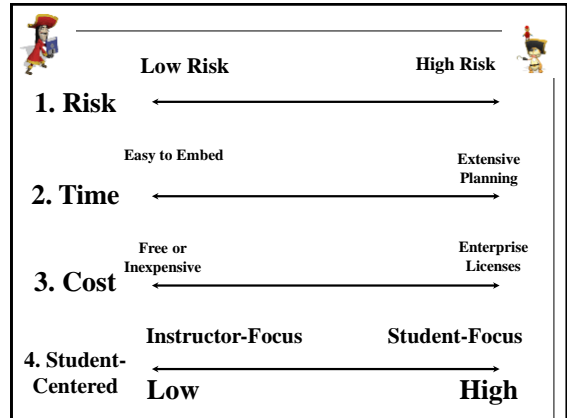


**50+ Hyper-Engaging Strategies for Any Class Size
(Low risk, Low Cost, Low Time)**

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



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

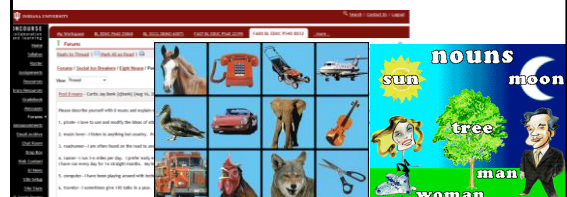


Six Warm-Up and Social Activities



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)

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



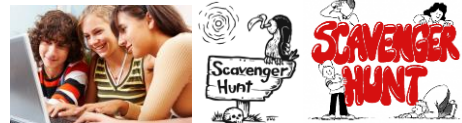
4. Online Café Question Exchange

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



5. Scavenger Hunt

- Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
- Engage in activity.
- Collect work.
- 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?

- Eight nouns
- Online café
- Have you ever
- Goals and expectations
- Scavenger hunt
- Just in time teaching



18 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/>)

Business+MOOCs: the Hangout recording



Blog



Twitter: jaycross

Jay Cross is Business+MOOCs 9th Hangout recording | @jaycross
dave corner 10:26 AM
MOOCs: the Hangout recording | @jaycross
MOOCs: the Hangout recording | @jaycross
MOOCs: the Hangout recording | @jaycross

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.



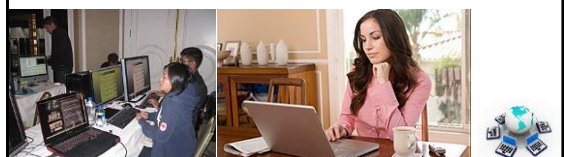
10. Reuse Personal Blog Transcripts

- 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

The MIT Press Podcasts website interface. It features a navigation bar with 'MIT PRESS HOME', 'BROWSE BOOKS', 'BROWSE JOURNALS', and 'SEARCH'. Below the navigation, there's a 'Welcome to the MIT Press Podcast Archive!' message. A 'Podcasts We Like' section lists several podcasts from various universities. The main content area is titled 'The Interviews' and lists several episodes with their respective authors and topics. A 'SUBSCRIBE TO OUR FEED' button is also visible.

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?

- Internship, practicum, or job reflections
- Reflections on expert blogs, talks, or interviews
- Discussion transcript reflections
- Chat reflections
- Author podcasts
- 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

* 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 ?



Cool Stuff

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

- Structured controversy
- Pruning the tree
- Minute papers
- Big issue reflections
- Case-based learning
- Best 3



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



Five Creative Thinking and Exploration Activities



25. 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.



26. 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>



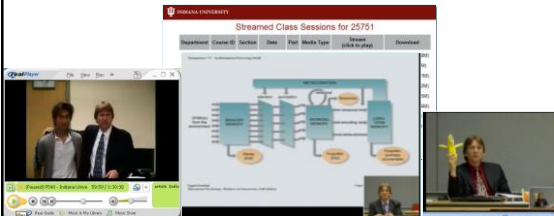
27. Designing Interactive Timelines

(e.g., The Big Sleep, Kate Hurd)
<http://hurdisuranceagency.com/thebigsleep/>



28. Flip Class with Webstreamed Lecture Reflections

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



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

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

Famous quotations by William Shakespeare:

- The barrenness of his face scours ripe grapes.
- It is a wise father that knows his own child.
- Friendship is constant in all other things: None in the office and affairs of men.
- We know what we are, but know not what we may be.

