HPER Engaging Lectures: Low Cost, Low Risk, Low Time

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	Low Risk	High Risk
1. Risk		

	Easy to Embed	Extensive Planning
2. Time		

	Free or Inexpensive	Enterprise Licenses
3. Cost		

	Instructor-Focus	Student-Focus
4. Student-Centered	Low	High

Kolb (1984)

- According to Kolb, effective learning involves four phases:
  - from getting involved (Concrete Experience) to
  - listening/observing (Reflective Observation) to
  - creating an idea (Abstract Conceptualization) to
  - making decisions (Active Experimentation).
- A person may become better at some of these learning skills than others; as a result, a learning style develops.

Index of Learning Styles Questionnaire
Barbara A. Soloman, North Carolina State Univ
http://www.engr.ncsu.edu/learningstyles/ilsweb.html

6. If I were a teacher, I would rather teach a course
   ○ (a) that deals with facts and real life situations.
   ○ (b) that deals with ideas and theories.

7. I prefer to get new information in
   ○ (a) pictures, diagrams, graphs, or maps.
   ○ (b) written directions or verbal information.

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1. Read
4. Do
2. Reflect
3. Display

THE COMPLETE 4MAT SYSTEM MODEL

The R2D2 Method

1. **Read** (Auditory and Verbal Learners)
2. **Reflect** (Reflective Learners)
3. **Display** (Visual Learners)
4. **Do** (Tactile, Kinesthetic, Exploratory Learners)

Motivational Principles

See Johnmarshall Reeve (1996). *Motivating Others: Nurturing inner motivational resources.* Boston: Allyn & Bacon. (UW-Milwaukee)

1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Feedback: Responsive, Supports, Encouragement
3. Engagement: Effort, Involvement, Excitement
4. Meaningfulness: Interesting, Relevant, Authentic
5. Choice: Flexibility, Opportunities, Autonomy
6. Variety: Novelty, Intrigue, Unknowns
7. Curiosity: Fun, Fantasy, Control
8. Tension: Challenge, Dissonance, Controversy
9. Interactive: Collaborative, Team-Based, Community
10. Goal Driven: Product-Based, Success, Ownership

Constructivistic Teaching Principles

(Brooks, 1990)

1. Build on student prior knowledge.
2. Make learning relevant.
3. Give students choice in learning activity.
4. Student autonomy & active lrng encouraged
5. Use of raw data sources & interactive materials
6. Encourage student dialogue
7. Seek elab on responses and justification
8. Pose contradictions to original hypothesis
9. Ask open-ended questions & allow wait time
10. Encourage reflection on experiences
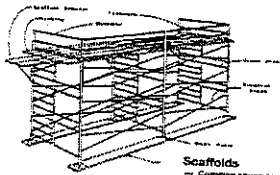
Scaffolds

Types of Heavy Scaffolding:

1. Social Acknowledgement
2. Questioning
3. Direct Instruction
4. Modeling/Examples
5. Feedback/Praise
6. Cognitive Task Structuring
7. Cognitive Elaborations/Explanations
8. Push to Explore
9. Fostering Reflection/Self Awareness
10. Encouraging Articulation/Dialogue Prompting
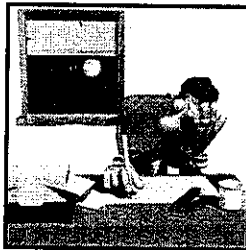11. General Advice/Scaffolding/Suggestions
12. Management

100 HPER Engaging Lecture Ideas

(See Bobweb class:
http://www.indiana.edu/~bobweb/)

Ok, who is falling asleep and needs a little chocolate?

Did he say chocolate?

Who wants some chocolate???

1. 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?

a. Write short and long terms goals down on goal cards that can be referenced later on.

b. Write 4-5 expectations for this session

c. Expectations Flip Chart: share of 1-2 of these...

d. Debrief is met them.

