

Did you know that before you create a dropbox, you can plan and describe the purpose of that activity? Why? Perhaps as part of an educational effectiveness review, or as part of course documentation for accreditation.

How to create a New Activity: Click the Edit Course Link in your class, then select Learning Activity Library

Course Administration

Course Home | Content | Discussions | Dropbox | Quizzes | Classlist | Grades | Attendance | Surveys | Checklist | **Edit Course** | Log Out

Category | Name

### Site Setup

- Course Offering Information
- Homepages
- Navigation & Themes

### Site Resources

- Book Management
- Calendar
- Content
- Course Builder
- Course Design Accelerator
- External Learning Tools
- Frequently Asked Questions
- Glossary
- Import / Export / Copy Components
- Instructional Design Wizard
- Learning Activity Library
- Links
- Manage Dates
- Manage Files

### Learner Management

- Attendance
- Classlist
- Groups
- Locations
- Seating Chart
- Sections
- View User Progress

Select New Activity

### Manage Activity Library

**New Activity**

Name the activity, then choose a category

### New Activity

#### General

Name: \*

Category: \*

Collaborations

Category:

- Choose a category ---
- Case Study
- Collaborations
- Discussions
- Experimental Learning
- Explicit Teaching
- Imprinting Activities
- Media
- Presentations
- Reference
- Surveys
- Tests
- Writing

### What is the purpose of the learning activity?

The purpose of the learning activity distinguishes between learning activities that are meant simply to deliver information from those activities that are more focused on the practice and demonstration of knowledge and skills being developed.

**Assessment Activities (feedback)**  
Assessment of activities can happen at one of three stages:

- Diagnostic assessments** focus on determining the learners' knowledge, skill level, learning needs, motivation and interest levels. These assessments typically occur at the beginning of the course or before each unit of study.
- Formative assessments** focus on the process and products of learning and inform both the learner and instructor about the learning progress. These assessments typically occur continuously throughout the course. They measure the learners' progress before the summative assessments, allowing time to influence the learning process.
- Summative assessments** measure the learners' level of performance with the result directly contributing to their final grade. These assessments typically occur most often at the end of a unit of instruction or at the end of a period of study.

**Content Activities (no direct feedback)**  
Content activities can serve one of the following functions:

- Learning Resources** refer to pedagogical material used to transfer knowledge to learners. These include: presentations, books, documents, websites etc.
- Learning Supports** refer to managerial and technical tasks to facilitate learning sessions. These include: office hours, tutorials, glossaries, schedules, checklists, FAQs etc.

Then select the purpose, Assignment or Content

Purpose: \*

Assessment

What is the purpose of the learning activity?

--- Choose a purpose ---

- Assessment
- Content

Add a description and any Instructions

Description

Instructions

## Select the level of learning

### Bloom's Taxonomy of Cognitive Skills

Select the Bloom's Taxonomy of Cognitive Skills that may be developed using this activity. (Must select at least one)  
*What is the Bloom's Taxonomy of Cognitive Skills?*

**Cognitive Skills: \***

<input type="checkbox"/> Applying	<input type="checkbox"/> Creating
<input type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing

#### What is the Bloom's Taxonomy of Cognitive Skills?

The cognitive domain of the bloom's taxonomy involves the development of intellectual skills. Each classification selected describes the specific category of cognitive skills that can be developed while engaged in the learning activity. There are 6 cognitive skills that make up the taxonomy.

**Remembering** - Applies to factual knowledge. Learners should be able to recall, list, arrange, and/or recognize

**Understanding** - Applies to conceptual knowledge. Learners should be able to interpret, exemplify, classify, summarize, infer, compare, and/or explain

**Applying** - Applies to procedural knowledge. Learners should be able to execute and/or implement

**Analyzing** - Applies to structure, elements, and relationships between them. Learners should be able to visualize, articulate, solve, differentiate, organize, and/or attribute

**Evaluating** - Applies to the rationalization and judgment of ideas. Learners should be able to check and/or critique

**Creating** - Applies to designing and developing new information. Learners should be able to generate, plan, and/or produce

## Then select the Instructional Strategy

### Select Instructional Strategies

Select the instructional approaches that are possible using this activity. (Must select at least one)  
*What are Instructional Strategies?*

**Instructional Strategies: \***

<input type="checkbox"/> Direct Instruction
<input type="checkbox"/> Indirect Instruction
<input type="checkbox"/> Independent Learning
<input type="checkbox"/> Collaborative Learning
<input type="checkbox"/> Experiment and Discover

#### What are Instructional Strategies?

Instructional strategies refer to the general approach, process or manner by which one or more instructional modules are delivered. Each approach possesses inherent benefits and drawbacks.

**Direct Instruction** is an instructor-directed strategy, good for providing knowledge construction or developing step-by-step skills

**Indirect Instruction** is a student-directed strategy that involves students in observing, investigating, drawing inferences from information and forming hypothesis

**Independent Learning** fosters the development of initiative, self-reliance, and self-improvement

**Collaborative Learning** relies heavily on discussion and sharing among participants to develop social skills and attributes, organize thoughts and develop arguments

**Experiment and Discover** is a strategy that develops affective and psychomotor skills. The learner learns by doing, reflects on experience and formulates plans to apply learning to other contexts

## Save your project.

Again, this is only for planning purposes, to help you better figure out what you really want to accomplish, or to document your course for departmental review, or perhaps accrediting review. You don't associate the dropbox to the activity, as you would with objectives.