

Technology

Let's Think Outside the Box!

(For 99 Seconds—how can video be used for learning and what might students today prefer to use?)

Innovate or die trying
Thinking outside the box is inside the scope of these companies' plans.

Videos: Unleashing Technology to Personalize Learning, Education Week, October 5, 2010

<http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html>

December 10, 2010: Mobile Music; Virtual Bands, Choirs, Singers, etc. iBand Rocks Tunes on iPads and iPhones; PadGadget.



February 21-24, 2011: E-Learning and Distance Learning (ELI) Conference in Riyadh



Multimedia Enhancements and Trends



Multimedia Enhancements and Trends



Animation of Videos (e.g., RSA Animate - Drive: The surprising truth about what motivates us)

<http://www.youtube.com/watch?v=u6XAPnuFJjg>
<http://comment.rsablogs.org.uk/videos/>



Graphic Facilitation of Speeches (e.g., ImageThink)

(e.g., ImageThink)

<http://www.imagethink.net/>

<http://imagethink.net/wordpress/wp-content/uploads/downloads/2011/02/2011-02-21-24-International-Conference-on-E-Learning-and-Distance-Learning.html>



March 10, 2011: iPad 2 is even better than the original, USA Today, Edward C. Baig
http://www.usatoday.com/tech/columnist/edwardbaig/2011-03-10-baig10_ST_N.htm

April 21, 2011: Apple iPad 2 stars in vacation videos, Jefferson Graham
<http://www.usatoday.com/tech/news/2011-04-20-ipad2-videos.htm>

Elliott Masie, Learning Trends, March 2, 2010

"Raising bandwidth, lowered equipment costs, ease of editing and growing expectations of learners will make video a profound component of our learning efforts going forward."

Bonk (2008)

"Clearly, YouTube technology is something in which students in higher education settings in the United States are highly familiar. It is a tool of the culture. And it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their classes."

Professor Celebrity YouTube Videos (Michael Wesch, millions of views)

YouTube Growth

Randy Pausch's last lecture

April 2008 ~2 millions	October 2008 ~7.5 millions	August 12, 2011 ~13.6 millions
---------------------------	-------------------------------	-----------------------------------

January 2008
 ~79 million viewers watched more than 3 billion user-posted videos on YouTube (Yen, 2008)

30

Elliott Masie, Learning Trends, March 2, 2010

- Video "YouTube" story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)




Elliott Masie, Learning Trends, March 2, 2010


- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching




Top 10 YouTube Videos Posted by Colleges, and What They Mean Rachel Wiseman, July 5, 2011

http://chronicle.com/blogs/video/campus/top-10-youtube-videos-posted-by-colleges-and-what-they-mean/22970?ak=ak&utm_source=at&utm_medium=ca

© 2011 Commencement Address by David Washington - University of Pennsylvania, 545,000 views



© 2011 Commencement Address by David Washington - University of Pennsylvania, 545,000 views




LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.

<http://www.learning2010.com/Videos/jonathankopp.htm>



Elliott Masie, John Lithgow

<http://www.learning2011.com/>


Early Registration
2011 Colleagues Already Registered

HOME KEYNOTERS SPOTLIGHTS DETAILS THEMES UPDATES FEES 2010 RESOURCES

John Lithgow Presents: "Stories by Heart"

We are pleased to announce that Terry Boney & Gordon Drake Award Winner John Lithgow will perform "Stories by Heart" at Learning 2011. He will also be interviewed by Elliott Masie at Tuesday Afternoon's General Session on "The Power of Storytelling".




FEATURING:  [David Karmali on Storytelling](#)

30 Under 30 @ Learning 2011


Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.




Why Use Video?

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.




Why Use Video?

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.



Why Use Video?

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
7. Anchored instruction and macrocontexts: John Bransford and colleagues.
8. Multimedia theory: Richard Mayer.




Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



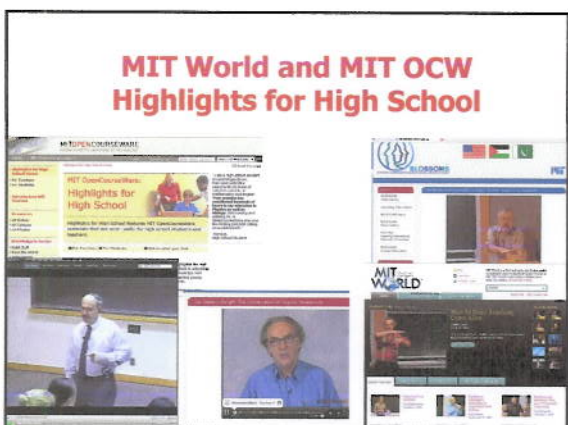
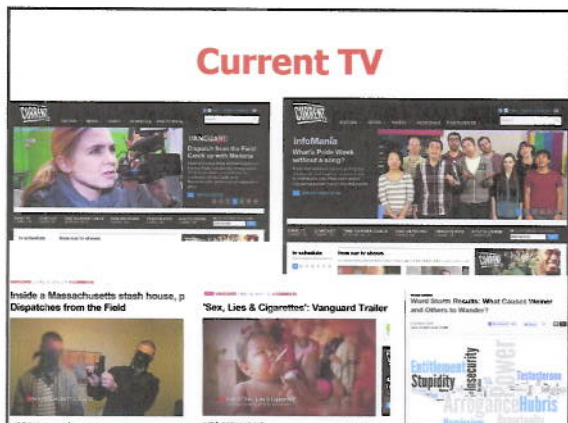
Video Sharing Websites



CNN Video and MSNBC

<http://www.cnn.com/video/>





July 22, 2011
GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)
<http://www.youtube.com/user/GETideas#g/u>

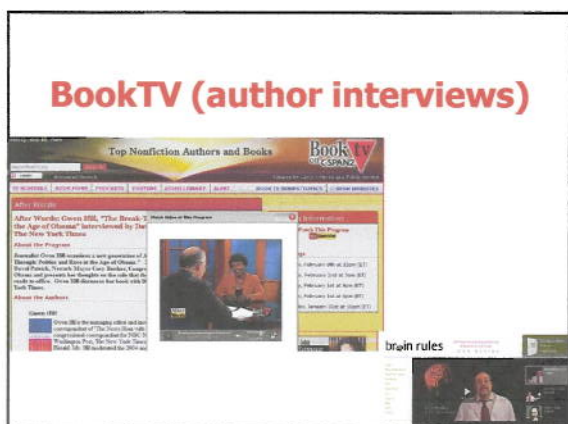
Big Think (short topical videos from famous people)

