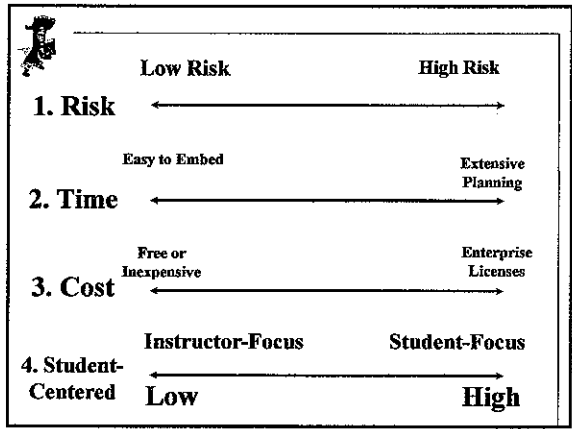


100+ Activities for Hyper-Engaging Lectures: Low Risk, Low Cost, Low Time (time to be a pirate)

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



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

Ok, who is falling asleep and needs a little chocolate?

25 Small Group Activities

Definitions

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

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**
- **Team scores based on individual scores**
- **Have students reflect and summarize their progress**

How Group?

- **Goals,**
- **Ability level,**
- **Confidence,**
- **Present job,**
- **Geographic location,**
- **Background and experience,**
- **Familiarity with task,**
- **Type of vehicle drive.**

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. Reciprocal Teaching Scripts

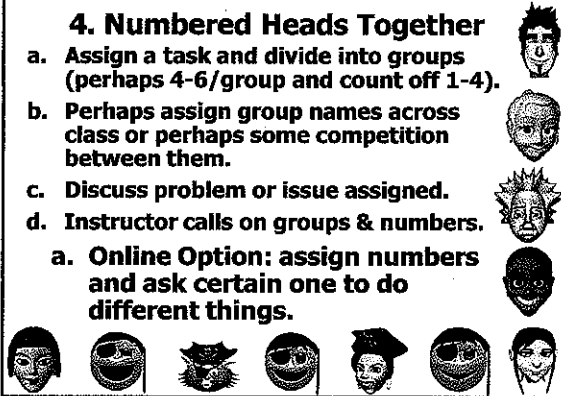
- Instructor gives purpose of the method (e.g., summarization, prediction, clarification, and questioning skills)
- He/she models the method
- Student takes over as the teacher
- Student teacher models skills requested
 - Online Option: Sign up to start or wrap discussion or to mentor each other.

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
 - Online Option: do in a forum

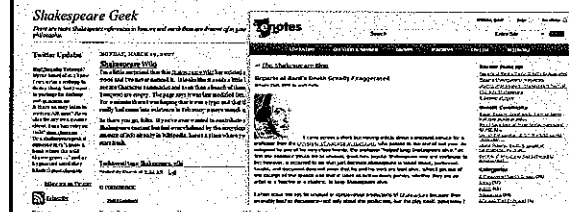
4. Numbered Heads Together

- Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
- Perhaps assign group names across class or perhaps some competition between them.
- Discuss problem or issue assigned.
- Instructor calls on groups & numbers.
 - Online Option: assign numbers and ask certain one to do different things.



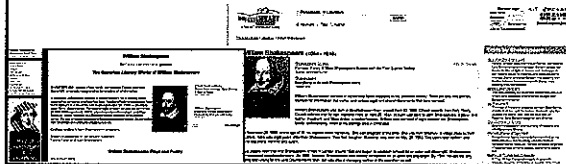
5. Read Blog about Literary Figure (e.g., Shakespeare)

- Read and reflect on blog on literacy figure.



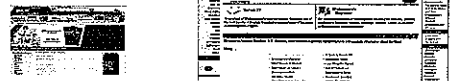
6. Read e-Books (e.g., Shakespeare)

- Find free e-books and read them.
- Turn in reviews and critiques.



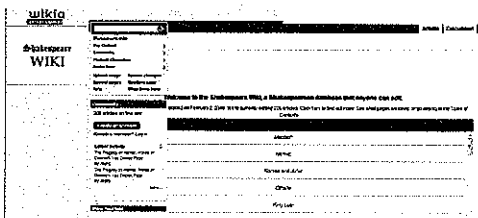
7. Explore Online Portals (e.g., Shakespeare)

- Students can explore online portal.
- Suggest resources to other students.
- Write reflection papers on what found.