2. Accomplishment Hunt
(L = Cost, M = Risk, M = Time)

a. Turn in 2-3 accomplishments (e.g., past summer, during college, during life);

b. Teacher lists 1-2 of those for each student on a sheet without names.

c. Participants have to ask "Is this you?" If yes, get a signature.

3. Talking String
(L = Cost, L = Risk, L = Time)

- State what hope to gain from this workshop (or discuss some other issue) as wrap string around finger; next state the names of previous people and then state their reasons.

4. Issues and Discussion Questions
(L = Cost, L = Risk, M = Time)

a. Make a list of issues people would like to discuss.

b. Perhaps everyone brings 2-3 questions or issues to the meeting.

c. Partner off and create a list and then collect question cards, and,

d. Then distribute and your group must answer questions of the other groups.

5. Psychic Massage (a closer activity)
(L = Cost, M = Risk, L = Time)

a. Divide in teams of 3-5.

b. In alphabetical order of first names have someone turn his or back to the group

c. Team members must make positive, uplifting statements about that person behind his or her back but loud enough for others to hear them.

d. One minute per person.

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

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

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

- Imagine a situation or scenario and reflect on the consequences.
- "Just suppose you have six weeks of paid professional development each summer for workshops or classes like this, what would teaching be like? What would learning be like?"

8. 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, respect for ideas, withhold judgment, seek justification??? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...

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

- Generating ideas to solve the reverse of a particular problem, issue, situation, or concern. Once again, more is better and the wilder the better. The hitchhiking or piggybacking as well as combination of 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?

10. Morphological Synthesis
(L = Cost, M = Risk, M = Time)

- Write features of one item down the horizontal column.
- Write features of another item down the vertical.
- Look at intersection for new item or concept.

11. 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.
- Perhaps send to the instructor via email.
- Optional: Share with a peer before sharing with instructor or a class.

Reflection #1: What is the Muddiest Point so far...

- Write without lifting your pen:

_____
_____
_____
_____
_____
_____
_____
_____

4

12. 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.

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

- Assign roles after a lecture.
- Perhaps have students read more about roles.
- Come back dressed in costume.
- Act out scene.

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

a. Create a scenario (e.g., school reform in the community) and hand out to students to read.

a. Ask for volunteers for different roles (everyone must have a role).

b. Perhaps consider having one key person on the pro and con side of the issue make a statement.

c. Discuss issues from within role (instructor is the hired moderator or one to make opening statement; he/she collects ideas on document camera or board).

d. Come to compromise.

15. Participatory Lectures (Frederick, College Teaching)
(L = Cost, M = Risk, M = Time)

- Orderly brainstorming in which the students generate ideas which are organized in some rationale coherent pattern on the chalkboard.
- Write down everything you know about...

16. Bells and Whistles (Frederick, College Teaching)
(L = Cost, M = Risk, L/M = Time)

- Add media to a presentation (audio, music, animations, pictures, etc.)
- Try to play off emotions and capture mood or tone of an event, era, or issue

16. Continued...Explore Web (e.g., Health Resource Explorations, self study in anatomy)
(L/M = Cost, L = Risk, M = Time)

Upper Extremity Muscles

17. 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).

18. 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?**

19. 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)**
- **Share with class.**

20. Structured Controversy Task
(L = Cost, M/H = Risk, M = Time)

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold mini-debates (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise

21. Outlines (Thiagi, 1988)
(L = Cost, M = Risk, M = Time)

- Give students choice in the assigned readings.
- Have them bring an outline of the best 1 article he/she read.
- Have them mentor another student who did not read that article.

