**Designing Active Cognitive Tasks - worksheet**

Mary Jacob, [Learning & Teaching Enhancement Unit](https://www.aber.ac.uk/en/lteu/), Aberystwyth University, updated 31/8/2022

# What is an ACT?

The diagram below is based on Mary Jacob, ‘Active Cognitive Tasks: Synthesising frameworks for active learning online’, in *Active Learning in Higher Education*, edited by Wendy Garnham and Isobel Gowers. Forthcoming.

# Workshop task part 1 – Collect your teaching scenarios

Think of one specific class session you have taught or will teach on your own module or course and add it to this table.

| **Topic** | **Learning outcome for the session** | **How do you want to make it more active?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Workshop task part 2 – Design ACTs for a scenario

Now, brainstorm some ideas for ACTs that could be used for one of the scenarios.

| **Scenario 1 Topic** | **Learning outcome for the session** | **How do you want to make it more active?** |
| --- | --- | --- |
|  |  |  |

Map each ACT against the frameworks:

1. **Active** – **Use ICAP**: Interactive, Constructive, Active
2. **Cognitive – Use Bloom’s taxonomy**: Create, Evaluate, Analyse, Apply
3. **Task** – **Use ABC LD types of learning**: Acquisition, Collaboration, Investigation, Discussion, Practice, Production

| **Active Cognitive Task** | **Active – ICAP:** **I / C / A** | **Cognitive – Bloom:** **C / E / An / Ap** | **Task – ABC LD:** **A / C / I / D / Pra / Pro** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

We’ll pick another scenario and brainstorm some ideas for ACTs for that one.

| **Scenario 2 Topic** | **Learning outcome for the session** | **How do you want to make it more active?** |
| --- | --- | --- |
|  |  |  |

Map each ACT against the frameworks:

1. **Active** – **Use ICAP**: Interactive, Constructive, Active
2. **Cognitive – Use Bloom’s taxonomy**: Create, Evaluate, Analyse, Apply
3. **Task** – **Use ABC LD types of learning**: Acquisition, Collaboration, Investigation, Discussion, Practice, Production

| **Active Cognitive Task** | **Active – ICAP:** **I / C / A** | **Cognitive – Bloom:** **C / E / An / Ap** | **Task – ABC LD:** **A / C / I / D / Pra / Pro** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If there is enough time, we will do a third one.

| **Scenario 3 Topic** | **Learning outcome for the session** | **How do you want to make it more active?** |
| --- | --- | --- |
|  |  |  |

Map each ACT against the frameworks:

1. **Active** – **Use ICAP**: Interactive, Constructive, Active
2. **Cognitive – Use Bloom’s taxonomy**: Create, Evaluate, Analyse, Apply
3. **Task** – **Use ABC LD types of learning**: Acquisition, Collaboration, Investigation, Discussion, Practice, Production

| **Active Cognitive Task** | **Active – ICAP:** **I / C / A** | **Cognitive – Bloom:** **C / E / An / Ap** | **Task – ABC LD:** **A / C / I / D / Pra / Pro** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |