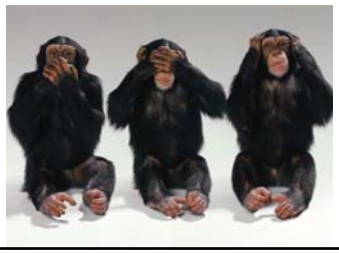
70+ Hyper-Engaging Instructional Strategies for Any Class Size (Critical, Creative, Cooperative)

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk,
cjbonk@indiana.edu

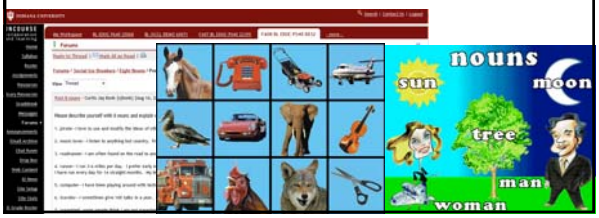
70+ Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))



Six Warm-Up and Social Activities

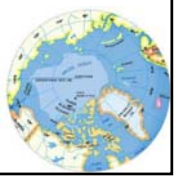
1. Ice Breaker #1: Eight Nouns Activity

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.



2. Ice Breaker #2: Have You Ever…? And Accomplishment Hunts

- Ask have your ever questions:
  - –Swam in the ocean?
  - –Been above Arctic circle?
  - –Seen a rhino in a zoo?
  - –Whitewater rafted…?



3. Ice Breaker #3: Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

a. What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
b. Write short and long terms goals down on goal cards and post to discussion forum.
c. Write 4-5 expectations for this session.
d. Expectations Flip Chart (or online forum):
e. Debrief.

4. Online Café Question Exchange

a. Have students leave you or their classmates questions online.
b. Answer as many as you can.
c. Peer to peer café for exchanging resources and sharing information.

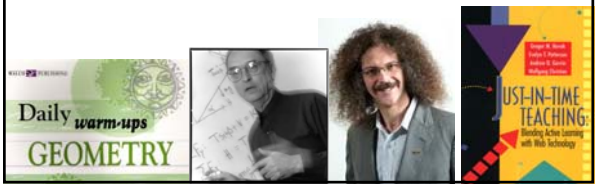
5. Scavenger Hunt

1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.



6. Just in Time Teaching (online warm-up activities)

- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.



Poll #1: Which of these warm up and social ideas do you like best?

A. Eight nouns
B. Online café
C. Have you ever
D. Goals and expectations
E. Scavenger hunt
F. Just in time teaching

24 Critical Thinking Activities

7. Internship, Practicum, Job, Workplace Internship, and Field Reflections

8. Reuse Expert Blogs, Chat Transcripts, Interviews, Presentations

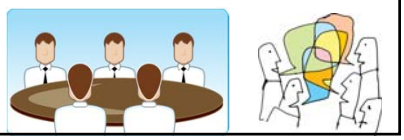
Google Hangouts/Google On Air

(Jay Cross, 10 MOOC experts; February 27, 2013

http://www.jaycross.com/wp/2013/02/businessmoocs-the-hangout-recording/

9. Reuse Online Discussion Transcripts

- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.

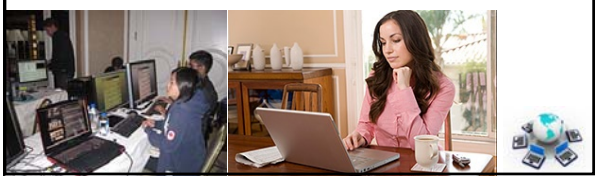


10. Reuse Personal Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.

11. Free Text Chats (…and Chat Reflection Papers)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion.
3. Summarize or debrief on chat discussion.
4. Papers might be written across guest speakers.
5. Advantages:
   1. Transcript of the discussion can be saved and reused.



12. Listen and Reflect on Book Author Podcasts

13. Virtual Conference Attendance and Reflection Papers

- Have students attend an online conference.
- Ask them to write a reflection paper on the keynotes or other sessions.
- Share in online drop box or discussion forum.


Poll #2: Pick one of these reflection activities you might use?

A. Internship, practicum, or job reflections
B. Reflections on expert blogs, talks, or interviews
C. Discussion transcript reflections
D. Chat reflections
E. Author podcasts
F. Virtual conference attendance

14. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
  - Online Option: hold multiple forums online and require to comment on other ones.

15. Pruning the Tree (i.e., 20 questions)

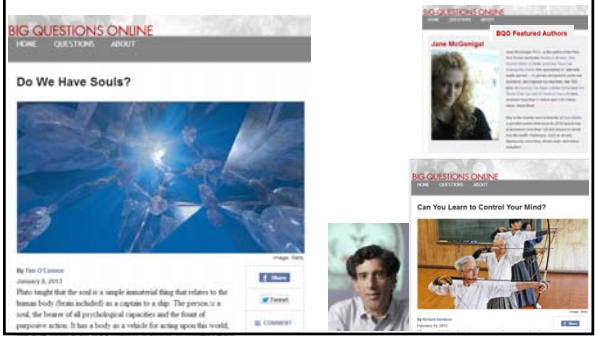
- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.

16. One minute papers or muddiest point papers (L = Cost, M = Risk, M = Time)

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.

17. Big Issue Reflections

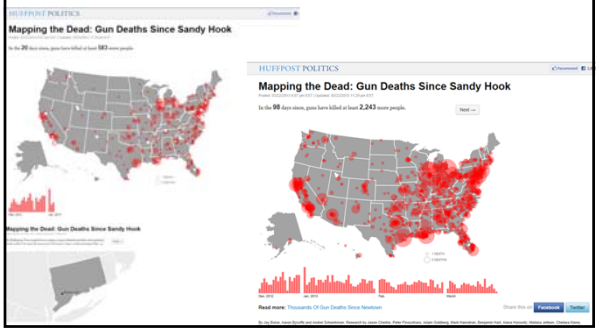
(Big Questions Online (BQO)), January 8, 2013
(e.g., Do We Have Souls?)
https://www.bigquestionsonline.com/content/do-we-have-souls



18. Reflections on Interactive Maps

Mapping the Dead: Gun Deaths Since Sandy Hook, Huffington Post, March 22, 2013

http://data.huffingtonpost.com/2013/03/gun-deaths



19. Reflection Papers: Job Application and Trend Papers

(3-4 page)

- Have students write papers about emerging trends in the field.
- Have them select topics from a list or suggest topics. Give sample papers.
- Perhaps have them present their trend and job applications papers to class.

20. Case-Based Learning: Instructor Cases

(e.g., Mark Braun, IU)

21. Case Branching and Decision Making

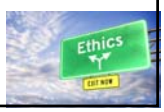
(e.g., Articulate Storyline)

http://articulate.demos.s3.amazonaws.com/broken_co-worker/story.html

22. Value Lines

- Pose question or issue
- Students mark down their feelings or votes
- Share votes and rationale with class
- Recast votes

Caveat Emptor	Industry Practice	Ethics Codes	Consumer Sovereignty	Caveat Venditor
* Profit Maximisation	*General Business Practice (Average across all firms)	* Codes of individual firms	* Capability	*Consumer Satisfaction



23. Best 3 Activity

(Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout).
- Work with another who has 3 as well and decide on best 3 (or 4).
- Those pairs work with another dyad and decide on best 3 (or 4).
- Report back to class.

24. PMI (Plus, Minus, Interesting)
(L = Cost, L = Risk, M = Time)

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.

What's good +	What's bad -	What's interesting ?

Poll #3:
Pick one of these critical thinking activities you might use?

A. Structured controversy
B. Pruning the tree
C. Minute papers
D. Big issue reflections
E. Case-based learning
F. Best 3

Almost Half-Way…
Please Share the Best Two Ideas so Far

25. K-W-L or K-W-H-L
(L = Cost, L/M = Risk, M = Time)

At the end of a unit, student presentation, videotape, expert presentation, etc., have student write down:

- What did you know?
- What do you want to know?
- What did you learn?
- H = How will we learn it?

26. Force Field Analysis on Problem
(L = Cost, M = Risk, M = Time)

- **Driving Forces:** list on left side of a paper, the forces that might help them solve a problem (the allies!).
- **Restraining Forced:** list on the right, the forces that are working against them. What are the forces operating against the solution of the problem?
- Perhaps assign some value related to difficulty or importance and compare columns and make decisions (e.g., 0 (low) to 5 (high).

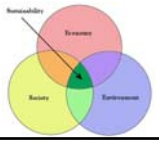
27. Visual Thinking Exercises: Semantic Feature Analysis
(L = Cost, L = Risk, L/M = Time)

- Have students note if an element or feature is present or absent. (evaluate with a + or – or ? on a grid)

  (e.g., different laptop computers, color/black white options, USB ports, Webcam, wireless, wireless mouse, carrying handle, 4 gig Ram, etc.)
- Share with class.

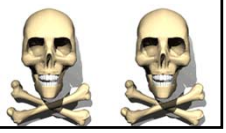
28. Venn Diagram

1. Draw two or more circles with overlapping parts to represent different topics, theories, or concepts.
2. Name features, components, principles, or ideas that make each concept or topic unique and put in parts that do not overlap.
3. Name overlapping features, principles, or ideas that link each concept or topic and put in parts that do overlap.



29. Two Heads vs. One
(Thiagi, 1988)

- Everyone posts a 100 word summary of an article.
- Students pair up and produce a better 100 word summary.
- Their 3 summaries are read and rated by other groups.
- Groups rank them for 1 for best, 2 for 2nd best, and 3 for third.
- Pass back to original team.



