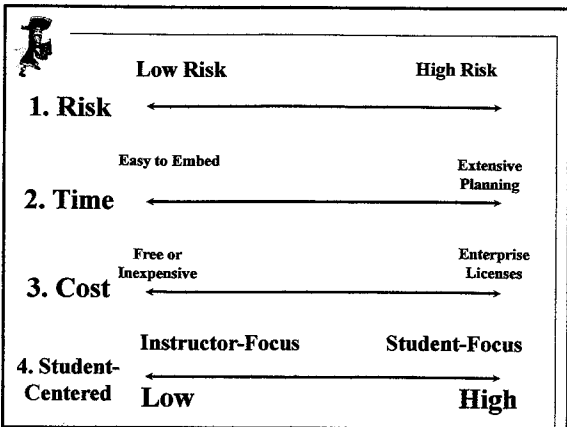
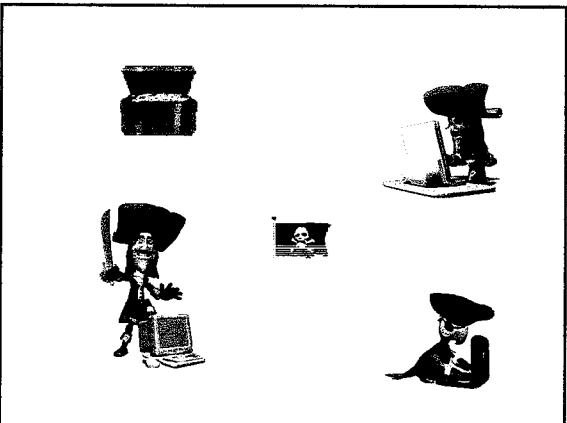


**100+ Activities for Hyper-Engaging Lectures: Low Risk, Low Cost, Low Time (time to be a pirate)**

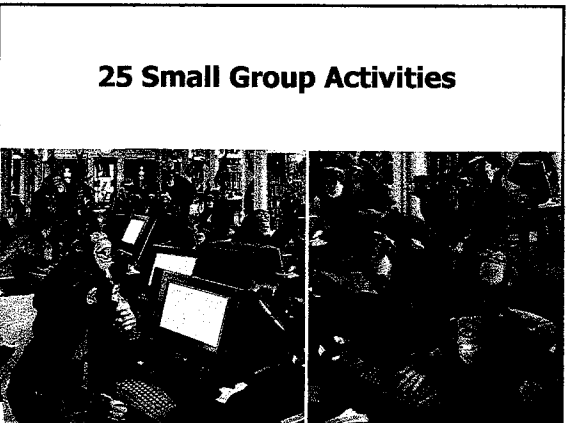
**Dr. Curtis J. Bonk**  
 Professor, Indiana University  
 President, SurveyShare, Inc.  
<http://php.indiana.edu/~cjbonk>,  
[cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)



**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?**



### 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 summarizes and the other tries to correct any errors
- Both work together to learn the information
- Read 2<sup>nd</sup> 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

- 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 method, another the findings, discussion, implications, etc.



## 7. 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).



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

## 10. Think-Pair-Share-Partner

- Assign a topic for reflection or writing.
- Have share their responses with someone next to them.
- Share with another team.
- Then ask to share 1-2 ideas with class.
- Alternatively, ask students to volunteer something they heard from a peer.

## 11. 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.

## 12. Buzz Groups

- Meet in small groups for a set period of time followed by group discussion.
  - (perhaps discuss assigned readings)

### 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. 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.



### 15. 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.



### 16. 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.

## 16. 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.

## 17. 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



## 18. Six Hats (Role Play):

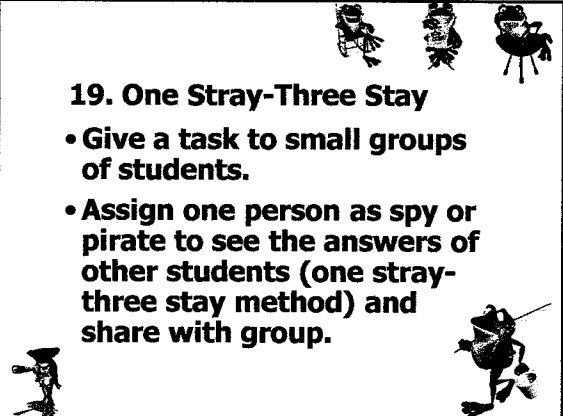
(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

