

**40+ Hyper-Engaging Strategies for Any Class Size:  
Critical, Creative, Cooperative**

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



**Four Warm-Up and Social Activities**



**1. Ice Breaker #1: 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.



**2. Ice Breaker #3: 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 and post to discussion forum.
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum):
- Debrief.



**3. 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.



#### 4. Just in Time Teaching (online warm-up activities)

- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.



#### Poll #1: Which of these warm up and social ideas do you like best?

- A. Eight nouns
- B. Online café
- C. Goals and expectations
- D. Just in time teaching



#### 15 Critical Thinking Activities



#### 5. Internship, Practicum, Job, Workplace Internship, and Field Reflections



#### 6. Reuse Expert Blogs, Chat Transcripts, Interviews, Presentations Google Hangouts/Google On Air (Jay Cross, 10 MOOC experts; February 27, 2013 <http://www.jaycross.com/wp/2013/02/businessmoocs-the-hangout-recording/>)

Business+MOOCs: the Hangout recording



Blog



Twitter: jaycross

Jay Cross x BusinessMOOCs  
the Hangout recording | @jaycross  
dave comber 10:28 AM  
MOOC recording: http://www.jaycross.com/wp/2013/02/businessmoocs-the-hangout-recording/

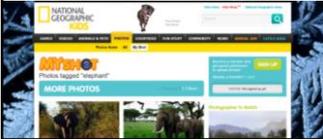
#### 7. Reuse Online Discussion Transcripts

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



## 8. Reuse Personal 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.



**BLOG**



## 9. Text Chats (...and Chat Reflection Papers)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion.
3. Summarize or debrief on chat discussion.
4. Papers might be written across guest speakers.
5. Advantages:
  1. Transcript of the discussion can be saved and reused.



## 10. Virtual Conference Attendance and Reflection Papers

(e.g., free online philosophy class summer 2014 in a virtual world, May 2014, UW Whitewater; see: <http://www.uw.edu/news/archive/2014-05-second-life>)

- 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.



## Poll #2: Pick one of these reflection activities you might use?

- A. Internship, practicum, or job reflections
- B. Reflections on expert blogs, talks, or interviews
- C. Discussion transcript reflections
- D. Chat reflections
- E. Virtual conference attendance



## 11. 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.



## 12. Pruning the Tree (i.e., 20 questions)

- 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.



### 13. 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.



### 14. Reflection Papers: Job Application and 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. Give sample papers.
- Perhaps have them present their trend and job applications papers to class.



### 15. Value Lines

- Pose question or issue
- Students mark down their feelings or votes
- Share votes and rationale with class
- Recast votes

← Caveat Emptor    Industry Practice    Ethics Codes    Consumer Sovereignty    Caveat Venditor →

\* Profit Maximisation    \* General Business Practice (Average across all firms)    \* Codes of individual firms    \* Capability    \* Consumer Satisfaction



### 16. 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.

What's good +	What's bad -	What's interesting ?



Cool Stuff

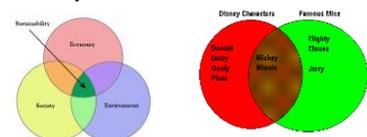
### Poll #3: Pick one of these critical thinking activities you might use?

- Structured controversy
- Pruning the tree
- Minute papers
- Value lines

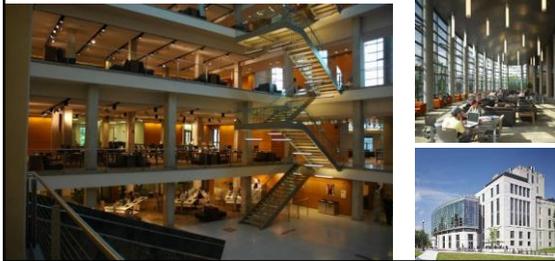


### 17. Venn Diagram

1. Draw two or more circles with overlapping parts to represent different topics, theories, or concepts.
2. Name features, components, principles, or ideas that make each concept or topic unique and put in parts that do not overlap.
3. Name overlapping features, principles, or ideas that link each concept or topic and put in parts that do overlap.

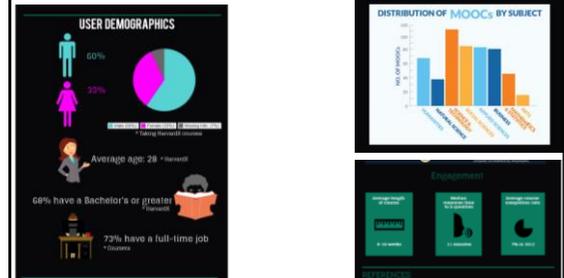


## 18. Online Resource Library (ORL) or Library Day (e.g., The Thompson Library at Ohio State Univ.)



## 19. Interpreting Infographics

Infographic: Global MOOC statistics, April 17, 2014  
eCampus News, Meris Stansbury  
<http://www.ecampusnews.com/research/infographic-moocs-global-436/>  
Infographic: <https://magic.piktochart.com/output/1747660-moocs>



## Three Creative Thinking and Exploration Activities



## 20. Course Readings are All Web Resources (and Free!)

- 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.



