
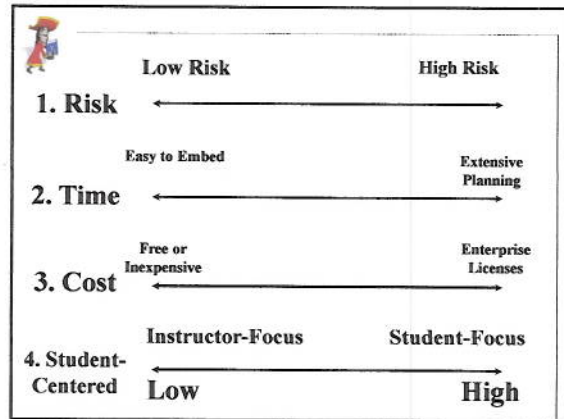



**100+ Hyper-Engaging Lecture Ideas for Any Class Size: Low-Risk, Low-Cost, Low Time**

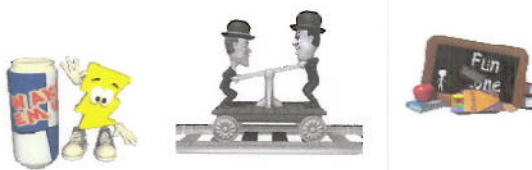
**Dr. Curtis J. Bonk**  
 Professor, Indiana University  
 President, SurveyShare, Inc.  
<http://php.indiana.edu/~cjbbonk>,  
 cjbbonk@indiana.edu

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



**Part II. Some Online Motivational Ideas**



**We are not motivating students with the technologies that they love**





**Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?**





## Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges  
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.





**I even reflected on this for a moment...and then something magical happened...**





### Magic #1: TEC-VARIETY Model for Online Motivation and Retention

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



### 1. Tone/Climate: A. Video Course Intros from Instructors



### 2. Encouragement, Feedback, etc.: A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)

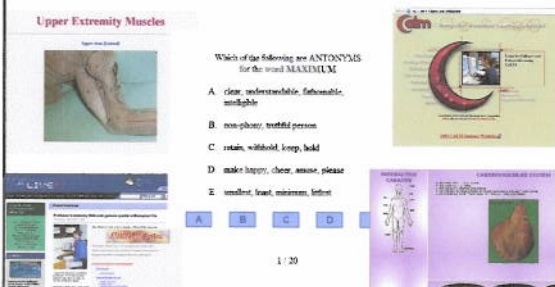
**Upper Extremity Muscles**

Which of the following are ANTONYMS for the word MAXIMUM?

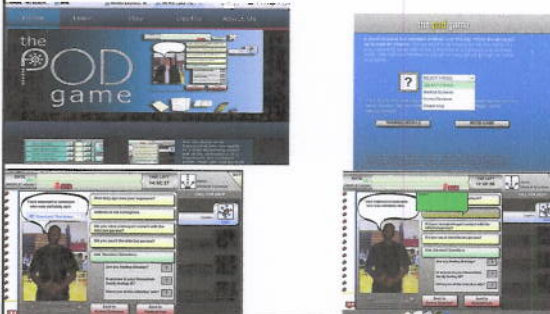
- A. clear, indefensible, formidable, unshakable
- B. non-phoney, useful person
- C. retain, withhold, loop, hold
- D. make happy, cheer, amuse, please
- E. smallest, least, minimum, lesser

A B C D

1 / 20



### 3. Curiosity, Fun: A. Online Games (e.g., public health; the POD game Points-of-Dispensing (PODs))





**4. Variety, Novelty:**  
**A. Expert Chats**  
 (Bonk, 2007; Liang & Bonk, 2009)

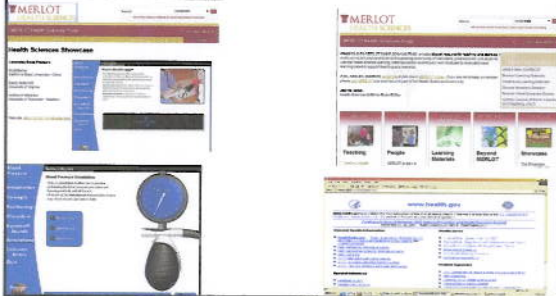
1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.