7. Add to a Wiki of a Literary Figure (e.g., Shakespeare)

- Students can edit a wiki on a literary figure.



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

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



10. Podcasts of Famous Literature (e.g., Shakespeare)

- Students can listen to podcasts of famous literature and reflect on it.



10. Second Life Cast of Shakespeare

<http://visit.slshakespeare.com/>

- Students can explore Shakespearean plays acted in Second Life.



12. 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.

13. Phillips 66 (Buzz Groups)

- 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.
- Online Option: assign teams to discuss articles for 1-2 days before an online lecture. Warm up activities!

14. Online Collaboration Groups and Social Networks (Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.)

- Join and participate in an online group or forum.
- Write reflection paper.



15. 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.
 - Online Option: count off 1 and 2 and only allow 1's or 2's to add to discussion for first half of week and then the 2's.

15. 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.
 - (if online, do this by day)

15. 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.

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



17. 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.
 - Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.





18. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the

24.3. I am so wise, so listen. Aristotle 11/25/

- Training Magazine might have a little bit of boring instructional animations and videos. C. a good audiotape - they can all be good for to go away as an issue, so we might as well


74.5. He ain't heavy - he's my brother... ModerTheresa 04/22/

For me, my children, it's all about helping each other. V. Our friends Bruner and Vygotsky suggested that learning happens, either. They wanted us to work together and learn from each other's knowledge.

74.6. HAPPY ARBOR DAY Janet Goodhall 04/23/04

I hope that everyone has been feeling wonderful today

ps of paper persona or roles that form into 2-3 ons.




18. Scholar 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.
 - Could also be done online or rotated.

19. 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



20. Six Hats (Role Play):

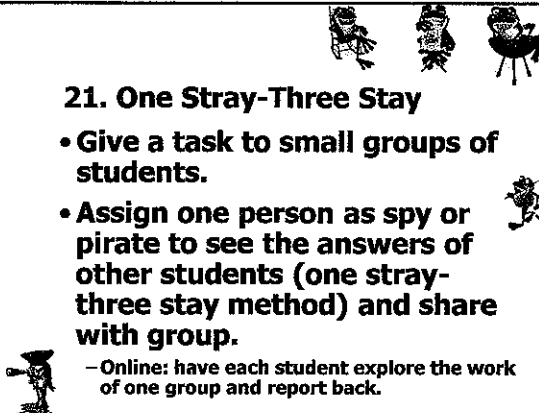
(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

- 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



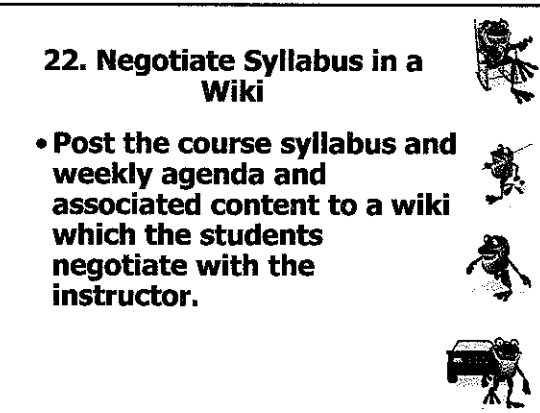
21. One Stray-Three Stay

- 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.
 - Online: have each student explore the work of one group and report back.



22. Negotiate Syllabus in a Wiki

- Post the course syllabus and weekly agenda and associated content to a wiki which the students negotiate with the instructor.



23. 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 (perhaps in drop boxes and in online discussion forums).
- Integration is made of all the material in each group and presented to the class.
- Evaluation is made of team as well as individual efforts.

24. Student Teams Achievement Divisions (STAD)

- Students are divided up into heterogeneous groups of four-5 student groups.
- Lesson is presented by instructor (videostream or podcast).
- Students help each other learn the material in online groups.

24. 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.

25. Jigsaw I



- 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.

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

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



26. 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.

27. Accomplishment Hunt

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

- a. Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- b. 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 on a sheet without names.
- c. Participants have to ask "Is this you?" If yes, get a signature.



28. Peer Interviews

- After an online lecture, have learners interview each other online through email or a discussion forum about what they learned.
- Introduce each other based on what learned.



