200+ Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses (A Five Part Masterclass)

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Technology of the 1980s

Things That Became Obsolete This Decade
December 11, 2009, Silicon Alley Insider

Gadgets that Changed Everything This Decade
December 9, 2009, Jay Yarow, Silicon Alley Insider

New technologies hit us everyday!

So much to keep track of!
Poll #1: Who finds it hard to keep track of all the technology-related changes today???

It's Nature (i.e., technology) and Nurture (i.e., pedagogy)!

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Masterclass Part 1: The Rise of Shared Online Video, the Fall of Traditional Learning

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July 24, 2010
Reaching the Last Technology Holdouts at the Front of the Classroom,
Jeffrey Young, Chronicle of Higher Education

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Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.

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Why Use Video?

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.
Why Use Video?

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.

Why Use Video?

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.

7. Anchored instruction and macrocontexts: John Bransford and colleagues.


Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChief, TV Lesson, BookTV, Eduutopia videos, Monkeysee, doPics, the Research Channel, iVideosong
YouTube as Class

Academic Earth
Free online video courses from leading universities.

Fora TV
(Howard Gardner and Michelle Rhee)

Shared Online Video (e.g., TED: technology, entertainment and design)
Tech confab with a conscience goes global

More and More Shared Online Video (e.g., Link TV, TED Conference, Edutopia Videos)

Still More Shared Online Video (e.g., Howcast, WonderHowTo, Clip Chef, Link TV, Fora TV, etc.)
1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.

2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.
3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.

4. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.

5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.

6. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.
7. Key Concept Reflections
Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.

8. Video Anchor, Lecture, and Test (VALT)
Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.

10. Videoconferencing Anchors and Enders
YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.

Turn and Share 1-2 ideas you can use...

Ten Anchors and Enders: Student Centered

1. Course Resource Provider Handouts
Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.
2. Class Previews of Student Anchors
Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.

3. Collaborative Anchoring
A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.

4. Student Anchor Demonstrations
Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.

5. Anchor Creators
Students create their own YouTube videos to illustrate course concepts.

6. Anchor Archives
An archive is created of videos from previous years and students are asked to update them.

7. Video Anchor Competitions
Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.
8. Video Sharing and Ranking
Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.

9. Video Anchor Debates
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.

10. Anchor Creator Interviews
Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.

Advice and Guidelines
1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.

Advice and Guidelines
3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Considering offering online video creation as an option—can foster student creativity.

Advice and Guidelines
5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting.
Advice and Guidelines
7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
8. Have back-up videos in case do not work or are taken down.

Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.

Masterclass Part 2: Online Motivation with the TEC-VARIETY Model
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We are not motivating students with the technologies that they love!

What if students minds were on fire for learning? i.e., Jumbo Movitation!

Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?
I even reflected on this for a moment...and then something magical happened...

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Magic #1: TEC-VARIETY Model for Online Motivation and Retention
1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

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1. Risk
Low Risk
High Risk

2. Time
Easy to Embed
Extensive Planning
Free or Inexpensive
Enterprise Licenses

3. Cost
Instructor-Focused
Student-Focused

4. Student-Centered
Low
High

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1. Tone/Climate: Social Ice Breakers
A. Public Commitments:
Have students share how they will fit the coursework into their busy schedules

B. Favorite Websites
1. Everyone posts 1-2 of their favorite Websites and explain why.
2. Peers comment on or rate them.

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1. Tone/Climate: C. Video Course Intros
(examples from Northern Virginia Community College and Indiana University RE (online MBA) program)
Yun Uno Chow, Open U Holopoly, Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=809ya/1Y6to

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2. Encouragement, Feedback, etc.: A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)
2. Encouragement, Feedback, etc.:
   B. Tutorials with Screen Capture (e.g., Jing, Screencr)
3. Curiosity, Fun: E. Oceanographer touts deep sea web surfing (e.g., Nautilus Live allows people to not only learn about the expeditions but watch them live and listen to the scientists in the control rooms as discoveries are made, eSchool News, June 2010)

4. Variety, Novelty: A. Cool Resource Provider or Tech Demos MM
   - 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.

4. Variety, Novelty: B. Synchronous Session with Guest Expert MM

4. Variety, Novelty: C. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, Interviews)

Arlington Racetrack
5. Autonomy, Choice:
B. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews Continued (e.g., famous Australian actors)

6. Relevance, Meaningfulness:
A. 60 Second Recap, Jenny Sawyer http://www.60secondrecap.com/
Actress to students: Lend me your earbuds! English major; 24, rambunctiously recaps the classics in 60-second Web videos; by Greg Toppo; USA TODAY, September 2009

Jockey’s are Important
6. Relevance, Meaningfulness:
B. Tour an Online Oil Drilling Site or Role Play Situations (i.e., BP)

7. Interactive, Collaborative:
A. Online Language Learning
    (Skype, MSN, ECpod, Mixzer, Livemocha, Babbel, KanTalk etc.)

