



Activities Catalog for Bachelor students

Teaching & Learning at EHL





Introduction

Welcome to our Activity Catalog—a curated collection of dynamic, student-centered activities designed to elevate the learning experience in your classroom. This catalog serves as a resource for teachers seeking to foster more profound engagement, critical thinking, and collaboration among students. Each activity is crafted to support a range of educational objectives, whether you're introducing new concepts, encouraging peer interaction, or reinforcing knowledge through hands-on practice.

The activities in this catalog cater to various teaching goals and styles, from interactive icebreakers to thought-provoking debates, practical case studies, and immersive role-playing scenarios. They are adaptable to different subjects and skill levels, allowing teachers to seamlessly integrate them into diverse lesson plans. Alongside each activity, you'll find guidance on how to implement it effectively, tips for maximizing student participation, and suggestions for measuring its impact on learning outcomes.

We hope this catalog will inspire you to experiment with these engaging techniques, creating an enriching classroom environment where students feel motivated, involved, and empowered to take charge of their learning journey.

Icon legend



The duration of the activity



Individual activity



Pair activity



Group activity (3–6 students)

Table of Content



Presentation of Course Structure & Overview
Vocabulary Worksheet
Blogs
Introduction to Key Theories and Concepts
Discussion Board
Student-Generated Exam Questions
Technical Demonstration
Learning Assessments
Case Study
Simulation
Checklist
Peer Preview
Project
Calculation-Based Exercises
LMS Activity Tracking

At the beginning of the class

Presentation of course structure & overview

Description

LED BY PROFESSOR

Teachers introduce their course content, learning outcomes, lesson sequences and the teaching approach. They also explain the functioning of exams and assignments. This way, students gain an overview of the course structure, expectations for learning, assessments, and topics to be covered. The provided context helps students better understand where and how the particular topic/lesson fits into their overall learning journey, and reduces students' feeling of being lost during asynchronous lessons without teacher contact.

Key information



Applicable tools:

- Document (PDF)
- Video or PPT video (green screen)
- text information (LMS)
- Sketch animation video (voice-over)

At any time during class

Vocabulary worksheet

Description

LED BY STUDENT

Providing students with vocabulary exercises supports their learning of newly acquired terminology. It also facilitates the teaching process for lecturers. By regularly practising and applying newly learnt key terms, over time, students build up their own personal glossaries. Teachers can create a variety of worksheets: fill in the blanks, word matching, crosswords, word scrambles, true or false, etc

Key information



Applicable tool:

- Documents (Word)

Blog

Description

LED BY STUDENT

Blogs can be used to ask students to keep a virtual journal that helps them integrate their knowledge by presenting and synthesizing the various concepts covered in the lessons. The information is presented in the form of publications that are displayed in reverse chronological order, i.e. the most recent publication appears at the top of the web page.

Key information



Applicable tool:

- WordPress

At the start and in the middle of the class

Introduction to key theories and concepts

Description

LED BY PROFESSOR

Elaborating on course content is the essence of asynchronous teaching, whereby the teacher delivers the actual course material to students. Detailed explanations are provided to and new concepts are developed with students in order to achieve the pre-determined learning objectives and support their long-term learning journey.

Key information



Applicable tools:

- Course-specific external software (Python)
- Animation video (voice-over)
- PPT video (green screen)
- Annotated Excel
- Documents (Excel, PPT, PDF, Word)
- Interactive infographic
- Exported solutions (Mentimeter, Kahoot, Socrative)
- Reading resource (online)
- PPT video
- External video (YouTube)
- Interactive video (H5P)

Discussion board

Description

LED BY PROFESSOR

Discussion boards allow teachers to post questions or discussion prompts and students to respond and answer to others' inquiries on a given topic. Pedagogically, discussion boards are more effective when the teacher develops a structured activity around a selected topic. They can also serve as a Q&A forum. However, in order to serve as an exchange, students expect to see responses to their messages.

Key information



Applicable tools:

- GoogleCollab
- Slido
- Forum (LMS)

Student-generated exam questions

Description

LED BY STUDENT

Having students create their own exam questions and then share with others helps them effectively revise for final summative assessments. It pushes students to reflect on what they have learnt and how an appropriate knowledge question can be formulated from that knowledge. Teachers provide guidance on what makes a good exam question. The type of questions generated can vary from MCQs, to fill-in-the-blanks, true and false, or even essay-style questions. In short, this activity allows students to integrate their learning and validate it.

Key information



Applicable tool:

- MCQ (LMS)

Technical demonstration

Description

LED BY PROFESSOR

This entails providing students with a series of how-to explanations on the practical application of course content. These can include screen recordings, voice-overs, videos, checklists, instruction manuals, etc. The aim is for the student to be able to better understand each step in the process to be able to then duplicate it autonomously.

Key information



Applicable tools:

- Mind maps
- Google Collab
- Drag and drop (H5P)
- CodeRunner (LMS-embedded)
- Reading resource (online)
- Padlet
- Documents (Excel, PPT, PDF)

Learning assessments

Description

LED BY PROFESSOR

There are two types of assessments. Summative ones evaluate how much students have learned at the end of a course. Formative ones monitor student comprehension throughout the duration of a course, in "real time", continuously providing feedback. Such assessments can vary in format from simple MCQ learning check activities to formal LMS quizzes, or graded group assignments.

