**What are effective learning experiences?**

* Designing an effective learning experience is more than authoring “content” for students to take in​
* An effective learning experience includes active engagement with and application of knowledge​
* This requires careful design of student activities which enable students to make knowledge their own

**What makes an effective activity?**

1. ***Aligned​***
	* A good activity is aligned with the learning outcomes, assessment aims and skills development intentions of a piece of curriculum​
	* In other words, it supports students in meeting the learning outcomes and develops their skills for completing the assessments
2. ***Active​***
	* A good activity ensures students actively engage with their knowledge and skills – applying and contextualising these to complete a particular task​
	* Where students actively make connections, apply, and build their understanding they are more likely to retain their learning
3. ***Clear​***
	* Effective activities clearly describe what it is the student is expected to do in easy to follow, unambiguous language​
	* Make sure instructions are detailed enough to complete the activity but not so detailed as to overwhelm the student​
	* Break up larger activities into clearly delineated smaller steps​
4. ***Captured​***
	* Where possible ensure that an activity has outputs which are captured in some form and added to a learning journal, blog, forum post or PDP plan​
	* Think creatively about how a student could capture the outputs – this doesn’t have to be as a written account but could be as a diagram, mind-map, drawing, presentation slide or audio or video recording​
	* The captured output could be ideal for students in revising for assessments or reflecting on their learning​
5. ***Integrated​***
* Effective activities are integrated with the surrounding materials and form a meaningful part of these, rather than a “bolt-on”​
* As such, activities normally draw actively on the surrounding materials and topics and make these a meaningful input or stimulus to the activity
1. ***Meaningful***​
* A well-designed activity is meaningful from the perspective of the student and is aligned with their needs and interests​
* A good understanding of the audience for the activity is a solid starting point for ensuring it is engaging and relevant for students​
* Think about the authenticity of an activity – i.e., does it reflect the kind of thing that students would be doing in a professional context​
1. ***Reflective​***
	* Effective activities incorporate an element of student reflection and help develop students as reflective practitioners​
	* Think about how to structure your activities to help students relate them to their own experience and context
2. ***Varied​***
	* Make sure that there is a variety of different activities drawing on different activity types and thinking skills, preventing students from getting bored by repeating the same type of activity over and over again​
	* Think about different ways to get students engaged with the materials and allow them to be creative in how to respond to activities​