



**List of Example Activities:** Note that these are just examples not tied to specific learning objectives. You would need to first identify specific learning objectives and then craft the online activities to align with those objectives.

Techniques	Example of In-Class Activities	Example Online Activities	Collaborative or Interactive Tools for Online Activities
<b>One-alone</b>		Student reads and annotates online journals	Link from NYU Classes to Library for students to access
		Student analyzes & creates using online academic software	Google Docs, VCL
		Student solves problems or answers questions	NYU Classes Question/Quiz/Survey Tool
		Student watches, listens and takes notes of video (i.e.: lecture, interview, case-study) using online lessons or multimedia modules	NYU Classes Lesson tool; Commercial Software (Articulate Storyline; Adobe Captivate)
		Student expresses ideas through blog or maintain an online journal	NYU Word Press; Google Sites.
		Student interacts with a simulation to model prediction, statistics, and mathematics	Embed object in NYU Classes for students to access
		Student interacts with data visualizations to analyze outcomes	Embed object in NYU Classes for students to access
<b>One-to-one</b>	Peer-to-peer teaching or sharing knowledge	Peer-to-peer teaching, review, or sharing knowledge	Google hangouts; Big Blue Button; NYU Classes Discussion tool; Google docs
	Students Interact with 2 player Games	Students Interact with 2 player Games	Embed & Access in NYU Classes
		Student conducts and records interview of someone as part of an assignment	Student records using desktop screen share tools or video recorder; Posts on NYU Stream; Embeds in NYU Classes or submits as assignment
	Student works with a partner to collaborate on an assignment	Student works with a partner to collaborate on an assignment	Google hangouts; Big Blue Button; Google docs; VCL



	Student role plays with another student	Student role plays with another student	Google hangouts; Big Blue Button; Record using NYU Stream; Embed in NYU Classes
	Student discusses ideas, solves problems, or answers questions with a partner [See Think, Pair, Share]	Student discusses ideas, solves problems, or answers questions with a partner. [See Think, Pair, Share]	Google hangouts; Big Blue Button; NYU Classes Discussion Tool
	Student solves problems independently during class while faculty walks around helping students individually. Can also be done during office hours or lab time. [See also Pro/Con Grid & use of Clickers in class]	Student solves problems independently during online office hours while faculty helps student. [See also Pro/Con Grid]	Google hangouts; Big Blue Button; NYU Classes Question/Quiz tool; NYU Classes Assignment Tool
		Analyze video case-studies that demonstrate ethical issues and develop questions to share perspectives or develop an argument	Embed digital object in NYU Classes for students to access; Students post questions to partner using Discussion Tool in NYU Classes;
<b>One-to-many</b>	Symposium [Video Lecture capture for multi-location]	Student attends online symposium	Web Ex; Big Blue Button in NYU Classes
	Faculty member gives lecture to students; students listen and take notes during lecture	Student watch, listen and take notes on digital Lectures	Embed object in NYU Classes for students to access
	Student Role Play, Demonstration, or Presentation to class	Student Role Play, Demonstration, or Presentation to class	Students perform role plays using Google hangouts; Big Blue Button; Students record role play using NYU Stream and submit video through assignment in NYU Classes
		Student conduct and record Interviews of a group of people.	Record using desktop screen share tools or video recorder; Post on NYU Stream; Embed in NYU Classes or submit as assignment
		Student develops questions to share perspectives or develop an argument to share with class.	Google hangouts; Big Blue Button; NYU Classes Discussion tool; Google docs
<b>Many-to-many</b>	Students collaborate on assignments as a group [See send/pass a problem]	Students collaborate on assignments as a group	Google hangouts; Big Blue Button; Google docs; VCL



	Students role play as a group	Students role play as a group	Google hangouts; Big Blue Button; Record using NYU Stream; Embed in NYU Classes
	Students partake in group discussions [Can also use Video conferencing for multi-location]	Students partake in group discussions	Google hangouts; Big Blue Button; NYU Classes Discussion Tool
	Students partake in group debates [Can also use Video conferencing for multi-location]	Students partake in group debates	Google hangouts; Big Blue Button; NYU Classes Discussion Tool
	Discuss Case Studies [text or video]	Watch & Discuss Case Studies (Video)	Embed & Access in NYU Classes; Discuss using: Google hangouts; Big Blue Button; NYU Classes Discussion Tool
	Students partake in group brainstorming sessions	Students partake in group brainstorming sessions	Google hangouts; Big Blue Button; NYU Classes Discussion tool; Google docs



## Thinking Skills for Use with Activities

**Abstracting:** To find, identify, and explain general patterns in specific information or situations

- Identify what is important
- Summarize information wherever possible
- Find new information or situations where the general pattern applies

**Classifying/Categorizing:** Grouping items into categories on the basis of their attributes

- Identify items to classify
- State the rule for that category

**Constructing Support:** To provide support or proof of information

- Identify whether the information is fact or opinion
- Determine whether the situation needs support
- A supportive argument uses facts, evidence, examples, or appeals

**Analyzing Perspectives:** To describe reasons for your viewpoint or viewpoint of others

- On an issue of disagreement, first identify your own perspective
- Try to determine the reasons behind that perspective
- Identify a different perspective
- Try to determine the reasons or logic behind that perspective

**Deductive Reasoning:** Identify specific examples to support a general statement, rule, or principle

- Identify the generalizations or predictions that apply to the situation
- Identify the conditions, reasons or proof that have to be in place for that generalization to occur
- If the information is true and the reasoning valid, the conclusions must be true

**Inductive Reasoning:** Inferring unknown generalizations from information or observations

- Make a general statement that explains observed patterns

**Error Analysis:** To find and describe errors in your own thinking/performance or the thinking/performance of others

- Determine if the information is trying to persuade, change behavior, or is based on facts
- Look for errors in the claims or steps of the process. If errors are found explain how to fix them.

**Comparing/Contrasting:** Identifying and explaining similarities and differences among items

- Explain how items are similar and different with respect to characteristics
- Summarize what has been learned