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## Activity Planner: Guide to Categories

The Activity Planner has been designed to help you see what students will be doing as they study and ensure an appropriate balance of activity types. This tool is also useful for checking that the materials and activities you have prepared deliver the right amount of study time. The Activity Planner tool indicates the balance of activities students will be undertaking and the amount of assessment work they will be doing for a particular module.

**The Activity Planner classifies student activity into 7 categories:**

### 1. Assimilative

*Attending to information*

e.g. Read, Watch, Listen, Think about, Access, Observe, Review, Study

### 2. Finding and Handling Information

*Searching for and processing information*

e.g. List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather, Order, Classify, Select, Assess, Manipulate

### 3. Communication

*Discussing module related content with at least one other person (student or tutor)*

e.g. Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe, Question

### 4. Productive

*Actively constructing an artefact*

e.g. Create, Build, Make, Design, Construct, Contribute, Complete, Produce, Write, Draw, Refine, Compose, Synthesise, Remix

### 5. Experiential

*Applying learning in a real-world setting*

e.g. Practice, Apply, Mimic, Experience, Explore, Investigate, Perform, Engage

### 6. Interactive/Adaptive

*Applying learning in a simulated setting*

e.g. Explore, Experiment, Trial, Improve, Model, Simulate

### 7. Assessment

*All forms of assessment, whether continuous (OCAS), end of module (OES), or formative (assessment for learning)*

e.g. Write, Present, Report, Demonstrate, Critique

The Activity Planner enables you to visualise the amount of time allocated to different types of student activity within a module, representing them in a bar chart – see Figure 1:

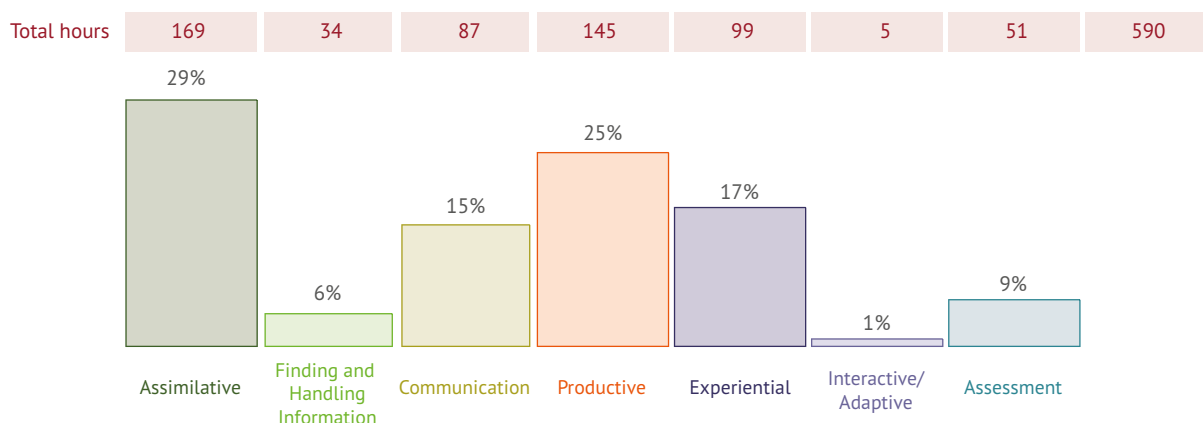


Figure 1. Learning Design Activity Planner

The Activity Planner allows the module team to see what 'shape' the overall module has, and whether that reflects the module requirements. There are no 'right' or 'wrong' answers- what is important is that the profile is appropriate for the learning and teaching context.

### Some things to consider when using the tool

You have a set number of hours, if you increase/reduce hours spent engaging in one type of activity you will have to increase/ reduce hours elsewhere.

Not all activity types have equal value in terms of how much will be learnt in the space of an hour, and to what level.

Do you/others in your team have the skills required to design and produce the learning planned?

What are the skills and expectations of your learners? How far do you want to, or will need to, develop these in this module?