29. Three Step Interviews

- After complete lecture, assign pairs of students who interview each other online about what they learned.
- Pairs introduce each other to another group based on what they learned.
- Groups introduce each other to class based on what they learned.

30. 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.
- Post online and discuss with partner or class.
- Or-give your students the fat or skinny questions before watch a video and then share answers.



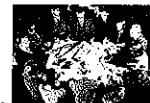
31. Psychic Massage (a closer activity) (L = Cost, M = Risk, L = Time)

- a. After someone presents online, have students post to a synchronous chat or asynchronous forum only positive things about that person.
- b. Team members must make positive, uplifting statements about that person.



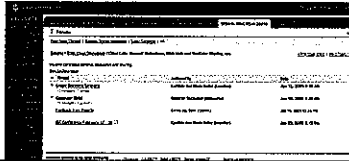
32. Roundtable of Famous People

- Students read books from famous dead people
- 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



33. 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.



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

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

35. Just Suppose or What If (L = Cost, L = Risk, M = Time)

- Creative writing in discussion forum or chat.
- 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?"

36. Wet Ink or Freewriting (L = Cost, M = Risk, M = Time)

Writing without reflecting or lifting your pen for a set period of time.

Or turn off your monitor and respond to this question.

- Just imagine: imagine you have created a highly active teaching situation...What do you see? Can students wonder, question, speculate, take risks? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...

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

- Open a chat window in your CMS and brainstorm idea.
- 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.
- e.g., how to increase creativity in class.

38. Reverse Brainstorming (L = Cost, L = Risk, M = Time)

- Open online chat and...
- Generating ideas to solve the reverse of a particular problem, issue, situation, or concern.
- Once again, 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 decrease creativity in class?

39. Nominal Group Process

1. In an online chat, give statement of the problem.
2. Students generate ideas to solve it.
3. Round robin sharing of ideas and piggy backing of them.
4. Classification & grouping of ideas.
5. Straw vote ranking of ideas. Secret ballots.
6. Further clarification of ideas and emerging concepts. Can change wording.
7. Final priority weighting. Public vote.

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

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



41. 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.



42. 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. Post this online. Compare different posts.



Plus

Minus



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



- In a synchronous Webinar or videoconference.
- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



44. Force Field Analysis on Problem (L = Cost, M = Risk, M = Time)

- Create 3 discussion forums.
 - 1. Driving Forces: list on left side of a paper, the forces that might help them solve a problem (the allies!).
 - 2. Restraining Forces: list on the right, the forces that are working against them. What are the forces operating against the solution of the problem?
 - 3. Perhaps assign some value related to difficulty or importance and compare columns and make decisions (e.g., 0 (low) to 5 (high)).



45. 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 in an online forum:

- **K = What did you know?**
- **W= What do you want to know?**
- **L = What did you learn?**
- **H = How will we learn it?**

46. Post and Review a Web Link

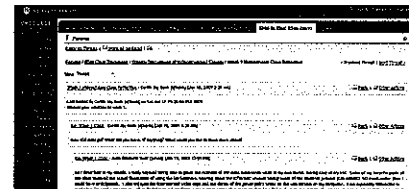
- Have students post 2-3 Weblinks that they like and indicate why.
- Peers rate or evaluate each others posts.

47. Reciprocal Questioning (Allison King)
(L = Cost, M = Risk, M = Time)

- Have students post questions from the readings
- Perhaps add a question sheet or scaffold from the instructor
- Pair them off
- At the start or end of the unit lecture, have them ask those questions of each other.

48. Lecture Reflections

- Ask students to watch the online lectures and reflect on them.
- Post reflections and what have in common with each other.



49. About You
(social ice breaker)

- Ask students to post their hobbies, biggest achievements, professional interest, and personality traits? What best describes you? Keep this under 15 sentences.
- Respond to each other as to what they have in common.

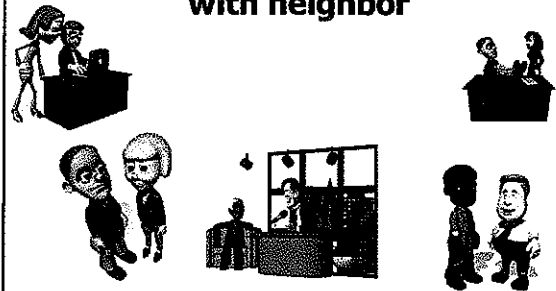
50. Discussion Choice

- Create a discussion forum for different occupational or professional interests of your students. They choose which one to participate in each week.

