Sample Online Student Activity Options

- **Picture of the module (week etc.):** Students choose a photograph to post that relates to the module topic. They must explain how it relates, how they chose the source to look for the photo.

  Students can use Fotobabble (free on Web 2.0) to add a few seconds of audio narrative to the photo, which makes it more interesting for their co-learners.

  Students think about the topic, investigate appropriate sources to look for photo and learn a new technology tool that adds variety to their experience.

- **Lightening round:** Faculty starts a discussion using that week’s material, but with no early release and a quick due date based on your course participation/login student requirements. Without repeating content from other postings, each student contributes to the discussion only once.

  This encourages habits of frequent logins and early contributions. The later a student waits the more difficult to post content that is new. Students learn to check their course often, read their peer’s postings, keep up on the materials, read directions, time management, self-directed learning and to expect surprises in your course.

  This activity appeals to the fun/competitive nature of most students. You can request references to the weekly reading for the post and let students find their research using the e-library, films on demand, and/or you can let it get a little silly as well to lighten things up depending on your topic.

- **Scavenger hunt:** use as an introduction to D2L and your course. Have students go to specific parts of your course looking for objects (text, pictures, podcast, links, etc.) and post a timeline or due date and time.

  You can assign each student to a specific color or team and have them individually email you via D2L with their findings. If you have multiple teams but do not divulge that information to the students, they are unable to work with a buddy to share information.

  This offers navigating the course, following directions, lessons on doing your own work should any of them post the same information, being self-directed, time management and using the tools such as links, podcasting.
♦ **Self-reflective quiz:** Students take a brief quiz that causes them to reflect on their learning beyond the content. This can include; group skills, time management, discovering relevant, reliable information, the importance of self-directed learning, real-life problem solving, critical thinking, and developing reading skills.

♦ **Personal learning checklists:** Students identify areas they feel they are proficient and areas they choose as important for their future goals. This information is only shared with the instructor and opens a one-on-one dialogue that can last throughout the course and/or program. The purpose of this is self assessment and this should change as the course or program evolves.

♦ **Scenario building:** Student groups create their own scenarios for the assigned topic. Students may choose one component or theory and create a scenario with roles and responsibilities for each student in the group. These scenarios can be captured in Second Life (with appropriate lead time) or using video capture for peer review or peer presentation.

This increases higher level thinking, intensive research, group collaboration and some type of technology presentation skills and practice. Conversation with faculty can also involve who evolved as leader, tasking, time manager, technologist, recorder etc. within the group while the project was being developed.

Students can meet in a collaborative online environment, which will record the progress of the project for the student reflection as well as faculty for project evaluation and participation.

♦ **Plan development:** This can be used for business plan, marketing, budgeting, entrepreneur project, etc. Students can choose the process/method for completing the assignment plan. Students then submit the completed plan, along with a rational as to their choice of process, method, theory etc.

This creates a research based problem solving approach, but also incorporates a specific real-world assignment to be completed as a result the research.

♦ **Evaluate course experience:** Students research and/or evaluate ethics, legal, academic or personal considerations in their research. Students can evaluate a piece of the course content (guest speaker podcast, PowerPoint) that they have watched in their course. The instructor poses questions asking the students to research and comment on questions relating to their experience.

  o If the speaker was paid to produce the podcast, should they be able to own a copy for future use?

  o If a student created a PowerPoint in a course that has future use opportunities, do they own the rights to the produce or materials?
- Is it ethical to use bits of video in a formal environment without permission?

**Presentation options:**

- Allow students to choose their method for presenting to the class. Most often students will take it upon themselves to learn or use a method or technology that may be new to peers and/or the instructor.

- With enough lead time (contact Brian Ledwell first) a venue for presentations can be created or utilized in Second Life or other 3D virtual format for student presentations.