



# ONLINE ACTIVITIES

## HOW TO EFFECTIVELY FORMULATE "E-TIVITIES"



**FORMULATING**  
clear & specific  
**TASKS**

**BLOOM'S TAXONOMY AND  
ACTION VERBS**

**Synthesise:** Compile, develop, plan,  
produce, ...

**Analyse:** Differentiate, identify, order,  
separate, ...

**Apply:** complete, examine, modify,  
predict, prepare, ...

**Comprehend:** clarify, compare,  
contrast, summarise, paraphrase, ...

**Remember:** define, describe, list, ...

Adapted from Anderson & Krathwohl (2001).  
*A Taxonomy for Learning, Teaching, and Assessing.*

# ELEMENTS OF "E-TIVITIES"

## Title

Purpose

Task summary

Spark

Individual contribution

Dialogue begins

E-moderator interventions

Schedule and time

Next

**encourage students to take part in the activity;  
rather brief**

explain why activity is important; be transparent

brief and clear instructions; break up longer tasks

try to make it as engaging as possible  
for the students

clear instruction what the individual student has to do

clear instruction how students should interact with each other

explain what the e-moderator will do;  
e.g., summarise or give feedback

deadline, estimate time required;  
e.g., expected workload

link to the next e-tivity - suggest additional resources

Adapted from Gilly Salmon (2013): E-tivities



# **E-TIVITIES**

EXAMPLES FOR  
MOODLE ACTIVITIES

# Example e-tivity: MOODLE FORUM (1/2)

## Stimulus

In our synchronous session we talked about the importance of e-moderation in a blended learning scenario. We want to give you the chance to reflect on your teaching practices and how e-moderation may have already been part of your teaching anyway.

## Task(s)

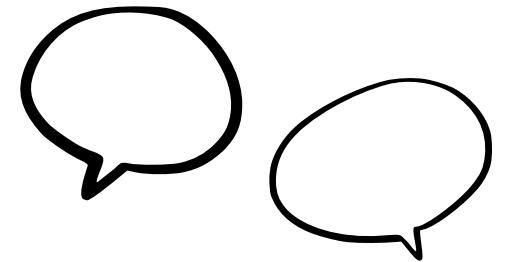
Step 1: **Have a second look** at the slides of our session on e-moderation. In particular, **revise** the sections on Gilly Salmon's "Five Stage Model" (slides 9-18), "E-Moderation throughout the term" (slides 26-31), and "Do's and Don'ts of E-Moderation" (slides 38-40).

Step 2: **Pick out two elements** that you find crucial about E-Moderation. **Name** them and **state**, why you find them so important for teaching. Also, **reflect on** how you would like to implement them in your teaching practices or what, if anything, you are already doing.

**Length:** approx. 100 words

**Form:** Create a forum entry in the forum "E-Moderation Reflection Forum". You may refer to the training slides for parts of your reflection.

**Deadline:** Tuesday, 18.10., 10:00 (Vilnius Time)



# Example e-tivity: MOODLE FORUM (2/2)

## Purpose and learning goals:

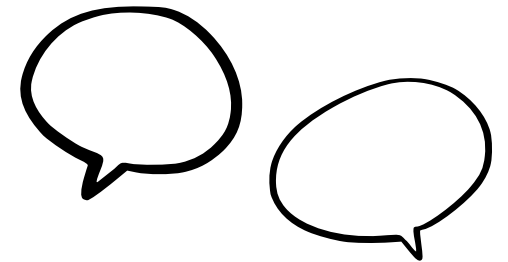
Understanding that e-moderation is an essential part of any e-learning proportions, where online activities are conducted and managed; acquiring skills to create entries in a subject-based forum; understanding how to provide different forms of online support in the course of a term; reflecting on own teaching practices, in the past and future.

## Dialogue:

**Optional:** If you want and have time, have a look at your colleagues' posts and react to what they had to say about e-moderation and their experiences with it.

## Schedule and time:

Expect to **take about 45 minutes** to fully revise the material and complete all the tasks. Plan to take 15 minutes to re-read the slides. Even if your reflection is brief, you should choose your words carefully, and engage in reflecting properly. Reading your colleagues' entries is not going to be time-consuming, but make sure you encourage critical thinking.



# Example e-tivity: MOODLE GLOSSARY (1/2)

## Stimulus

In our synchronous and asynchronous sessions as well as the assigned readings, you frequently come across complex and sometimes contested terms, often defined somewhat differently by scholars and teachers. Having already talked about the importance of defining key terminology and theoretical concepts during our synchronous online sessions, let's create a glossary of key terms on remote/blended learning that are important for our future sessions. We will expand this glossary with more terms throughout the semester.

## Task(s)

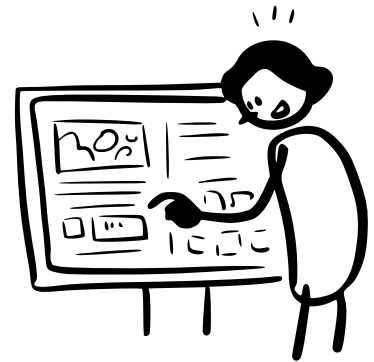
Step 1: **Pick** two terms from the "Choice" activity list in Moodle (indicated with a green "?" symbol). Each term can be selected by one participant.

Step 2: **Write** a comprehensive definition for each of the two terms you chose in the choice activity (i.e. no definitions taken from Urban Dictionary or blogs with authors that use only pseudonyms, etc.).

**Length:** approx. 150 words per definition (plus source references).

**Form:** Create new definition in the glossary "Key terms on blended/remote learning". You may use direct quotes for parts of your definition, but it is better to paraphrase and give credit to the author(s) whose thoughts and ideas you have used. You may refer to the training readings for at least parts of your definition, as many of the terms listed are discussed there.

**Deadline:** Thursday, 25.11., 09:45



# Example e-tivity: MOODLE GLOSSARY (2/2)

Step 3: Peer Feedback: **Comment** briefly on two definitions by your colleagues with a comment in the glossary.

**Length:** not specified.

**Form:** Offer some feedback on whether you think the definition is comprehensive; what, if anything is lacking; whether the sources are adequately referenced; and other aspects you notice.

**Deadline:** Monday, 29.11., 14:45

## Purpose and learning goals

Understanding that definitions are often complex and depend on one's theoretical and disciplinary background as well as other factors; understanding that the first definition found on Google, on Wikipedia, or in an online dictionary is not always the most useful or comprehensive one and may require critical thinking to arrive at a working definition for a particular context; acquiring skills to create entries in an online glossary; acquiring skills to assess scholarly definitions and give peer feedback.

## Dialogue

Engage with your colleagues by replying to definitions. When giving feedback, follow general conventions on how to do so.

## Schedule and Time

Expect to take about 1 hour to fully engage with the material and complete all the tasks.





# REFERENCES

## Literature

- Anderson, Lorin & Krathwohl, David (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (2<sup>nd</sup> ed.). Pearson Education.
- Salmon, Gilly (n.d.). *E-tivities: Introduction*. Gilly Salmon. <https://www.gillysalmon.com/e-tivities.html>
- Salmon, Gilly (2013). *E-tivities: The Key to Active Online Learning* (2<sup>nd</sup> ed.). Routledge.

## Graphics

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