Weekly Course Content Discussions

Week	Topic	Author	Date/Time
Week 1	Adult Ed Discussion Group: Introduction	Curtis Jay Book (5/Book)	Aug 16, 2008 11:51 PM
Week 2	Adult Ed Discussion Group: Social Learning Theory	Curtis Jay Book (5/Book)	Aug 16, 2008 11:52 PM
Week 3	Adult Ed Discussion Group: Cognitive Information Processing	Curtis Jay Book (5/Book)	Aug 16, 2008 11:53 PM
Week 4	Adult Ed Discussion Group: Motivation and Self-Directed Learning	Curtis Jay Book (5/Book)	Aug 16, 2008 11:53 PM
Week 5	Adult Ed Discussion Group: Behavioral and Self-Directed Learning	Curtis Jay Book (5/Book)	Aug 16, 2008 11:53 PM
Week 6	Adult Ed Discussion Group: Capabilities and Power	Curtis Jay Book (5/Book)	Aug 16, 2008 11:54 PM
Week 7	Adult Ed Discussion Group: Constructivism and Shared Learning	Curtis Jay Book (5/Book)	Aug 16, 2008 11:54 PM
Week 8	Adult Ed Discussion Group: Constructivism	Curtis Jay Book (5/Book)	Aug 16, 2008 11:55 PM

**Half-Way...Brief Intermission
Please Share Best Idea so far
with neighbor**



51. Question Prompts, Advance Organizing Questions, and Question Anchors to Begin a Lecture (Derek Bok, Harvard, 1992)

- Begin course activity or Web 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?"

**52. Planted Questions
(Active Learning, Silberman)**

- To get online discussion going...
- Choose questions that will help guide your lecture or lesson. Send to a student who posts to the discussion forum to start the discussion or debate.
- Perhaps send that student more questions (or to someone else).
- Debrief at end.



**53. 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.

54. Podcast Paper Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.



55. Personal Course Commitments

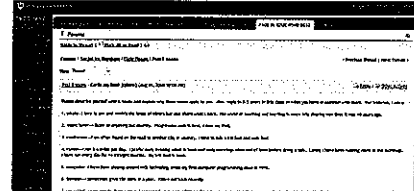
- Ask students list 3-4 things you will commit to do in this class and reply to 1-2 of your peers in this class about their commitments. For instance, "I plan to read more on related to leadership and constructivist learning theory in this class." Also, what do expect of this course or the instructor?
- Comment on the commitments of others.
- Helps them form goals for the semester.

56. Personal Philosophy of Learning

- Invite can you tell us what your personal theory of learning is? What is your philosophy of learning? What principles, guidelines, or perspectives do you believe in in terms of learning and cognition? What is the biggest idea from this theory or perspective? Your personal theory of learning should include examples or ideas from your present job and anticipated work environments.
- Comment on each others.

57. 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.



58. Rapid Data Collection and Analysis

- Before, during, or after a lecture, assign students to go outside for 15-20 minutes to collect data on certain questions. Give handout.
- Come back to class to discuss.
- Perhaps assign to teams with competitions.
 - Online Alternative: Collect data online with SurveyMonkey, SurveyShare, Zoomerang, and post results online.

59. Free Text Chats

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

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

60. 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

61. 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.



62. 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.



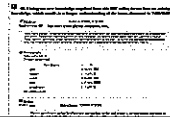
63. Volunteer Technology Demos (Bonk, 1996)

- 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



64. 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)



65. Field 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



66. 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)



67. 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



68. Set Time Presentations
(L = Cost, M = Risk, M = Time)



- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.

69. Reflection Papers: #1 Individual Reflections or Super Summaries (3-4 page)

- Learning journeys/Super Summaries (Reflect Online):
 - 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.



70. Reflection Papers: Group Reflections or Super Summaries (3-4 page)

- Team reflection papers (Reflect Online):
 - Have team members reflect on their learning in a course.
 - Compare their learning to each other.
 - Everyone writes a section of super summary and then synthesizes across.



