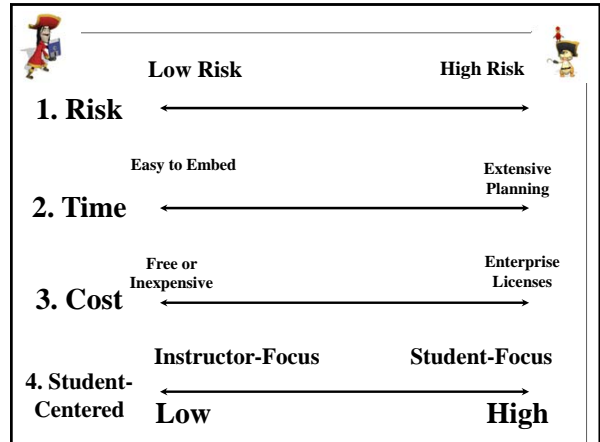


**40+ Hyper-Engaging Strategies:
Critical, Creative, Cooperative
(Low risk, Low Cost, Low Time)**

Dr. Curtis J. Bonk
Professor, Indiana University
<http://php.indiana.edu/~cjbonk>,
cjbonk@indiana.edu



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



Six Warm-Up and Social Activities



**1. Ice Breaker #1:
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.
- If FTF, participants have to ask "Is this you?" If yes, get a signature.



2. Ice Breaker #2: 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.



3. Ice Breaker #3: 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 and post to 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.



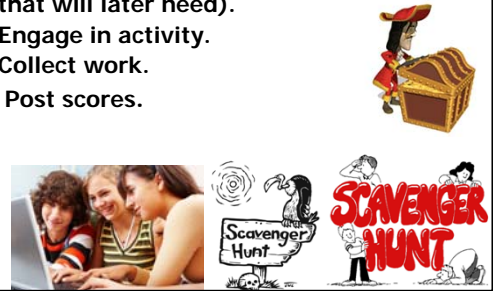
4. Online Café Question Exchange

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



5. Scavenger Hunt

- Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
- Engage in activity.
- Collect work.
- Post scores.



6. Just in Time Teaching (online warm-up activities)

- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.



Poll #1: Which of these warm up and social ideas do you like best?

- Accomplishment hunt
- Eight nouns
- Online cafe
- Goals and expectations
- Scavenger hunt
- Just in time teaching



12 Critical Thinking Activities



7. Internship, Practicum, and Job 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



8. Reuse Expert 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.



9. 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.



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

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion.
3. Summarize or debrief on chat discussion.
4. Papers might be written across 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.



11. Listen and Reflect on Book Author Podcasts

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Rosalind Williams is the author of *Notes on the Underground: An Essay on Technology, Society, and the Imagination*, host of a new column, *My Williams* is Ben Olinier Professor of the history of Science and Technology at MIT's Program in Science, Technology, and Society. She is also the author of *Patience: A History of the Modern Patient's World* at MIT Press, 2012).

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David A. Mindell is the author of *Digital Worlds: History and Politics of SmartGrid*. He is Mindell is Olinier Professor of the history of Engineering, Systems, and Director of the Program in Science, Technology, and Society at MIT. He is also the author of *Automation, Human and Machine: Feedback, Control, and Computing before Cybernetics and the Technology and Experience of the USS Intrepid*.

EPISODE NINE (TWO): OWEN J. FLANAGAN & CHRISTINE L. BORGMAN

Owen J. Flanagan is the author of *Networks of Knowledge*. He is Professor of Engineering at the University of Zurich.

12. 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.



Poll #2: Pick one of these reflection activities you might use?

- A. Internship, practicum, or job reflections
- B. Reflections on expert blogs, talks, or interviews
- C. Discussion transcript reflections
- D. Chat reflections
- E. Author podcasts
- F. Virtual conference attendance



13. 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.



14. Pruning the Tree (i.e., 20 questions)

- 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.



15. 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.



16. 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.



17. Case-Based Learning: Student Cases



1. Model how to write a case and practice answering.
2. Generate 2-3 cases based on 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)



18. 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).
- 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.



Poll #3: Pick one of these critical thinking activities you might use?

- A. Structured Controversy
- B. Pruning the tree
- C. Minute papers
- D. Reflection papers
- E. Case-based learning
- F. Best 3



Almost Half-Way... Please Share the Best Two Ideas so Far



Five Creative Thinking and Exploration Activities



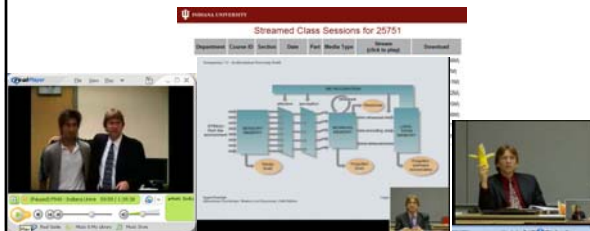
19. Course Readings are All Web Resources (and Free!)

- 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.



20. Flip Class with Webstreamed Lecture Reflections

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



21. Nominate Quotes (e.g., Shakespeare)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.



22. One Visual Exercises

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



23. 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.



Poll #4:
Which of these exploration and creativity activities did you like best?

- Put all course readings on the Web
- Flip the classroom
- Nominate quotes
- One visual exercise
- Different strokes



Five Small Group and Cooperative Learning Activities



24. Scholar Role Play

- 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.



25. Online Scholar Debate Panel or Symposium

- Instead of role play, form online debate panels or symposia on particular topics.
- Set the time for each debate or open it up for an entire week.
- Or bring in expert guests for the debate or panel.



26. 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



27. Six Hats (Role Play)

(De Bono, 1985; 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



28. Cross-Class Collaboration

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



Poll #5: Which of these collaboration activities did you like best?

- Online role play
- Online scholar debate
- Role play personalities
- Six hats
- Cross-class collaboration



What have you learned so far?

- List 1 solid idea learned so far and 1 fuzzy one.
- Share with neighbors.



Seven Learner-Centered Activities



29. 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)



30. 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.



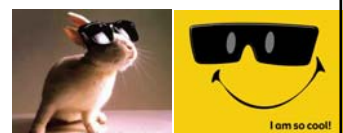
31. Volunteer Technology Demos (Bonk, 1996)

- 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



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. 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.



34. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.



35. 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 online



Poll #6:

Which of these learner-centered activities did you like best?

- Class voting and polling
- Online book reviews
- Technology demonstrations
- Cool resource provider
- Posters and gallery tours
- Feedback on gallery/work
- 99 Second quotes



Five Other Interaction Activities



36. 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.



37. 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).



38. 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.



39. Student Selected Lectures

(Frederick, College Teaching)
(L = Cost, M = Risk, M = Time)

- **Brainstorming:** 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.



40. 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).



Poll #7. How many ideas did you get from this talk?

- A. 0 if I am lucky.
- B. Just 1 or 2.
- C. Do I hear 3-5? 3!!!!
- D. 6-10.
- E. More than 10.



Questions and Comments?

Note: Bonk papers and talks at:
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