100+ Activities for Hyper-Engaging Lectures: Low Risk, Low Cost, 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

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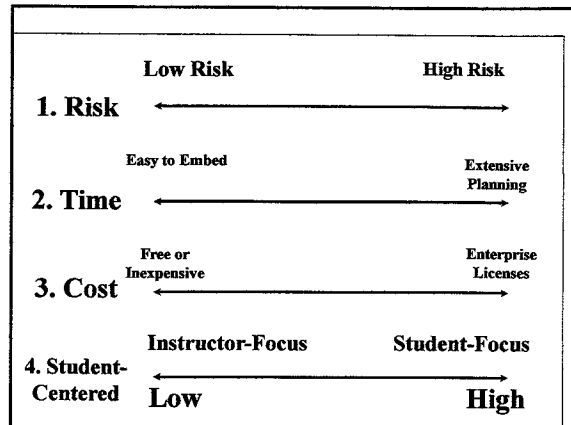
100 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))

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

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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

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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

3. Cooperative Learning Scripts

- Read same passage
- Put out of sight
- One person is summarizes and the other tries to correct any errors
- Both work together to learn the information
- Read 2nd passage and change roles

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

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.

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.

61. Think-Pair-Share-Partner

- Assign a topic for reflection or writing.
- Have share their responses with someone next to them.
- Share with another team.
- Ask to share 1-2 ideas with class.
- Alternatively, ask students to volunteer something they heard from a peer.

10. 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.

11. Buzz Groups

- Meet in small groups for a set period of time followed by group discussion.
  - (perhaps discuss assigned readings)

12. 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).

13. 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.

13. 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.

13. Inside and Outside or Fishbowl Continued...

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

14. 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.

14. 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.

15. 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.

16. 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).

16. 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.
- Integration is made of all the material in each group.
- Presentation is made to the class.
- Evaluation is made of team as well as individual efforts.

17. Student Teams Achievement Divisions (STAD)

- Students are divided up into heterogeneous groups of four-5 student groups.
- Lesson is presented by instructor.
- Students help each other learn the material.

17. 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.

18. Teams-Games Tournaments Divisions (TGT)

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

19a. 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 present ideas or are individually tested; there are no group grades.

19b. Jigsaw II

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

20. Problem-Based Learning (Savery & Duffy, 1996)

- Instructor lays out the problem situation.
- Students work on a major problem for a unit, semester, or year.
- Presentation is made at the end of the unit or semester.
- Evaluation is made by experts and/or the instructor

21. Open Space Technology (Harrison Owen, 1997)

- ➢ Create a matrix of time and spaces
- ➢ Bring markers and paper.
- ➢ Hold big meeting & explain rules.
- ➢ Individuals announce topic of interest or invitation.
- ➢ Place in time slot.
- ➢ Hold discussion forum.

21. Open Space Technology (Harrison Owen, 1997)

The Four Principles:

- Whoever comes is the right people.
- Whatever happens is the only thing that could have.
- Whenever it starts is the right time.
- When it's over, it's over.

21. Open Space Technology (Harrison Owen, 1997)

- The law of 2 feet.
- Bumblebees: they cross pollinate ideas and move from room to room.
- Butterflies: they do not attend mtgs but attract attention and additional discussions.

21. Open Space Technology

Supplies:

- Masking tape—5 rolls
- Ink Markers—50/100 participants, primarily dark ones
- Flip Charts—1/breakout room plus 5 more
- Post-its (3 X5)—2 packages of 100 per package
- Microphone—cordless preferred

21. Open Space Technology

Authentic Presence:

- ✓ Show up
- ✓ Be Present
- ✓ Tell the Truth
- ✓ Let It All Go

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

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

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

26. 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.

27. 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?"

28. 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...

29. 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?

30. 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.

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

1. Instructor lays out the problem situation.
2. Students work on a major problem with multiple solutions for a unit, semester, or year.
3. Evaluation is made by experts and/or the instructor
4. Debate, ask questions, refine questions, make predictions
5. Collect and analyze data, draw conclusions
6. Presentation and communicate ideas and findings

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31. 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.

32. 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.

33. 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.

34. 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.

35. 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...

36. 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

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37. 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).

38. 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?**

39. 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.**

40. 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.

41. 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.

42. Cool Resource Provider (Bonk, 2004)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic, etc., resources.
- Share and explain what found with class.

43. 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?
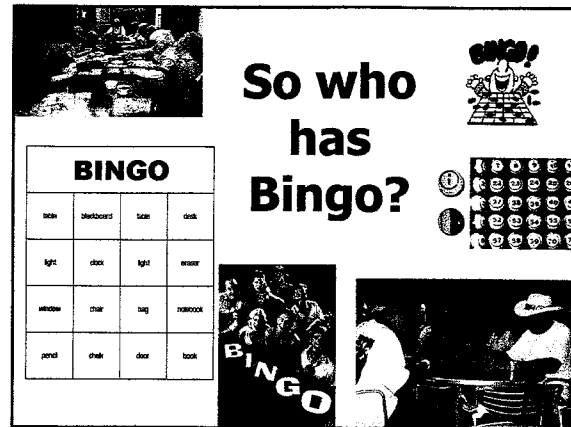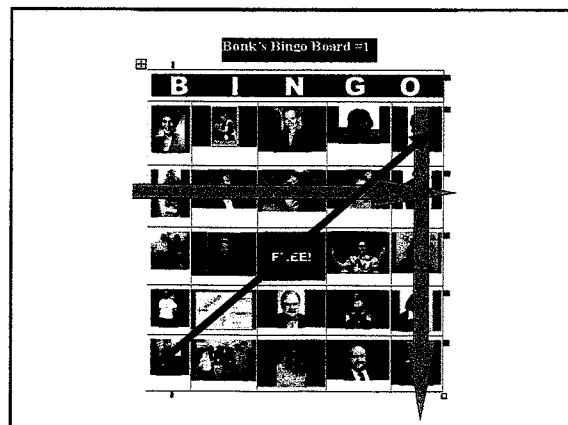
BINGO