30. Online Resource Library (ORL) or Library Day
(e.g., The Thompson Library at Ohio State Univ.)

Ten Creative Thinking and Exploration Activities

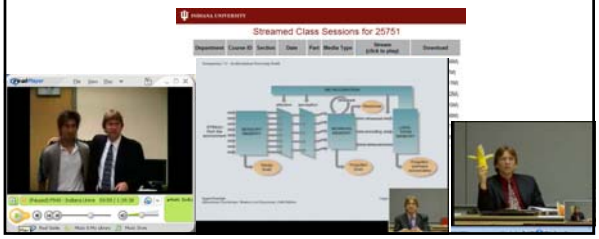
31. Course Readings are All Web Resources (and Free!)

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
- Turn in final reflection papers.

32. Explore and Reflect on Virtual Timelines with Media
(Dipity, Simile, Xtimeline, Timeglider, Meograph)
http://www.usatoday.com/tech/news/story/2011-09-22/steve-jobs-dies/50672498/1

33. Flip Class with Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors helps moderate it.



34. Nominate Quotes
(e.g., Shakespeare)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.

35. Just Suppose or What If
(L = Cost, L = Risk, M = Time)

- Imagine a situation or scenario and reflect on the consequences.
- "Just suppose this MOOC or one like it was available every month, what would online teaching be like?"

Poll #4:
Which of these exploration and creativity activities did you like best?

A. Put all course readings on the Web
B. Explore virtual timelines
C. Just suppose or what if
D. Flip the class
E. Nominate quotes

36. Wet Ink or Freewriting
(L = Cost, M = Risk, M = Time)

Writing without reflecting or lifting your pen for a set period of time.

- Just imagine: imagine you have created a highly active teaching situation...What do you see? Can students wonder, question, speculate, take risks, active listening??? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...

37. Metaphorical thinking
(L = Cost, M = Risk, M = Time)

- how is my class like:
  - a prison, a beehive, an orchestra, ghetto,
  - expedition, garden, family, herd, artist's palette,
  - machine, military camp, Olympic games, hospital, theater, etc.

38. Reverse Brainstorming
(L = Cost, L = Risk, M = Time)

- Generating ideas to solve the reverse of a particular problem, issue, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we decrease the use of active learning ideas in college settings?

39. Mock Trials with Occupational Roles
(L = Cost, H = Risk, M/H = Time)

a. Create a scenario (e.g., school reform, gov't protest).
b. Get volunteers for diff roles (everyone must have role).
c. Perhaps consider having one key person on the pro and con side of the issue make a statement.
d. Discuss issues from role (instructor is moderator or one to make opening statement; he/she collects ideas on document camera or board). Come to compromise.
   a. Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

40. Historical Role Play or Mock Trial
(L = Cost, H = Risk, M/H = Time)

- Assign roles after a lecture.
- Have students read more about roles.
- Come back dressed in costume.
- Act out scene.
  - Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

15 Small Group and Cooperative Learning Activities

41. Online Scholar Debate Panel or Symposium

- Instead of role play, form online debate panels or symposia on particular topics.
- Set the time for each debate or open it up for an entire week.
- Or bring in expert guests for the debate or panel.

42. Online Role Play Personalities

- List possible roles or personalities
  (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week
  (or for 5-6 key roles during semester)
- Perform within roles—try to refer to different personalities

43. Historical Role Play or Mock Trial

(L = Cost, H = Risk, M/H = Time)

- Assign roles after a lecture.
- Have students read more about roles.
- Come back dressed in costume.
- Act out scene.
  - Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

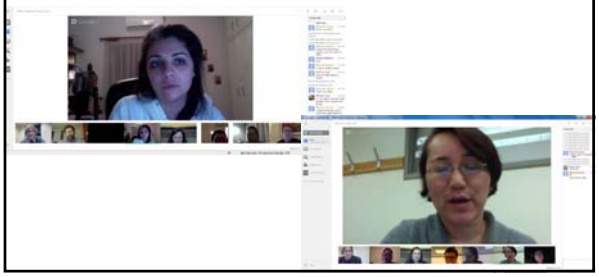

44. Six Hats (Role Play)

(De Bono, 1985; Karen Belfer, 2001, Ed Media)

- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage…
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization


45. Class Sync Collaboration and Discussion in Google Hangouts

(Spring, 2013)



46. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.


47. Peer Mentoring Sessions

(Bonk, 1996)

1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.

48. Critical Friend, Think-Pair-Share, or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
- Students reflect or write on it.
- Then they share views with assigned partner and share with class.
  - Online Option: assign email pals, Web buddies, or critical friends.


49. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.

