Jazzercise the Online Experience with the Read, Reflect, Display, and Do (R2D2) and TEC-VARIETY Models

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Each Age Has It's Technology

Telegraph: Flattening the world in 1860

Technology of the 1950s

Technology of the 1980s

Technology can be used for good or ???

Poll: Which of these is the most important? (pick one)
1. Assistive Technologies
2. Blogs and Online Diaries
3. OpenCourseWare and Open Educational Resources
4. Digital Books
5. Social Networking Technology
6. Intelligent Agents
7. Wikis and Wikibooks
8. Online Games and Simulations (Massive Multiplayer Gaming)
9. Shared Online Video (YouTube, TeacherTube)
10. Peer-to-Peer Collaboration
11. Reusable Content Objects and Portals
12. Videostreaming, IP Videoconferencing
13. Virtual Worlds/Reality
14. Wearable Computing
15. Wireless Tech: Tablet PCs, Handheld Devices
16. Digital Portfolios

1. New Online Search Technology (timeline, map, etc. oriented)

2. New Interfaces

3. Mobile Experts (online mentoring) (e.g., Live Happy Practitioner Directory)
http://www.signalpatterns.com/practitioner

4. Digital Textbook Projects (Korea)
Includes: dictionary, email and forums, games, simulations, hyperlinks, multimedia, authoring, data search, study aids, evaluation, etc.
(112 schools as of 2009; free for all schools by 2013)
5. Live Videostreaming
Streaming Class Video for Remote Students
(e.g., Tegrity, Univ of Central Florida)

6. Interactive Videoconferencing
(e.g., Global Nomads Group)

7. Telepresence Systems
(e.g., Cisco and HP)

8. OpenCourseWare (OCW)


10. Bendable/Expandable Screens
11. The Cloud
(e.g., Google Sites, Google Docs)

12. Scanning and Printing
Google to Reincarnate Digital Books
Sept 17, 2009, By MICHAEL LIEBTKE AP Technology Writer

13. Video Chat Collaboration
U. of La Verne Welcomes the World, One Fulbright Lecturer at a Time, Karin Fischer, Chronicle of HE, October 18, 2009

Jack W. Meek, a professor at the U. of La Verne, video-chats with Marcus A. Pedlowksi, a Brazilian scholar with whom he did a study of community participation in municipal planning. They met through Mr. Pedlowski's participation in a Fulbright visiting-lecturer program.

14. YouTube EDU

15. Language Translation

16. Mobile Learning in India with Paul Kim
http://www.stanford.edu/~philoa/curt/India.pdf

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17. 'One Laptop Per Child' program collides with reality
GEOFFREY YORK, Toronto Globe and Mail, Oct 15, 2009
Bhutan, Khendum Gyalshag (Univ. of Texas at El Paso)

18. Smartboards (Adora Svitak, age 12, World's Youngest Teacher)

19. iPhone Mobile Learning
College tech 'catching up' with students
Kathleen Gray & Robin Erb, USA TODAY, Oct 6, 2009
- At Abilene Christian (University)...about 2,800 students and 70% of the 250 professors use the Apple technology for instructional purposes.
  - Art students use app to draft sketch and send it to the teacher and other students for advice before starting the real art pieces.
  - A drama teacher takes video of the lead dancer in a production and sends that along to other students for rehearsal.

20. Learning Workouts
College tech 'catching up' with students
Kathleen Gray & Robin Erb, USA TODAY, Oct. 6, 2009
Senior Emily Smak, 20, tries out the treadmill workstation in one of the study lounges in the new Education and Human Services Building at Central Michigan University. There is a new iMac computer attached to it so students can get a little exercise while doing homework or other things on the computer.

Poll #1: Bonk's Web Addiction Questionnaire (check all that apply)
1. Own 2 or more cell phones with Internet access.
2. Own 2 or more laptop computers with wireless connections.
3. Check email in the morning, noon, and at night.
4. Suffer from nervous tension when you cannot get on email.
5. Are checking email, updating your Facebook account, or text messaging right now.

