

### Part 3: Communication, Creativity, and Critical Thinking Ideas

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### Three More C's:

- © 1. Communication Techniques  
(and 2<sup>nd</sup> Language Learning)
- © 2. Creativity Techniques
- © 3. Critical Thinking Techniques



### English Teaching: Principles and Guidelines

1. Contextualization—no isolated words
2. Personalization—activities reflect lives
3. Pair/Group work—give feedback
4. Meaningful tasks—relevant tasks
5. Teacher as facilitator—teacher as monitor
6. Integration of language and culture
7. Authentic texts—limit drill, use newspapers, internet, magazines, brochures
8. Skill integration—combine skill use
9. Communicative activities—students talk to each other, get information, report about findings, come up with solutions
10. Information gap—divide passages/activities

### Pedagogical Strategies: A. Ten Communication and Second Language Strategies (Face-to-Face Classes)

1. Information gap
2. Questions first
3. Guess the title
4. Guess the beginning
5. Guess the ending
6. Strip story
7. Crazy sentences
8. The opposite
9. Students in charge
10. Even and odd



### 1. Information-Gap

(Jie Yang, Defense Language Institute (DLI), 2007)

1. Divide the class into 2 to 3 groups.
2. Divide the passage, so that each group gets part of it.
3. After each group has listened (read) to its part and discussed it, then regroup the students so that they can tell each other about their part of the text.



### 2. Questions-First

(Jie Yang, 2007)

1. Give the students a list of questions without playing the passage.
2. Each group needs to create the text that precedes those questions.
3. Each group will present their created text to the class, and then the teacher can play the students the "real" text to compare it to what they wrote.



### 3. Guess the Title

(Jie Yang, 2007)

1. Play each pair (or group of students) the passage and have them listen to it.
2. Each pair/group must then produce the most creative title for that passage.
3. At the end, each group presents their title, and the group with the best title gets a prize.



### 4. Guess the Beginning

(Jie Yang, 2007)

1. Play the students the second half of the passage, and allow them in pairs/groups to predict the first part.



### 5. Guess the End

(Jie Yang, 2007)

1. Play the students the first half of the passage, and allow them in pairs/groups to write the last part/ending. The pair/group with the best ending win a prize!



### 6. Strip Story

(Jie Yang, 2007)

1. If the text lends itself to doing so, cut up the text into parts.
2. Give each pair/group the cut-up text and have each group read it aloud to reorder it correctly.
3. Play the students the real passage to check their answers once they are done.

### 7. Crazy Sentences

(Jie Yang, 2007)

1. If you have time, take the required text and add in some sentences that don't belong (make them as unbelievable as possible!).
2. In pairs, have students listen to the text and write down the sentences that don't belong.
3. The pair that finishes first gets a prize!

### 8. The Opposite

(Jie Yang, 2007)

1. If the text allows it, have students work in pairs/groups to listen to a text and then come up with a text that includes the opposite perspective from the original text.
2. Or, if the original text is really old, have the students come up with a more modern spin on the same passage.

## 9. Students in Charge

(Jie Yang, 2007)

1. Show the students the title of the passage
2. Divide the students into 2 teams.
3. Each team writes 3 questions that they think the passage will answer.
4. Then have each team listen to the passage and let them see if the questions they wrote were in fact addressed by the passage (or not).

## 10. Even and Odd

(Jie Yang, 2007)

1. Locate a passage with some questions on it.
2. Assign half the students the even questions and the other half the odd questions.
3. After the students listen to the passage and answer their assigned questions, pair up the odd and even students, so they can share their answers with each other.

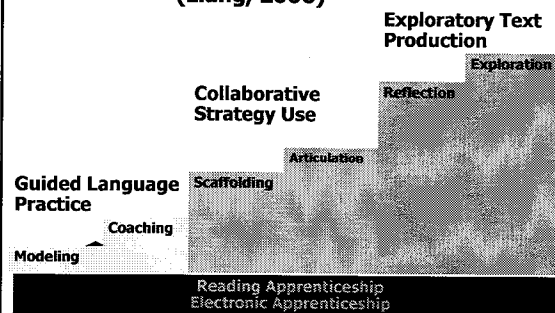


## Think-Pair-Share... What have you learned so far?

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



## Three Stage Instructional Framework for an Online Collaborative Curriculum (Liang, 2006)



## Pedagogical Strategies: A. Ten More Communication and Second Language Strategies (with Web Technology)

1. To Gloss or Not Gloss
2. Inquiring Minds Want to Know!
3. Scavenger Hunt
4. Multimedia Treasure Hunt
5. Full Coverage
6. Hot off the press
7. Online Word Competitions
8. Course Weblog and Personal Learner Weblog
9. Text Chats
10. Extra! Extra! Read all about it!