22. Cooperative Teaching Scripts
(L = Cost, M = Risk, L/M = Time)

- Read different passages
- Put out of sight
- One person summarizes the content of first passage and the other asks clarifying questions
- Work together to develop analogies, images, etc. to learn
- Repeat steps for other article
- Read passage that did not read

23. Cooperative Learning Scripts (L = Cost, M = Risk, L/M = Time)

- Read same passages
- Put out of sight
- One person summarizes the content of first passage and the other asks clarifying questions
- Work together to develop analogies, images, etc. to learn
- Share what learned with class

24. Reciprocal Teaching (moderator) (L = Cost, M/H = Risk, M/H = Time)

- Have students take on role of instructor who lectures or fosters discussion
- Everyone signs up for a week
- Students ask questions

25. Reciprocal Questioning (Allison King) (L = Cost, M = Risk, M = Time)

- Have students bring in question cards from the readings
- Perhaps add a question sheet or scaffold from the instructor
- Pair them off
- After or during lecture, have them ask those questions of each other.

26. 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, etc., resources.
- Share and explain what found with class.

27. Text-Based Bingo Cards (Bonk, 2002)

- Hand out Bingo cards with categories of key ideas on the horizontal (e.g., (instructor techniques) and vertical (e.g., different age groups).
- As you go through each category, students look at the connection and indicate how they would use that idea.
- First one with Bingo gets a prize.

So who has Bingo?

BINGO

## 28. Visual Bingo Cards (Bonk, 2003)

- Hand out Bingo cards of pics of people from the field.
- Have a PowerPoint presentation of key points and include a picture of someone in the field associated with each slide.
- If have matching pic on Bingo card, they must do something (e.g., explain how they would use the idea)
- First one with Bingo gets a prize.

Online Teaching Skills
The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)
guykb@iprimus.com.au

- Technical: email, chat, Web development
- Facilitation: engaging, questioning, listening, feedback, providing support, managing discussion, team building, relationship building, motivating, positive attitude, innovative, risk taking
- Managerial: planning, reviewing, monitoring, time management
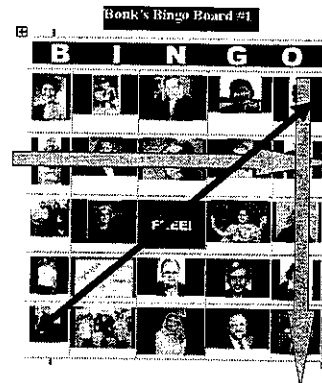
29. Bingo Quizzes (V)

- Have questions with answers that complete a Bingo card. Put course related questions or statements on a slip of paper with each #.
- Pull numbers from a hat.
- Read question and number and students have to put answer in that box if their Bingo card has it.
- First one to think she has Bingo reads her card. If anything is incorrect, keep going.

Note: Jeopardy style tests are similar...

30. Beginning a Lecture (Derek Bok, Harvard, 1992)

- Begin course or lecture with a question or series of questions to capture interest; e.g., "what image do you have of people who have HIV or AIDS?"
- Begin course or lecture by posing a problem and eliciting answers or ideas; "why would people want to attend this talk?"

## 31. During a Lecture
(Derek Bok, Harvard, 1992)

- Invite challenges or debates on your lectures, perhaps by presenting differing views.
- Instead of answering questions, throw it back on the students.
- Ask questions throughout the lecture.
- Utilize handouts, maps, and visuals from which to pose issues or questions.
- Stop lecture suddenly and have students write a response to a question

32. After a Lecture
(Derek Bok, Harvard, 1992)

- After a lecture, give students a one questions quiz based on the material just covered. Leave the room for 10-15 minutes so that they can discuss. When return, have them report answer.
- Do one minute reflections or mini-activities at the end.