Low Risk                  High Risk
1. Risk
   Easy to Embed          Extensive Planning
2. Time
   Free or inexpensive   Enterprise License
3. Cost
   Instructor-Focused    Student-Focused
4. Student-Centered      Low                  High
100 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))

We are not motivating students with the technologies that they love

Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?

Intrinsic Motivation

"...innate propensity to engage one's interests and exercise one's capabilities, and, in doing so, to seek out and master optimal challenges (i.e., it emerges from needs, inner strivings, and personal curiosity for growth)


Poll #2: Which of these is the most important for motivating students? (Pick just one)

1. Supportive, appropriate challenge, meaningful.
2. Teach goal setting and self-reinforcement.
4. Novelty, variety, choice.
5. Game-like, fun, fantasy, curiosity, suspense.
6. Divergence, dissonance, peer interaction.
7. Allow to create finished products.
8. Provide immediate feedback.
9. Show intensity, enthusiasm, interest.
10. Make content personal, concrete, familiar.
I even reflected on this for a moment...and then something magical happened...

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. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

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.

1. Tone/Climate: C. Video Course Intros from Instructors

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, Screencast)
3. Curiosity, Fun: B. Online Games (e.g., public health; the POD game Points-of-Dispensing (PODs))

   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. Variety, Novelty: B. Volunteer Technology Demos
   - 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

4. Variety, Novelty: C. Adding voice to email, docs (Yack Pack, VoiceThread)

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5. Autonomy, Choice:
A. Clickers; Innovation is but one click away...

5. Autonomy, Choice:
B. Explore supplemental Health Resources (portals, referatories, & repositories)

5. Autonomy, Choice:
C. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews (e.g., Thomas Friedman, NY Times reporter)

5. Autonomy, Choice:
D. Explore Online Museums, Zoos, Library Exhibits

6. Relevance, Meaningfulness:
A. Online Simulations and Demonstrations (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)

6. Relevance, Meaningfulness:
B. 60 Second Recap, Jenny Sawyer

https://www.60secondrecap.com/

Actress to students: Lead me your earbuds!
English major, 24, remarkably recaps the classics in 60-second Web videos by Greg Toppo; USA TODAY, September 2009
7. Interactive, Collaborative:
A. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.

7. Interactive, Collaborative:
B. Online Language Learning
(Skype with Mixter, Livemocha, Friends Abroad)

7. Interactive, Collaborative:
C. Collaborative Documents (Google Docs) and Bookmarking (Diigo, Delicious)

8. Engagement, Effort:
A. Synchronous Learning

8. Engagement, Effort:
B. Synchronous and Asynchronous Events
(e.g., Breeze + Video + Online Forum + Online Papers)

9. Tension, Challenge, etc.:
A. Ethical Medical Debates

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9. Tension, Challenge, etc.: B. Electronic Guests & Mentoring
(Simon Fraser University News: http://www.sfu.ca/mediapr/ Persons/2001/Sept/nightech.html)

10. Yields Products, Goals: A. Video Blogs

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

III. Addressing Diverse Learners
1. Auditory or Verbal Learners

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

Read 1a. Art and History Exhibits

Read 1b. Publishing in Open Access Journals (e.g., PLOS)

Read 1c. Podcast Paper Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.
Poll #3: Podcast Questions
(Check all that apply)

1. Have you listened to a podcast?
2. Do you listen to a certain podcast on a regular basis?
3. Have you created a podcast?
4. Have you created a vodcast?
5. Do you think podcasting is simply more talking heads?

