
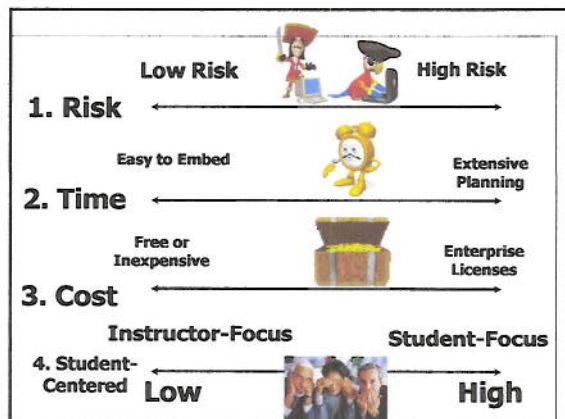


Masterclass Part 3: Best Practices: Low-Risk, Low-Cost, Low Time


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1. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise


– Online Option: hold multiple forums online and require to comment on other ones.



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



- Pose a question, issue, activity, etc.
- Students reflect or write on it.
- Then they share views with assigned partner.
- Share with class.

– Online Option: assign email pals, Web buddies, or critical friends and create activities.



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


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

4. Mock Trials with Occupational Roles (L = Cost, H = Risk, M/H = Time)

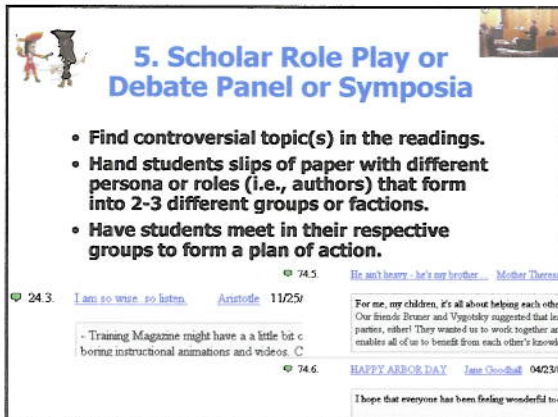
- Create a scenario (e.g., school reform in the community) and hand out to students to read.
- Ask for volunteers for different roles (everyone must have a role).
- Perhaps consider having one key person on the pro and con side of the issue make a statement.
- Discuss issues from within role (instructor is the hired moderator or one to make opening statement; he/she collects ideas on document camera or board). Come to compromise.

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




5. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.



6. Online Role Play Personalities

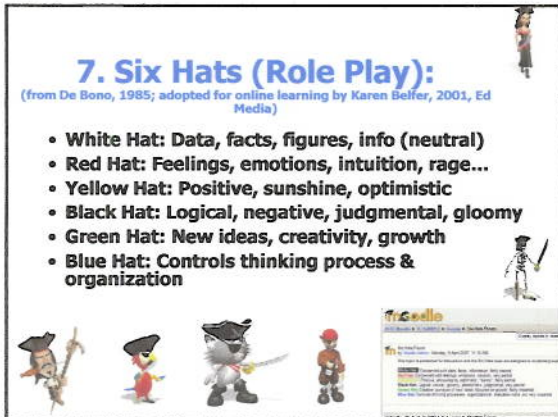
- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting



7. Six Hats (Role Play):


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

- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization



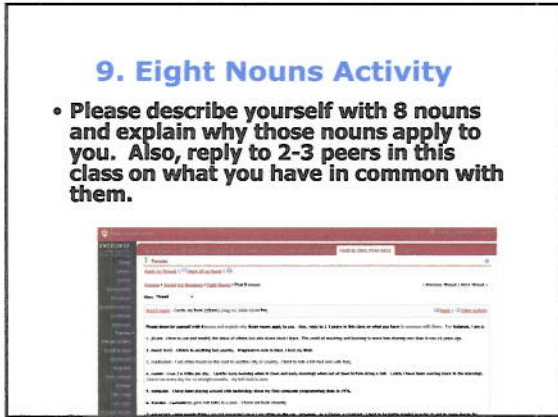
8. Jigsaw

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




9. Eight Nouns Activity

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.



10. Online Scavenger Hunt

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



11. Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

- Write short and long terms goals down on goal cards that can be referenced later on. **Post these to a discussion forum.**
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum): share of 1-2 of these...
- Debrief is met them.



12. Accomplishment Hunt

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

- Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- Students respond to each other as to what have in common or would like to have. Or instructor lists 1-2 of those for each student on



13. Séance or Roundtable

- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief



14. One minute papers or muddiest point papers

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

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.



15. PMI (Plus, Minus, Interesting)

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

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.



Cool Stuff

16. Free Text Chats

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

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



17. Reuse Online Discussion Transcripts

- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.



18. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.



19. Reuse 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.



20. 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.



21. Listen and Reflect on Book Author Podcasts



22. Webstreamed Lecture Reflections

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



23. 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.



24. 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.



25. Reflection Papers: Job Application and Trend Papers (3-4 page)

- Have students write papers about emerging trends in the field.
- 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.



26. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.



27. 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
Ashleigh, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephan Minton	Lorraine Ryan
	Carolina Perreko	Karen Leonard
	Lin Ya	Fiona Liu
	Alex Boinley	Loel Adiseno
Meyer, K.A. (2005). <i>Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking</i>	Lorraine Ryan	Paul Anderson
	Hagit Dvivedi	Yoonan Logan
	Noura Anoua	Carolina Perreko
	Karen Leonard	Lin Ya
	Francine Whitehead	Alex Boinley
Shea, P., Li, C.S. and Pickett, A. (2006). <i>A study of teaching presence and student success</i>	Hossein Sharifi	Stefan Rappoport
	David Wilson	Noura Anoua

28. Cross-Class Collaboration

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



29. Student Generated Podcasts and Reflections

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



30. 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.



31. 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.
- Turn in final reflection papers.

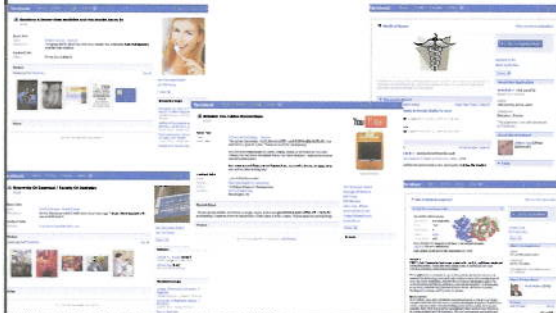


32. Class Voting and Polling (perhaps electronic)

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)



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



34. 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)



35. Create Cases and Video Scenario Learning (Option 6, Bloomington, IN)



36. 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.



37. 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.



Stand and Share Ideas

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

Reminder Sample papers :
<http://www.publicationshare.com/>
 Archived talks:
<http://www.trainingshare.com/>