33. Anchoring Event (CTGV, 1990?)

- Begin or interrupt a lecture with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.
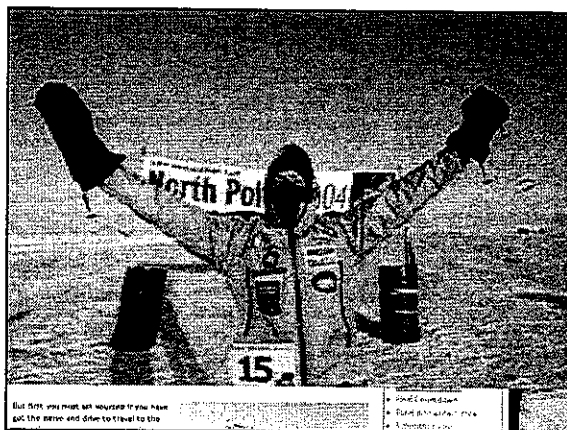
34. Volunteer Technology Demos (Bonk, 1996)

- 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

35. Phillips 66

- 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.

36. Jigsaw I

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

37. 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).

38. Questioning Options
(Morten Flate Pausen, 1995; morten@nki.no)

- Shot Gun: Post many questions or articles to discuss and answer any—student choice.
- Hot Seat: One student is selected to answer many questions from everyone in the class.

39. Pruning the Tree (i.e., 20 questions) (V)

- 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.

40. Séance or Roundtable

- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present present day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief

41. Force Field Analysis on Problem

- 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).

42. Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

43. Case-Based Learning: Student Cases

1. Model how to write a case and practice answering.
2. Generate 2-3 cases during semester based on field experiences.
3. Link to the text material—relate to how how text author or instructor might solve.
4. Respond to 6-8 peer cases.
5. Summarize the discussion in their case.
6. Summarize discussion in a peer case.

   (Note: method akin to storytelling)

Real-time Cases

Supercharging the case method, making it more realistic and engaging

44. 99 Second Quotes

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it
- Options
  - Discussion
  - Small group linkages
  - Share online and discuss or debate

45. Swami Questions (V)

a. Have students leave you with questions during break time.
b. At end of session go thru as many of them as you can in last 5-10 minutes.

Alternative Swami Questions (V)

a. Take questions home and come up with creative answers (put in sealed envelopes)
b. Next time start class dressed as a swami and put answers and answer questions before opening envelopes.

46. Just-In-Time-Teaching

47. 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.

49. Six Hats (Role Play):
(from De Bono, 1985; adopted for online learning by 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

Note: technique was used in a business info systems class where discussion got too predictable!

50. Think-Pair-Share (V)

- Assign a topic for reflection or writing.
- Have share their responses with someone next to them.
- Ask to share with class.
- Alternatively, ask students to volunteer something they heard from a peer.

Half-Way...Brief Intermission
Please Share Best Idea so far with neighbor
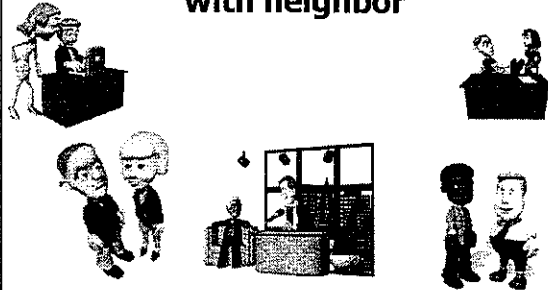
51. Structured Controversy and Instructor Generated Virtual Debates (or student generated)

1. Select controversial topic (with input from class)
2. Divide class into subtopic pairs: one critic and one defender.
3. Assign each pair a perspective or subtopic
4. Critics and defenders post initial position stmts
5. Rebut person in one's pair
6. Reply to 2+ positions with comments or q's
7. Formulate and post personal positions.

52. Panels of Experts: Be an Expert/Ask an Expert

Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)

53. Symposia of Experts

1. Find topic during semester that peaks interest
2. Find students who tend to be more controversial
3. Invite to a panel discussion on a topic or theme
4. Have them prepare statements
5. Invite questions from audience (rest of class)
6. Assign panelists to start

54. Numbered Heads Together (V)

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

    a. e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, etc.

55. Issues and Discussion Questions

a. Make a list of issues people would like to discuss.
b. Perhaps everyone brings 2-3 questions or issues to the meeting.
c. Partner off and create a list and then collect question cards, and,
d. Then distribute and your group must answer questions of the other groups.

