



Sources and roadmap

for choosing an activating working form

Having good, usable, activating (and enjoyable) working forms for blended learning is essential. By putting students to work and actively engaging them with the learning content – both physically and cognitively – study success is higher, students experience more connectedness and you boost motivation. Not surprisingly, there are many online sources with overviews of activating working forms. This annex therefore provides a list of useful sources.

As you can see, there is no shortage of working forms, but how do you choose one that suits your intended learning outcome, context and target group? A handy roadmap, designed for assessing and choosing activating working forms, is available for that purpose.

101 WORKING FORMS

A handy site for many different working forms for trainers, lecturers and activity supervisors.

GUIDE TO DIGITAL LEARNING RESOURCES

Stichting Reisgids Digitaal Leermateriaal (*Guide to Digital Learning Resources Foundation*) is a private initiative to promote the use of digital learning resources in education. The working forms are elaborated for different target groups by means of a handy working form planner.

DIGITAL WORKING FORMS

A list of working forms elaborated for each learning objective.

WORKING FORMS HIGHER PROFESSIONAL EDUCATION

This is a project of HAN University of Applied Sciences. The working forms are organised according to a number of themes such as communication and peer feedback.

UMC GUIDE

This link takes you to a handy UMC guide in PDF format. After the introduction, the guide explains 21 working forms.

EDUCATIONAL DEVELOPMENT ACCORDING TO RU

On this page you will find explanations of activating education, working forms and good practices from Radboud University Nijmegen (RU).

40 FONTYS WORKING FORMS

In this PDF, you will find 40 working forms specifically for online education. Using this roadmap, you can also make these working forms suitable for on-campus classes.

BLENDY

This handy tool from Saxion University of Applied Sciences helps you choose working forms suited to your context.

Thought process in choosing an activating working form

Look at your teaching design. For which learning activity would you like to use an activating working form? It helps to include the underlying learning outcome. What thought process describes the learning outcome? Then choose a number of working forms suited to your objective. The following questions may be helpful in this regard:

1. How can this working form support the learning process (Franssen, 2015)? Is this intended to:
 - a. activate prior knowledge,
 - b. add new information,
 - c. process information,
 - d. apply newly acquired knowledge or skills,
 - e. reflect on the learning outcome.

2. What prior knowledge is expected of the student to successfully undertake this working form?
3. To which competences does the working form contribute?
4. What activity is the student expected to carry out?
5. How do you give feedback on implementation of the activating working form?
6. How does the working form align with other working forms in the programme? For example, processing some of the student's coursework, or preparing for an internship visit.
7. What digital or information skills are expected of the student and/or lecturer in this working form?

Time factor

Designing, implementing and evaluating activating working forms takes time. A good instruction that enables students to work independently requires a careful approach. You can select and develop a working form at three levels of complexity:

Low complexity	Medium complexity	High complexity
<ul style="list-style-type: none"> • Relatively little time for a class (less than 15 minutes). • Little to short time for the lecturer to prepare – some tasks can be done spontaneously in class. • Little to short time for the lecturer to process results. 	<ul style="list-style-type: none"> • A lot of time for a class (between 15 and 45 minutes). • Moderate time for the lecturer to prepare. • Moderate time for the lecturer to process results. 	<ul style="list-style-type: none"> • Completion of the task may require more than one class hour and/or time outside class hours. • Preparation time for the lecturer and design of the activity can be high. • A lot of time for the lecturer to review and respond to the results.
<p>For example:</p> <ul style="list-style-type: none"> • Creating a wordcloud to activate prior knowledge. • Using an 'energiser' to start the next part of the class. • Have students interview each other briefly on a concise topic. 	<p>For example:</p> <ul style="list-style-type: none"> • Create and offer a quiz on the learning material. • Organise and conduct an online discussion. • Ask students to give a pitch about their progress in a project. 	<p>For example:</p> <ul style="list-style-type: none"> • Have students write a project plan in groups. • Organise a challenge in which the internship plays an important role. • Have students organise and implement parts of the curriculum.