**Thought Process Template for Developing Interactive and Collaborative Learning Activities**

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| 1. Learning outcomes: By the end of this activity, students should be able to … (think of a list of actions students can perform to demonstrate that they have acquired the intended skills/knowledge)   *e.g. Analyze English sentences by classifying words into major grammatical categories by performing the appropriate diagnostic tests.* |
| 1. What are the situational factors that affect how I would organize the interactive and collaborative learning activity? (e.g., class size, classroom configuration, learners’ background knowledge on the subject matter, learners’ academic and communication skills, course level (1st year vs. 4th year), how does this course relate to others in the program?)   *e.g. 350-650 students, divided into 12-24 tutorial groups of ~30 students. Tutorials are held in small classrooms with students sitting in rows. This is a 1st year introductory course, no pre-requisite knowledge of English is required other than University-level English (TOEFL, etc.). This course is a pre-requisite course for higher level English Language and Linguistics courses.* |
| 1. How would I assess whether students have achieved the learning outcomes or not? Are there recognizable learning milestones that will allow me to identify where my students are at, and assess how well my students are achieving the learning outcomes?   *e.g. I would ask students to work in groups on problem-sets printed on a worksheet. Milestones include a) choosing the appropriate diagnostic tests; b) performing the diagnostic tests correctly; c) identifying the correct grammatical category for each word. I would assess this by a) checking progress with each group; b) asking groups to walk through the process at the end of discussion period; c) ask similar questions in tests and final exam* |
| 1. In addition to content knowledge, what other transferable skills do I intend to instill?   *e.g. critical thinking, analytical thinking, social interaction, working in collaboration* |
| 1. What kind of background/previous knowledge should students develop to facilitate the interactive and collaborative learning activity?   *e.g. naming all major grammatical categories, identifying corresponding diagnostic tests for each grammatical categories, basic knowledge of the English sentence structure* |
| 1. What educational technology can I integrate this activity with? Will this integration enhance the outcome of the activity? Is the technology simple to use? How well can students use the technology to complete the activity?   *e.g. online tutorials are hosted on Zoom. The breakout room feature will be tremendously useful for students to work in small groups. It is simple to use and students can definitely use the technology to complete the activity.* |
| 1. What is the role of the instructor in this activity? (e.g. leader, facilitator, coach)   *e.g. the instructor should take on the role of coach/facilitator and check with each group on their progress during the activity. It is also a good idea to hold groups accountable by asking each group to walk through a part of the problem set at the end of the activity.* |