The Purpose of the Directed Learning Activity

Directed Learning Activities (DLAs) were created at Chaffey to support, complement, and/or supplement the learning of the class in the Success Center setting. The language of the activity should connect to the course assignments, objectives, and/or outcomes. DLAs should be integrated into the curriculum of the host course; therefore, it is recommended that instructors connect the learning, information, and skills from the DLA to class discussion, tests, quizzes, projects, or other in-class activities.

Step 1: Identify a specific need, skill, thought process, etc. that students need additional and varied opportunities to engage in outside of class.

What skill, process, or concept do the students need in order to be successful at a particular assignment or activity in your class, but typically lack? What obstacles do students often face in successfully completing this assignment or activity?

What type of activity or process could students engage in outside of your class to build their success in this necessary skill, process, or concept?

In what ways is this activity different from something they could do as homework?

How will this activity be integrated or connected to your course?

How will students receive feedback on this activity (tutors, instructor of the course, answer key, etc.)?

Which Success Center has the appropriate materials, tutors, equipment, etc. to support this activity?

Will the Success Center be able to support the activity (Is it tutor or resource-intensive? Have you consulted with the Instructional Specialist in the Success Center regarding feasibility, etc.?)
Step 2: Determine what kind of learning you want to take place as a result of the activity.

**Application Skills**
Thinking:
- Critical, creative & practical thinking
- Managing projects

**Foundational Knowledge**
Understanding and remembering:
- Information
- Ideas

**Integration**
Connecting:
- Ideas
- People
- Realms of life

**Human Dimension**
Learning about:
- Oneself
- Others

**Learning How to Learn**
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

**Caring**
Developing new…
- Feelings
- Interests

(Taxonomy of Significant Learning from *WHAT IS “SIGNIFICANT LEARNING”?* By Dr. L. Dee Fink; Jossey-Bass, 2003)
Questions for Reflection:

What types of learning do your students engage in related to the topic/skill/activity you have chosen for a DLA?

What type(s) of learning do your students need to engage in outside of class in this area?

How can you design your directed learning activity to address these types of learning?

What are some of the best practices you use in teaching? What creative activities do you use that engage students in the learning process? How might you be able to transfer these creative practices to the design of the DLA?

Step 3: Design an activity that meets the criteria of a directed learning activity. Use the checklist to help you think through the possibilities.

Review your activity by evaluating it according to the criteria listed below.

As a result of completing this activity, students will...

- Engage in deep learning (see appendix on deep learning) and/or a process of learning, not just a product.
- See a connection between the DLA and their coursework.
- Integrate knowledge, skills, concepts, or processes from their course and apply them in the DLA.
- Develop skills and/or strategies rather than just complete exercises.
- Interact with various modes of learning.

This DLA could not be done as homework because it...

- Requires unique resources, materials, or services only available in the Success Center.
Specific and clear instructions have been provided to both the student and the Success Center regarding…

- The expectations of the activity.
- The due date of the activity.
- The feedback or verification needed from the Success Center.
- Tutor session guidelines for the activity
- The limitations and restrictions of the activity (which Success Center location is appropriate for the activity, what materials are required or recommended, what type of assistance should be given by Success Center tutors/staff for the activity, etc.)

Make sure to check with the Success Center before implementing the DLA regarding…

- The approval of the DLA
- Available resources and tutors in the center for the DLA
- Timing of the DLA (How long does the center need to make copies, train tutors, provide the resources, send copies to the other centers as appropriate, etc.?)
- The time frame to complete the activity - Is the activity in the DLA designed to work within the specified time frame?

**Step 4: Create feedback for the student through an answer key, tutor or instructor feedback, and/or through in-class activities such as tests, quizzes, discussion, projects, etc.**

What mechanism will you use to give the student feedback regarding this directed learning activity?

Once you have completed creating this Directed Learning Activity, meet with the Instructional Specialist and ask him/her to review your DLA and give you feedback related to Step 3 criteria.