by learning activities.

#### 2. Focus on student learning

The purpose of any learning activity is student learning; all components of the activity should focus on that goal. *2.4.2 Effects on Instructional Design Practices*, *2.4.3 Systems and Models* should support the learning outcomes identified for the activity. The user should see the writing for the student that they see in the *Instructional Design* (2002).

#### 3. Have a compelling purpose

Activities cannot be successful if the students do not recognize their value and importance. *2.4.4 Engaging Material Development* and *2.4.5 Creating Student Buy-In* both address processes for communicating the purpose of the writing to students.

#### 4. Have clear objectives

Each activity that the presenter provides a combination of information, active participation, and the opportunity for deriving specific learning skills. These objectives need to be specifically identified. *2.4.5*

### Table 1 Characteristics of Effective Learning Activities

1. Align with course outcomes
2. Focus on student learning
3. Have a compelling purpose
4. Have clear objectives
5. Support the type of learning desired
6. Balance content and skill development
7. Support the needs of diverse learning styles
8. Include assessment of student learning
9. Include assessment of the activity
10. Meet the critical design methodology

includes the writing quality learning outcomes and objectives are described in *2.4.2 Learning Objectives*.

#### 5. Support the type of learning desired

The learning activity must be appropriate for the type of learning called for in the learning objectives. Not all courses, skills, processes, content, ways of being, or roles are well served by the same types of learning activities. *2.4.2 Characteristics of Learning*, *2.4.3 Instructional Design Types of Learning* are helpful to see in defining the right type of activity.

#### 6. Balance content and skill development

Learning objectives should specify the proper balance between content and skill development. When a learner is engaged in something for the first time, content will typically receive most of the attention. Later, the learner will need to focus on developing skills by applying the new content.

#### 7. Support the needs of diverse learning styles

Learners have a history of performance that may have been assessed (Parker & Simmons, 2002) (Parker

## 2 4 13 Overview Of Learning Activities

**Zhe Xu**



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