What types of activity can students do in the classroom?

The umbrella term 'training activities' encompasses any **organized** and **intentional** action carried out in the classroom to surround students with learning opportunities that help them construct new knowledge and apply and demonstrate their competencies in an active, dynamic setting.

Training activities are designed around the situations laid out in the challenges, most of which will require students to do more than one activity.

For instance, to complete the challenge *What is the point of project management if I never meet my deadlines?* students must:

search for information + compare approaches + carry out a SWOT analysis.

Features of the training activities:

- **They drive learning.** They push students to achieve their desired learning results.
- **They integrate learning resources.** The learning resources students will require to complete the activities are included in their design.
- **They are carried out individually or in groups.** Activities can be completed individually to boost autonomy and foster individual work, or in groups to promote the exchange of information and experiences and to motivate students to construct knowledge as a team.
- **They can be combined.** Activities can be combined according to activity type or as a way to work on related competencies.
- **They anticipate the desired interactions.** The type of feedback given to students or groups of students before, during and after an activity is planned in advance.
- **They define the relevant assessment criteria.** The design of an activity is centred around the desired learning results, which are measured according to clearly defined assessment criteria.
- **The amount of time dedicated matches the amount of credit given.** To estimate the amount of time students should spend on an activity, all of the tasks requiring completion are taken into account, as is the work they are expected to do on the related learning tools and resources.

Types and training activities

Type	Training activity
Searching for data, selecting sources and managing information This covers tasks associated with searching for information, and selecting and using search engines, information systems and management tools.	• Gathering news • Using the internet to search for information • Employing advanced search techniques (Boolean searches, inverted commas, logical operators and mathematics) • Referring to scientific databases • Checking bibliographies and webographies • Selecting and organizing relevant information and sources by topic • Using social markers • Working with reference management software • Analysing and assessing the information and sources found
Presenting and disseminating information This type of activity enhances students communication skills so they are able to effectively present information. It entails understanding the argot of a specific field and adapting it to target audiences, as well as structuring and ordering texts and speeches, and providing clear information on specific topics. It also involves classifying, labelling and disseminating information, and knowing the characteristics of different media outlets and target audiences.	• Preparing presentations • Writing blog posts • Posting comments on social media • Drafting articles for conferences or for publication in journals • Writing reports • Creating websites, blogs, wikis, etc • Presenting
Comparing approaches This activity involves comparative work and analysing different types of information, including data, images, theoretical content, theories of knowledge, and research methods.	• Analysing and comparing images • Putting together comparison tables to explore two or more concepts • Developing and using tools to compare theories and concepts: rubrics, observation templates, questionnaires, etc

Synthesis and summary Students present the key ideas or aspects of a resource or topic, applying certain procedures, rules or principles to help them to synthesize information.	• Making diagrams • Drawing conceptual maps • Writing book, article or publication reviews • Participating in debates • Preparing presentations • Making glossaries
Critical analysis In this type of activity, students complete tasks that demonstrate their understanding of a resource or topic, as well as their ability to draw and compare conclusions, and to defend their stance or decision regarding the matter at hand.	• Analysing texts • Writing reviews • Justifying theoretical frameworks • Analysing discourse • Commenting on a news piece or article • Assessing scientific texts • Writing critical reviews • Drawing conclusions • Carrying out SWOT analyses
Theoretical or empirical substantiation This involves developing, systematically and in a reasoned manner, the set of ideas, concepts, notions, hypotheses, approaches, problems and empirical bases that frame and sustain one's work. In this regard, authors are expected to lay out any theoretical and empirical data that support the perspective they have chosen while carrying out their work and interpreting their results.	• Establishing theoretical frameworks • Writing reflections on theories • Defining concepts • Describing scientific methodologies • Citing bibliographic references associated with the topic of research
Case study and resolution In this type of activity, students are presented with a situation based on real events and asked to come up with one or more potential solutions. It can also serve as a starting point for analysis, reflection and discussion.	• Applying intervention models or protocols • Drawing ties between theoretical knowledge and the case at hand • Assessing the context • Carrying out comparative studies • Designing intervention plans • Making decisions • Organizing processes
Problem-solving Students are presented with a situation or problem and asked to come up with possible solutions based on their prior	• Using decision models • Completing exercises and solving problems • Applying formulae and methodologies • Analysing and assessing contexts

knowledge, abilities and attitudes.	• Presenting
Data collection techniques This type of activity involves applying both quantitative and/or qualitative data collection techniques.	• Interviewing • Writing life histories • Conducting surveys or questionnaires • Displaying data • Measuring • Designing focus groups
Objective tests These specific tests assess students' knowledge by asking them different types of questions: open-ended questions; classification, sorting or ranking questions; multiple-choice questions; relational or correspondence questions; identification questions, etc.	• Taking a questionnaire or test • Sorting, matching or identifying concepts
Essay tests This type of test requires that students provide rather long written responses. Their answers are assessed in terms of whether they have applied their own reasoning, creativity and critical spirit.	• Writing essay-style texts • Structuring arguments
Project development For this type of activity, students are expected to develop skills and apply certain knowledge in order to carry out a project in each of its stages (preparation, planning, development and analysis).	• Creating a final product • Drafting reports • Outlining the structure or blueprints of a project • Designing prototypes
Discussion groups These are intended to open up discussion about a certain topic. Although the dynamics are envisaged ahead of time, a moderator is there to direct and enliven the discussion.	• Debating, large groups • Discussing in small groups • Brainstorming
Preparation of contents in different formats In this type of activity, students come up with an original product or project to demonstrate the knowledge and skills they	• Recording podcasts or videos • Drafting a report • Putting together tutorial videos • Building prototypes • Creating websites, blogs or wikis

have acquired.	
Learning portfolios and dossiers These allow students to gather evidence of their learning, including tests, ideas and reflections.	• Learning dossiers • Work portfolios • Digital portfolios • Laboratory notebooks • Designing and implementing infographics
Simulation In simulations, real phenomena are re-enacted, allowing students to gain a better understanding of what might go on in hypothetical situations. Students carry out activities in these simulated settings.	• Problem-solving • Using need diagnosis and detection tools • Experimenting in simulated settings
Role playing Students take on certain roles to illustrate different situations and vantage points. For these to work, students must stay in character, meaning they take on a specific personality and perspective and act accordingly.	• Reflecting on attitudes, values and behaviours • Build arguments for an against a position • Context assessment • Design of an intervention action • Decision making • Process planning
Experimentation with real objects or in online laboratories These activities allow students to conduct experiments with real objects or in online environments.	• Experimenting in e-laboratories • Creating final products
Internships This type of experience allows students to apply the knowledge and skills they have acquired in real professional settings.	• Participating in immersive professional environments
Visually displaying information and data Here, students must choose the best options for displaying their information or data depending on their aim.	• Drawing conceptual maps • Designing information graphics • Making process diagrams • Presenting survey results
Peer assessment Students assess the work of their classmates and vice versa, helping each other to understand the quality of their	• Analysing or assessing proposals or final products based on rubrics or assessment criteria • Reflecting

proposals while jointly coming up with ideas and strategies for improvement.	
Self-assessment Students assess their own ability to carry out certain activities, as well as the quality of their work. This encourages autonomy and helps students take responsibility for their own learning.	• Completing questionnaires or quizzes • Keeping reflection blogs