Table 1: Interactive-Constructive-Active-Passive (ICAP) taxonomy for various overt learning activities

<table>
<thead>
<tr>
<th>ICAP classification</th>
<th>Description</th>
<th>Examples</th>
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</table>
| Interactive         | Dialogue in which learners produce a joint output containing unique contributions from each participant | • Have two-way discussions with others  
• Build on contributions of others  
• Critique alternative views when constructing own view |
| Constructive        | Learner produces an output that contains information beyond what was already provided to them | • Taking lecture notes in own words  
• Self-explanation  
• Written explanation  
• One-sided verbal explanation |
| Active              | Learner is doing something physically | • Asking a clarification question  
• Taking lecture notes verbatim  
• Highlighting or underlining text  
• Gesturing or pointing  
• Manipulating an object |
| Passive             | No explicit physical activity on the part of the learner | • Observing lecture  
• Reading text |


Original source: Chi (2009); Chi and Wylie (2014)

Note: Classifications based exclusively on what a learner appears to be doing. Overt action does not perfectly map with underlying cognition but can be a practical approximation for teachers