



Potential Activities to replace a face-to-face class meeting (based on Bloom's Taxonomy)

When planning activities in response to a campus closure, consider the following:

- What do you want your students to ***know, understand, or be able to do*** after the activity is over?
- Is there an ***online activity*** that closely mimics what you had planned to do in class?
- See also, Guiding Questions for Choosing Online Resources

(LMS = Learning Management System such as Blackboard, Moodle, Coursera, etc.)

Knowledge

- Ask students to complete an online multiple choice question check-in test before the start of next class
- Ask students to complete an online crossword puzzle that reinforces the main concepts from last class
- Ask students to find two resources that pertain to topic X and post these resources to the course LMS site
- Encourage students to spend the snow day getting ahead with reading, paper writing, or exam prep

Comprehension

- Ask students to listen to a podcast on topic X and to provide their own written interpretation on the class discussion board of its main message
- Ask students to create a concept map that shows how the main themes from a previous in-class discussion relate to one another
- Ask students to contribute keywords to a set of searchable keywords for a series of articles posted on the course LMS site
- Record a mini-lecture using a program like YouTube or Screencast-O-Matic (<http://www.screencast-o-matic.com/>) or a web conferencing tool (e.g., Blackboard Collaborate, Adobe Connect, WebEx, GotoMeeting) and upload your video to a site like YouTube or Vimeo for student viewing. Direct students to watch your video content and respond with questions via email or a discussion board post

Application

- Ask students to participate in an online simulation
- Ask students to pose three questions to the class discussion board that shows their application of the central themes of context X to context Y; have students respond to each other's questions
- Ask students to find an online headline news article that illustrates a key concept discussed in class; have students post newspaper article to the course LMS site and explain to the class how the article demonstrates the concept



Application (cont.)

- Ask students to participate in an online resources scavenger hunt
- If appropriate for your discipline, consider assigning students to complete modules from Khan Academy (<https://www.khanacademy.org/> - topics include math, science, arts & humanities, economics & finance, and computing, among others); instructors who create a profile can “add students” to track progress

Analysis

- Ask students to compare the blog posts of author X and author Y on topic A in a blog post of their own on the course LMS site
- Ask students to conduct their own data analysis on a set of online data; have students post the results of which they can post online to the course LMS site with an explanation of their findings
- Ask students to find two online articles that show a contrasting writing style of an author; have students post these articles to the course LMS site with some guiding questions for their classmates’ exploration of the readings

Synthesis

- Ask students to post their thesis statement to the class discussion board; have students critique at least two of their classmates’ statements
- Ask students to watch two short online videos on topic X; based on their observations from these videos ask students to outline a thesis statement to extend our understanding of this topic according to a set of research parameters; have students post their statements to the class discussion board and offer feedback to at least three of their classmates’ statements
- Ask students to design a wiki for a topic they are interested in and that is connected to the course material
- Have students develop test questions for an upcoming exam as a study guide and post to course LMS site
- Ask students to post a summary of a concise summary of a reading on twitter

Evaluation

- Ask students to create their own podcast (either on their own or in groups) that distills the main message of the readings for next class
- Divide the class into two teams – one for and one against – a particular viewpoint of a current contentious debate; have students debate with each other in their groups online
- Ask students to complete an online (real-time updated) survey about topic X; have students assess their own responses in comparison to the responses of the rest of the class