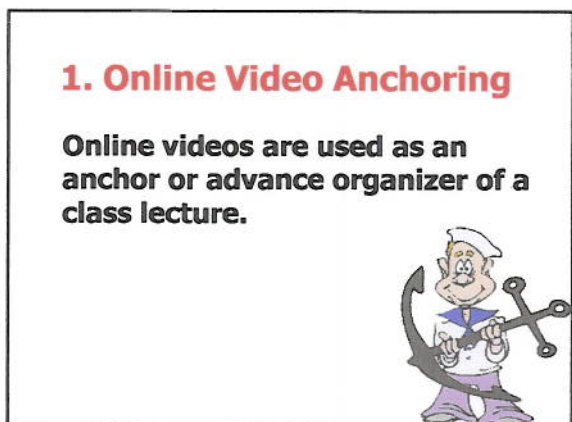
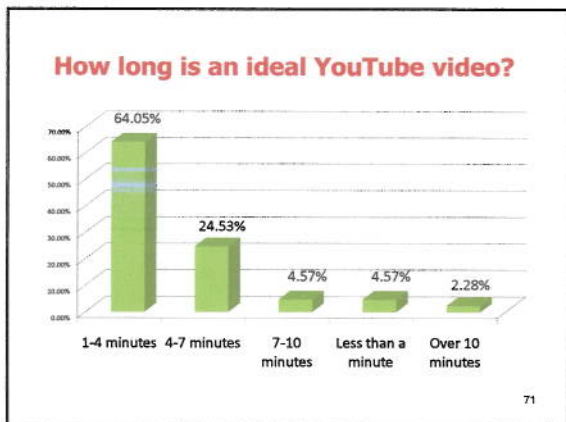
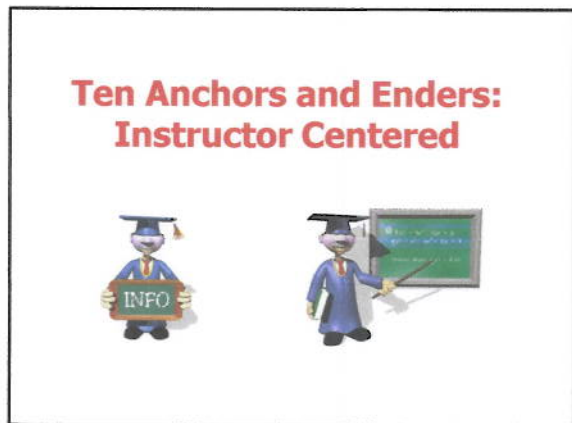
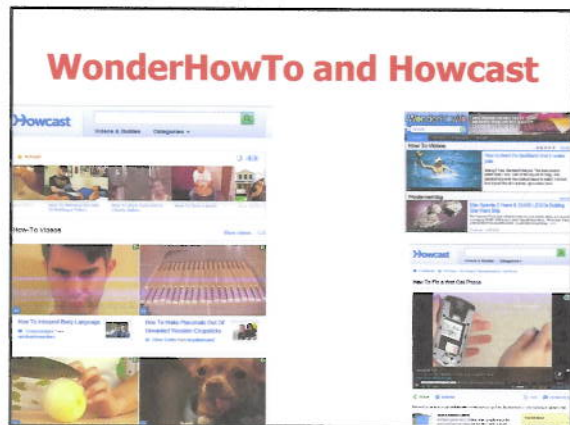
Fora TV

Michelle Rhee, Students First
http://www.studentsfirst.org/pages/michelle-video?utm_medium=email&utm_source=studentsfirst&utm_campaign=20110806email&source=20110806email

Link TV (Television without Borders)

Explore Series





Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.



Learning and Memory Videos



2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.



3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.



4. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.



5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.



6. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.



7. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.



8. Video Anchor, Lecture, and Test (VALT)

Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



9. On-Demand Conceptual Anchoring

Instructor pauses a class activity or discussion at any moment and shows a YouTube videos related to a concept, theory, or idea being presented or discussed.



10. Videoconferencing Anchors and Enders

YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.



Ten Anchors and Enders: Student Centered



1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



2. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.



3. Collaborative Anchoring

A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.



4. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.



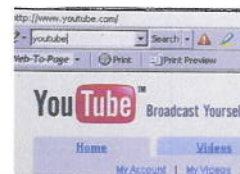
5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



6. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



7. Video Anchor Competitions

Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.



8. Video Sharing and Ranking

Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.



9. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



10. Anchor Creator Interviews

Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.



Karl Fisch, Did You Know?
Shift Happens—Globalization,
Information Age

Bonk (2008)

This is just a small sample of possibilities that each of us now has to learn with shared online video. Seems nearly everyone can find educational uses for shared online video. The potential is immense. Access is increasing. Better evaluation methods and indexing schemes are needed. The time has ripe to put these millions of free videos to work. It may be up to you!



Turn and Share 1-2 ideas
you can use...



But who can use shared
online video?

TOP
10
LIST



Audiences and Uses of Shared Online Video

1. Instructors: start or end a class with online video as an anchor for student discussion and debate, while asking students to reflect on concepts embedded in the videos that relate to course content.



Audiences and Uses of Shared Online Video

2. Formal Learners: find and present online videos to show to the class that demonstrate concepts, provide an historical context for learning material, or integrate multiple topics as well as those that they simply find inspiring within a field of study.



Audiences and Uses of Shared Online Video

3. Informal Learners: browse and watch instructional video sites for situation specific needs and personal interests, including business and finance, healthcare, cooking, crafts and hobbies, sports and fitness, relationships, parenting, travel, technology, and so on.