**5. Autonomy, Choice:**  
**B. Clickers; Innovation is but one click away...**



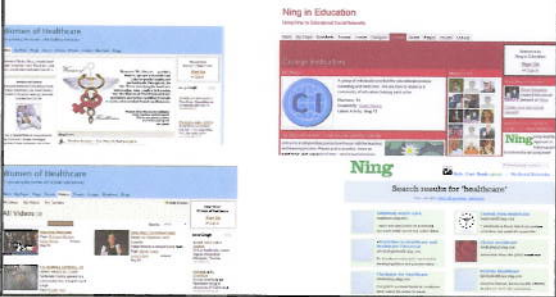
**5. Autonomy, Choice:**  
**B. Explore supplemental Health Resources (portals, referatories, & repositories)**



**6. Relevance, Meaningfulness:**  
**A. Online Simulations and Demonstrations**  
 (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)



**7. Interactive, Collaborative:**  
**A. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.**



**8. Engagement, Effort:**  
**A. Synchronous Learning**



## 9. Tension, Challenge, etc.:

### A. Ethical Medical Debates

Students to protest human body exhibit



## 9. Tension, Challenge, etc.:

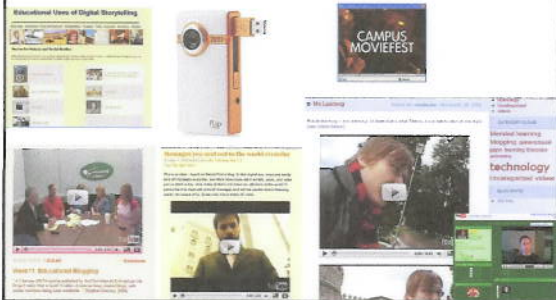
### B. Electronic Guests & Mentoring

(Simon Fraser University News:  
<http://www.sfu.ca/mediapr/sfnews/2001/Sept6/hightech.html>)



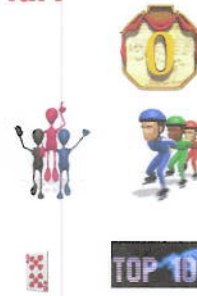
## 10. Yields Products, Goals:

### A. Video Blogs



## Poll #1: How many ideas did you get so far?

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.



## 99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four



## II. Addressing Diverse Learners





**Magic #2: The R2D2 Model**

**Empowering Online Learning**

100+ Activities for Reading, Reflecting, Displaying & Doing

Curtis J. Bank | Fei Zhang

### The R2D2 Method

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

### 1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

### Read 1a. Publishing in Open Access Journals (e.g., PLOS)

The International Review of Research in Open and Distance Learning

A refereed e-journal to advance research, theory and best practice in open and distance learning worldwide

Albany State University

### Read 1b. Podcast Paper Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

### Read 1c. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

Educause Quarterly, 29(3), 2006, <http://connect.educause.edu/Library/EDUCAUSE+Quarterly/PodcastingLectures/39987>

## Read 1d. Online Tutorials, Help, Announcements, Q&A, and FAQs

To register for a My NCBI account, click on the Register link at the top right of the screen.

- To get started, enter one or more search terms using the search box.

Target your results using the improved page!

- Click the search tab to refine
- Add an author or journal to your search
- Limit to citations with links to free full text
- Select multiple languages, publication types, and do lots more

Read the Helpdesk to register other PubMed search options.

