Learning Activity Checklist

Standards-Based Task	Engaging Task
The task helps students: ▪ Gain/improve specific knowledge or skills in a content area (state/national standards). ▪ Gain/improve problem solving, critical thinking, communication, collaboration, and other skills critical for college and careers. ▪ Practice the methods/processes of a discipline (for example, the scientific method). ▪ Understand the instructional goals for the learning activity. ▪ Provide input on assessment standards. ▪ Know and articulate the assessment procedures for activities. ▪ Demonstrate understanding and apply their knowledge and skill in a variety of ways. ▪ Reflect on, revise and improve their work while engaged in learning. ▪ Provide feedback on the learning activity and what they learned.	Students: ▪ Are engaged in active learning (hands-on, making, moving, using "multiple intelligences," etc.). ▪ Find the topic fascinating, fun, passion-arousing, and creativity-encouraging. ▪ Are given choices (topic, approach, etc.). ▪ Are challenged (but not overwhelmed). ▪ Bring their experiences outside the classroom to bear on their work. ▪ Create a product/performance or gain competencies that have value to them and others outside of school. ▪ Are engaged in peer learning, such as open discussion, and are accountable to one another. ▪ Receive real-world feedback on their work from an audience or subject-matter expert from outside the school. ▪ Apply what they learn to new, real-life problems or situations. ▪ Create knowledge by drawing on what they have learned.
Problem-Based Task	**Technology Enhances Academic Achievement**
Students must exercise logical and creative thinking to: ▪ Form a reasoned judgment. ▪ Solve a genuine problem. ▪ Make a decision or choice. ▪ Plan a course of action. ▪ Persuade or convince someone. ▪ Interpret a complex situation. ▪ Resolve a perplexing or puzzling situation. ▪ Troubleshoot and improve a system. ▪ Apply a course concept in a real-world situation. ▪ Invent a problem-solving process.	Technology is used to: ▪ Give students access to quality information, primary documents, or points of view not available otherwise. ▪ Allow students to engage in learning activities that would otherwise be infeasible (examples: human/animal anatomy, or online scientific investigations). ▪ Differentiate learning for students with different needs. ▪ Help students understand abstract concepts. ▪ Gather information, organize, synthesize, analyze information and draw conclusions. ▪ Foster student discovery of a concept or construction of their own understanding of a concept. ▪ Share ideas and collaborate with remote groups. ▪ Help students receive feedback on their work from outside the classroom. ▪ Enable students to participate in the democratic process.

Reproduced with the permission of the author Eeva Reeder