

Motivational Principles

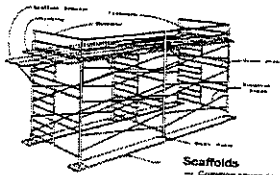
See Johnmarshall Reeve (1996), *Motivating Others: Nurturing inner motivational resources*. Boston: Allyn & Bacon. (UW-Milwaukee)

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



Types of Heavy Scaffolding:

1. Social Acknowledgement
2. Questioning
3. Direct Instruction
4. Modelling/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:

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 Forces:** 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.

BINGO

000	001	002	003
004	005	006	007
008	009	010	011
012	013	014	015

So who has Bingo?

BINGO

28. Visual Bingo Cards (Bonk, 2003)

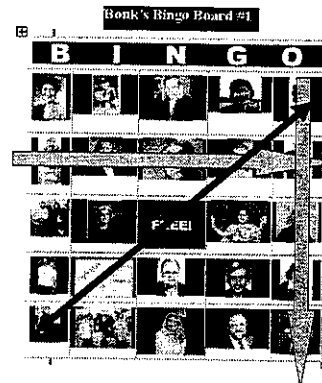
- Hand out Bingo cards of pics of people from the field.
- Have a PowerPoint presentation of key points and include a picture of someone in the field associated with each slide.
- If have matching pic on Bingo card, they must do something (e.g., explain how they would use the idea)
- First one with Bingo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



Online Teaching Skills

The Online Teacher, TAFE, Guy Kemshall-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)

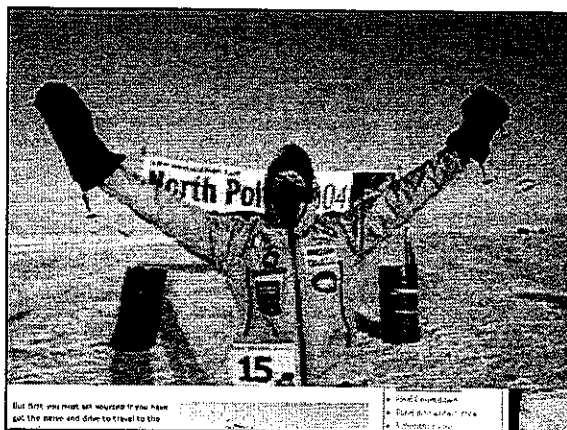
- Invite challenges or debates on your lectures, perhaps by presenting differing views.
- Instead of answering questions, throw it back on the students.
- Ask questions throughout the lecture.
- Utilize handouts, maps, and visuals from which to pose issues or questions.
- Stop lecture suddenly and have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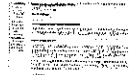
42. Field Reflections

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 the 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

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)

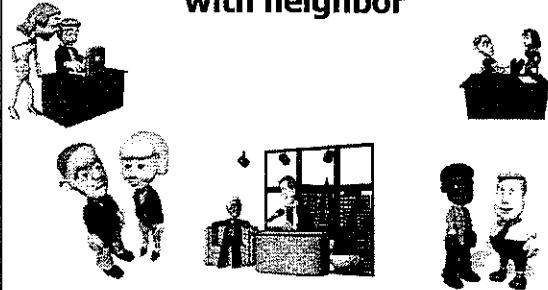
- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization

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