## Read 1e. Medical Community Podcast Shows

## Read 1f. Podcast Research Reviews

Trust carefully collected specimens to high quality NuGEN Oxation Automation

**nature REVIEWS CANCER**

Podcast

What is translational cancer research?  
Simon Foster, Mike van, Simon Gillett and David Heath

September 2007

What does translational cancer research mean to you? In your perception of the subject a reflection of whether you are a basic research scientist or a clinician? Is this just another one of the great funding issues, or is there something to be gained from engaging in translational research? Compare your views with those of Bruce Fisher, Aron Lind, David Oden and David Neal, our podcast panel from the new Cancer Research UK Cambridge Research Institute. This could be the fatal fish you've been looking for.

Podcast supported by:

CANCER RESEARCH UK  
UNIVERSITY OF CAMBRIDGE

## 2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

## Reflect 2a. Analyze Online Cases (problems, solutions, etc.)

## Reflect 2b. Watch or Listen to Online Conferences (3rd International Online Medical Conference (IOMC) March 6 & 7, 2010)



### Reflect 2c. Expert and Domain Specific Blogs (Health Blogs)

A collage of various health-related blogs, including 'Kevin, M.D.', 'E.K. Nixey', and 'Biomedical Science Blog'.

### Reflect 2d. Watch or Listen to Online Courses or Programs (e.g., Disaster Preparedness and other areas)

Screenshots of online courses from the Center for Persons with Disabilities, including 'Emergency Readiness Results' and 'On-line Courses for Independent Living Center Staff I'.

### 3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

### Display 3a. Pubcasts! (videos of scientific papers and science)

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee

### Display 3b. World Trends and Indices (e.g. Worldmapper)

Screenshot of the Worldmapper website showing a world map with color-coded regions representing scientific research trends.

### Display 3c. Medical Animations and Videos (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

A collage of medical animation and video thumbnails, including '3D Human Anatomy' and 'Anatomy 3D medical animation!'.

### Display 3d. Videos of the Periodic Table

The image shows several instances of a periodic table of elements. Each table is overlaid with small video thumbnails. Some thumbnails show a person in a lab coat, while others show laboratory equipment like beakers and test tubes. The text 'THE PERIODIC TABLE OF VIDEOS' is visible on one of the tables.

### Display 3e. Human Embryology Animations (Valerie O'Loughlin, Indiana University)

The screenshot shows a website with a blue header. The main content area features several educational diagrams and text blocks. On the left, there's a diagram of a developing embryo. On the right, there's a diagram of a cross-section of the body. The text discusses embryology and development. The website is titled 'Human Embryology Animations' and is attributed to Valerie O'Loughlin from Indiana University.

### Display 3f. Map Mash-ups (e.g., Shakespeare's Global Globe; PopSci, June 13, 2008, Michael Behar GOOGLE EARTH ENVIRONMENT GUIDE THE FREE SOFTWARE FROM GOOGLE GIVES SCIENTISTS A NEW WORLD VIEW)

The image displays several map mash-ups. One shows a globe with a cityscape overlay. Another shows a globe with a grid overlay. A third shows a globe with a grid overlay and a cityscape overlay. The text 'Map Mash-ups' is visible at the top. The image is attributed to Michael Behar from PopSci, dated June 13, 2008.

### Display 3g. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

The screenshot shows a website with a video player. The video player is titled 'Understanding the Common Cold'. The website has a green header and a white background. There are social media sharing options like Facebook and Twitter. The text 'Monkey See, doFlick' is visible at the top.

### Display 3h. Vodcast for Medical Training (e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training," By Eric Fetters, Herald Writer, Everett, WA, Sept 25, 2006)

The image shows a collage of images related to medical training. It includes an ultrasound scanner, a person using a mobile device, and a vodcast player. The text 'SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training,' is visible at the top. The image is attributed to Eric Fetters from Herald Writer, dated Sept 25, 2006.

### Display 3i. Video Blog (Vlog) and Vodcasts

The screenshot shows a website with a video player. The video player is titled 'Lafayette Business Vodcasts'. The website has a blue header and a white background. There are social media sharing options like Facebook and Twitter. The text 'Lafayette Business Vodcasts' is visible at the top.



