


Part II. Creating Engaging, Collaborative, and More Active Classes: 100+ Low-Risk, Low-Cost, Low Time Activities

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Cooperative and Collaborative Rationale

- Higher student-teacher interaction
- Increases feedback
- Links new info to prior knowledge
- Enhances perspective taking
- Utilizes resources better
- Teacher as mentor and co-learner
- Joint products and ownership
- Instills more risk taking
- Facilitates problem solving

Definitions

- **Cooperative Learning = work toward common goal and understanding same material**
- **Collaborative Learning = use different skills or expertise to complete a task**

Collaborative Learning Recommendations

- Get more complex later in course
- Have examples from prior semesters
- Bring in prior students to discuss how well it worked
- Print or publish the final products and celebrate success
- Think about international collaborations

Instructor Roles in Collaborative and Cooperative Learning

- Guide, assist, dialogue, clarify, feedback, question, push
- Elaborate, summarize, hint, cue, think sheets, think aloud
- Structure and restructure groups
- Mentor, friend, co-learner
- Help with group processing



Key People in Field of Cooperative learning

- Robert Slavin, Johns Hopkins University: STAD and TGT approaches (basic skills)
- David and Roger Johnson, University of Minnesota: learning together approach (problem solving)
- Spencer Kagan, Kagan Cooperative Learning: structures approach (simple and easy to use)
- Elliott Aronson: Jigsaw approach (perspective taking, problem solving))
- Sharon and Sharon: Group investigation approach (inquiry, depth, social skills)

Cooperative Learning Principles

- 1. Positive Interdependence**
- 2. Individual Accountability**
- 3. Group Processing**
- 4. Social Skills and Trust**
- 5. Face-to-Face Interaction**

1. Building Positive Interdependence (sink or swim together)

- **Goals:** All have same goal: one team product or report
- **Rewards:** Team recognition based on all contributions
- **Task:** Division of labor, mini-topics, need 8 hands to complete
- **Resources:** 1 person has paper, another has the markers, etc.
- **Roles:** Question asker, recorder, checker. Taskmaster, encourager, leader

2. Building Individual Accountability

- Pick our students at random
- Everyone certifies correctness
- Assign jobs to each student
- Color code each person's work
- Teach scores based on individual scores
- Have students reflect and summarize their progress

3. Group Processing

- Need time to reflect and analyze what they have accomplished and how well working together.
- Students need feedback from instructors on their processing.
- Should pause to reflect every so often.
- Perhaps use an observation sheet for feedback.

4. Building Social Skills and Trust and Group Bonding

- Where were you born?
- Favorite movie, music group, color
- I wish I had a second chance at?
- A job I would love is...
- Where born, hobbies, interests, pet
- Birthday, sign, etc.
- Proudest accomplishment, goals, etc.
- Other social ice breakers...

Grouping Strategies

- **Young:** student choice, last name, food preferences, birthday, color of clothes
- **Older:** goals, jobs, location, experience, familiarity with task

Grading Strategies

- Grade test performance individually
- Group grades for group processes
- Avoid group competition
- Have all group members sign reports

Pedagogical Strategies: Cooperative Learning

1. Starter-Wrapper Discussions (with roles)
2. Turn to Your Partner: Quizzes, Top Tens
3. Value Line and Graphs
4. Roundrobins and Roundtables
5. Synchronous Guest Conferencing
6. Structured Controversy
7. Jigsaw, Group Investigation, PBL
8. Gallery Tours of Student Work
9. Panel Discussions/Symposia
10. Case Creation and Replies



COOPERATIVE LEARNING Generic Strategies: Well Known

- STAD, TGT, Jigsaw, Group Investigation
- Think-Pair-Share, turn to your neighbor
- Numbered Heads Together
- Gallery Tours
- Stand and Share
- Response value lines
- Group discussion with roles
- Test reviewers, homework checkers

COOPERATIVE LEARNING Generic Strategies: Quick Starters

- Simultaneous Numbered Heads with sharing
- Team concept or word webbing
- Team brainstorming
- Talking Chips
- Team Reunions
- Corners
- Interviews and sharing

COOPERATIVE LEARNING Generic Strategies: Discussion/Small Group Work Alternatives

- Group discussion: pool ideas
- Buss group: small 4-6 people & then class
- Panel discussions: 4-8 people discuss topic
- Symposium: disc in phases by series of experts
- Debates: pro& con on a controversial issue
- Reaction sheets: Group reacts on predetermined controversial idea
- Role Play: act out situation with roles

COOPERATIVE LEARNING SPECIFIC: Reading

- READER, READERS
- CIRC
- Reciprocal Teaching
- Group Reading with Different Purposes
- Structured Controversy
- Cooperative Scripts and MURDER

COOPERATIVE LEARNING SPECIFIC: Writing

- Database creation
- Peer editing and reviewers
- Publish class projects as a book
- Class critiques and thought papers
- Class Newsletters
- Class conference proceedings and journal
- Other local publishing

Task Roles

- **Reading:** reader, materials handler, checker, summarizer, praiser, elaboration seeker, facilitator
- **Writing:** executive director, reporter, author, proofreader, co-author, editor
- **Computer:** keyboarder, recorder, reporter, praiser, checker, summarizer, encourager
- **Journal Project:** editor, writers, scanner, coordinator, etc.

