

# Designing a bingo card for learning

Intended learning outcomes 	Scaffolding	Include a free choice field	Relatedness 
Create umbrella categories (with options) in colored squares	Context 	Wellbeing 	Make the "hidden curriculum" visible
Strategic placement of activity prompts	Useful practical skills	Autonomy 	Adapt the activity prompts to your purpose and audience
Competence 	Care for your peers	Place important tasks in their own squares	Easy wins

	1. Consider the intended learning outcomes! Identify important disciplinary tasks and other useful skills.
	2. Consider what fits with your context! Do students know each other? Providing opportunities to get to know each other might be very useful. Do your students like competitions, or should they play individually?
	3.A Give students autonomy! Give students the opportunity to choose between tasks, and to decide when to do them, and with whom.
	3.B Let students experience competence! Adjust the level of difficulty so it is possible for students to stretch themselves and reach a goal! Include easy wins to get them going and consider how to scaffold/support the students by breaking down activities.
	3.C Let students experience relatedness! Provide opportunities for low-threshold interaction with peers, teachers, and other staff, as well as encourage inclusion.
	4. Encourage students to take care of their own wellbeing! Studying can be exhausting, and sometimes students need to take a break from cognitive or social load.

#CoCreatingGFI

Scan this for more information! →



## Make the most out of learning opportunities

By equipping students with an activity bingo, they can cover a range of useful learning activities that are encouraged, but not necessarily obvious for students to take part in, during, e.g., fieldwork, laboratory, and programming courses. Here, the colored fields are categories from which students can choose.

Read more in: *Teaching Fieldwork in Geography, Earth and Environmental Sciences*, edited by D. France, L. Batty, and D. Swanton, Edward Elgar Publishing Ltd, pp. 17-20

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