#### 4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



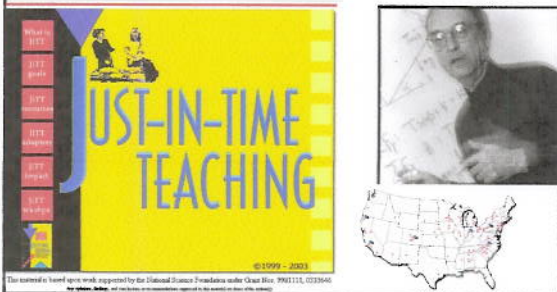
#### Do 4a. Survey Research and Market Analysis

(e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)



#### Do 4b. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>

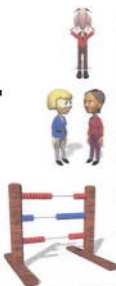


#### Do 4c. Medical Community Wikis



#### Poll #2: How many ideas did you get from the second part of this talk?

- None—you are an idiot.
- 1 (and it is a lonely #).
- 2 (it can be as bad as one).
- 3-5
- 6-10
- Higher than I can count!



#### 25 Small Group Activities



### 1. 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.



### 2. Reciprocal Teaching Scripts

- Instructor gives purpose of the method (e.g., summarization, prediction, clarification, and questioning skills)
  - He/she models the method
  - Student takes over as the teacher
  - Student teacher models skills requested
- Online Option: Sign up to start or wrap discussion or to mentor each other.



### 3. Cooperative Learning Scripts

- Read same passage
  - Put out of sight
  - One person summarizes and the other tries to correct any errors
  - Both work together to learn the information
  - Read 2<sup>nd</sup> passage and change roles
- Online Option: do in a forum



### 4. Cooperative Teaching Scripts

- 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



### 5. READER/READERS (Clark & Bonk, 1992)

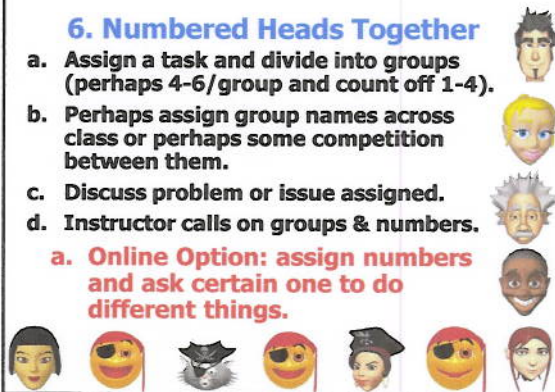
- Review why you are about to read.
- Explore passage for main ideas.
- Ask questions about the main ideas.
- Draw conclusions.
- Evaluate your responses.
- Read for answers and Summarize main ideas.



– Other similar strategies include paired repeated reading, paired reading, Cooperative Integrated Reading and Composition (CIRC) Program, reciprocal teaching, cooperative scripts.

### 6. Numbered Heads Together

- Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
  - Perhaps assign group names across class or perhaps some competition between them.
  - Discuss problem or issue assigned.
  - Instructor calls on groups & numbers.
- a. Online Option: assign numbers and ask certain one to do different things.





## 7. 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).



## 8. Value Lines

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



## 9. 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.**
  - **Share with class.**
- Online Option: assign email pals, Web buddies, or critical friends and create activities.



## 10. 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!



## 11. Brainstorming (L = Cost, L = Risk, M = Time)

- **Generating ideas to solve a particular problem, issue, situation, 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 increase the use of active learning ideas in college settings?**



## 12. 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.**
- **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?**



### 13. 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.



### 14. Inside and Outside or Fishbowl

- Situate students in two circles; an outer & inner circle.
- Present a problem, situation, or discussion topic.
- Have students immediately behind each other discuss their solutions, ideas, or answers.



- Online Option: count off 1 and 2 and only allow 1's or 2's to add to discussion for first half of week and then the 2's.