## 1. To Gloss or Not to Gloss?

(Dr. Mei-Ya Liang, Taiwan, 2006)

1. Visit an instructional news website— **CNN Interactive**.
2. Read one news article and try out language exercises assigned by the instructor.
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. Read and respond to other personal blog posts.
5. Write a synopsis of group summaries in class blog.
6. Perhaps create a class Wiki of all the new terms learned.



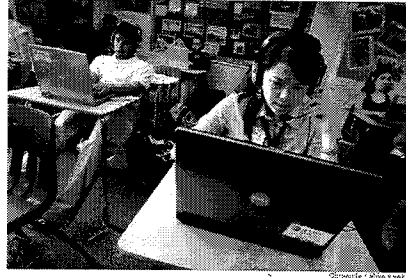
## 2. Inquiring Minds Want to Know!

(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.

## 3. Scavenger Hunt!

(Mei-Ya Liang, 2006)



## 4. 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, animations, cartoons, ads, audioclips, music, videoclips, etc.) and record online reading strategies.
3. Have students create a joint summary of the news they read for a presentation or blog post.
4. Read and respond to other blogs.

## 5. Full Coverage!

(Mei-Ya Liang, 2006)

1. Review various news articles.
2. Take turns discussing news summaries with group members online at Tapped In or use a Wiki.
3. Write a synopsis of all group members' news summaries.
4. Copy and paste blog transcript in personal blog or class blog and provide link to students.



## Instructional Guides for Full Coverage!

(Mei-Ya Liang, 2007)

- Skim a news article. Focus on main ideas rather than specific examples. Use background knowledge.
- Outline main ideas and impt info. News headlines, leads, and topic sentences in body paragraphs.
- Scan the article when you are not sure about how to express an idea in English. Use thesaurus or dictionary for synonyms.
- Review article and check if you include all of the impt info; combine ideas or sentences through appropriate conjunctions and rearrange sentences for clear connections among ideas.
- Write a summary in your own words; avoid copying or using the author's sentences.

## 6. 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.



### **Guidelines for Hot Off the Press!**

(Mei-Ya Liang, 2007)

The written peer feedback guidelines focused on both language and content as follows.

- Are the words in the news summaries appropriate?
- Do the news summaries cover important points?
- Are the summaries written in their own words?
- Do the summaries include mistakes in spelling and grammar?
- In addition, students prepared oral presentations of their collective work

### **7. Online Word Competitions**

(Bonk, 2007; Mei-Ya Liang, 2006)

1. Index online dictionaries, thesauruses, encyclopedias, and other referenceware.
2. For example, have students use online dictionaries (e.g., Cambridge Dictionaries Online) and encyclopedias (e.g., Encyclopedia Britannica) and test them on different words.
3. Create columns with guessed meanings and dictionary meanings.
4. Student(s) with most correct terms defined or used in a sentence wins.
5. Alternatively, have students use online dictionaries to create tests for other groups.

### **8a. Course Weblog**

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

1. Create a class blog site (e.g., using Blogger (<http://myliang.blogspot.com/>)) to create a sense of instructor presence and to link people from all over the world.
2. Post assignments and instructional prompts.
3. Group projects and news summaries are posted.
4. Add course related links for online materials, resources, tools, and Websites.
5. Add instructor's profile with bio and contact info.



### **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

### **Guidelines for Posting New Summaries to Course Weblog**

(Mei-Ya Liang, 2007)

- Are the news titles or topics attractive?
- Do the news contents cover important or interesting points of an issue?
- Do the news stories include interesting or new words?
- Do the news stories include multimedia aids that serve clear purposes or make the stories more interesting?

### **8b. Personal Learner Weblog**

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

1. Create personal learner blogs.
2. Note online learning materials found or read (e.g., online news sites, Web search engines, online dictionaries, etc.)
3. Outline of key points of readings.
4. Write reflections on news stories.
5. Record results of group activities in news sites and text chat rooms.
6. Provide peer comments on blogs.

### 9. 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.

### Instructional Guides for Text Chats (Mei-Ya Liang, 2007)

- Text chat guidelines include useful language that would facilitate students' group discussion. Provide example sentences to help ask questions about unclear ideas or give suggestions on news summaries. For example,
  - Are you saying ...?
  - What might be important here...?
  - How is this related to...?
  - I find this (word/idea) is confusing/difficult to understand because...
  - Another reason for this might be...
  - It's not the point. The main point is ...
  - I think something missing is ...
  - You haven't stated this clearly...

