

Activities in lectures

1. Discuss up to two activities suitable for lecturing in your discipline
2. Think about what level of learning these activities would help support

Bloom's taxonomy and levels (adapted by Anderson and Krathwohl, 2001)	Possible activities
Remembering (recognizing, identifying, recalling)	<ul style="list-style-type: none"> • Copying time • Tests / quizzes (audience response system)
Understanding (interpreting clarifying, illustrating, summarising, comparing, explaining)	<ul style="list-style-type: none"> • Tidy up own notes • Compare notes with neighbour • Explain the key points so far to your neighbour
Applying (executing, carrying out, using)	<ul style="list-style-type: none"> • Solve a problem - complete a handout (e.g. calculation, diagram, model)
Analysing (differentiating, distinguishing, finding coherence, deconstructing)	<ul style="list-style-type: none"> • Identify parts/functions of a process or concept (e.g. answer/discuss question based on case study / text)
Evaluating (critiquing, judging)	
Creating (generating, hypothesising, designing, producing)	

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