### 14. Inside and Outside or Fishbowl Continued...

- Only those on the inner circle can talk or discuss. Those behind have to listen.
- After 5-10-15 minutes, have them share with person behind them what they did not get a chance to say and discuss the conversation so far.

- (if online, do this by day)



### 14. Inside and Outside or Fishbowl Continued...

1. Change seats between inner and outer circles.
2. Now discussion resumes with those on the inside.
3. After 5-10-15 minutes, continue with rotation or come to compromise.
4. Alternative version: Outer circle people can tap inner circle person on shoulder as replacement.



### 15. Historical 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.



- Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.


### 15. 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). Come to compromise.
- a. Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

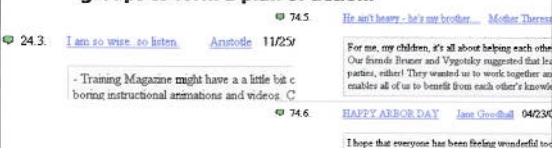






### 16. Scholar Role Play or Debate Panel or Symposia


- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.



### 18. Scholar Role Play or Debate Panel or Symposia Continued

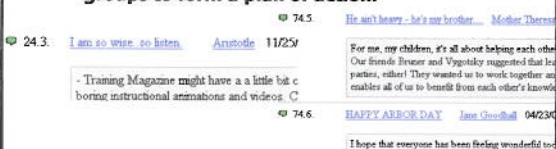
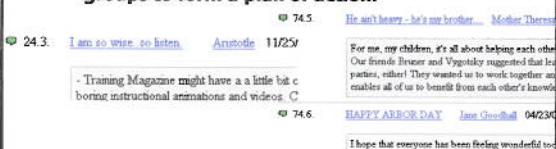
- Role play perhaps with alternating views being presented with 4-6 students.
- Tap students in the audience on the shoulder to take the place of someone on panel or have them decide when to replace someone.

**-Could also be done online or rotated.**



### 17. 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)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting

### 18. 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




### 19. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.

### 20. One Stay-Three Stray

- Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).

### 21. Group Investigation or Coop-Coop

- Divide a general topic into sub-topics.
- Groups divide sub-topics into mini-topics.
- Each student investigates their mini-topic.
- Students present findings within groups (perhaps in drop boxes and in online discussion forums).
- Integration is made of all the material in each group and presented to the class.
- Evaluation is made of team as well as individual efforts.



### 22. Student Teams Achievement Divisions (STAD)

- Students are divided up into heterogeneous groups of four-5 student groups.
- Lesson is presented by instructor (videostream or podcast).
- Students help each other learn the material in online groups.



### 22. Student Teams Achievement Divisions (STAD) Continued

- Students take a test or quiz or perform some other task.
- Team scores are determined based on improvement scores of all students.
- Teams with highest scores are recognized.



### 23. Teams-Games Tournaments Divisions (TGT)

- Same basic idea as STAD except that quizzes or tests are replaced by competitions between groups.



### 24. Jigsaw I

- Form home or base groups online of 4-6 students.
- Student move to expert groups in online 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.



### 25. Jigsaw II

- Same as Jigsaw I except that total team scores on the quizzes or assignments are published or used in grading purposes.





**Think-Pair-Share...  
What have you learned so far?**

- If no partner, stray to another group.
- Share with group



**26. 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 that can be referenced later on. **Post these to a discussion forum.**
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum): share of 1-2 of these...
- Debrief is met them.



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

- Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- Students respond to each other as to what have in common or would like to have. Or instructor lists 1-2 of those for each student on a sheet without names.
- Participants have to ask "Is this you?" If yes, get a signature.



**28. Peer Interviews**

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



**29. 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.



**30. 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.



### 31. 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.



### 32. 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



### 33. Swami Questions (V)

1. Have students leave you with questions during break time.
2. At end of session go thru as many of them as you can in last 5-10 minutes.
3. Alternative Swami Questions (V)
4. Take questions home and come up with creative answers (put in sealed envelopes)
5. Next time start class dressed as a swami and put answers and answer questions before opening envelopes.