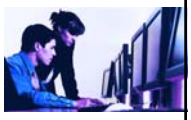
50. Numbered Heads Together

a. Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
b. Perhaps assign group names or hold competition between them.
c. Discuss problem or issue assigned.
d. Instructor calls on groups & numbers.

(Online Option: assign numbers and ask certain one to do different things.)

Poll #5: Which of these collaboration activities did you like best?

A. Six hats role play
B. Online scholar debate
C. Role play personalities
D. Peer mentoring
E. Cross-class collaboration



51. Peer Interviews

- After lecture, have learners interview each other about what they learned.
- Introduce each other based on what learned.

52. Jigsaw

- Form home/base groups of 4-6 students.
- Student move to expert groups in forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a synchronous webinar or are individually tested; there are no group grades.

53. Phillips 66 (Buzz Groups)

- Assign topic (e.g., review readings for this week).
- Students work in groups of 6 for 6 minutes on a particular problem.
- After 6 minutes, stop discussion.
- Share with class.
  - Online Option: assign teams to discuss articles for 1-2 days before an online lecture. Warm up activities!

54. Numbered Heads Together

a. Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
b. Perhaps assign group names or hold competition between them.
c. Discuss problem or issue assigned.
d. Instructor calls on groups & numbers.

(Online Option: assign numbers and ask certain one to do different things.)



55. Human Graph

- **Class lines up: (1-5)**

1 = Strongly agree,
3 = neutral,
5 = strongly disagree

- e.g., this workshop is great!
- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).

What have you learned so far?

- List 1 solid idea learned so far and 1 fuzzy one.
- Share in chat window.



10 Learner-Centered Activities


56. Different Strokes
(Thiagi, 1988)

- Have students create a summary of the readings: 1 page, 2 page, 10 question, an outline, a visual, a list of key points, a flowchart, a mind map, a slogan, a bumper sticker.
- Share and compare.
- Discuss.

57. One Visual Exercises

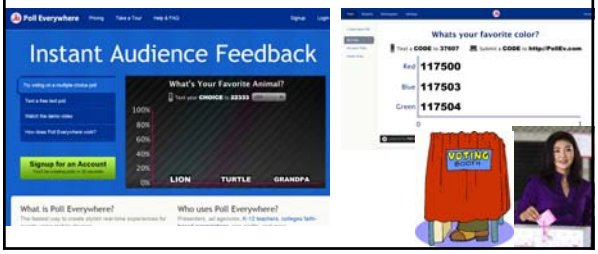
- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.

58. 99 Second Quotes and Set Time Presentations
(L = Cost, M = Risk, M = Time)

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat
- Options
  - Discussion wrapped around each quote
  - Link or debate quotes online

59. Class Voting and Polling
Blog and Website Polling
(e.g., Poll Everywhere, BlogPolls, BlogPoll, MicroPoll)

http://www.polleverywhere.com/



60. Cool Resource Provider (Bonk, 2004)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.

61. Online Book Reviews

- Have students read different books online and post reviews on forum or to Amazon or send to the author.
- Give each other feedback.

62. Concept Mapping and Timeline Tools
(Bubbl.us, Cmap, Gliffy, Mindmeister, or Mindomo)

63. Just-In-Time Syllabus
(Raman, Shackelford, & Sosin)
http://ecedweb.unomaha.edu/jits.htm

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)

e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.

64. Rapid Data Collection

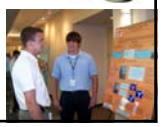
- Before, during, or after a lecture, assign students to go outside for 15-20 minutes to collect data on certain questions.
- Give handout.
- Come back to class to discuss.
- Perhaps assign to teams with competitions.


65. Volunteer Technology Demos
(Bonk, 1996)

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief


Poll #6:
Which of these learner-centerd activities did you like best?

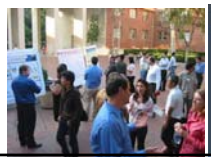
A. Class voting and polling
B. Online book reviews
C. Multimedia glossaries
D. Cool resource provider
E. 99 Second quotes

Five Other Interaction Activities

66. Poster Sessions and Gallery Tours

- Have students create something--flowchart, timeline, taxonomy, concept map.
- Have half of the students present for 15-20 minutes and then reverse roles.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.




67. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.


68. Issue Cards and Discussion Questions
(L = Cost, L = Risk, M = Time)

- Everyone brings in question and issue cards on the articles or readings.
- Partner off and create a list and then collect question cards, and,
- Pass out to different groups to solve.

69. Planted Questions
(Active Learning, Silberman)

- Choose questions that will help guide my lesson and write them out on note cards sequentially with a cue on them.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- Debrief at end.

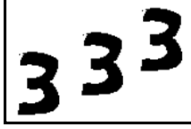
70. Stand and Share

1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).

Poll #7. How many ideas did you get from this talk?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2…just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

Stop and Share: Three Words from this Session!



Questions and Comments?

Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/