Read 1d. Podcasting Medical Lectures
(School of Dentistry, Univ of Michigan)
Educause Quarterly, 29(3), 2006,
http://connect.educause.edu/Library/EDUCAUSE+Quarterly/PodcastMedicalLectures/35987

Read 1e. Online Tutorials, Help, Announcements, Q&A, and FAQs

Read 1f. Medical Community Podcast Shows

Read 1g. Adventure Blogging: Ice Stories Project from Antarctica

Read 1h. Podcast Research Reviews

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

Read 1j. Course Announcements
(e.g., Teaching with Broadtexter or Twitter)

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. Analyze Online Cases
(problems, solutions, etc.)

Reflect 2b. Watch or Listen to Online Conferences
(3rd International Online Medical Conference (IOMC) March 6 & 7, 2010)

Reflect 2c. Blogs Uses
1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

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Reflect 2d. Critical Friend Blog Postings

Reflect 2e. Expert and Domain Specific Blogs (Health Blogs)

Reflect 2f. Watch or Listen to Online Courses or Programs (e.g., Disaster Preparedness and other areas)

Reflect 2g. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

3. Visual Learners

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

Display 3a. Podcasts! (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. Shared Online Videos for Anchoring or Ending Instruction
(find anchoring event in YouTube, CNN, BBC, TeacherTube, CurrentTV)

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

Display 3d. Medical Animations and Videos
(find anchoring event in YouTube, CNN, BBC, TeacherTube, CurrentTV)

Display 3e. Videos of the Periodic Table

Display 3f. Human Embryology Animations
(Valerie O'Loughlin, Indiana University)

Display 3g. Map Mash-ups
(e.g., Shakenen's Globe (676: People), June 15, 2006, Michael Behar
GOOGLE EARTH ENVIRONMENT: THE FIRST SOFTWARE FROM GOOGLE GIVES SCIENTISTS A NEW WORLD VIEW)
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.

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

Do 4b. Online Warm-ups Activities
Just-In-Time-Teaching (JITT)
http://webphysics.iupui.edu/jitt/jitt.html

Do 4c. Medical Simulations in YouTube
Can Training in Second Life Teach Doctors to Save Real Lives? Discover, by Melissa Laflsky published online July 16, 2009

Do 4d. Medical Community Wikis

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

**Wiki tools from the Wikimedia Foundation**
1. Wikibooks
2. Wikicommons
3. Wikinews
5. Wikiquote
6. Wikisource
7. Wikispecies
8. Wikiversity
9. Wiktionary

**Poll #4: Wiki Questions (check all that apply)**
1. I regularly read Wikipedia articles just for fun.
2. I have read one or more Wikibooks.
3. I seek out Wikipedia for content.
4. I have edited or written new articles on Wikipedia or Wikibooks.
5. I think it is ok for college students to cite from Wikipedia.

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

**Do 4h. Podcasts for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)**

**Do 4i. Create Video Blogs**
- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.
Poll #2: 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!

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. 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.

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

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.
- Online Option: assign email pals, Web buddies, or critical friends and create activities.
10. 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!

11. 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?

12. 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?

13. Nominal Group Process
2. Silent generation of ideas to solve it.
3. Round robin sharing of ideas and piggybacking of them.
4. Classification & grouping of ideas.
5. Straw vote ranking of ideas. Secret ballots.

14. 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 3's.

14. 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)
14. Inside and Outside or Fishbowl Continued...
1. Change seats between inner and outer circles.
2. Now discussion resumes with those on the inside.
3. After 5-10-15 minutes, continue with rotation or come to compromise.
4. Alternative version: Outer circle people can tap inner circle person on shoulder as replacement.

15. 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.

15. Mock Trials with Occupational Roles
(L = Cost, H = Risk, M/H = Time)
a. Create a scenario (e.g., school reform in the community) and hand out to students to read.
b. Ask for volunteers for different roles (everyone must have a role).
c. Perhaps consider having one key person on the pro and con side of the issue make a statement.
d. 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.

16. 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.

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. 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.
18. Six Hats (Role Play):
(From De Bono, 1985; adapted for online learning by Karen Boller, 2003, 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 (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.

22. 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.

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 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.