### 34. 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.



### 35. 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?"



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

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

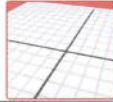
- Just imagine: imagine you have created a highly active teaching situation...What do you see? Can students wonder, question, speculate, take risks, active listening, respect for ideas, withhold judgment, seek justification??? How is creativity fostered here? Describe environment. Physically, mentally,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





#### 40. 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.



#### 41. 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.



#### 42. 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.



Cool Stuff

#### 43. Student Selected Lectures (Frederick, College Teaching) (L = Cost, M = Risk, M = Time)

- Orderly brainstorming in which the students generate ideas about the topic for today.
- Ideas are organized in some rationale coherent pattern on the chalkboard.
- Students vote on what items to discuss.
- Alternatives: students select lecture topics, stories, or activities from a list provided by the instructor.



#### 44. 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)).

#### 45. 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?



**46. 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.

SOURCE OF ENERGY

1	2	3	4	5	6	7	8	9	10

**47. 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.



**48. Text-Based Bingo Cards (Bonk, 2002)**

- Hand out Bingo cards with categories of key ideas on the horizontal (e.g., online instructional techniques) and vertical (e.g., different age groups or disciplines).
- 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.



**49. 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.

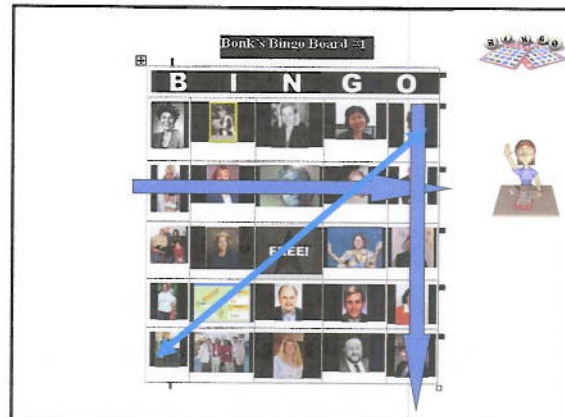


## Online Teaching Skills

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



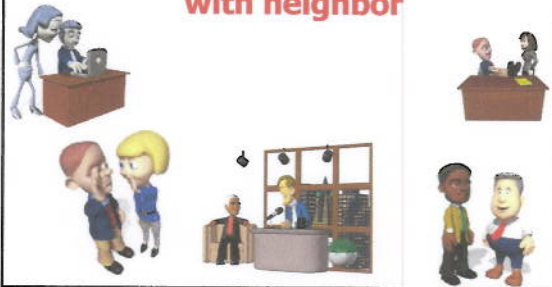
## 50. Bingo Quizzes (V)



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

Note: Jeopardy style tests are similar...

## Half-Way...Brief Intermission Please Share Best Idea so far with neighbor



## 51. Question Prompts, Advance Organizing Questions, and Question Anchors to Begin 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?"



## 52. 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.



### 53. Questioning Options (Morten Flate Pausen, 1995)

- **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.



### 54. 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.

### 55. Talking Chips

- Pass out poker chips to students; perhaps give each 2 red ones, 2 blues ones, and 2 white ones.
- Students use a red chip when they ask a question; a blue chip when they make a statement; and a white chip when they answer a question someone has raised.
- When out of chips, they can no longer talk.



### 56. 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



### 57. After a Lecture (Derek Bok, Harvard, 1992)

- After a lecture, give students a one questions quiz based on the material just covered.
- If a large section class, assign teams.
- 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.



### 58. 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.





### 59. Free Text Chats

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
  1. Text chats involve all learners in real time in reading or writing language.
  2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
  3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.