- 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



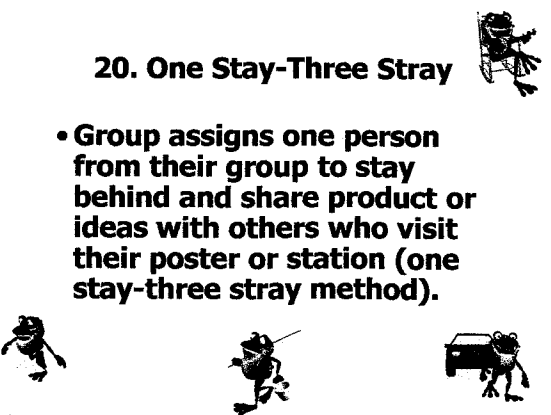
## 19. One Stray-Three Stay

- 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.



## 20. 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).



## 21. 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.

### **22. 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.

### **22. 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.

### **23. Teams-Games Tournaments Divisions (TGT)**

- Same basic idea as STAD except that quizzes or tests are replaced by competitions between groups.

### **24. 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 present ideas or are individually tested; there are no group grades.

### **25. Jigsaw II**

- Same as Jigsaw I except that total team scores on the quizzes or assignments are published or used in grading purposes.

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

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



## 26. 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.

## 27. 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.



## 28. Peer Interviews

- After lecture, have learners interview each other 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 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. 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.

## 31. 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 her 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.





### 32. 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



### 33. Swami Questions (V)

- Have students leave you with questions during break time.
- At end of session go thru as many of them as you can in last 5-10 minutes.

#### Alternative Swami Questions (V)

- Take questions home and come up with creative answers (put in sealed envelopes)
- Next time start class dressed as a swami and put answers and answer questions before opening envelopes.

### 34. 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.



### 35. 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?"

### 36. 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...

### 37. 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?

**38. 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.**
- **Hitchhiking or piggybacking as well as combining 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?**

**39. Nominal Group Process**

1. Give statement of the problem.
2. Silent generation of 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. 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.**

**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.**

**43. Student Selected Lectures**  
(Frederick, College Teaching)  
(L = Cost, M = Risk, M = Time)

- **Orderly brainstorming in which the students generate ideas about the topic for today.**
- **Ideas are organized in some rationale coherent pattern on the chalkboard.**
- **Students vote on what items to discuss.**
- **Alternatives: students select lecture topics, stories, or activities from a list provided by the instructor.**

**44. 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)).

**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:

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

**46. 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)  
(e.g., different laptop computers, color/black white options, USB ports, Webcam, wireless, wireless mouse, carrying handle, 4 gig Ram, etc.)
- Share with class.

**47. 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.

**48. Text-Based Bingo Cards (Bonk, 2002)**

- Hand out Bingo cards with categories of key ideas on the horizontal (e.g., online instructional techniques) and vertical (e.g., different age groups or disciplines).
- 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			
clock	pen	book	blackboard
eraser	door	desk	light
notebook	bag	window	chair
table	chalk	paper	window

## 49. Visual Bingo Cards (Bonk, 2003)

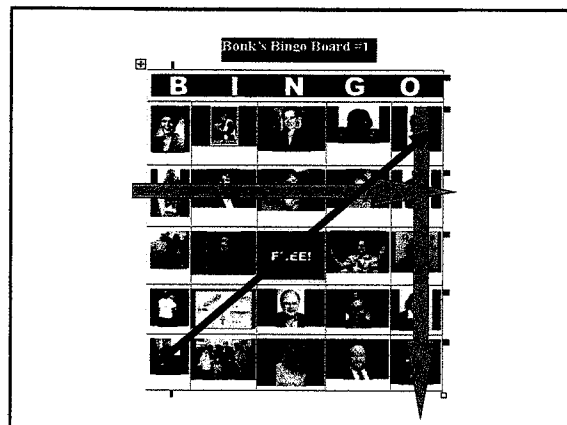
- Hand out Bingo cards of pics of people from the field.
- Have a PowerPoint presentation of key points and include a picture of someone in the field associated with each slide.
- If have matching pic on Bingo card, they must do something (e.g., explain how they would use the idea)
- First one with Bingo gets a prize.



## 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



## 50. 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...

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

