Slide 1

Masterclass Day 1: Warm up
Hyper-Engaging Instructional Strategies for Education 3.0: Critical, Creative, Cooperative

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk,
cjbonk@indiana.edu

Slide 2

HOFSTRA UNIVERSITY

The Best of Beethoven
https://www.youtube.com/watch?v=W-fFHeTX70Q

Slide 3

HOFSTRA UNIVERSITY

May 6, 2020
IU FAMILY ENSEMBLE - HAIL TO OLD IU, Indiana University
3:18 (video): https://www.youtube.com/watch?v=ynxylm-hf3I

Slide 4

HOFSTRA UNIVERSITY

April 3, 2020
Performances canceled, musicians find a way to lift every voice: From elementary school to large symphonies, Annie Aguiar, USA Today
https://www.usatoday.com/in-depth/news/nation/2020/04/03/coronavirus-canceled-performances-but-virtual-choirs-lift-every-voice/2939847001/
Video (44 Seconds): http://curtbonk.com/corona2.html

Slide 5

Masterclass Day 1:
Hyper-Engaging Instructional Strategies for Education 3.0: Critical, Creative, Cooperative

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk,
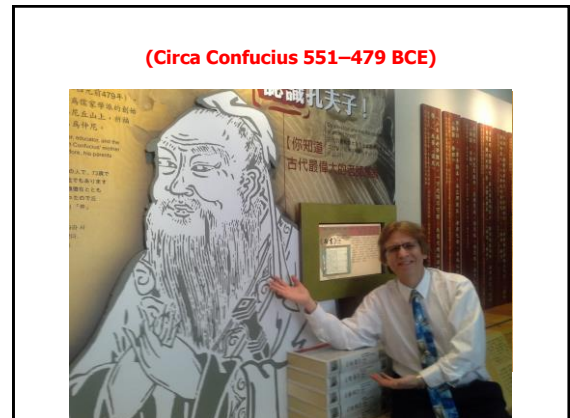**cjbonk@indiana.edu**

Slide 6

Talk Overview
1. Jobs are changing
2. Education 3.0/4th Industrial Age
3. Age on Innovation and Creativity
4. Education 20/20 and the Role of the Instructor
5. First and Last Principles of Instruction
6. 50+40 instructional strategies
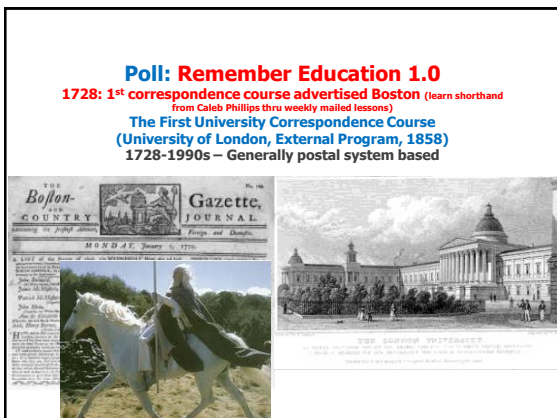7. Looking toward the future...slightly...

PERSONALIZATION

7

(Circa Confucius 551–479 BCE)

8

Poll: Remember Education 1.0
1728: 1st correspondence course advertised Boston (learn shorthand from Caleb Phillips thru weekly mailed lessons)
The First University Correspondence Course
(University of London, External Program, 1858)
1728-1990s – Generally postal system based

9

April 30, 2017
Education 1.0
'Those Jobs Are Gone'
Steve Kolowich, The Chronicle of Higher Education

10

May 10, 2013
10 ed-tech tools of the 70s, 80s, and 90s
eSchool News, Meris Stansbury

11

Hand Raise:
Remember Education 2.0?

12

Fast Forward 30+ Years…
"Anyone can now learn anything from anyone at any time."

Slide 13

September 10, 2019
The Future of Learning, Transforming Access
Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland
And the threat of AI and automation is very real. A 2017 report by McKinsey found that half of all current work activities could be automated, using technology that already exists.
and that by 2030 anywhere from 75 million to 375 million workers worldwide will be displaced from their old jobs and require retraining.