25. Jigsaw II

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

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?
   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 (or online forum):
      share of 1-2 of these...
   d. 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 lecture, have learners interview each other about what they learned.
- Introduce each other based on what learned.

29. Three Step Interviews
1. After complete lecture, assign pairs of students who interview each other about what they learned.
2. Pairs introduce each other to another group based on what they learned.
3. 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 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)
1. Have students leave you with questions during break time.
2. At end of session go thru as many of them as you can in last 5-10 minutes.
3. Alternative Swami Questions (V)
4. Take questions home and come up with creative answers (put in sealed envelopes)
5. 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...

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.

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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, L/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.
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 Kammah-Bell (April, 2001)
guykb@telstra.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)

1. Have questions with answers that complete a Bingo card. Put course related questions or statements on a slip of paper with each #.
2. Pull numbers from a hat.
3. Read question and number and students have to put answer in that box if their Bingo card has it.
4. First one to think she has Bingo reads her card. If anything is incorrect, keep going.
Note: Jeopardy style tests are similar...
51. Question Prompts, Advance Organizing Questions, and Question Anchors to Begin a Lecture (Derek Bok, Harvard, 1992)

- Begin course or 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)

- Choose questions that will help guide my lesson and write them out on note cards sequentially with a cue on them.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- 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. Third Degree (Thiagi, 1988)

- Everyone brings questions. Divide into groups of 5. For 3 minutes, four inquisitors in the group pounce on the hapless victim and pile up various questions on him or her. No logic is required; instead the goal is to confound the victim. After 3 minutes, ask the current victim to select a new one and repeat process. At end you might ask students to apportion 100 pts among the other 4 players to determine a winner.

55. Talking Chips

- Pass out poker chips to students; perhaps give each 2 red ones, 2 blues ones, and 2 while ones.
- Students use a red chip when they ask a question; a blue chip when they make a statement; and a white chip when they answer a question someone has raised.
- When out of chips, they can no longer talk.
56. During a Lecture  
(Derek Bok, Harvard, 1992)
- Invite challenges or debates on your lectures, perhaps by presenting differing views.
- Instead of answering questions, throw it back on the students.
- Ask questions throughout the lecture.
- Utilize handouts, maps, and visuals from which to pose issues or questions.
- Stop lecture suddenly and have students write a response to a question.

57. After a Lecture  
(Derek Bok, Harvard, 1992)
- After a lecture, give students a one questions quiz based on the material just covered.
- If a large section class, assign teams.
- Leave the room for 10-15 minutes so that they can discuss. When return, have them report answer.
- Do one minute reflections or mini-activities at the end.

58. Rapid Data Collection
- 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.

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.
- 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. Repeat 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.
   (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?
- Perhaps have them present their trend papers to the class.

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.
- 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

http://scu.edu/~amondwa/jits.html

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)

ex: 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. 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.

77. Inquiring Minds Want to Know! (Mei-Ya Liang, 2006)

1. Think of a news topic and five questions
   about this topic.
2. Search for the news topic on Google News
   or Yahoo! News and choose a news article
   to read.
3. In personal blogs, post link to article,
   write a short 5-6 sentence summary, and
   note 10 new words and find their
   definitions using an online dictionary.
4. Write down the search word(s) or class
   concepts and questions.
5. Report to class or post to blog.
6. Read and respond to class member blogs.

78. Issue Cards and Discussion Questions

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

- Everyone brings in question
  and issue cards on the
  articles or readings.
- Partner off and create a list
  and then collect question
  cards, and,
- Pass out to different groups
to solve.
79. Group Grope
(Thiagi, 1988)
- Each student writes 4 imp pts
- Instructor pts imp and less imp on cards
- Collect cards
- Distribute 3 to each student and arrange according to importance
- Spread rest on table (can exchange and trade)
- Compare cards and form coalitions
- Each team prepares poster that nonverbally reflects their ideas

80. Roundrobins, Tell Tall Tales, Creative Writing
- Start a topic of discussion 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.
- Perhaps combine with a Stand and Share activity.