56. Fishbowl (or Double Fishbowl) (V)

a. Assign groups via 1's and 2's. The 1's are considered inside the fishbowl; 2's are outside.
b. Give a topic to discuss.
c. Only 1's are allowed to talk.
d. After 5-10 minutes 1's find a 2's at their site to talk to about the conversation.
e. Switch roles and only 2's are allowed to talk.
f. All talk and come to compromise.

57. Phillips 66/Buzz Groups (V)

- Assign a topic at the start or end of class.
- Assign students to groups of 6 students to discuss that topic for 6 minutes.
- Summarize that discussion with videoconferencing class.

58. Roundrobins (V)

- Select a topic
- Respond to it
- Pass answer(s) to next person in group
- Keep passing until everyone contributes or ideas are exhausted
- Summarize and/or report or findings
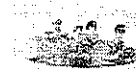
59. Jigsaw

- Form home or base groups of 4-6 students.
- Student move to expert groups.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students might give group presentations or be individually tested

60. Reflection Papers (3-4 page)

- Learning journeys
- Team reflection papers
- Trends in field papers
- Chat with expert reflections
- Job application papers
- Personal learning theory
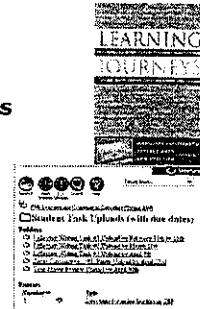
61. Summary or Reflection Writing
(David Brown, Syllabus, January 2002, p. 23; October 2001, p. 18)

- Nutshell, Abstract, Summing Up
- Pros and Cons, K-W-L,
- Muddiest Pt Papers, Minute Papers
- PMI (Plus, Minus, Interesting)
- Wet Ink, Diaries, Freewriting, Blogs
- Roundrobin, Forced Wrap Arounds
- Email instructor after class on what learned or failed to learn...
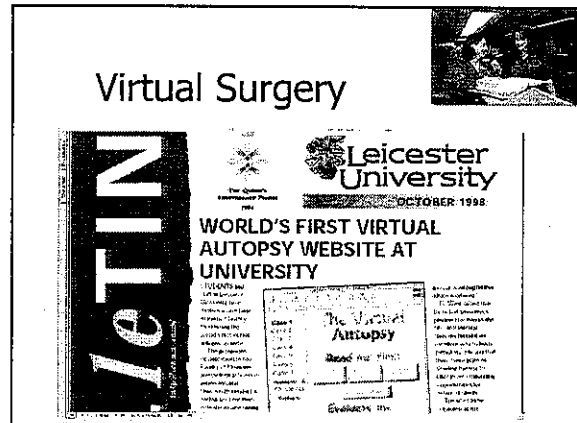
62. Nominal Group Process

1. Give statement of the problem.
2. Silent generation of ideas to solve it.
3. Round robin sharing of ideas and piggy backing of them.
4. Classification & grouping of ideas.
5. Straw vote ranking of ideas. Secret ballots.
6. Further clarification of ideas and emerging concepts. Can change wording.
7. Final priority weighting. Public vote.

63. Reality Teaching and Learning
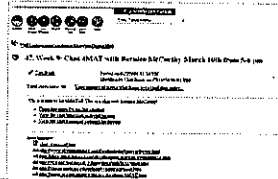(Andrew Revkin, New York Times, May 25, 2003)

INTERACTIVE FEATURE

On Top of the World

REPORT FROM THE NORTH POLE

Virtual Surgery

Leicester University
OCTOBER 1998

WORLD'S FIRST VIRTUAL AUTOPSY WEBSITE AT UNIVERSITY

The Virtual Autopsy

64. Reuse Chat Transcripts

- Bring to class the outside chat that you had. Reuse it in class. Ask students to pull out themes.