75-375 m displaced workers by 2030

Slide 14

November 28, 2017
Automation could kill 73 million U.S. jobs by 2030
Paul Davidson, USA Today
https://www.usatoday.com/story/money/2017/11/29/automation-could-kill-73-million-u-s-jobs-2030/899878001/
Video (1:20): http://curtbonk.com/automation.html
Video (1:20): http://curtbonk.com/automation2.html

Slide 15

March 29, 2017
Every industrial robot takes up to 6 jobs, study finds
Steve Goldstein, MarketWatch
http://www.marketwatch.com/story/every-6-million-jobs-at-risk-from-robots-new-study-finds-2017-03-29
Video: 1:46 http://curtbonk.com/futureandroids.html
Video: .49-1:12: http://curtbonk.com/futureandroids2.html
Video: .01 to .49: http://curtbonk.com/futureandroids3.html
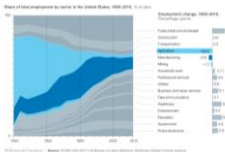Video:.01-.25: http://curtbonk.com/futureandroids4.html

Slide 16

December 6, 2017
Jobs lost, jobs gained:
What the future of work will mean for jobs, skills, and wages
By James Manyika, Susan Lund, Michael Chui, Jacques Bughin, Jonathan Woetzel, Parul Batra, Ryan Ko, and Saurabh Sanghvi
McKinsey and Company
https://www.mckinsey.com/featured-insights/future-of-organizations-and-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages
video (2:30): http://curtbonk.com/automation-work.html

Slide 17

Slide 18

Page 3
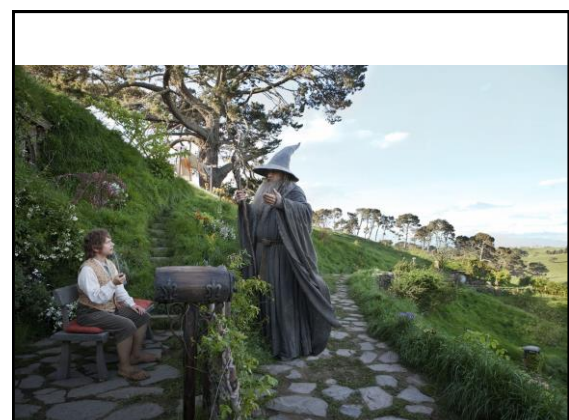
July 24, 2018
The 100-Year Life: Living and Working in an Age of Longevity
Lynda Gratton and Andrew Scott
http://www.100yearlife.com/
https://www.amazon.com/100-Year-Life-Living-Working-Longevity/dp/1543624634

19

July 11, 2017
Going 'phigital?' 4 things schools need to know about Generation Z, Todd Kominiak, TrustEd
http://trustedk12.com/phigital-digital-learning/
May 15, 2017
3 must know's about the rising "phigital" student–and why their impact is enormous, Meris Stansbury, eCampus News
https://www.ecampusnews.com/campus-administration/education-gen-z-phigital-student/

20

The Creation of Effective Learning Environments
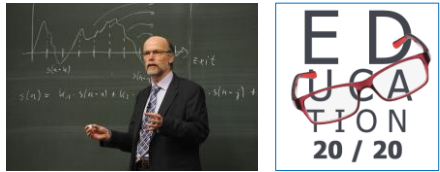http://study.com/academy/lesson/learning-environment-in-the-classroom-definition-impact-importance.html

21

July 29, 2016
Reimagine Your Learning Space: Starbucks Your Classroom!
Oskar Cymerman, Teaching Channel
https://www.teachingchannel.org/blog/2016/07/29/starbucks-your-classroom/

Sterile, industrial-era rows aren't very attractive or motivating. Even more, I've become convinced that traditional educational settings dull the senses...I believe the "Starbucks" environment will promote that freedom and movement.
Freedom is the key ingredient to social-emotional well-being and deeper learning. Rows and columns constrict. They hold and stifle. That is the truth. That is the reality in many U.S. classrooms today. But no longer in mine. Never again.

22

Education 3.0…Education 20/20

"In Education 3.0, classrooms would move away from lectures, such as this one, to having class time be spent on discussions and projects, using digital technology."
(Per Wikipedia: https://en.wikipedia.org/wiki/Education_3.0

23

Education 3.0
The Genesis and Emergence of Education 3.0 in Higher Education and its Potential for Africa
First Monday, by Derek Keats and J. Philipp Schmidt, March 2007
http://firstmonday.org/ojs/index.php/fm/article/view/1625/1540

EDUCATION 3.0

Table 1: Educational generations in higher education			
Characteristics	Education 1.0	Education 2.0	Education 3.0
Primary role of professor	Source of knowledge	Guide and source of knowledge	Orchestrator of collaborative knowledge creation
Content arrangements	Traditional copyright materials	Copyright and free/open educational resources for students within discipline, sometimes across institutions	Free/open educational resources created and reused by students across multiple institutions, disciplines, nations, supplemented by original materials created for them
Learning activities	Traditional, essays, assignments, tests, some groupwork within classroom	Traditional assignment approaches transferred to more open technologies; increasing collaboration in learning activities; still largely confined to institutional and classroom boundaries	Open, flexible learning activities that focus on creating room for student creativity; social networking outside traditional boundaries of discipline, institution, nation