## 21. Flip Class with Webstreamed Lecture Reflections

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



## 22. Nominate Quotes (e.g., Shakespeare)

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

Famous quotations by William Shakespeare:

- The fattest of his face sours ripe grapes.
- It is a wise father that knows his own child.
- Friendship is constant in all other things: None in the office and affairs of life.
- We know what we are, but know not what we may be.

Quotes about Shakespeare

- Shakespeare is a joke
- But Shakespeare's Magic could not copy'd be, When that Circle none durst walk but he
- John Dryden, *The Tempest* (1667), Prologue
- Dante and Shakespeare divide the world between them. There is no third.
- T. S. Eliot (1919) review
- No sequent centuries could be



**Poll #4:**  
Which of these exploration and creativity activities did you like best?

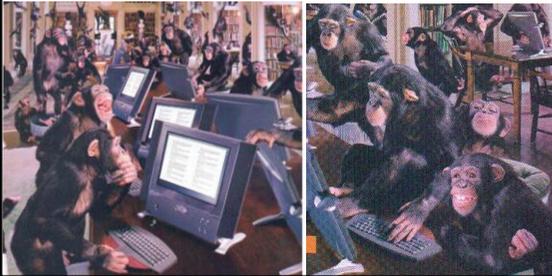
- A. Put all course readings on the Web
- B. Explore OER
- C. Create virtual timelines
- D. Just suppose or what if
- E. Flip the class
- F. Nominate quotes



**Almost Half-Way...  
Please Share the Best Two  
Ideas so Far**



**14 Global Education and Online Collaborative Activities**



**24. Cross-Class Collaboration**

<http://www.flatconnections.com/>

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



**25. Twitter Fed Class Discussions**



**26. Cage Matches or Debates  
(with audience topical suggestions)  
Cage Match on MOOCs at SXSWedu 2013  
(Curt Bonk & Chuck Severance)**

<http://chronicle.com/article/How-to-Design-a-World-Class-MOOC/230000>  
<https://soundcloud.com/sxswedu/cage-match-the-massive-open>



Bonk

Severance

## 27. Online Scholar Debate Panel or Symposium

- Instead of role play, form online debate panels or symposia on particular topics.
- Set the time for each debate or open it up for an entire week.
- Or bring in expert guests for the debate or panel.



## 28. 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)
- Perform within roles—try to refer to different personalities



## 29. Historical Role Play or Mock Trial (L = Cost, H = Risk, M/H = Time)

- Assign roles after a lecture.
  - 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.



## 30. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia (perhaps as a team)



## 31. Six Hats (Role Play)

(De Bono, 1985; 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



## 32. Critical Friend, 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 and share with class.
- Online Option: assign email pals, Web buddies, or critical friends.



### 33. Personal and Team Blog Reflections (Critical Friend Blog Postings)

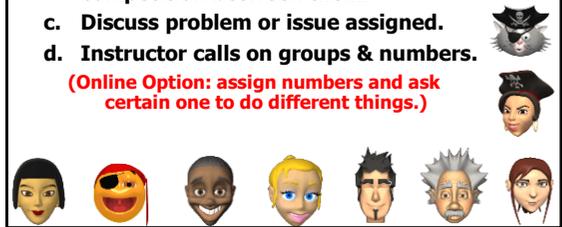
- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.



### 34. Numbered Heads Together

- Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).
- Perhaps assign group names or hold 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.)



### Poll #5: Which of these collaboration activities did you like best?

- Six hats role play
- Online scholar debate
- Role play personalities
- Peer mentoring
- Cross-class collaboration
- Guest speaker quotes



### 35. Jigsaw

- Form home/base groups of 4-6 students.
- Student move to expert groups in 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.



### 36. Wikibook Creation

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



### 37. 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).



## What have you learned so far?

- List 1 solid idea learned so far and 1 fuzzy one.
- Share in chat window.



## Seven Learner-Centered Activities



## 38. One Visual Exercises

- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.



## 39. 99 Second Quotes and Set Time Presentations (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
- Options
  - Discussion wrapped around each quote
  - Link or debate quotes online



## 40. 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.



## 41. Online Book Reviews

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



## 42. 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.



## 43. 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



## 44. Poster Sessions and Gallery Tours

- Have students create something--flowchart, timeline, taxonomy, concept map.
- Have half of the students present for 15-20 minutes and then reverse roles.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



## Poll #6: Which of these learner-centered activities did you like best?

- A. Class voting and polling
- B. Online book reviews
- C. Volunteer technology demos
- D. Cool resource provider
- E. 99 Second quotes



## Stop and Share: Three Words from this Session!



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## Questions and Comments?

Note: Bonk papers and talks at:  
<http://www.publicationshare.com/>  
<http://www.trainingshare.com/>