71. 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?
- Post them online.
- Perhaps have them present their trend papers to the class in a Webinar or live.



72. 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.



73. 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.
- Post them online and give feedback to each other.
- Perhaps provide them with sample papers from prior semesters.



74. Reflection Papers: Personal Learning Theory (3-4 page)

- Students write papers related to their personal learning theory or overriding personal philosophy.
- If appropriate, they must relate their ideas to the course or field of study or to certain key concepts within it.
- Perhaps create discussion groups based on certain types of learning theories or perspectives and have students from each group present their unique ideas.



75. 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)

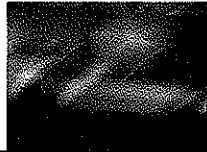
Post it online.

Constantly change it.

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.

99 seconds: What have you learned so far?

- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.



76. Online Scavenger Hunt

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



77. Online Video Discussions (CNN, BBC, YouTube, etc.)

1. Watch online video suggested by the instructor or students.
2. Reflect on concepts learned in online forum.
3. Suggest similar videos.
4. Continue discussion.



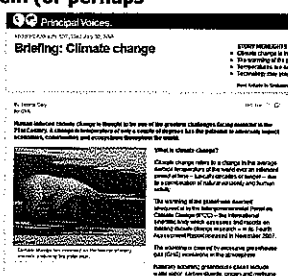
78. Issue Cards and Discussion Questions (L = Cost, L = Risk, M = Time)

- Everyone writes questions and issues on the articles or readings.
- Share them online.
- Partner off and create a list and then share your questions with another group which must answer them.




79. Online News reflections

- Read popular online news stories.
- Discuss and critique them (or perhaps rewrite them).




80. Roundrobins, Tell Tall Tales, Creative Writing

- Start a topic of discussion in an online forum perhaps with an interesting scenario or "just imagine" if this happened or an object obituary.
- Pass on the story to a student to continue it at another location or have volunteers.
- Continue with story until done.



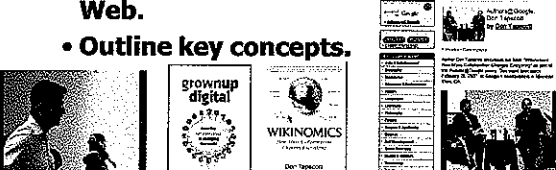
81. Webstreamed Lecture Reflections

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




81. Reuse 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.




83. Personal and Team Blog Reflections

- 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.



84. Two Heads vs. One (Thiagi, 1988)

- Everyone posts a 100 word summary of an article.
- Students pair up and produce a better 100 word summary.
- Their 3 summaries are read and rated by other groups.
- Groups rank them for 1 for best, 2 for 2nd best, and 3 for third.
- Pass back to original team.



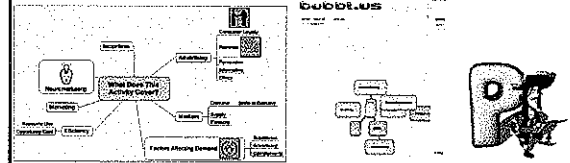
85. Paired Article Critiques in Blogs

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

Article	Student Critique	Student Peer Review
Adams, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephen Moses	Laraine Evans
	Carolyn Pasvoko	Karen Leonard
	Lin Yu	Hera Liu
	Alex Bortek	Loi Adisaon
Meyer, K.A. (2001). <i>Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking</i>	Laraine Ryan	Paul Anderson
	Hera Dhanid	Yvonne Toney
	Necra Anon	Carolyn Pasvoko
	Karen Leonard	Lin Yu
	Franka Wilson	Alex Bortek
Shea, P., Li, C.S. and Fickett, A. (2006). <i>A study of teaching presence and student sense</i>	Heather Barnett	Stefan Raspoich
	David Wilson	Necra Anon

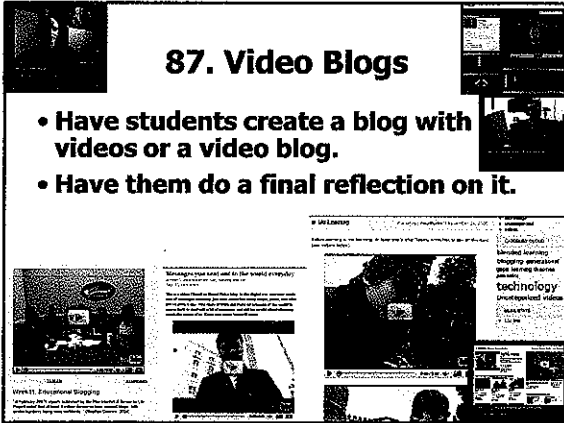
86. Concept Mapping

- Ask students to create concept maps of 3-4 chapters.
- Write reflections on these.



