

Masterclass Part 5:
50+ Hyper-Engaging Instructional
Ideas for Any Class:
Low Risk, Low Cost, Low Time

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



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. 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.



3. 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).



4. 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.



5. 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?



6. 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.

© 24.3: [I am so wise, so listen](#) [Aristotle](#) 11/25r

© 24.5: [He ain't heavy... he's my brother...](#) [Mother Theresa](#)

© 24.6: [HAPPY BIRTHDAY](#) [Jane Goodall](#) 04/23c

For me, my children, it's all about helping each other. Our friends Bruner and Vygotsky suggested that we parties, either! They wanted us to work together and enable all of us to benefit from each other's knowledge.

- Training Magazine might have a a little bit c boring instructional animations and videos. C

I hope that everyone has been feeling wonderful too!

7. 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



8. 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



9. One Stray-Three Stay

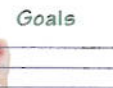
- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.



10. 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.



11. 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.



12. Have You Ever?

- Ask have your ever questions:
 - Swam in the ocean?
 - Been above Arctic circle?
 - Rode on a train?
 - Seen a rhino in a zoo?
 - Whitewater rafted...?
 - Etc.



13. Psychic Massage (a closer activity)

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

- Divide in teams of 3-5.
- In alphabetical order of first names have someone turn his or back to the group
- Team members must make positive, uplifting statements about that person behind his or her back but loud enough for others to hear them.
- One minute per person.



14. 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.



15. 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.

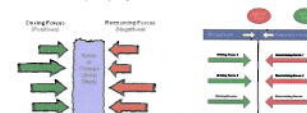


Cool Stuff

16. Force Field Analysis on Problem

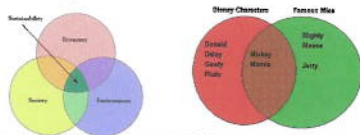
(L = Cost, M = Risk, M = Time)

- 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)).



17. Venn Diagram

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



18. Bingo Quizzes



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...



19. 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.



20. 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.



21. Creative Dramatics (Gary Davis, Creativity is Forever, 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.



22. 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.



23. Instructor and Text Cases and Warm-ups Online (i.e., Just in Time Teaching)

- Post a case scenario or situation or video of such.
- Students read or watch.
- Post solutions to a discussion forum.
- Give feedback to each other.



24. Just-In-Time Syllabus

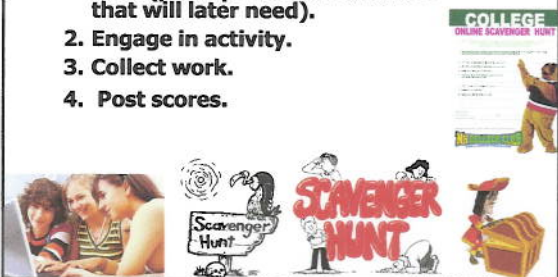
(Raman, Shackelford, & Sosin)
<http://ecedweb.unomaha.edu/jits.htm>

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.



25. 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.



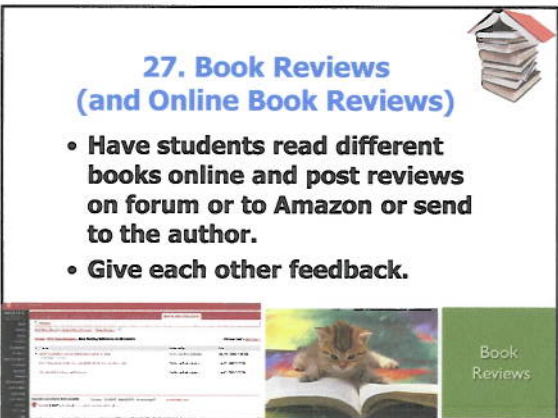
26. Index Match Cards (Active Learning, Silberman)

- 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.



27. Book Reviews (and Online Book Reviews)

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



28. Listen and Reflect on Book Author Podcasts



29. Free Text Chats (...and Chat Reflection Papers)

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. Consider having papers be written across various guest speakers.
5. Advantages:
 1. Text chats involve all learners in real time.
 2. Can use different fonts, styles, colors, capital letters, images.
 3. Transcript of the discussion can be saved and reused.



30. 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.



31. 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.



32. 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.



33. Volunteer Technology Demos (Bonk, 1996)

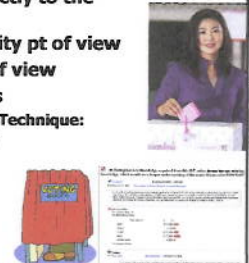
- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

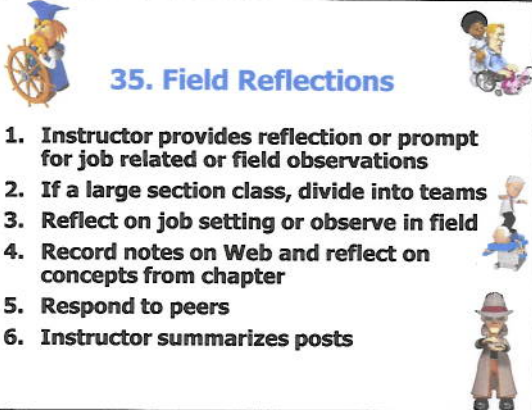


34. Class Voting and Polling (perhaps electronic)

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)



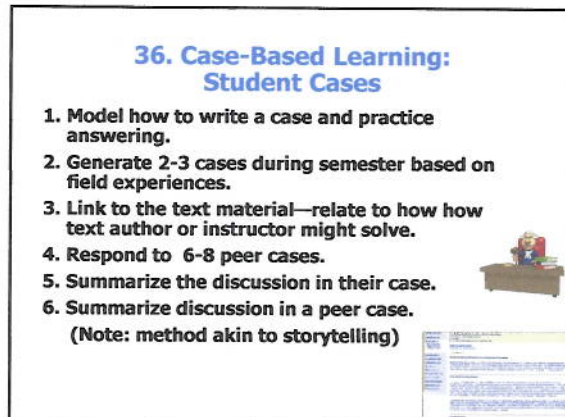


35. Field Reflections


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

36. 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)




37. 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

38. 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.




39. ORL or Library Day (e.g., The Thompson Library at Ohio State University)



40. 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.



41. 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.



42. 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.

43. Poster Sessions and Gallery Tours

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



44. 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.



45. Virtual Conference Attendance and Reflection Papers

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



46. 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.



47. Online Café Question Exchange

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



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

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



49. Stand and Share

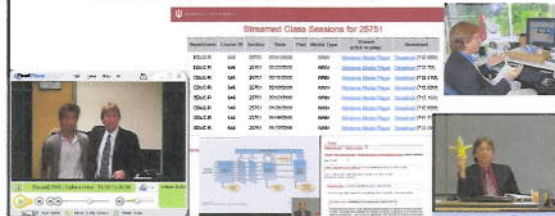


1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).



50. Webstreamed Lecture Reflections


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







How many ideas did you get from this talk?

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



 **Stand and Share Ideas**

- Will Work: _____
- Might Work: _____
- No Way: _____



 **Questions and Comments?**

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