**STORYBOARD CONCEPTS** Students visualize and arrange a sequence of events to tell a story, analyze a problem, or explain a multi-step concept.

**Activity and Assessment List**

**PASS THE POINTER**   
Provide a complex, intricate, or detailed image of a concept and ask students to identify key features or ask questions about items they don’t understand.

**EVERYDAY ETHICAL DILEMMAS**  
Present an abbreviated case study with an ethical dilemma related to the discipline being studied.

**ONE-MINUTE PAPERS**   
Students write for one minute on a specific question (which might be generalized to “what was the most important thing you learned today”). Best used at the end of the class session.

**MUDDIEST POINT**   
Similar to the Minute Paper activity, but asks for the “most confusing” point instead. This activity is best used at the end of the class session.

**DRAWING FOR UNDERSTANDING**  
Students illustrate an abstract concept or idea. Comparing drawings can clear up misconceptions.

**WHAT’S THE PRINCIPLE?**  
After recognizing a problem, students assess what principle to apply in order to solve it. Helps focus on TYPES of problems rather than individual specific problems. Principle(s) should be listed out.

**CONCEPT MAP**   
Students write keywords about a concept onto sticky notes and then organize them into a flowchart. This could be less structured. Students simply draw the connections they make between concepts.

**INFOGRAPHIC**   
Students are asked to create a graphic to visually explain a complex topic or set of data.

**ADVICE LETTER**  
Students write a letter of advice to future students on how to be successful students in that course.

**ONE-SENTENCE SUMMARY** Summarize the topic into one sentence that incorporates all of who/what/when/where/why/how creatively.

**OBJECTIVE CHECK**  
Students write a brief essay in which they evaluate to what extent their work fulfills an assignment’s objectives.

**DEFINING FEATURES MATRIX**   
Hand out a simple table where students decide if a defining feature is PRESENT or ABSENT. For instance, they might have to read through several descriptions of theories and decide if each refers to behaviorist or constructivist models of learning.

**VIRTUAL FIELD TRIP**   
Guided tour through websites pre-selected and tailored into online environments developed to supplement student learning.

**REFLECTIVE JOURNAL**   
Students keep a journal about the course material and how it relates to their own life, learning and future plans. Journals communicate questions, fears or anxieties that may not have been expressed out loud.

**TWENTY QUESTIONS**   
Each student is assigned a concept, theory, historical figure, event, etc. The class asks yes/no questions to guess what/who the student is.

**RESEARCH PAPER**   
Students identify a topic to explore, complete preliminary reading, formulate a research question or hypothesis, and use evidence resources to support findings or arguments.

**UNFOLDING CASE STUDIES**  
A single longitudinal case study that lasts several weeks

**BOOK REPORT**   
Students produce a written composition or oral presentation that describes and evaluates a work of fiction or nonfiction.

**CONTEXT PRESENTATIONS**   
Students are given a topic that helps set the context for some of the course material (such as what was going on politically during a given literary period) and asked to prepare a presentation for the class on the topic. Context presentations could become part of the course material in that they can be covered in test or discussion questions.

**MAP CREATION**   
Students use maps to locate and elaborate upon significant locations. Maps can be annotated verbally or with multimedia.

**TIMELINE CREATION**   
Students create a timeline of events and/or timespans. Timelines can be annotated verbally or with multimedia.

**MODEL BUILDING**   
Students build real or virtual 3-D models of a concept, theory, or concrete artifact.

**ANNOTATED BIBLIOGRAPHY**A reference list that not only identifies the source but also describes and evaluates of how useful, relevant, and accurate the source is.

**PEER REVIEW**To assist students with writing assignments, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three-paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay’s problems, and the third paragraph is a description of what the partner would focus on in revision, if it were his/her essay.

**SIMULATION**  
Students are placed in long-term role-playing parts like a business or mock convention to enable Problem-Based Learning.

**SMALL GROUP DISCUSSION**  
Students are put into groups of 4-6 to deepen understanding, retain material and/or problem solve together.

**PERSPECTIVE TAKING**   
Ask students to adopt the perspective of someone else involved in a given situation.

**INTERVIEW AN EXPERT**   
Students identify an individual who has attributes of interest (e.g., diagnostician, communication, teacher, professionalism) to interview. The student completes a semi-structured interview (with questions typically provided by the instructor to match objectives) and reports back to the group or documents in a way that enhances application and reflection.

**CRITICAL INCIDENT**   
Student writes/reports on a situation (which they may have been directly involved as a participant or close observer) that evoked a strong positive or negative response. The situation is briefly described and the student analyzes the situation, alternative scenarios and key concepts/principles of interest.

**BOOK CHAPTER**   
Students —individually or in small groups —contribute a chapter to a book produced during the course.

**CASE STUDY**   
Provide real or simulated stories to students with problems for groups to analyze. Each group must arrive at a solution by applying course concepts and evidence found in literature.

**DEMONSTRATION VIDEO**   
Students produce an instructive video that explains a course concept.

**PRE-CLASS QUESTIONS**   
Students submit questions about the reading or other course material to a list before class for discussion.

**EXPERIMENT**   
A simple or complex systematic test carried out to find and answer to a hypothesis or problem.

**SONG MNEMONICS**   
Students are asked to compose lyrics to learn terms,  
concepts/subject matter and sing them along to a familiar melody or song.

**DEBATE**  
Students gather information, explore all sides of the issue, form an initial opinion, defend the position in a debate and refine opinions through knowledge gained in the debate.

**COLLABORATIVE PROJECT**  
Students work in small groups on the same task simultaneously; learners with different abilities complete a project or solve a problem.

**QUESTION LOGBOOK**  
Students are directed to keep a list of their questions, recording them when they occur.

**GAME**  
A structured group interactive exercise or contest with rules to promote new perspectives, introduce new concepts, or master material.

**BRAINSTORMING**  
An activity technique designed to generate a large number of ideas for the solution of a problem.

**SCAVENGER HUNT**  
Students are given a list of findings to discover throughout the experience of a course.

**IN 3 WORDS**  
Students share 3 words that summarize an idea and then the instructor debriefs to explore common themes.

**REPORT FROM THE FIELD**   
Students use smart phones to record their direct observations of an event/location related to the course of study.

**IMPACT MATRIX**   
Students create simple cross-matrices with two variables to determine the impact of a given plan.

**DECISION MATRIX**   
Students create a list of options along with weighted criteria. Then they evaluate those options against the criteria.

**REAL WORLD PRACTICE**  
Send students to real world situations to practice the skills taught in the classroom.

**QUESTIONS AND ANSWER IN THE CYBER CAFÉ**  
Create a D2L discussion forum for general Q&A

**GROUP PROJECT**  
Students work in groups to complete an assignment

**JOURNAL/REFLECTION**  
Students write upon an experience they have had throughout the semester

**IDENTIFY/SHARE A SOURCE**  
Students find a valid source of information and share it with the rest of the class.

**STUDENT LED DISCUSSION**  
Create a discussion for your students, however have a student create questions, curate, and respond to their peers.

**READING QUIZ**  
A D2L content check reading quiz, to make sure students are reading the content.