

Innovative Activities to Engage Your Students

REMINDER: Ask yourself these three questions when choosing your classroom activities.

- 1 What cognitive level of Bloom's is your learning outcome driving at?
- 2 How can you formulate questions based on the particular verb in the learning outcome?
- 3 How would you like to present those questions to the students?

	ACTIONABLE VERBS	QUESTIONS	ACTIVITIES
REMEMBER	Define Describe Recall Recognize	<ul style="list-style-type: none"> • Find the meaning of... • Who/What was it that...? • Can you tell why...? • ... True or False? 	<ul style="list-style-type: none"> • Discuss with a partner, your definition of... • Make a facts chart. • List all the...in a narrative. • Come up with a clever analogy.
UNDERSTAND	Compare Discuss Explain Predict	<ul style="list-style-type: none"> • Can you provide an example of what you mean...? • Who do you think...? • Can you write in your own words...? • Who was the key character...? 	<ul style="list-style-type: none"> • Create a chart of similarities and differences. • Retell the story in your words. • Illustrate what you think the main idea was. • Write a summary report of an event.
APPLY	Determine Discover Express Predict	<ul style="list-style-type: none"> • What do you think will be the end result? • What more information can you gather on...? • How does this connect with....? • What do you think will happen when...? 	<ul style="list-style-type: none"> • Create a synopsis of steps taken to determine the end result. • Research different methods used today. • Form a panel to discuss views, i.e. "Learning at School." • Think-pair-share with a partner about what will happen next.
ANALYZE	Compare Identify Investigate Relate	<ul style="list-style-type: none"> • What do you see as other possible outcomes? • What are some of the problems of...? • Can you compare your ... with that presented in...? • How does this connect with your everyday life? 	<ul style="list-style-type: none"> • Construct a graph to illustrate selected information. • Make a diagram linking to the source of the problem. • Write a report about how this ties to what we're learning. • Discuss with a partner how this connects to you.
EVALUATE	Conclude Interpret Support Validate	<ul style="list-style-type: none"> • Do you think ... was a good or a bad thing? • Is there a better solution to...? • Can you defend your position about...? • How effective was...? 	<ul style="list-style-type: none"> • Prepare a case to present your view about... • Make a booklet about five rules you see as important. • Write about your feelings in relation to... • Give it a name and plan a marketing campaign.
CREATE	Develop Formulate Incorporate Summarize	<ul style="list-style-type: none"> • What ways can you expand your findings? • What questions still need to be addressed? • Can you give an example of what you mean by...? • Can you distinguish between...? 	<ul style="list-style-type: none"> • Make a booklet about five rules you see as important. • Write a letter to ... advising on changes needed at... • Tie your learnings to another course you have taken and present. • Prepare a flow chart to show...

INNOVATIVE ACTIVITIES TO ENGAGE YOUR STUDENTS

	ACTIONABLE VERBS	QUESTIONS	ACTIVITIES
REMEMBER			
UNDERSTAND			
APPLY			
ANALYZE			
EVALUATE			
CREATE			

How to Select Innovative Activities to Engage Your Students

Now that you have mastered the art of creating actionable learning outcomes and choosing effective assessment techniques, it's time to think about how you will be delivering your material to students. By choosing innovative activities that support the learning outcomes you have set for your students, you'll ensure that they're engaged and set up for success from the start of class.

Here are a few questions to ask yourself as you get started:

1 What cognitive level of Bloom's is my learning outcome driving at?

PRO-TIP: Recall the hierarchical structure [i.e. Remember / Understand / Apply / Analyze / Evaluate / Create]

2 How can I formulate questions based on the particular verb in the learning outcome?

PRO-TIP: Recall that each level of Bloom's has associated actionable verbs [i.e. Define = Remember]

3 How would I like to present those questions to the students?

PRO-TIP: For example, would you like students to answer those questions with a peer or own their own?

How to link learning outcomes and assessment techniques to chosen activities:

LEARNING OUTCOMES	COGNITIVE DOMAIN (BLOOM'S)	ASSESSMENT TECHNIQUE	ACTIVITIES
EXAMPLE: LEARNING OUTCOME 1.1 Students will be able to explain the importance of homeostasis in the human body including its effects on the body's physiological systems.	Analyze	Short-answer, long-answer, anecdotal	1. Students pair up with each other to create a visual representation to present to the class.



The learning outcome above uses "explain" as its action verb, which requires students to analyze in this learning process.

This should immediately inform us what we should be able to assess (long answer responses, anecdotal data and/or short-answer responses) as a result of the performance of a particular activity.



Because students will have to explain homeostasis, an activity was created to explicitly drive the act of explaining.

You know you have selected the most appropriate activity if the outcome of the activity is tied to your assessment techniques.