44. 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.

Time to Play Celebrity Bingo

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

Bonk's Bingo Board #1

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45. 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...

46. 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?"

47. 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

48. 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.

49. 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.

50. 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

Half-Way...Brief Intermission Please Share Best Idea so far with neighbor
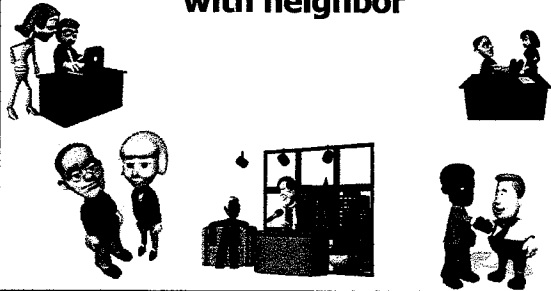
51. Questioning Options
(Morten Flate Pausen, 1995; morten@nki.no)

- **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.**

52. 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.**

52. 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

53. 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

54. 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

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55. 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)

56. 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

57. 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.

58. 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.

Links to News Search

- **CNN Interactive**
- **BBC News**
- **Google News**
- **Yahoo! News**
- **The New York Times**
- **USA Today Online**
- **CNN.com International**
- **MSNBC Headline News**
- **New York Daily News**
- **LexisNexis Academic Search**

59. 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) and questions.
5. Report to class or post to blog.
6. Read and respond to class member blogs.

60. Multimedia Treasure Hunt!
(Mei-Ya Liang, 2006)

1. In pairs, read online news from two news media—MSNBC Headline News and CNN.com International.
2. Try multimedia features (icons, pics, anmations, cartoons, ads, audioclips, music, videoclips, etc.) and record key points.
3. Have students create a joint summary of the news they read for a class presentation or blog post.
4. Read and respond to other blogs.

61. Hot Off the Press!
(Mei-Ya Liang, 2006)

1. Revise and edit group members' news summaries and synopses; pick any to rewrite.
2. Make sure every sentence is correct.
3. Present and publish the group news project.
4. In personal blog, draft a synopsis of your group's news stories.
5. Groups revise and edit the synopses.

62. Extra! Extra! Read all about it!
(Mei-Ya Liang, 2007)

- Each group is required to read 10-12 online news articles about a topic or an issue.
- Find a person (e.g., a historical figure, a movie star, a writer), a place (e.g., a national park, a company, a university, a government organization), or an issue (e.g., gay marriage, computer and gender) that you are interested in.
- On the class blog, post your project proposal including the news summaries and your plan for further exploration.
- Each group will write a report and give an oral presentation on the topic or issue in English to the class.

63. Reflection Papers: #1
Individual Reflections (3-4 page)

- Learning journeys: 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.

64. Reflection Papers: Group Reflections (3-4 page)

- Team reflection papers: have team members reflect on their learning in a course. Compare their learning to each other. Everyone writes a section and then synthesizes across.

65. 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.

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66. 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.

LEARNING JOURNEYS

67. 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.

LEARNING JOURNEYS

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

- Students write papers related to their personal learning theory or overriding personal philosophy. If appropriate, their ideas are related to their 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.

LEARNING JOURNEYS

69. Summary or Reflective 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...

70. 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.

71. 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

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72. 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.

73. 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.

74. 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.)

75. 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.

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. Issue Cards

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

77. 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

78. 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**

79. 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.

80. 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.

81. 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.

82. 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.

83. 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

84. 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.

85. 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

86. 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!

87. One Visual Exercises

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

88. 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.

89. 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.

90. 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.

91. 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.

92. 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.

93. 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 course 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 c 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 Dzundra, 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 Mon:
- 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)

94. 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.

### 95. 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

96. 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: anomymous input till a due date and then post results and reconsider until consensus Rick Kulp, IBM, 1999)
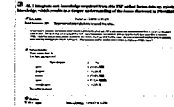
97a. Scavenger Hunt

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.

97b. Language Learning Scavenger Hunt!
(Mei-Ya Liang, 2006)

1. In pairs, browse two major English newspapers and read stories on same topic; e.g., The New York Times and USA Today Online.
2. Choose a news article from one of these news sites.
3. Record online reading strategies and thoughts as read.
4. One person is reader and the other is observer (take turns). Reader thinks aloud and observer posts notes on it.
5. Record activities in blog and respond to peer blogs.

98. Peer Interviews

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

99. 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.

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100. 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.

Stand and Share Ideas

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