Audiences and Uses of Shared Online Video

4. Curriculum Developers: embed critical video snippets or complete lectures at key points in a course for learner reflection.



Audiences and Uses of Shared Online Video

5. Librarians: create videos to demonstrate how to use technology resources and tools to access information as well as call attention to any changes in materials, networks, procedures, and operations.



Audiences and Uses of Shared Online Video

6. Executives, Administrators, and Consultants: open or close meetings using short online videos to foster debate or reflection on recent problems, strategic plans, or upcoming events.



Audiences and Uses of Shared Online Video

7. Training Managers: make available a series of videos that employees can watch on-demand when the need arises; especially short, instructional ones that are adapted to hectic schedules and pressing demands.



Audiences and Uses of Shared Online Video

8. Conference Directors and Keynote Speakers: post complete or short summary videos of invited talks and keynote speeches prior to or after a workshop, conference, institute, or summit as a means of sharing and reflecting upon that event.



Audiences and Uses of Shared Online Video

9. Bloggers: point to online videos that exemplify a recent issue or emerging trend linking to their blog reflections or extending well beyond them.



Audiences and Uses of Shared Online Video

10. Podcasters: embed links to shared online videos that relate to a particular podcast session or set of online audio files.



Audiences and Uses of Shared Online Video

- 11. Global Educators, Consultants, and Heads of Non-Profit Agencies:** post videos that exemplify a mission statement or stated goals as well as recent societal issues and problems as a means of attracting attention and dialogue.



Audiences and Uses of Shared Online Video

- 12. Government Agencies and Politicians:** post online videos that relate to proposed or newly adopted policies, activities, and events.



Audiences and Uses of Shared Online Video

- 13. Retirees:** watch online videos to learn new skills and competencies or explore personal hobbies and interests.



Audiences and Uses of Shared Online Video

- 14. Unemployed:** search for and access videos that can add new skills, fine-tune existing ones, or arouse new career interests altogether as well as share what has been found with others in the same situation.



Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.



Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Considering offering online video creation as an option—can foster student creativity.



Advice and Guidelines

- 5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
- 6. Watch and approve all videos before selecting.



Advice and Guidelines

- 7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
- 8. Have back-up videos in case do not work or are taken down.



Advice and Guidelines

- 9. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)



Advice and Guidelines

- 10. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).



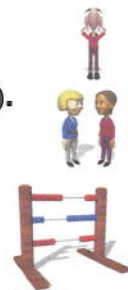
Final Thoughts

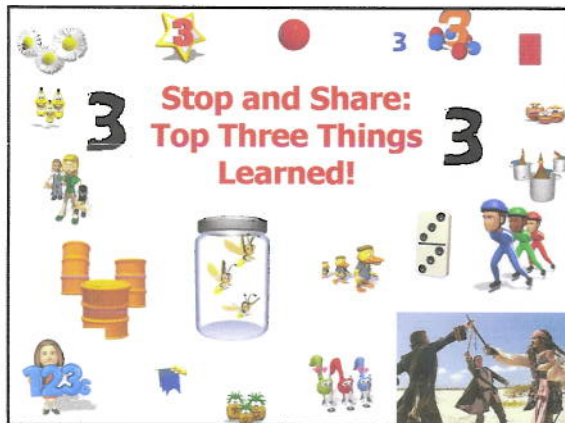
It is important for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results.



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

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





**Masterclass Part 5:
Hyper-Engaging Best Practices for
Any Class Size or Format: Low-Risk,
Low-Cost, Low Time**

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

**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. 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.**

3. Brainstorming
(L = Cost, L = Risk, M = Time)

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?

4. 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.
- b. Ask for volunteers for different roles (everyone must have a role).
- c. Perhaps consider having one key person on the pro and con side of the issue make a statement.
- d. Discuss issues from within role (instructor is the hired moderator or one to make opening statement and collects ideas.