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Page 4

September 18, 2017
Education 1.0 to 3.0
Gilly Salmon, University of Liverpool, UK
http://www.gillysalmon.com/learningfutures.html

25

Now What is Education 4.0?
"Innovation-producing education. Learn more in:
Development of Individual Agency within a Collaborative,
Creative Learning Community"
http://www.igi-global.com/dictionary/education-40/41755
https://thinc.in.th/engadmission/education4.html (Chula Engineering)

1.0: Dictation of Knowledge
2.0: E-Learning

Knowledge: a commodity in modern world
Skills: 21st century skill
Attitude: Can-Do Attitude

3.0: Knowledge-Producing
4.0: Innovation-Producing

Innovation Society

Thailand Education 4.0

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January 14, 2016
The Fourth Industrial Revolution:
What it means, how to respond
Klaus Schwab, Founder and Executive Chairman, World Economic Forum
https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/
(Ubiquitous, mobile supercomputing, artificially-intelligent robots, self-driving cars, neuro-technological brain enhancements, genetic editing, etc.)
http://www.trainingshare.com/fourth-industrial-revolution-video-clip-short.php

Navigating the next industrial revolution

Revolution	Year	Information
1	1784	Steam, water, mechanical production equipment
2	1870	Division of labour, electricity, mass production
3	1969	Electronics, IT, automated production
4	?	Cyber-physical systems

27

April 13, 2016
The Fourth Industrial Revolution:
What it means, how to respond
Klaus Schwab, Founder and Executive Chairman, World Economic Forum
https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/
http://trainingshare.com/fourth-industrial-evolution-video-clip.php
http://www.tubechop.com/watch/8280981

The world's really open to learning.

28

August 21, 2016
ST Future Economy Roundtable:
Is Asia ready for the Fourth Industrial Revolution?
The Straits Times
http://www.straitstimes.com/asia/is-asia-ready-for-the-fourth-industrial-revolution

"It's quite clear that the established models of education have to change and adapt to the new environment."

29

Poll: #1.
Read any good books lately detailing this shift?

30

1. Mindset (2006):
The New Psychology of Success
Carol Dweck
http://mindsetonline.com/index.html

- Growth vs. fixed (i.e., entity) theories of intelligence
- Intelligence is not fixed
- Practice, practice, practice
- Do not blame others
- Learning goals over performance goals
- Asks: What can I learn from this?
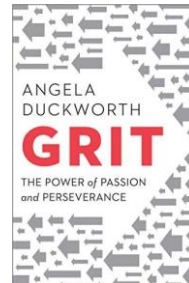- Asks: How can I improve?
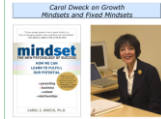
31

2. Grit (2016):
The Power of Passion and Perseverance
Angela Duckworth

32

3. Creating Innovators
Tony Wagner (2012)
http://creatinginnovators.com/
Most Likely to Succeed (2015):
Preparing Our Kids for the Innovation Era
Tony Wagner and Ted Dintersmith
http://www.tonywagner.com/1933

- Play
- Passion
- Purpose and life goals
- Open cultures of innovation and interdisciplinary problem solving
- Collaboration
- Intrinsic motivation

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4. Drive (2009):
The Surprising Truth About What Motivates Us
Daniel Pink

Motivation 3.0
- Freedom, challenge, purpose
- Creative, interesting, etc.
- self-directed work
- Intrinsic motivation
- Life as play and possibility
- Engagement and mastery
- Autonomy

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5. Finding Your Element:
How to Discover Your Talents and Passions and Transform Your Life
By Lou Aronica and Ken Robinson (2013)
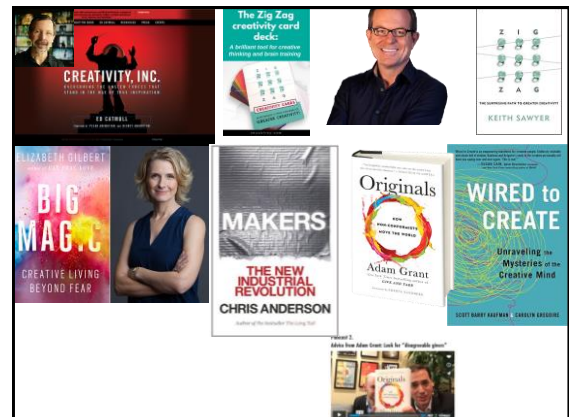http://www.inventtolearn.com/

