



2.4.13 Overview of Learning Activities

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The core aim of instructional design is a learning activity. It requires a goal or goals, be stated or clear, to address a subject or subjects; learning outcomes, including activities very closely, that the delivery of knowledge (activity) to the development of student learning skills provides evidence. Activity design is most effective when it provides a path for the instructor. It also helps understanding, a plan for presentation and facilitation, and a plan for assessment of the learning. This results provided a series of more than fifty different activity types. It also provides recommendations for reflecting the activity type that are best demonstrated results of clear.

Need for Activity Design

Learning activities are used to address critical needed learning needs. In designing learning activities, one must take into account how learners make sense of new information, how they acquire new skills, or how they develop a new way of being (Barron, 2000; K. Collins, 2000). Learning activities need also to designed so that the learning leads to the achievement of the course and program outcomes. Activity design is the process by which learning experiences are planned to systematically accomplish these two goals.

Characteristics of Effective Learning Activities

1. Align with course outcomes

Learning activities are designed to deliver learning that supports course outcomes. All learning activities should support course outcomes, and all course outcomes need to be supported by learning activities.

2. Focus on student learning

The purpose of any learning activity is student learning; all components of the activity should focus on that goal. 2.4.2 *Aligning Instructional Objectives & Activities*, 2.4.3 *Instructional Objectives and Learning Objectives* should support the learning outcomes identified for the activity. The text box should not be writing for the student that they can do the *Instructional Objectives* (2000).

3. Have a compelling purpose

Activities cannot be successful if the students do not recognize their value and importance. 2.4.4 *Aligning Instructional Objectives and 2.4.5 Creating Student Buy-In* both address processes for communicating the purpose of the activity to students.

4. Have clear objectives

Each activity that the presented to provide a combination of information, active participation, and the opportunity for deriving specific learning skills. These objectives need to be specifically identified. 2.4.6 *Effective*

Table 1 Characteristics of Effective Learning Activities

1. Align with course outcomes
2. Focus on student learning
3. Have a compelling purpose
4. Have clear objectives
5. Support the type of learning desired
6. Balance content and skill development
7. Support the needs of diverse learning styles
8. Include assessment of student learning
9. Include assessment of the activity
10. Need to be used through methodology

includes the writing quality learning outcomes and objectives are described in 2.4.7 *Learning Objectives*.

5. Support the type of learning desired

The learning activity must be appropriate for the type of learning called for in the learning objectives. Not all courses, skills, processes, content, ways of being, or roles are well served by the same type of learning activities. 2.4.2 *Classification of Learning Objectives* describes different types of learning that is helpful to use in determining the right type of activity.

6. Balance content and skill development

Learning objectives should specify the proper balance between content and skill development. When a learner is engaged in something for the first time, content will typically receive most of the attention. Later, the learner will need to focus on developing skills by applying the new content.

7. Support the needs of diverse learning styles

Learners have a history of preferences for how they learn (see *Assessing Student Learning*, 2000) 2000

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RJ Alexander



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web the classification of living things into five kingdoms the first person to divide living things into five broad kingdoms was

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web conclusion before r h and whittaker numerous biologists proposed their classification systems the five kingdom classification system divides the organisms into five kingdoms monera protista fungi plantae and animalia the two kingdom classification which was the classification of kingdom plantae and animalia

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web answer r h whittaker proposed the five kingdom classification the five kingdom classification are monera protista fungi plantae and animalia the organisms which are placed under the kingdom animalia are heterotrophic and depend on the other organisms for food these are eukaryotic organisms with well developed organelles

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web history two kingdoms of life the classification of living things into animals and plants is an ancient one aristotle 384 322 bc classified animal species in his history of animals while his pupil theophrastus c 371 c 287 bc wrote a parallel work the historia plantarum on plants 7

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web as a result of this copeland in the year 1956 introduced the kingdom monera fungi continued to remain with plantae in this system d five kingdom classification system in the year 1969 this classification came into existence rh whittaker proposed this system he created a separate group for fungi the primary criterion for classification

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web the biological kingdoms approach is a scientific classification system that classifies living things according to their evolutionary history this means that all of the organisms that make up these five big groups some newer proposals subdivide them farther into six or possibly seven share common ancestors and thus share certain genes

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