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

5. 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 11/25V

74.5. [He ain't heavy - he's my brother...](#) Mother Theresa

74.6. [HAPPY BIRTHDAY](#) Jane Goodall 04/23/05


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

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

I hope that everyone has been feeling wonderful too

6. Online Role Play Personalities

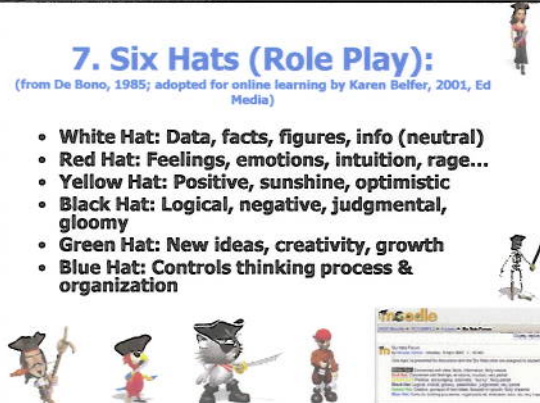
- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting



7. 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




8. Jigsaw

- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.




9. 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.



10. Online Scavenger Hunt

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



11. 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.



12. 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.



13. 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 current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief



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 were the pluses, minuses, and interesting aspects of that activity.



Cool Stuff

16. Free Text Chats

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

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



17. 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.



18. 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.



19. Reuse Expert Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations

Future Of Education Is It Possible To De-School Society
George Siemens

20. Online Book Reviews (L = Cost, M = Risk, M = Time)

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



21. Listen and Reflect on Book Author Podcasts

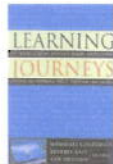
22. Webstreamed Lecture Reflections

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

Department	Course ID	Section	Term	Prereq	Section Type	Section	Prereq
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035
EECS-6.034	6.034	2011	2011	6.035	Webstreamed Lecture	2011	6.035

23. 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.



24. 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.



25. Paired Article Critiques in Blogs

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

Article	Student Critique	Student Peer Review
Arbaugh, T.B. (2007). Does the Consensus of Inquiry Framework Predict Outcomes in Online MBA Courses?	Stephan Moore	Larissa Ryan
	Caitlin Dowdell	Karen Leppard
	Lin Yi	Ellen Lin
Meyer, J.A. (2003). Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking	Alex Bielew	Lois Adkinson
	Larissa Ryan	Paul Anderson
	Heidi Rhinall	Yvesse Tony
	Nancy Ariza	Cecilia Pansko
Shea, P., Li C.S. and Pickett, A. (2006). A study of teaching presence and student success	Karen Leppard	Lin Yi
	Francis Wilkinson	Alex Bielew
	Heather Barnett	Stefan Rasporich
	Daryl Wilson	Nancy Ariza

26. Cross-Class Collaboration

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



27. Student Generated Podcasts and Reflections

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



28. 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.



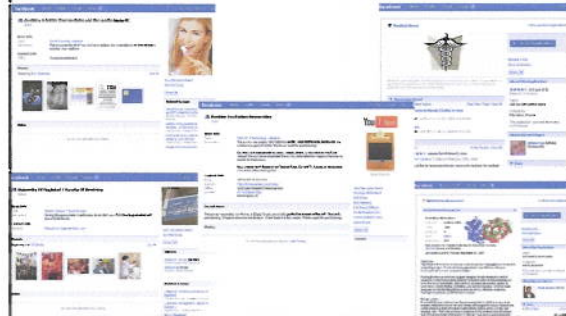
29. Class Voting and Polling (perhaps electronic)

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



31. 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)



32. Scenario Learning (Option 6, Bloomington, IN)



33. Poster Sessions and Gallery Tours


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




34. 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.






35. 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.




36. Rapid Data Collection

- Assign students to collect data on certain questions for a set time period (perhaps during a live class).
- Give handout.
- Come back to discuss.
- Perhaps hold competitions.

37. 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.




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




39. 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.



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).





Stand and Share Ideas

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



Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: <http://worldisopen.com/>

Stand and Share Ideas (Will Work, might work, won't work)