### 60. 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.



### 61. 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.



### 62. 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.



### 63. 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




### 64. Class Voting and Polling (perhaps electronic)

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: anonymous input till a due date and then post results and reconsider until consensus  
Rick Kulp, IBM, 1999)







### 65. Field Reflections





1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts





### 66. 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 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)





### 67. 99 Second Quotes (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 or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum


### 68. Set Time Presentations (L = Cost, M = Risk, M = Time)



- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.


### 69. Reflection Papers: #1 Individual Reflections or Super Summaries (3-4 page)

- Learning journeys/Super Summaries (**Reflect Online**):
  - Have students reflect on their learning journeys in a course.
  - Have them reflect and compare the concepts that they have learned to others.
  - Perhaps compare to sample papers from previous semesters.



### 70. Reflection Papers: Group Reflections or Super Summaries (3-4 page)

- Team reflection papers (**Reflect Online**):
  - Have team members reflect on their learning in a course.
  - Compare their learning to each other.
  - Everyone writes a section of super summary and then synthesizes across.





### 71. Reflection Papers 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. What did they learn?
- Perhaps have them present their trend papers to the class.



### 72. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)

- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.



### 73. Reflection Papers: Job Application Papers (3-4 page)

- Students write reflection papers on how different concepts in class link or connect (or perhaps later might connect) to their present or future jobs.
- Perhaps provide them with sample papers from prior semesters.



### 74. Reflection Papers: Personal Learning Theory (3-4 page)

- Students write papers related to their personal learning theory or overriding personal philosophy.
- If appropriate, they must relate their ideas to the course or field of study or to certain key concepts within it.
- Perhaps create discussion groups based on certain types of learning theories or perspectives and have students from each group present their unique ideas.



### 75. 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.



### 99 seconds: What have you learned so far?

- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.



## 76. 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.



## 77. Inquiring Minds Want to Know! (Mei-Ya Liang, 2006)

1. Think of a news topic and five questions about this topic.
2. Search for the news topic on **Google News** or **Yahoo! News** and choose a news article to read.
3. In personal blogs, post link to article, write a short 5-6 sentence summary, and note 10 new words and find their definitions using an online dictionary.
4. Write down the search word(s) or class concepts and questions.
5. Report to class or post to blog.
6. Read and respond to class member blogs.



## 78. 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.



## 79. Group Grope (Thiagi, 1988)

- Each student writes 4 imp pt
- Instructor pts imp and less imp 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



## 80. Roundrobins, Tell Tall Tales, Creative Writing

- 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.



## 81. 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.





### 82. 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.



### 83. 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.



### 84. 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 2<sup>nd</sup> best, and 3 for third.
- Pass back to original team.



### 85. 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.



### 86. One Visual Exercises

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



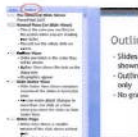
### 87. Different Strokes (Thiagi, 1988)

- 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.



### 88. Outlines and Outline Mentoring (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 follow lecture with outline and then discuss pts missed by instructor.
- Have them generate Q's from outlines.
- Have them mentor another student who did not read that article.



### 89. 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.



### 90. 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.



### 91. 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.



### 92. Press Conference (Thiagi, 1988)

- Divide class into 3 teams and assign different articles or readings
- Next time announce a team to get ready for a press conference
- Members of other 2 groups write down 3 questions each on index cards
- Mix and redistribute 3/student
- Identify particular people from the press conference group and ask questions of them
- Other 2 groups decide on most imp't points and makes a presentation on them.



### 93. 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.







## 100. 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).



## Do we have time for 20 more?



## 101. Book Reviews

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

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



## 102. 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.



## 103. Rapid Data Collection and Analysis

- 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.

– Online Alternative: Collect data online with SurveyMonkey, SurveyShare, Zoomerang, and post results online.



## 104. Webstreamed Lecture Reflections

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





### 105. Reuse Blog, Chat Transcripts, Interviews, Presentations

- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.



### 106. Personal and Team Blog Reflections

- 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.