### 10. Extra! Extra! Read all about it! (Part I) (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.



### 10. Extra! Extra! Read all about it! (Part II) (Mei-Ya Liang, 2007)

- Options: online survey about the issue, act out the topic (e.g., songs, mini-debates, mini-plays), interview the person, or take a trip to the place.
- Each group will give a 30-minute oral presentation in English. Visuals, graphs, handouts or info guides must be provided.
- Final report includes:
  - (1) Blog postings (e.g., news titles, links, summaries, reflections);
  - (2) Tables and charts that summarize the news;
  - (3) Project management documents (e.g., schedule, proposal, chat transcripts, work distribution chart, etc);
  - (4) Results and samples (e.g., surveys, scripts, interviews, or video/audio tapes);
  - (5) An analysis, evaluation, or reflection of project.



**Connect 2 or more of these ideas!!!**



### Pedagogical Strategies: B. Creative Thinking

1. Brainstorm, Reverse BS: Top Ten Lists
2. Simulations, Creativity License Cards, Six Hats
3. Wet Inking, Freewriting, or Diaries
4. Role Plays & Assigning Thinking Roles
5. Forced Wrap Arounds
6. Semantic Webbing or Mapping
7. Idea-Spurring Questions, Think Sheets
8. Metaphors, What Ifs, Analogies
9. Checkerboarding, Attribute Listing
10. Exploration and Web Link Suggestions



## Types of Creative Techniques

- Visual Thinking, Metaphorical, Perceptual, and Imagery
- Idea Listing and Brainstorming
- Writing and Reflection
- Semantic Webbing
- Group Interaction and Problem Solving

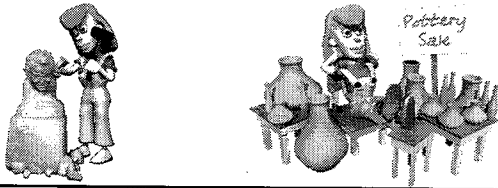
## 1. Metaphorical thinking (L = Cost, M = Risk, M = Time)

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



## 1. Metaphorical thinking, Analogies, ...

1. Creativity is like \_\_\_\_.
2. Being Creative is like \_\_\_\_.
3. Creativity is to \_\_\_\_ as...



## 2. Synectics

Combining 2 dissimilar ideas. The joining together of unrelated elements (William J. J. Gordon). One brings strange concepts into familiar areas.

Putting yourself in a situation.

Thinking of how others might solve the problem.

## 3. Breaking Mental Set and Shifting Perspectives

- The process of creation frequently involves a dramatic and usually instantaneous change in perception. Sometimes we all need a whack in the side of the head!
- Have students assume roles of other people, cultures, economies, genders, etc.



## What if items were invisible?



#### 4. Graphic Organizers and Webbing

**Directions:** write the topic in the center and link closely related ideas or questions in the first ring of ideas. As new ideas are suggested, they are connected by a line to the related item or items.

#### 4. Graphic Organizers and Webbing

Webbing can be used to determine:

- (1) All the possible directions and activities a student or class can explore as a result of interest in a specific topic or subject
- (2) All that is presently known, and
- (3) Knowledge interrelationships.

This technique expands awareness for relating, integrating, and organizing brainstormed ideas.

#### 4. Graphic Organizers and Webbing

- a. Part I: What is creativity, critical thinking, cooperative learning?
- b. Part II: What is active learning (i.e., students:)  
(discover, drawn upon, break free from, use, take ownership, talk, write, relate)

#### 5. 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?"

#### 6. Creativity Awareness: Creativity Scales

- Self-awareness of creative traits is important in promoting creativity.
- Rate yourself for creativity. What is creativity here? How did you do?



#### 7. Creative Dramatics

(Gary Davis, Creativity is Forever, 1998)

- **Biggest/smallest thing;**
- **Holding up the roof;**
- **Favorite animal; Mirror effect; Imagine taste/smell...**

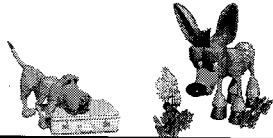




## 7. Creative Dramatics

More Creative Dramatics (Davis book)

- 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.



## 8. Creative Writing or Story Telling

### a. Tell a Tall Tale:

- One person starts a story and everyone adds something to it. You might throw a ball to the person who is to add to it or the instructor might decide or the next person could just jump in. Could be done via e-mail.



## 9. 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...



## 10. Brainstorming

- Generating ideas to solve a particular problem, issue, situation, or concern. Here 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.



## Brainstorming

- For example, How can we increase the use of active learning ideas in college settings?



## 11. 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?



## 12. Idea Spurring Questions

- how can we:
  - MAXimize,
  - MAGnify,
  - arrangeRE,
  - combine-adapt,
  - subtutesti,
  - EEEXXAAGGGERRRRATTEE



## 13. Checkerboarding

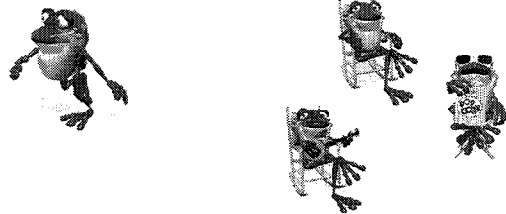
- Analyze problems with 2 key variables or components.
- Write features of one item down the horizontal column (plots).
- Write features of another item down the vertical (characters).
- Randomly check off items and a new create story.