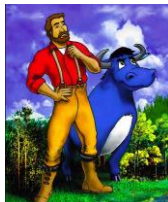
Quotes about Shakespeare

- Shakespeare is a myth.
- But Shakespeare's Magic could not copy'd be. Within that Circle none durst walk but he.
- John Dryden, The Tempest (1667), Prologue
- Dante and Shakespeare divide the world between them. There is no third.
- i.e. Goliath's over-represented.
- Not sequent centuries could hit

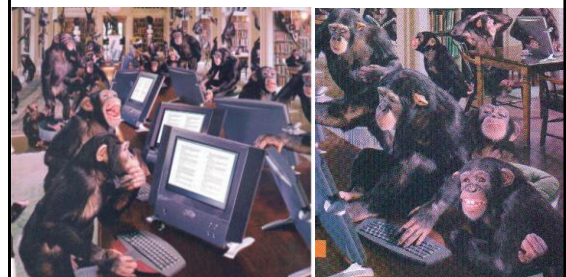


Poll #4: Which of these exploration and creativity activities did you like best?

- Put all course readings on the Web
- Explore virtual timelines
- Design interactive timelines
- Flip the class
- Different strokes



Nine Small Group and Cooperative Learning Activities



30. 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.



31. 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



32. Six Hats (Role Play)

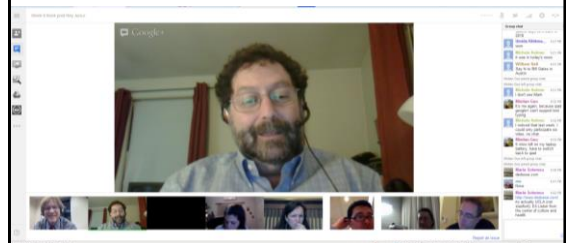
(De Bono, 1985; Karen Belfer, 2001, Ed Media)

- **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



33. Class Sync Collaboration and Discussion in Google Hangouts

(January 29 and February 25, 2013)



34. Cross-Class Collaboration

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



35. 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.



36. 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.



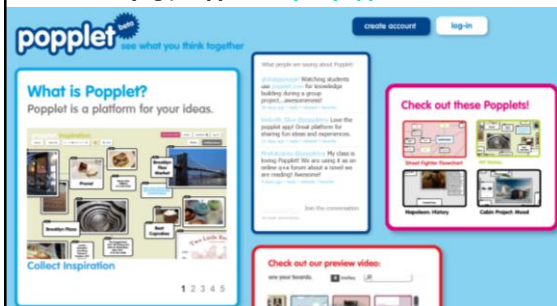
37. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- 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.



38. Student Collaborative Knowledge Building and Sharing

(e.g., Popplet: <http://popplet.com/>)



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

- Six hats role play
- Online scholar debate
- Role play personalities
- Peer mentoring
- Cross-class collaboration



What have you learned so far?

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



Eight Learner-Centered Activities



39. 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.

QUESTION TECHNOLOGY



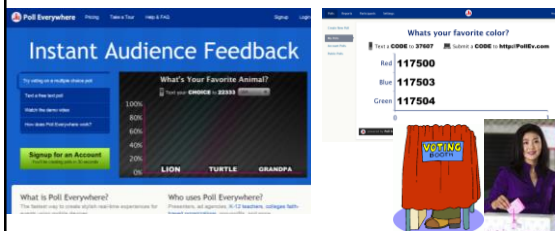
40. 99 Second Quotes and Set Time Presentations (L = Cost, M = Risk, M = Time)

- 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



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

<http://www.poll.everywhere.com/>



42. 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.



43. 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.



Book Reviews

44. Concept Mapping and Timeline Tools

(Bubbl.us, Cmap, Gliffy, Mindmeister, or Mindomo)



45. Multimedia Glossaries

Ozgur Ozdemir, December 2012

<http://r685glossary.shutterfly.com/>



46. Student Class Documentaries

Umida's R546 Documentary Project

http://www.youtube.com/watch?v=EMLTzqCV_5A



Poll #6: Which of these learner-centered 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



47. Cage Matches or Debates Cage Match on MOOCs at SXSWedu 2013 (Curt Bonk & Chuck Severance)

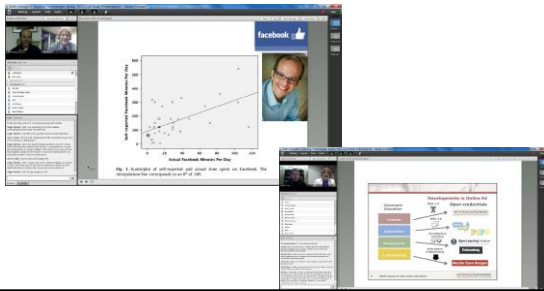
<http://chrcvca.com/sites/windcampus/files/sxswedu-by-southwest-education-ventures-division-entrepreneur-and-educators/42777>
<https://soundcloud.com/sxswedu/cage-match-the-massive-open>



48. Twitter Fed Class Discussions



49. Guest Speaker Quotes (Rey Junco, February 25, 2013)



50. Sync Session Guest Speaker Presentations and Reflections Designing a New Learning Environment Professor Paul Kim, Stanford University <http://venture-lab.org/education/lectures/45>



51. 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.



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!



3 3 3



Questions and Comments?

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