87. Video Blogs

- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.



88. Outlines and Outline Mentoring (Thiagi, 1988) (L = Cost, M = Risk, M = Time)

- Give students choice in the assigned readings.
- Have them post an outline of the best 1 article he/she read.
- Have them follow an online lecture with outline and then discuss pts missed by instructor.
- Have them mentor another student online who did not read that article.

89. Peer Mentoring Sessions (Bonk, 1996)

1. Have students sign up online for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of online mentoring and tutoring sessions in class.
3. Debrief on how it went.



90. 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). Post them online.
- 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.



91. Instructor Cases Online

- Post a case scenario or situation or video of such.
- Students read or watch.
- Post solutions to a discussion forum.
- Give feedback to each other.



92. Cross-Class Collaboration

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



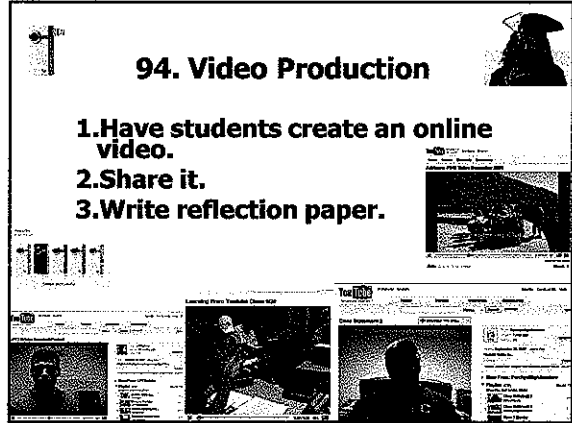
93. Poster Sessions and Gallery Tours (Bonk, 1995)

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



94. Video Production

1. Have students create an online video.
2. Share it.
3. Write reflection paper.



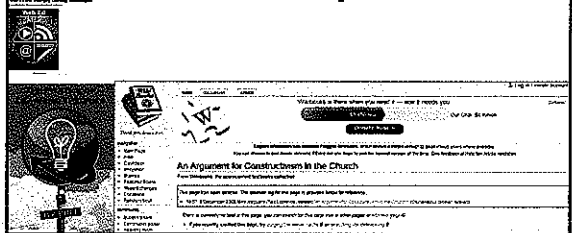
95. Virtual Conference Attendance and Reflection Papers

- 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.



96. Wikibook Creation

- Ask students to create a Wikibook.
- Give feedback to peers.



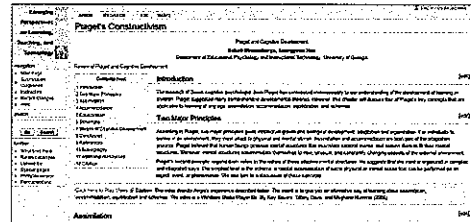
97. Wikibook and Wikipedia Editing

- Ask students to edit a page from Wikipedia or a chapter in a wikibook.
- The write a reflection paper on it.



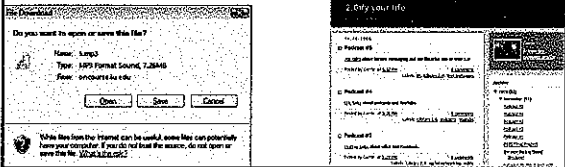
98. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia



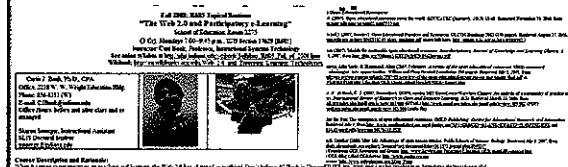
99. Student Generated Podcasts and Reflections

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



100. Readings All Web Resources

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.



Stand and Share Ideas

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