81. The Envelope Game
(Thiagi, 1988)
- Tell class they will be tested on ability to apply their learning.
- Have teams write a problem on a large envelope.
- Pass to next team to solve (they place solution in envelope).
- Pass to next team to solve and so on.
- Original team ranks solutions.
- Have teams retrieve ranked solutions.

82. The Question Game
(Thiagi, 1988)
- Each student comes with 10 questions cards with answers on the back.
- Divide into groups of 4-5.
- Mix cards up and exchange with another group.
- Players read cards and answer it or bluff.
- Others in group can challenge.
- 2 pts for correct challenge, 1 pt for correct answer (2 if challenged), and 2 pts for successful bluff.

83. Index Match Cards
(Active Learning, Silverman)
- Make an equal amount of note cards, half with questions and the other half with the answers to the questions.
- Mix up and give each student a card.
- The exercise is to find you match.
- After they find their match, go around the class and go through questions and answers.

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. Summary Judgment  
(Thiagi, 1988)
- Collect summaries and distribute 2 to each group of 2 people.
- Have them put a smiley face by the best summary.
- Post summaries on wall and have students read them.

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

87. Different Strokes  
(Thiagi, 1988)
- Have students create a summary of the readings: 1 page, 2 page, 10 question, an outline, a visual, a list of key points, a flowchart, a mind map, a slogan, a bumper sticker.
- Share and compare.
- Discuss.

88. Outlines and Outline Mentoring (Thiagi, 1988)  
(L = Cost, M = Risk, T = Time)
- Give students choice in the assigned readings.
- Have them bring an outline of the best 1 article he/she read.
- Have them follow lecture with outline and then discuss pts missed by instructor.
- Have them generate Q's from outlines.
- Have them mentor another student who did not read that article.

89. Peer Mentoring Sessions  
(Bonk, 1996)
1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring 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).
- 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. 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.

92. Press Conference (Thiagi, 1988)

- Divide class into 3 teams and assign different articles or readings.
- Next time announce a team to get ready for a press conference.
- Members of other 2 groups write down 3 questions each on index cards.
- Mix and redistribute 3/student.
- Identify particular person from the press conference group and ask questions of them.
- Other 2 groups decide on most important points and make a presentation on them.

93. Poster Sessions (Bonk, 1995)

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Have half of the students present their ideas in one half of the room for 15-20 minutes and then reverse roles.

94. Starving Artist Art Fair (Bonk, 1997)

1. Have students create concept maps for different chapters.
2. Put work on wall and only identification is a student number.
3. Students go around the room and rank each piece of art.
4. Pass out $1,000,000 of (Bonker) bills to each student.
5. Bid on artwork.
6. Those with highest rated artwork and most accumulated artwork get bonus points.

95. Bells and Whistles (Frederick, College Teaching) (L = Cost, M = Risk, L/M = Time)

- Add media to a presentation (audio, music, animations, pictures, etc.)
- Try to play off emotions and capture mood or tone of an event, era, or issue.

96. Tests and Bells (Bonk, 2004)

- After or during a lecture, have students form into interest groups and make summaries of pts.
- Have the students take a class quiz.
- Each group gets a bell to answer pts from the lecture.
- Give pts for first group (or 2) that rings their bell and has correct answer. (Take off pts for wrong answers.)
- Total pts and give prizes.
- Discuss and debrief.
97. Movie assignments (Bonk 2004)

III. Final Project: Movie Review

Movie Review Directions: Select 2 movies in style of at least 1 film genre. A) Your final writeup is from the standpoint of one of these two movies. Write a 2-page essay. B) You should decide on your own which movies your are studying. Include differences across actors, scenes, or plots. C) You can type personal descriptions of each event as you watched or post
D) After watching a movie, the two movies are reviewed. If there are two movies, you must submit it at least 4 days in your review. The most important causes take away.

