M25-LTG

#altc

CoDesignS Learning Design Framework

GREEN CARDS

The learning activities in *Green* are associated with the acquisition of knowledge and the development of lower order cognitive skills (Bloom 1956; Kratwohl et al 1964; Toro-Troconis et al, 2016; Toro-Troconis, 2016). This means factual and procedural knowledge. For example: learning through listening, reading and watching.

These cards provide examples of learning activities that can be customised to suit the learning objectives.

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Imperial College London

70% 20% 10%

For acquiring

Self-directed interactive lectures

- In this activity you ask your learners to engage with a self-directed interactive lecture.
- Interactive questions can be added as check points throughout the lecture as formative assessment, providing *intrinsic feedback*.

ADVANCE HE: A1-A4; K1-K4

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Activity – MBBA Imperial College London

This activity is part of the clinical e-lecture programme the students engage with in their first clinical attachment.

The e-lecture programme is a blended learning programme that combines online self-directed lectures with face to face lectures.

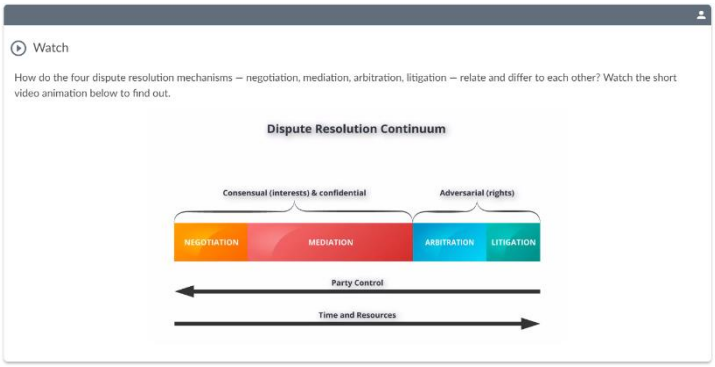
In this case, the students learn about key concepts related to Respiratory Medicine before attending their Respiratory clinical attachment.

The lecturer reinforces the topics covered in the self-directed lecture, during a face to face session using *clickers* to tests key concepts. Students also receive *extrinsic feedback* from patients and consultants during their clinical attachments.

Learning types

This activity would drive the 10% (acquisition).

Queen Mary University of London



For acquiring

Animation

- In this activity the students engage with a self-directed, interactive learning activity receiving *intrinsic feedback*.
- This learning activity is encouraged in the development of procedural knowledge: activities that involve recognising steps and associations between those steps.

70% 20% 10%

ADVANCE HE: A1-A4; K1-K4

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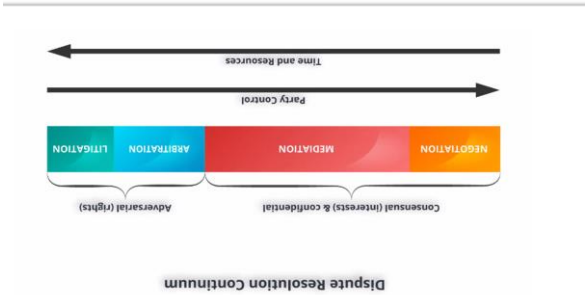
Activity - Queen Mary University of London - LLM, PGDip and PGCert in International Dispute Resolution — Arbitration

In this interactive learning activity, the students learn about the four dispute resolution mechanisms — negotiation, mediation, arbitration, litigation and how they relate and differ to each other.



Learning types

This activity would drive the 10% (acquisition).

University of East London

For acquiring

Kahoot – Classroom Questioning

- In this activity the students engage with a set of short key terms using a classroom questionin tool such as **Kahoot**.
- This activity helps with retrieval practice, students test their recall of basic terms they will have read or learnt in a previous lecture, i.e. interleaving topics – so something done three weeks ago, two weeks go etc.

See a video of this here: https://youtu.be/k1GPjgJ8QmM

Kahoot!

70% 20% 10%

ADVANCE HE: A1-A4; K1-K4

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Activity – Kahoot Questions in Class

In this activity, Michael Cole, Senior Lecturer in Sports Therapy at the University of East London asks his students to engage in a series of questions from topics that he will be covering or has previously covered.

This activity is typically 10 mins of a class and aids simple recall, tests pre-class reading or watching and can have a level of interleaving.

Interleaving when topics from previous weeks are tested to strengthen recall and memory.

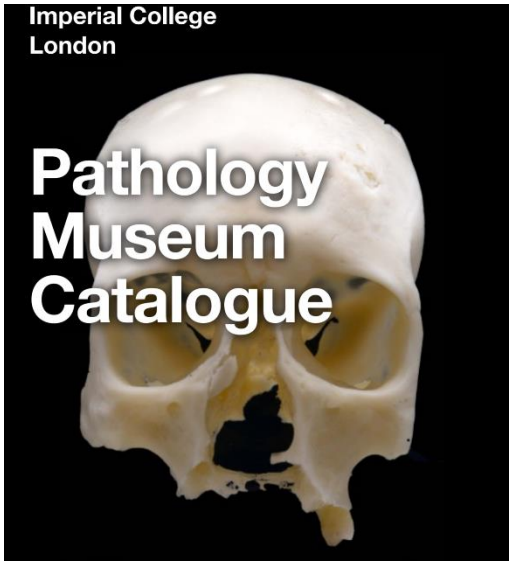
Using the Kahoot platform, students can see where their understanding is, in relation to the rest of their peers.

The lecturer also clears up any misunderstanding of the fundamental concepts, so that more complex tasks can be tackled.

Learning types

This activity would drive the 10% (acquisition).

Imperial College London



For acquiring

Self-directed interactive iBook

- In this activity you ask your learners to engage with a self-directed interactive lecture.
- Interactive questions can be added as check points throughout the lecture as formative assessment, providing *intrinsic feedback*.

iBooks

70% 20% 10%

ADVANCE HE: A1-A4; K1-K4

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Activity

In this activity medical students in clinical years engage with the Pathology Museum as part of their Pathology course.

The students have access to an iBook which contains images and 3D videos of the specimens available at the museum.

Tutors embed the use of the interactive catalogue (iBook) as part of the group activities at the museum.

The iBook also provides questions and self-test activities.

Learning types

This activity would drive the 10% (acquisition).