65. Reuse Online Discussion Transcripts

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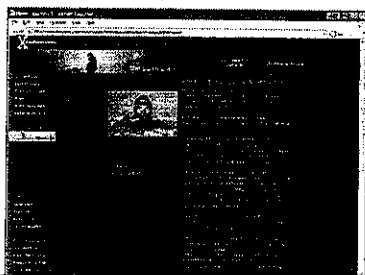- Share or have competitions

66. Reuse 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.

Blogs and Online Resource Libraries
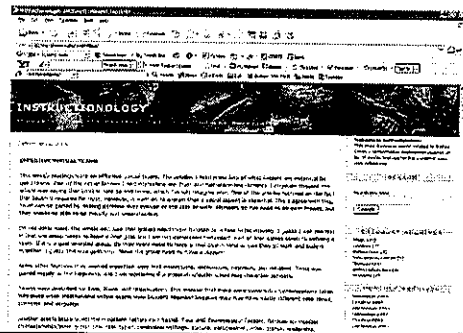
Blogs for Adventure Learning

67. Index Match Cards (Active Learning, Silberman)

- Make an equal amount of note cards, half with questions and the other half with the answers to the questions. Mix up and give each student a card. The exercise is to find you match. After they find their match, go around the class and go through questions and answers.

68. Giving Questions and Getting Answers (Silberman)

- Give each student two index cards. Ask the students to complete the following sentences:
- Card 1: I still have a question about....
- Card 2: I can answer a question about....
- Break class into groups; ask each group to select the most pertinent questions to ask, and the most interesting question to answer from the cards of their group members. Then go around the class and have the groups give their responses. (This is a good review activity.)

69. Planted Questions (Active Learning, Silberman)

- I will 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.

70. Issue Cards

- Everyone brings in question and issue cards on the articles. Collect and pass out to different groups to solve.

71. Group Grope (Thiagi, 1988)

- Each student writes 4 impt pts
- Instructor pts impt and less impt on cards
- Collect cards
- Distribute 3 to each student and arrange according to importance
- Spread rest on table (can exchange and trade)
- Compare cards and form coalitions
- Each team prepares poster that nonverbally reflects their ideas

72. Priority Plus (Thiagi, 1988)

- Ask to read while noting key pts
- Divide into teams of 4-6 people
- Prepare list of key pts
- Class creates a list of 12 key pts
- Ask each team to select most impt item
- Give pts for selecting same item
- After figure out item with most votes, cross it off and ask groups to select next most impt item.
- Do not cross off items that tie—make groups defend and debate.

73. The Envelope Game (Thiagi, 1988)

- Tell class they will be tested on ability to apply their learning.
- Have teams write a problem on a large envelope.
- Pass to next team to solve (they place solution in envelope).
- Pass to next team to solve and so on.
- Original team ranks solutions.
- Have teams retrieve ranked solutions.

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

- Everyone brings 100 word summary.
- Pair up and produce a better 100 word summary.
- Collect all 3 and pass to different group
- Groups rank them for 1 for best, 2 for 2nd best, and 3 for third.
- Pass back to original team.

75. Third Degree (Thiagi, 1988)

- Everyone brings questions. Divide into groups of 5. For 3 minutes, four inquisitors in the group pounce on the hapless victim and pile up various questions on him or her. No logic is required; instead the goal is to confound the victim. After 3 minutes, ask the current victim to select a new one and repeat process. At end you might ask students to apportion 100 pts among the other 4 players to determine a winner.

76. Press Conference (Thiagi, 1988)

- Divide class into 3 teams and assign different articles or readings
- Next time announce a team to get for a press conference
- Others write down 3 questions each on index cards
- Mix and redistribute 3/student
- Identify particular people and ask questions of them
- Other 2 groups decide on most impt points and makes a presentation on them.

