
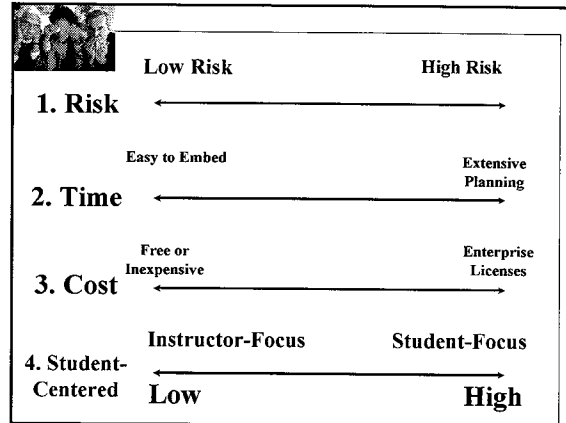


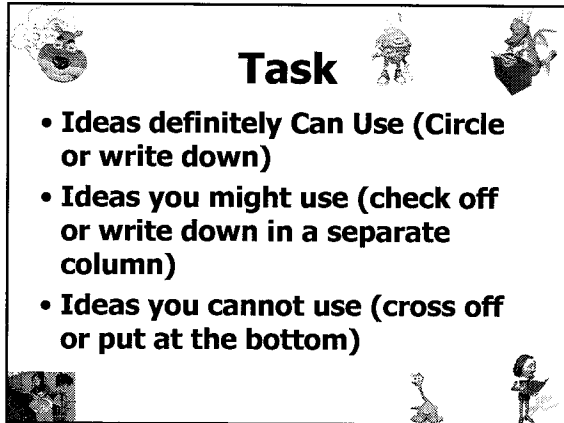

100 Hyper-Engaging Lectures: Low Risk, Low Cost, Low Time

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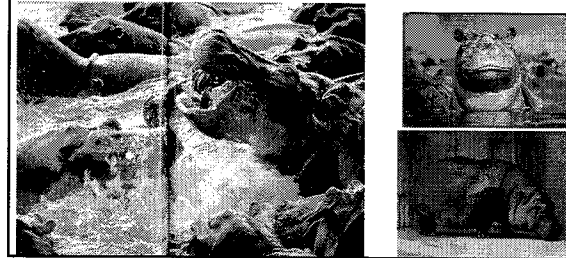



Task

- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)

Part I: 50 Learner-Centered Technology Ideas



1. Learner-Centered Learning Principles

(American Psychological Association, 1993)

Cognitive and Metacognitive Factors

1. Nature of the learning process
2. Goals of the learning process
3. Construction of knowledge
4. Strategic thinking
5. Thinking about thinking
6. Context of learning

Developmental and Social Factors


10. Developmental influences on learning
11. Social influences on learning

Individual Differences

12. Individual differences in learning
13. Learning and diversity
14. Standards and assessment


Motivational and Affective Factors

7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort



1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)

- 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.



2. Cool Resource Provider

(Bonk, 2004) Capture and Videostream Lectures (e.g., Apreso CourseCaster)

- 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 via synchronous meeting or asynchronous discussion post.



3. ORL or Library Day

(L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.



4. 99 Second Quotes

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

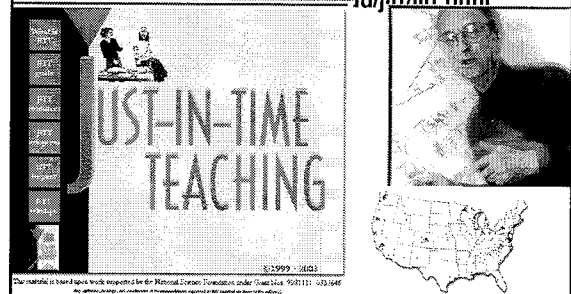
- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
 - Discussion wrapped around each quote
 - Small group linkages—force small groups to link quotes and present them
 - Debate value of each quote in an online forum



5: Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

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

<http://webphysics.iupui.edu/jitt/iitt.html>



6. 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.



7. Jigsaw

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

- Form home or base groups of 4-6 students.
- Student move to expert groups—discussion ideas in a chat.
- Share knowledge in expert groups and help each other master the material in an online forum.
- Come back to base group to share or teach teammates.
- Students present in group what learned.



8. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media) (L = Cost, M = Risk, M = Time)

- **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!