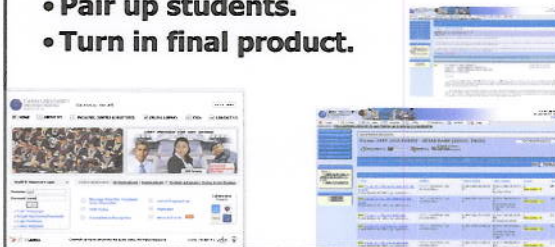
### 107. Paired Article Critiques in Blogs

- Students sign up to give feedback on each other's article reviews posted to their blogs.

Article	Student Critique	Student Peer Review
Ashworth, J.B. (2007). Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Shoshana Silver	Lorraine Ryan
	Caroline Eversley	Karen Leggett
	Lin Yu	Felic Liu
Meyer, K.A. (2007). Face-to-Face versus Threaded Discussions: The Role of Time and Higher Order Thinking	Alex Bostler	Lois Adkinson
	Lorraine Ryan	Paul Anderson
	Helen Dhanraj	Viviane Tracy
Shen, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Nanna Arora	Carolee Perovnik
	Karen Leggett	Lin Yu
	Francesca Williams	Alex Bostler
	Heather Barrett	Stefan Raspopich
	David Wilson	Nanna Arora

### 108. Cross-Class Collaboration

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



### 109. Poster Sessions and Gallery Tours (Bonk, 1995)

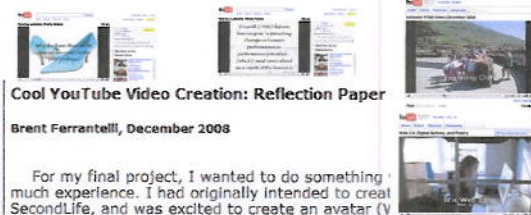
- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



### 110. Student Video Production


[http://www.youtube.com/watch?v=x3FJvi4Pn\\_E](http://www.youtube.com/watch?v=x3FJvi4Pn_E)  
<http://www.youtube.com/watch?v=eD1awpaSuP0>

1. Have students create an online video.
2. Share it.
3. Write reflection paper.



## 111. Instructor Video Production

1. Have students watch an online video.
2. Write reflection paper.



## 112. Listen and Reflect on Book Author Podcasts



## 113. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)




## 114. Assign Shows from an Online Research Channel (Research Channel, Uchannel)




## 115. Wikibook Creation

- Ask students to create a Wikibook.
- Give feedback to peers.



## 116. Wikibook and Wikipedia Editing

- Ask students to edit a page from Wikipedia or a chapter in a wikibook.
- The write a reflection paper on it.





### 117. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia



### 118. Student Generated Podcasts and Reflections

- Ask students to create a podcast show.
- Write reflection papers on how it went.



### 119. Readings All Web Resources

- 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.

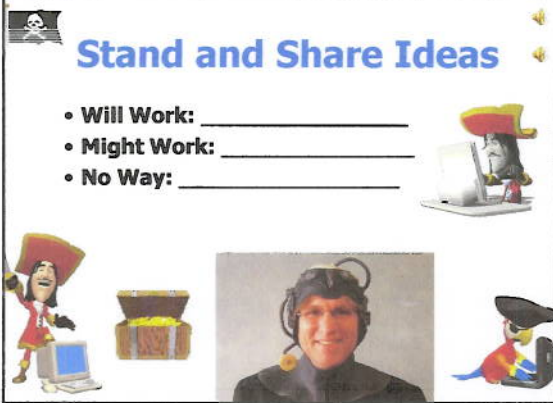


### 120. Create Cases and Video Scenario Learning (Option 6, Bloomington, IN)



### Stand and Share Ideas

- Will Work: \_\_\_\_\_
- Might Work: \_\_\_\_\_
- No Way: \_\_\_\_\_



### Try the R2D2 Method! Try TEC-VARIETY!

Sample papers : <http://www.publicationshare.com/>  
 Archived talks: <http://www.trainingshare.com/>