77. The Question Game (Thiagi, 1988)

- Each student comes with 10 questions cards with answers on the back.
- Divide into groups of 4-5
- Mix cards up and exchange with another group.
- Players read cards and answer it or bluff
- Others in group can challenge
- 2 pts for correct challenge, 1 pt for correct answer (2 if challenged), and 2 pts for successful bluff

78. Best 3 (Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).
- 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.

79. Tests and Bells (Bonk, 2004)

- After or during a lecture, have students form into interest groups and make summaries of pts.
- Have the students take a class quiz.
- Each group gets a bell to answer pts from the lecture.
- Give pts for first group (or 2) that rings their bell and has correct answer. (take off pts for wrong answers.)
- Total pts and give prizes.
- Discuss and debrief

80. Library Day
(Bonk, 1999)

- Have students spend a day in the library finding and summarizing a set number of articles.
- Have them bring to class and share in small groups interested in similar topics.
- Perhaps give each student 1 minute to describe what found.

81. One Visual Exercises

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

82. 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.

83. Summary Judgment
(Thiagi, 1988)

- Collect summaries and distribute 2 to each group of 2 people.
- Have them put a smiley face by the best summary.
- Post summaries on wall and have students read them.

84. Poster Sessions
(Bonk, 1995)

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Have half of the students present their ideas in one half of the room for 15-20 minutes and then reverse roles.

85. Starving Artist Art Fair
(Bonk, 1997)

1. Have students create concept maps for different chapters.
2. Put work on wall and only identification is a student number.
3. Students go around the room and rank each piece of art.
4. Pass out 1,000,000 of Bonker bills to each student.
5. Bid on artwork
6. Those with highest rated artwork and most accumulated artwork get bonus points.

86. 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.

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87. Movie assignments (Bonk 2004)

III. Final Project Movie Review (60 Points)

Movie Review Directions (Select 2 movies including at least 1 from Group A) Your final activity is from the standpoint of one or more learning theories or theorists. In your review, you should discuss are they exhibited in different actors, scenes, or plots? I prefer personal descriptions of each coun may be needed at times. Also, what theory or theories of learning and cognition do these movies r discuss how teachers are portrayed and the overall learning environment. Is there any learning the your personal theory of learning? You must include links to at least 4 chapters in your review. You review must come from Group A below

Group A: Some standard learning and cognition classics include the following:

- Conrack (John Voight, Paul Winfield, Hume Cronyn)
- Dead Poets Society (Robin Williams, Ethan Hawke)
- Dangerous Minds (Michelle Pfeiffer, George Dzundza, Courtney B. Vance)
- Forrest Gump (Tom Hanks, Sally Field, Dick Clark, John Lennon, Bob Hope)
- The Lord of the Rings (pick any 1 of the 3 movie) (Sean Astin, Viggo Mortensen, Ian McK Bloom, Billy Boyd, Brad Dourif, Ian Holm, Christopher Lee, Ian McKellen, Dominic Mona
- Man Without a Face (Mel Gibson, George Martin, Michael DeLuise)
- Mirror Has Two Faces (Barbara Streisand, Jeff Bridges, Pierce Brosnan)
- Mr. Holland's Opus (Richard Dreyfuss, Glenne Headly)
- Renaissance Man (Danny Devito, Gregory Hines, Mark Wahlberg, Cliff Robertson)

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88. Human Graphs (V)

- 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).
- Debrief

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89. Tell Tall Tales, Creative Writing (V)

a. Start a topic of discussion perhaps with an interesting scenario or "just imagine" if this happened or an object obituary.
b. Pass on the story to a student to continue it at another location or have volunteers.
c. Continue with story.
d. Perhaps combine with a Stand and Share activity.

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90. Three Stay, One Stray (V)

a. Assign task.
b. Designate one person as a spy who from time-to-time travels about room and looks at solutions and answers of other groups.
c. Spy reports back to group.
d. Group reports to larger videoconferencing group.

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91. One Stay, Three Stray (V)

a. Assign task.
b. Once completed, post results on wall in a poster session (e.g., showcase model, list of questions, final product, etc.).
c. One person stays behind to present product and others tour the room.
d. Report back to videoconferencing group.

