

Drafting the Learning Activities

Objectives are the cornerstone of instructional planning. Whether students read them or not, you will use them as an essential guide for planning your course – everything from assessments and **learning activities** to content and technologies!

Learning activities provide essential opportunities for students to engage the course content in meaningful ways that allow students to safely make mistakes, receive guidance, and deepen their understanding. Two key criteria to keep in mind are as follows:

- Are all learning activities and discussion topics connected to the desired learning outcomes for the course?
- Are all skills and understandings necessary for meeting the objectives and successfully completing the course assessments fostered through frequent practice activities and guiding feedback?

Based on the two Objectives and Assessments indicated in the chart below, it is possible to identify essential Understandings and Skills students must be able to demonstrate. Some will be pre-requisites; some will be developed within the course.

OBJECTIVES clearly state what students should be able to <i>do</i> by the end of the course.	ASSESSMENTS allow the instructor to see and measure student learning.	SKILLS AND UNDERSTANDINGS are essential for students to meet course objectives and perform successfully on assessments.
<p>*Articulate an appreciation for the rich diversity in children’s socialized literacy practices.</p> <p>*Synthesize the key aspects underlying the complexity of literacy into a comprehensive whole.</p>	<p>*Write a persuasive position statement on the value of children’s family literacy practices.</p> <p>*Create an infographic depicting the complexity of literacy and the interrelated factors within the field.</p>	<p>*Describe family practices within diverse family backgrounds</p> <p>*Explain relationships within the socialization of literacy</p> <p>*Think critically and draw new connections between ideas</p> <p>*Visualize interrelationships between factors that impact literacy</p> <p>*Convey information clearly, concisely, objectively, and persuasively</p>

Designing for Online Learning: Essential Reminders for Planning Fully Online Courses

Now, this instructor can plan Discussions and other Learning Activities to foster the essential skills and understandings.

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<p>*Articulate an appreciation for the rich diversity in children’s socialized literacy practices.</p> <p>*Synthesize the key aspects underlying the complexity of literacy into a comprehensive whole.</p>	<p>*Write a persuasive position statement on the value of children’s family literacy practices.</p> <p>*Create an infographic depicting the complexity of literacy and the interrelated factors within the field.</p>	<p>*Describe family practices within diverse family backgrounds</p> <p>*Explain relationships within theories on the socialization of literacy</p> <p>*Think critically and draw new connections between ideas</p> <p>*Visualize interrelationships between factors that impact literacy</p> <p>*Convey information clearly, concisely, objectively, and persuasively</p>	<p>*Discussion to share accounts of diverse family practices as depicted in the book you read (students choose one from a pre-determined list of books), explain how these accounts differ from your own experience, and pose questions for consideration about contradictions or patterns noted.</p> <p>*Discussion to examine Cognitive Apprenticeship and Legitimate Peripheral Participation as socialization processes in relation to emerging understandings of family literacy practices.</p> <p>*Discussion to explore the components of literacy and identify/explain interrelationships between components such as listening comprehension, reading fluency, vocabulary, decoding, phonemic</p>

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			awareness, language, writing, and more. *Examine different scenarios sorting the elements of each into its relationship with aspects of Cognitive Apprenticeship and Legitimate Peripheral Participation. Each scenario activity will include small group discussion and facilitated debriefing. *Re-examine the scenarios and sort elements into patterns and relationships according to components of literacy encountered in the course materials to date. *Generate draft graphic representations of emerging concepts and relationships. Peer and instructor feedback must be incorporated into the developing graphic on subsequent drafts.