Key information



Applicable tools:

- MCQ (LMS / H5P)
- Flashcards (H5P)
- Documents (Excel, PDF, Word)
- True/False (H5P)
- CodeRunner (LMS-embedded)
- Survey (Qualtrics)
- Branching Scenario (H5P)
- Drag and drop (H5P)
- Interactive video (H5P)

In the middle or at end of the class

LMS Activity tracking

Description

LED BY PROFESSOR

There are two LMS features which enable teachers to track and/or view students' engagement and progress with the various assigned tasks. Activity Completion enables specific completion criteria to be set up, based on viewing, attaining a certain grade, or a student marking it as "complete". Access Restricted releases activities for students to access based on certain criteria such as date, grade or activity completion. Such activity tracking LMS features are a "scaffolding approach", whereby building skills leads to the revelation of additional content opened up for students. This results in building encouragement among students to complete all the assigned activities.

Key information



Applicable tools:

- Activity Completion (LMS)
- Access Restricted (LMS)

In the middle or at end of the class

Case study

Description

LED BY STUDENT

Case studies enable students to actively solve real-life problems/scenarios, applying theoretical concepts learnt in class as well as analytical skills and critical thinking. This activity encourages students to diagnose, propose solutions and deduce rules or principles applicable to similar cases. Case studies work well in learning environments that emphasize inductive over deductive teaching, since it is an approach that highlights learning from examples.

Key information



Applicable tools:

- Documents (Excel, PPT, PDF)
- Interactive video (H5P)
- Forum (LMS)

In the middle or at end of the class

Simulation

Description

LED BY STUDENT

Simulations allow students to practice their skills and learn in a rule-bound environment, helping them understand reality objectively. They encourage critical and evaluative thinking, and encourage students to assess greater implications. Simulations get students to demonstrate their abilities to integrate concepts covered in classes into real-life situations and to make managerial decisions.

Key information



Applicable tool:

- Simulation software (online, third party)

In the middle or at the end of the class

Checklist

Description

LED BY PROFESSOR

Used to provide students with a list of concepts and theories which could be tested on the final exam, this approach helps students structure their learning and offers a clear framework to support revision and exam preparation. By generating such a list, teachers provide guidance that breaks tasks down into manageable chunks, allowing students to self-assess their understanding of what has been covered in classes. This guidance can also increase motivation and productivity, helping students focus their revision from the beginning.

Key information



Applicable tool:

- Documents (PDF)

In the middle or the end of the class

Peer preview

Description

LED BY STUDENT

Peer review/evaluation entails students getting feedback on their work from their classmates, and providing their feedback on others' work in return. To get the most out of peer reviews, teachers should plan a follow-up activity after the peer evaluation, so that students can reflect on the feedback they received and make the necessary modifications to their work. This activity can be conducted in a variety of formats: feedback rubric, paper annotation, video evaluation, etc.

Key information



Applicable tools:

- Reading resource (online)
- MCQ (LMS)
- Documents (Excel)
- Teams recording

In the middle and at the end of the class

Project

Description

LED BY STUDENT

A project allows students to consolidate what they have learned by deepening their understanding of the course content through hands-on application of theory. This approach enables students to contextualize course material, making theories more relevant through real-life applications. Projects can be assigned to individuals or groups, encouraging students to dive into the details of certain concepts and manage their workload fairly. The results can be presented in various formats, such as written essays or reports, oral presentations, videos, and more.

Key information



Applicable tools:

- Mind maps
- Google Collab
- Drag and drop (H5P)
- CodeRunner (LMS-embedded)
- Reading resource (online)
- Padlet
- Documents (Excel, PPT, PDF)

In the middle and at the end of the class

Calculation-based exercises

Description

LED BY STUDENT

For quantitative courses, providing students with a variety of calculation-based exercises will get them to repeatedly practice and apply the formulas/calculations covered in the course content. Hence, it will increase the retention of the various steps and facilitate the application of the learnt formulas.

Key information



Applicable tools:

- Slides (PPT/PDF)
- PPT video (voice-over)
- Documents (PDF)
- Branching scenario (H5P)
- Fill in the banks (H5P)
- Interactive book (H5P)
- Drag & drop (H5P)
- MCQ (LMS)



Sources

This activity catalogue was inspired by

Polytechnique Montréal
<https://www.polymtl.ca/vignettes/>

Pennsylvania State University
<https://sites.psu.edu/pedagogicalpractices/>

Iowa State University
<https://www.celt.iastate.edu/instructional-strategies/evaluating-teaching/classroom-assessment-techniques-quick-strategies-to-check-student-learning-in-class/>

University of Kentucky
<https://www.uky.edu/celt/>

Vanier College
<https://www.vaniercollege.qc.ca/pdo/>

Moodle Documentation



<https://research.ehl.edu/teaching-learning-pedagogy-resources>