



NAME OF THE ACTIVITY: **AFFINITY MATRIX**

Activity nr: 2 / Flipped Classroom

Content	Skills	Competencies
<i>flipped classroom approach</i>	<i>Creating an affinity matrix, active recall</i>	<i>team working, cooperative learning, creativity</i>

Activity Overview

AFFINITY MATRIX	
<i>General Description</i>	<p><i>When new concepts have been introduced that are quite similar to one another, an affinity matrix can help parse the most salient features of each concept as well as the differences between them</i></p> <p><i>Present pairs of students with a list of characteristics that may or may not be shared between concepts and have the students determine which characteristics belong to each (or both) concept(s)</i></p> <p><i>Discuss answers with the entire class afterwards to check comprehension</i></p>
<i>Materials</i>	<p>Individual pieces for documentation (sheets of paper; virtual desktop)</p> <p>Individual tools for documentation/writing/drawing (physical or virtual pens, markers, brushes)</p>
<i>Duration</i>	<i>Example: 30-60 minutes</i>
<i>Feasibility</i>	<i>The activity is feasible for group and/or individual implementation. Students can both individually and collaboratively write down, classify and map the ideas related to their learning objectives.</i>



Activity

1. Individually/Collaboratively, students are presented with lists of characteristics (One list per concept)
2. Individually/Collaboratively, students are to compare the concepts and identify their similarities and differences
3. Individually/Collaboratively, students fill in a comparative matrix with all concepts
4. Individually/Collaboratively, students can discuss and/or investigate the validity of their results
5. Individually/Collaboratively, students can investigate and discuss appearing gaps.
 - The gaps may be related to their own performance in the task or
 - Related to the matter in general i.e., an opportunity to further expand on the studied matter/concepts

Tips/suggestions/best practices for the activity

Depending on the studied subject/concept each step can be altered to be performed either individually or collectively (or both)

Depending on the stage of learning (knowledge acquisition) the students can be either presented with lists of concept characteristics or asked to actively recall the characteristics they remember.

If this practice is used earlier on in training, it may be better to provide lists with characteristics.

If this practice is used later on in training (when concepts and characteristics have been already studied repeatedly), it may be better not to provide lists with characteristics in order to facilitate active recall.