

Worksheet

'Developing an activating working form'



Acceleration plan
Educational innovation
with ICT
professional development

How to use this worksheet

The worksheet consists of three pages. On this first page you elaborate the frames of the learning activity for which you will use the working form. On the second page, consider for what kind of thinking behaviour you want to develop a working form. Use the third page to evaluate and possibly improve the working form.

Underlying learning outcome in the learning activity for which you will use the working form:

What learning phases do you want to apply in the learning activity?

- ☐ Activating prior knowledge
- ☐ Adding insights
- ☐ Processing insights
- ☐ Applying insights
- ☐ Reflecting on learning outcomes

Explain your choice:

What are the characteristics of your target group?

Where are students in the programme, how much do they already know, and what are they able to do?

How independent are the students? And how motivated?

What are the characteristics of the learning activity?

Title:

Number of participants:

Synchronous or asynchronous:

Online, at college or in practice:

Duration:

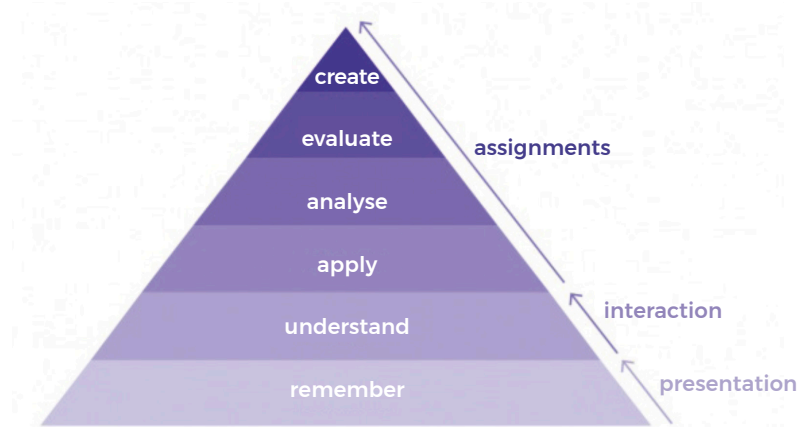
Brief description:

For which level of thinking do you want to create a working form?

Effective learning takes place mainly when students actively engage with the learning content. They have to do something with the information provided, and this requires assignments and working forms. Depending on the students' level and the formulated learning outcomes, these assignments and working forms should be developed in a way that stimulates mental activity and vary in complexity (see the figure below*).

At what level of thinking do you want to develop a working form?

Selected level of thinking:









Note that this is Bloom's Taxonomy for the cognitive domain. If you want to develop a working form for learning skills or attitudes, take this source as a starting point.

Which verbs describe the behaviour you want to encourage?

Based on the selected level of thinking, you can choose verbs that describe the behaviour you want your students to practise with the working form. Use this handy resource, Education is something you create together, to back your choice.

Chosen verbs:

Chosen form:

1. Remember	2. Understand	3. Apply	4. Analyse	5. Evaluate	6. Create
Remember information Recognise, describe, name	Explain ideas or concepts Interpret, summarise, name, classify, explain	Use information in another context Process, perform, use, apply	Divide information into parts to explore connections and relationships Compare, organise, dissect, question, find	Justify or defend a decision or event Verify, hypothesise, criticise, experiment, evaluate	Generate new ideas, products or viewpoints Make designs, plan, create products, invent, build
					

You now have enough input to develop a working form.

Describe the working form or forms you will use. Address the question of what exactly the student needs to do.

Creating coherence in the programme

What activities can take place online or outside the learning activity to prepare students for the working form you have developed?

What kinds of activities can provide feedback on students' readiness for the work form?

What follow-up activities can be considered to build upon the working form?

Reflecting

After completing the working form, take a moment to reflect on the following questions:

- Did the working form proceed as you expected?
- Did anything unexpected happen?
- Did the students understand what they were supposed to do?
- Were students prepared for the work they were supposed to do?
- Was the working form difficult enough? Was it too difficult? Was it too easy?
- Did the students enjoy the working form? Did they resist it? If so, how did you react to the resistance?
- Did you enjoy supervising the working form? Would you like to do it again?
Have you discovered skills you need to develop further?
- Would you supervise this working form again?

Evaluating

In addition to basic reflection on the working form, you also want to know whether it has been effective. How do you know what changes or improvements you might need to make before repeating it? To develop an evaluation strategy, answer one or more of the following questions:

- Success in this working form looks like...
- I know the working form was a success when I see...
- I hope the working form has helped students to...
- I will be able to measure the impact of the work form by looking at...