92. Online Role Play Personalities

(slide contains a screenshot of an online discussion thread, text not legible)

93. Role Play Scholars from Readings

Assume Persona of Scholar
- Enroll famous people in your course
- Students assume voice of that person for one or more sessions
- Post a 300-700 word debate to one or more of the readings as if you were that person. Enter debate topic or Respond to debate topic
- Respond to reading reflections of others or react to own

Role 3: Conqueror or Debater/Arguer/Bloodletter

- Takes ideas into action, debates with others, persists in arguments and never surrenders or compromises nomatter what the casualties are when addressing any problem or issue.

Role 4: Devil's Advocate or Critic/Censor/Confederate

- Takes opposite points of view for the sake of an argument and is an antagonist when addressing any problem posed. This might be a weekly role that is secretly assigned.

94. Electronic Voting and Polling

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class

(Note: Delphi or Timed Disclosure Technique: anomymous input till a due date and then post results and reconsider until consensus
Rick Kulp, IBM, 1999)

95. Scavenger Hunt

1. Create a 20-30 item scavenger hunt
2. Post scores

96. Peer Interviews

➢ After lecture, have learners interview each other about what they learned.

➢ Introduce each other based on what learned.

97. Three Step Interviews

➢ After complete lecture, assign pairs of students who interview each other about what they learned.

➢ Pairs introduce each other to another group based on what they learned.

➢ Groups introduce each other to class based on what they learned.

98. Guest Expert Chats

1. Find article or topic that is controversial
2. Invite person associated with that article (perhaps based on student suggestions)
3. Hold real time chat
4. Pose questions
5. Discuss and debrief (i.e., did anyone change their minds?)

(Alternatives: B. Email Interviews with experts;

C. Assignments with expert reviews)

99. Creative Dramatics (Gary Davis, 1998)

- Stretch, relax, loosen up, etc...
- Biggest/smallest thing; Holding up the roof; Favorite animal; Mirror effect; Imagine taste/smell...
- Imagine taste/smell... Ice Cubes, Puppets, Mirror effect, Ridiculous Poses, Favorite animal, People Machines, Invisible Balls.
- Imagine hear, touch, smell, tastes, stiffest/most rubbery, Angriest/happiest.

100. Problem-Based Learning (PBL)
(Blumenfeld, Soloway, et al. 1991; Duffy & Savery, 1996; George Lucas Educational Foundation, 2003)

1. Pursue nontrivial (complex) problems with multiple solutions
2. Context for collaboration
3. Debate, ask questions, refine questions, make predictions
4. Collect and analyze data
5. Draw conclusions
6. Communicate ideas and findings
7. Ask new questions
8. Create artifacts

PBL (Blumenfeld et al., 1991; Savery & Duffy, 1996)

1. Anchor in larger task or problem
2. Develop learner ownership over the problem
3. Design authentic tasks
4. Tasks should reflect real world complexity
5. Learners must own the solution path/processes
6. Support and challenge learners
7. Encourage testing against alternative views
8. Encourage reflection on learning content and process
9. Novelty, Variety, Valued problems, Choice

What can we say about HPER Engaging Lectures???

• They are everywhere!!!!!!!!

• Resistance is futile!!!!!!!

Assimilate...

What have you learned so far?

• Solid and Fuzzy in groups of four
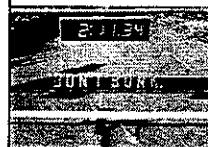• One Stray-Three Stay--#'d Heads Together-Roundtable.

Final Advice

• Start small, share.
• Do not be afraid to share or ask for help
• Learn from as well as with your students
• Lower immediate expectations (change takes time)
• Use technologies only where they fit your pedagogy and curriculum
• Think low risk to high risk and low time to time intensive
• Make an action plan.

Any questions, comments, or concerns?

BONK !