Role 1: Conqueror or Debater/Arguer/Bloodletter



- Takes ideas into action, debates with others, persists in arguments and never surrenders or compromises nomatter what the casualties are when addressing any problem or issue.



Role 2: Devil's Advocate or Critic/Censor/Confederate

- Takes opposite points of view for the sake of an argument and is an antagonist when addressing any problem posed. This might be a weekly role that is secretly assigned.



Role 3: Emotional/Sensitive/Intuitive

- Comments with the fire and warmth of emotions, feelings, hunches, and intuitions when interacting with others, posting comments, or addressing problems.



Role 4: Idea Generator Creative Energy/Inventor

- Brings endless energy to online conversations and generates lots of fresh ideas and new perspectives to the conference when addressing issues and problems.

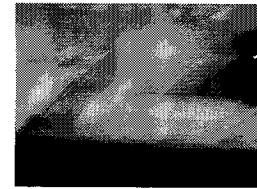


Getting Started; Restructuring; Caveats and Barriers

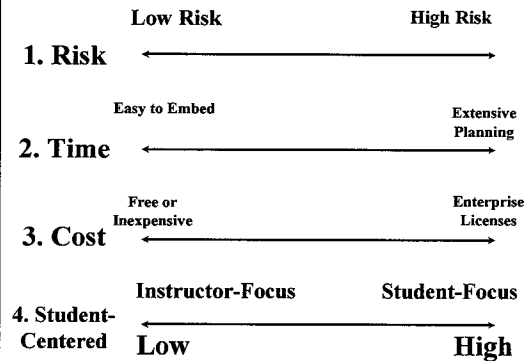
- Start small
- Group size of 2-3
- Think of 1/5 rule: competitive, cooperative, whole group discussion, individual exploration, lecture, etc.
- Work with a colleague to create
- Evaluate use and redesign

99 seconds: What have you learned so far?

- Solid and Fuzzy in groups
of two to four



100+ Active and Collaborative Learning Class Strategies and Techniques



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



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

- Count off 1, 2, 3, 4 in each group.
- Instructor can call on a number within a group to respond or all people with a certain number to respond.
- Increases accountability.

7. Human Graph

- **Class lines up:**
(1-5)
1 = Strongly agree,
3 = neutral,
5 = strongly disagree
- e.g., this workshop is great!

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 on it.
- Then they share views with assigned partner.
- Share with class.



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.

15a. 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.

15b. 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 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.
- Next set more motivational and collaborative!!!!



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.

31. One minute papers or muddiest point papers with peer sharing
(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.
- 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:

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)

- Create a scenario (e.g., school reform in the community) and hand out to students to read.
- Ask for volunteers for different roles (everyone must have a role).
- Perhaps consider having one key person on the pro and con side of the issue make a statement.
- 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).
- 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



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 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)).

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			
back	pen	book	blackboard
error	door	cup	light
narrow	big	window	chair
table	desk	pencil	window

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 Kemshall-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



Bank's Bingo Board #1

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.

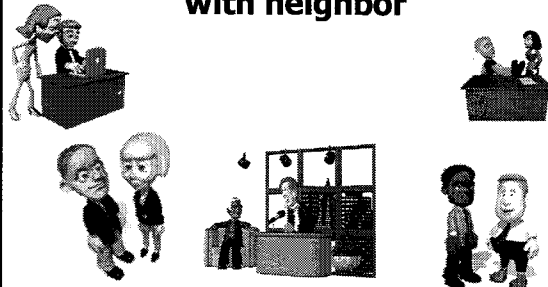
49. Anchoring Event (CTGV, 1990?)

- Begin or interrupt a lecture 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.

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



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

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it
- Options
 - Discussion
 - Small group linkages
 - Share online and discuss or debate

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.



59. 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!

60. Think-Pair-Share (V)

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

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.

62. 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



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.



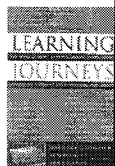
64. Reflection Papers: Group Reflections (3-4 page)

- 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.



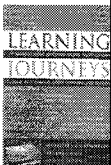
65. Reflection Papers Trend Papers (3-4 page)

- 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.



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.



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.