## 14. 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.

## What have you learned so far?

- One Stray-Three Stay--Buzz Groups--Roundtable.



## Pedagogical Strategies: C. Critical Thinking

1. Graphic Orgs: Venn Diagrams, Flowcharts
2. Voting, Ranking, Nominal Group Process
3. PMI, Pros and Cons, Force Field Analysis
4. Minute/Muddiest Point Papers
5. K-W-L and K-W-H-L
6. Compare/Contrasts, Timelines, Taxonomies
7. Critiques, Replies, Reflections, Rebuttals
8. Case-Based Reasoning
9. Working Backwards, Pruning the Tree
10. Summing Up, Abstracts, Nutshells



**What does one mean by critical thinking? And how does it compare to creative thinking?**

**Compare to Creative Thinking in a Venn Diagram...**

## Sample of Critical Thinking Skills

- Distinguish relevant from irrelevant
- Recognize bias
- Evaluate sources
- Recognize and evaluate inferences
- Uses evidence skillfully and impartially
- Organizes thoughts and articulates them concisely and coherently

## 1. Venn Diagram

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



## 2. Fat and Skinny Questions

- Have students write down fat (big, deep, controversial, etc.) and skinny (factual, surface level, etc.) questions while completing their readings, watching a video, completing group projects.
- Share with partner or class and discuss.
- Or-give your students the fat or skinny questions before watch a video and then share answers (this helps to focus them).



## 3. 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.



## 4. AGO: Aims, Goals, Objectives

- a. What are your objectives when sign up for a workshop like this?
- b. What are your objectives when teaching your most recent classes?
- c. What are your goals for the next 4-5 years?

## 5. C&S: Consequence & Sequel (of an action or decision)

(immediate; ST (1-5 yrs), medium (5-20 yrs), LT (over 20 yrs) (e.g., this class)

- a. A boy is on vacation and his best friend steals his girlfriend.
- b. The invention of a harmless happiness pill.
- c. All office work can be done at home via a computer.



### 6. 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)).



### 7. Exploring Situations with Questions

- Have students analyze situations according to all six levels of Bloom's taxonomy
    - Factual
    - Interpretive or comprehension
    - Analysis
    - Synthesis
    - Evaluation
    - Application
- Or assign people to different levels of the taxonomy.



### 8. Summing Up/Nutshell/Review

- Have students write for 3-5 minutes what learned for a class, presentation, or chapter.
- **Optional:** Share with a peer before sharing with instructor or a class.

### 9. Reflection Papers: #1 Individual or Team 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.
- Perhaps do a team learning reflection in a wiki.



### 10. 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.



### 11. 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.



## 12. Summary or Reflection Writing

(David Brown, Syllabus, January 2002, p. 23; October 2001, p. 18)

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



## 13. One minute papers or muddiest point papers

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

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Perhaps send to the instructor via email or post to an online forum.
- Optional: Share with a peer before sharing with instructor or a class.



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

- Write without lifting your pen:

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## 14. 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?

## 15. Visual Thinking Exercises: Graphic Organizers

Have students organize information in sequences, chains, flow charts, cause and effect, main ideas, similarities and differences, story maps, etc.



## 16. 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.



### 17. Visual Thinking Exercises: Classification Schemes

Have students create taxonomies, timelines, comparisons and contrasts, advance organizers, epitomes, etc.

→ → → → → → → →

### 18. 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.



### 19. SWOT

- Strengths (what group does well)
- Weaknesses (what do not do well)
- Opportunities (situations, events, etc., outside the group that provide unique growth opportunities, change, etc.)
- Threats (changes or competitors who may adversely impact the group)
  - Perhaps give everyone 12 pts or dots and have them allocate 3 to each category; or perhaps allow 9 points total to allocate as they wish



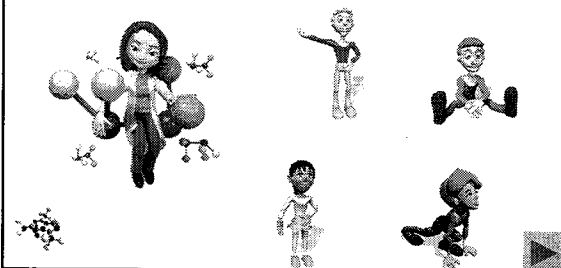
### 20. Questioning Options

(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.



99 Second Stretch Break and Chat!!!  
(which of these critical thinking strategies can you use?)



Change and Share Goal Statements!!!  
How will you change the world?