B. Collaborative Documents (Google Docs)

C. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups)

8. Engagement, Effort:
A. Synchronous Learning

B. Synchronous and Asynchronous Events
    (e.g., Breeze + Video + Online Forum + Online Papers)
10. Yields Products, Goals:
C. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)

Poll #1: How many ideas did you get so far?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2... just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.

99 seconds: What have you learned so far?
• Solid and Fuzzy in groups of two to four

Do you feel JUMBO MOTIVATION?
Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/

Masterclass Part 3: Addressing Learning Styles and Diverse Learners with the R2D2 Model
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1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Reading from Open Access Journals (e.g., PLOS)

Read 1b. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging)

Poll 2: Podcast Questions

a. Who has listened to a podcast?
b. Who listens to a certain podcast on a regular basis?
c. Who has created a podcast?
d. Who has created a vodcast?
e. Who thinks podcasting is simply more talking heads?
Read 1c. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

Read 1d. Podcast Paper Reflections

Read 1e. Podcast Research Reviews

Read 1f. Wiki Steps on How to do Something: Wikihow
http://www.wikihow.com/

2. Reflective and Observational Learners
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Critical Friend Blog Postings
**Poll: Blogging Questions**

- Who has a blog?
- Who regularly reads other people's blogs?
- Who assigns blogging tasks?
- Who has created a video blog?
- Who thinks it is an utter waste of time to blog?

**Reflect 2b. Expert and Domain Specific Blog Reflections**
(English, Health, Business, etc. blogs)

**Reflect 2c. Cultural Blogs**
(e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; http://comeandseeafrica.blogspot.com/)

**Reflect 2d. Analyze Online Cases**
(problems, solutions, etc.)

**Reflect 2e. Workplace and Field Reflections... MM**

**Reflect 2f. ORL or Library Day**
(e.g., The Thompson Library at Ohio State University) ... MM
Reflect 2g. Videos on Book Websites (e.g., Brain Rules, John Medina)

Reflect 2h. Topical Lectures from Famous People (e.g., Big Think; Academic Earth)

Reflect 2i. Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

Display 3a. Pubcasts! (videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee

Display 3b. Anchored Instruction Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV)

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.
Display 3c. Adventure Learning
Australian adventurer Dan McIntyre and teenage circumnavigator Sika Perham to re-enact Capt. William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubble.us, Cmap, Freemind, Gliify, Mindmeister, or Mindomo)

Display 3e. World Trends and Indices (e.g. Worldmapper)

Display 3f. Online Portals of Rich Data
United Nations Open World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)

Display 3g. Videos of the Periodic Table

Display 3h. Medical Animations and Videos (e.g., YouTube, CNN, BBC)
Display 3i. Download and Use Online 3D Sketches (Google SketchUp; download http://sketchup.google.com/3dwarehouse)

Display 3j. Indexing Sounds in Cities with Google Maps

Display 3k. Weather-Related Visuals and Animations

Display 3l. Virtual Archaeology (e.g., ARCHAIVE from Brown University)

Display 3m. Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)

Display 3n. Online History Portals and Resources (Civil Rights Digital Library and Amistad)
4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Poll: Wiki Questions

- Who regularly reads Wikipedia articles just for fun?
- Who regularly reads Wikibooks?
- Who seeks Wikipedia for content?
- Who has edited or written new articles on Wikipedia or Wikibooks?
- Who thinks it is ok for students to cite from Wikipedia?

Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Web 2.0 and Emerging Learning Technologies

Do 4b. Syllabus, Glossary, etc. in wiki:
Students sign up for tasks
(Ron Owston, York University)

Do 4c. Survey Research and Market Analysis
(e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

Do 4d. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)
http://webphysics.tupil.edu/jitt/jitt.html
Do 4e. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)

Do 4f. Medical Simulations in YouTube and Second Life

Do 4g. International and Global Education and Competitions (e.g., Global Game Jams, online role play, Global Videoconferencing)

Poll: How many ideas did you get from the second part of this talk?

a. None—you are an idiot.  
b. 1 (and it is a lonely #).  
c. 2 (it can be as bad as one).  
d. 3-5  
e. 6-10  
f. Higher than I can count!

Try the R2D2 Method! Try TEC-VARIETY! And hope for some magic!!
Sample papers:  
http://www.publicationshare.com/  
Archived talks:  
http://www.trainingshare.com/
Masterclass Part 4: Blended Learning
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Perhaps Blending Online
Is the Solution!

Those in earthquakes!

Those affect by volcanos...

Snowmageddon, DC winter of 2010

Those where there are diseases and outbreaks...
The Sloan Consortium

<table>
<thead>
<tr>
<th>Percentage of course content delivered online</th>
<th>Type of Course</th>
<th>Nature of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Focus on interactive technology and content is delivered to the students.</td>
</tr>
<tr>
<td>1 to 29%</td>
<td>Web Facilitated</td>
<td>Course with some interactive technology and content is delivered to the students.</td>
</tr>
<tr>
<td>30 to 54%</td>
<td>Blended Hybrid</td>
<td>Course with some interactive technology and content is delivered to the students.</td>
</tr>
<tr>
<td>55% to 100%</td>
<td>Online</td>
<td>Course with all interactive technology and content is delivered to the students.</td>
</tr>
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Blending Online and F2F Instruction

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

Historical Emergence of Fully Online and Blended

(Grondahl, 2006)

Where is Blended Beneficial?