Group A: Your reference material and a creative review include the following:
- Losers (Alex Garland, Eastwood Grant, Editors)
- Dead Poet Society (Peter Weir, Robin Williams, Dan Rush)
- Dead Poet Society (Peter Weir, Robin Williams, Dan Rush)
- Finding Nemo (Andrew Stanton, Dome Karukoski, John Lasseter)
- Finding Nemo (Andrew Stanton, Dome Karukoski, John Lasseter)
- The Lord of the Rings: The Return of the King (Peter Jackson, Fran Walsh, Philippa Boyens)

Group B: Your reference material and a creative review include the following:
- Losers (Alex Garland, Eastwood Grant, Editors)
- Dead Poet Society (Peter Weir, Robin Williams, Dan Rush)
- Dead Poet Society (Peter Weir, Robin Williams, Dan Rush)
- Finding Nemo (Andrew Stanton, Dome Karukoski, John Lasseter)
- Finding Nemo (Andrew Stanton, Dome Karukoski, John Lasseter)
- The Lord of the Rings: The Return of the King (Peter Jackson, Fran Walsh, Philippa Boyens)

98. Problem-Based Learning (PBL) (Blumenfeld, Soloway, et al. 1991; Duffy & Savery, 1996; George Lucas Educational Foundation, 2003)

1. Instructor lays out the nontrivial problem situation with multiple solutions.
2. Creates context for collaboration.
3. Students work on a major problem for a unit, semester, or year.
4. Evaluation is made by experts and/or the instructor.
5. Debate, ask questions, refine questions, make predictions.
6. Collect and analyze data, draw conclusions
7. Create artifacts, make presentation, and communicate ideas and findings.

99. Creative Dramatics (Gary Davis, Creativity is Forever, 1998)

- Stretch, relax, loosen up, etc...
- Biggest/smallest thing; Holding up the roof; Favorite animal; Mirror effect; Imagine taste/smell...
- Imagine taste/smell... Ice Cubes, Puppets, Mirror effect, Ridiculous Poses, Favorite animal, People Machines, Invisible Bells.
- Imagine hear, touch, smell, tastes, stiffest/most rubbery, Angriest/happiest.

100. 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).

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

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

Do we have time for 20 more?

2009 20
102. 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.

103. 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.

104. Webstreamed Lecture Reflections

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

105. 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.

106. 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.

107. Paired Article Critiques in Blogs

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

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<thead>
<tr>
<th>Article</th>
<th>Student Critique</th>
<th>Student Peer Review</th>
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<tbody>
<tr>
<td>Article 1</td>
<td>Student 1</td>
<td>Peer 1</td>
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<td>Article 10</td>
<td>Student 10</td>
<td>Peer 10</td>
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</tbody>
</table>

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108. Cross-Class Collaboration
- Assign task across classes.
- Pair up students.
- Turn in final product.

109. 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.

110. Student Video Production
1. Have students create an online video.
2. Share it.
3. Write reflection paper.

Cool YouTube Video Creation: Reflection Paper
Gretta Forte-Fairall, December 2006
For my final project, I wanted to do something with much experience. I had originally intended to create a SecondLife, and was excited to create an avatar.

111. Instructor Video Production
1. Have students watch an online video.
2. Write reflection paper.

112. Listen and Reflect on Book Author Podcasts

113. Create a Class Social Networking Group
(MySpace, Facebook, LinkedIn)
114. Assign Shows from an Online Research Channel (Research Channel, UChannel)

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

116. 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.

117. Wikibook Critique
- Ask students to critique a wikibook or page from Wikipedia

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

119. 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.
120. Create Cases and Video Scenario Learning
(Option 6, Bloomington, IN)

Stand and Share Ideas
- Will Work: ______________
- Might Work: ______________
- No Way: ______________

Try the R2D2 Method!
Try TEC-VARIETY!

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

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