9: Warm-ups Online Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>

10. Concept Mapping and Timelining Tools

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

11. Exploration and Demonstration: Virtual Fieldtrip, Tours, etc.

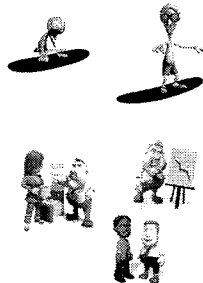
(L = Cost, M = Risk, M = Time)

12. Scavenger Hunt

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

1. Create a 20-30 item scavenger hunt

2. Post scores



13. Pruning the Tree

(i.e., 20 questions)

- During a synchronous chat or videoconference, 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.



14. 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

15. Numbered Heads Together

- Assign a task and divide into groups (perhaps 4-6/group).
- Perhaps assign group names across class or perhaps some competition between them.
- Count off from 1 to 4.
- Discuss problem or issue assigned.
- Instructor calls on groups & numbers.
 - e.g., in a research methods class, one person reads intro, another the findings, discussion, implications, etc.



16. Peer Critique of Online Design (Park & Bonk, 2007)

- Providing immediate feedback
- Increasing interactions among participants
- Encouraging to exchange multiple perspectives
- Enhancing dynamic interactions
- Promoting passive to become active
- Strengthening social presence allowing to exchange of emotional supports
- Apply skills just learned
- Exchange constructive fdbk on other's projects



17. Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News:

<http://www.sfu.ca/mediapristnews/2001/Sept6/hightech.html>)



18. 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).



19. 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.
- Only those on the inner circle can talk or discuss. Those behind have to listen.
- Later switch

20. Value Lines

- Pose question or issue
- Students mark down their feelings or votes
- Share votes and rationale with class
- Recast votes

21. Think-Pair-Share or Turn To Your Partner and Share

- 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.

23. 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.

24. 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).

25. Product and Project-Based Learning (and Gallery Tours)

- Students decide on a project to pursue from a list.
- Must design something—a poster, poem, song, presentation, radio or TV show, report, advertisement, research report, glossary, website, Wikibook.
- Presentation is made at the end of the unit or semester (perhaps post products on walls in room).
- Evaluation is made by experts and/or the instructor.

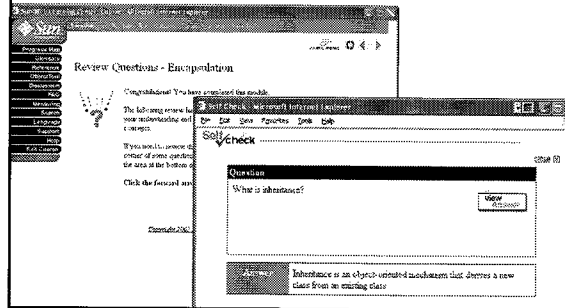
99 Seconds: Think-Pair-Share... What have you learned so far? What is Solid and What is Fuzz?

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

26. Issues and Discussion Questions (L = Cost, L = Risk, M = Time)

- Make a list of issues people would like to discuss.
- Perhaps everyone brings 2-3 questions or issues to the meeting.
- Partner off and create a list and then collect question cards, and,
- Then distribute and your group must answer questions of the other groups.

27. Learner-Self Interactions and Reflections



28. Use Google Maps Mashups

By Jeffrey Branzburg, May 15, 2006

<http://www.techlearning.com/story/showArticle.html?articleID=187002846>



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

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



30. Case-Based Learning: Student Generated Cases

- Model how to write a case and practice answering.
- Generate 2-3 cases during semester based on field experiences.
- Link to the text material—relate to how how text author or instructor might solve.
- Respond to 6-8 peer cases.
- Summarize the discussion in their case.
- Summarize discussion in a peer case.
(Note: method akin to storytelling)



31. Roundrobins

- 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



**32. Movie assignments
(Bonk 2004)**

- Create a glossary of words from the TV show or movie.
- Bring to class or post to blog.
- Write reflection paper on terms or concepts learned.
- Share with class.

33. 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.

**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. To Gloss or Not to Gloss?
(ESL/EFL Training)**

(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.

**36. Inquiring Minds Want to Know! (ESL/EFL Training)
(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.

**37. 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.

38. 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.



39. 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.

40. 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.



41. 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?"

42. 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.



43. 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...



44. 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?



45. 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).



46. 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.



47. 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)).



48. 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.



49. 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.



50. Workplace and 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

Half-Way...Brief Intermission Conduct Phillips 66 Method

Part II: 25 Blended Learning Solutions

Blending Online and F2F Instruction

- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)

51. Video Streamed Lectures and Expert Commenting

Department	Course ID	Section	Date	Part	Media Type	Stream	Link to play	Download
	IS0009	245	10/01/08	10/01/08	10/01/08	10/01/08	10/01/08	10/01/08
	IS0009	246	10/01/08	10/01/08	10/01/08	10/01/08	10/01/08	10/01/08

52. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)