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes

Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging

Myth: Faculty can have a logical discussion with administrators about blended learning.

Models of Blending

Blending occurs at the following four levels:

- Activity Level
- Course Level
- Program Level
- Institutional Level
Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to build self-confidence, create social supports, teams, camaraderie, etc.

Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student.
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.
Blended Solution #2. Post Courses in YouTube and ITunes (e.g., Berkeley)

Problem Situation #3: Facilities and Time
- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

Blended Solution #3. Webcast Lectures
(Tegrity, Echo360, Mediasite, etc.)

Problem Situation #4: Web Supplemental Activities
- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.

Blended Solution #4. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc.)

Blended Solution #5. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)
Blended Solution #6. Online Portal Explorations

Problem Situation #5: Student Learning Control
- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.

Blended Solution #7. Wikibook or Wikipedia Editing or Critiques
- Ask students to critique a wikibook or page from Wikipedia

Problem Situation #6: Preparedness for the Profession
- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.

Blended Solution #8. Real World Problems (PBL online): Real-time Cases

Problem Situation #7: Collaborative Skill Deficit
- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.
Blended Solution #9. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

Problem Situation #8: Student Reflections and Connections
- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

Problem Situation #9: Learning Community
- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #10. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Blended Solution #11. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Blended Solution #12. Global Videoconferencing
### Blended Solution #13. Global Project Collab Teams
(Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)

John E. Taylor, Director of the Project Network Dynamics Lab

### Blended Solution #14. Global Game Jams, Electronic Computer War Games, etc.

### Problem Situation #10: Need to Visualize Content
- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

### Blended Solution #15. Simulations and Virtual Worlds Online (e.g., OpenSimulator)
http://opensimulator.org/wiki/Main_Page

### Problem Situation #11: Need for Hands-On Learning
- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

### Blended Solution #16. Foldit (puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.)
http://fold.it/portal
http://www.youtube.com/playlist?list=PL08C84D0B8E58E96F
http://www.youtube.com/playlist?list=PL08C84D0B8E58E96F (Student Project Interview).
Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

Sing ALL the "Glee" Songs with iPhone or iPad!
http://www.youtube.com/watch?v=24G8ZiQOudA
It provides the utility for you to sing along with theTopher of the show "Glee" and make
les than 60 milliseconds delay) correct your pitch and harmony, along with the ability to
compose a group singing event from points around the world.

(see Elliott Masie, Learning Trends #325, September 8, 2010; company is called "Kahoot")
**Blended Solution #20. Class**
*Synchronous Sessions and Archives*
(Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

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**Trends, Implications, and Challenges for Blended Learning**
1. Faculty and students are more mobile.
2. Students have more choices.
3. Student expectations rise.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

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**Phillips 66**
6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...

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**Blended Learning Questions and Comments**
Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/

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**Masterclass Part 5:**
*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 and collects ideas.
  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 persons 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; adapted for online learning by Karen Buffer, 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 term 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):
  - Post 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.

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, T = 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, M = Risk, T = Time)
- After completing a lecture, unit, video, expert presentation, etc. ask students what the pluses, minuses, and interesting aspects of that activity.

16. 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.

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.

20. Online Book Reviews
(L = Cost, M = Risk, H = Time)
- Have students read different books online and post reviews in a 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 help moderate it.

23. 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.

24. 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.

25. Paired Article Critiques in Blogs
- Students sign up to give feedback on each other's article reviews posted to their blogs.
26. Cross-Class Collaboration
- Assign task across classes.
- Pair up students.
- Turn in final product.

27. Student Generated Podcasts and Reflections
- Ask students to create a podcast show.
- Write reflection papers on how it went.

28. Just-In-Time Syllabus
(Raman, Shackelford, & Soine) http://ecodweb.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.

29. 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.

30. 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 dual data and then post results and reconsider until consensus
Rick Kulp, IBM, 1999)

31. Create a Class Social Networking Group
(MySpace, Facebook, LinkedIn)
32. 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.
(Note: method akin to storytelling)

33. Scenario Learning
(Option 6, Bloomington, IN)

34. 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.

35. Peer Mentoring Sessions
(Bonk, 1996)
1. Have students sign up for a chapter wherein they feel comfortable and one they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.

36. 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.

37. Rapid Data Collection
- Assign students to collect data on certain questions for a set time period (perhaps during a live class).
- Give handout.
- Come back to discuss.
- Perhaps hold competitions.
38. 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.

39. 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).

40. 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.

Stop and Share:
Top Three Things Learned!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
The World is Open.