- Find your zone (deep in the throes of exploration and personal passion)
- Think differently (make fresh connections and analogies; avoid groupthink)
- Do something, develop your creative ideas
- Use your imagination, play with ideas
- Free and open exchange of ideas
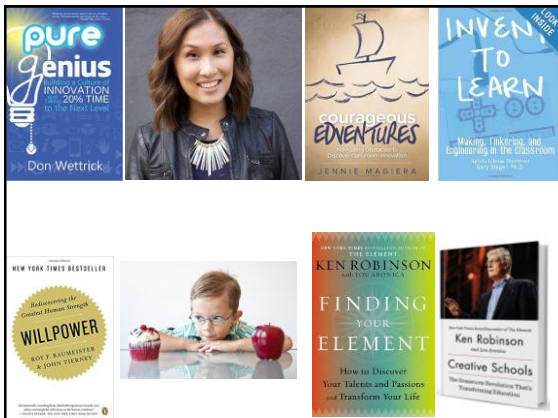- Encourage expression of personal ideas/feelings

35

36

Page 6

37

38

Poll 2:
What if you read these books?

YOU
SHALL PASS!
memegenerator.net

Clearly...
Learning is Changing!

How Online Learning is
Changing Classroom Design

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Education 20/20

2020

VISION 20/20
Fulfilling the Promise of Public Education

40

From Instructor as Credit Manager
and Court Room Judge
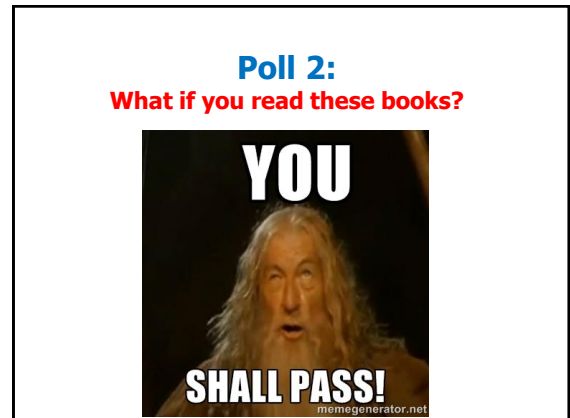
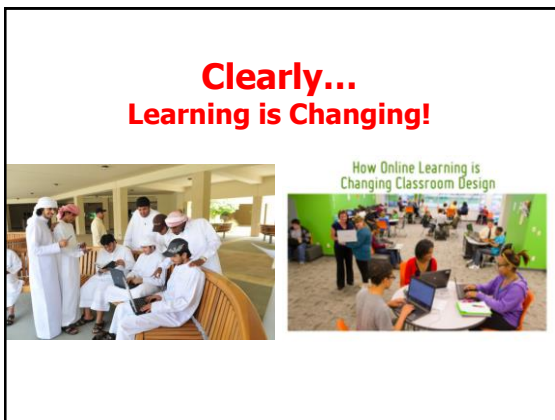**41**

1. Instructor as Counselor

42

2. Instructor as Consultant

43

3. Instructor as Conductor

44

4. Instructor as Course Ambassador

45

5. Instructor as Curator

46

6. Instructor as Concierge

47

7. Instructor as Camping Trip Guide

48

8. Instructor as Cultivator

49

20 New Roles of the Instructor

Course Ambassador
Captain
Consumer Advocate
Curator
Counselor
Cook
Change Catalyst
Conductor
Concierge
Comedian
Camping Trip Guide
Coach
Consultant
Course Expedition Leader
Collaborator
Community Organizer
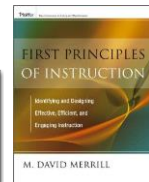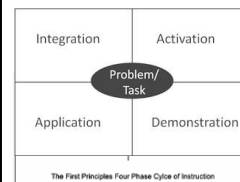Chemist
Care Giver
Cultivator
Colleague

50

51

Merrill's First Principles of Teaching/Instruction
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html
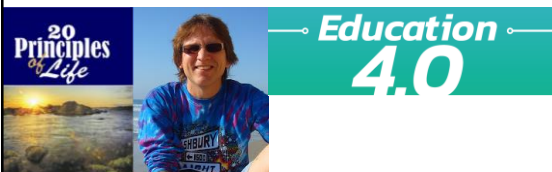

52

Bonk's Last Principles of Teaching/Instruction (Education 4.0?)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html
http://www.applicadthai.com/articles/education-4-0/

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1. The Principle of Flexibility
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

54

Page 9

2. The Principle of Convenience
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

55

3. The Principle of Collegiality
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

56

4. The Principle of Cheerfulness and Optimism
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

57

5. The Principle of High Expectations
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

58

6. The Principle of Choice and Options
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

59

7. The Principle of Empowerment and Autonomy
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

60

8. The Principle of Support and Feedback
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

61

9. The Principle of Spontaneity
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

62

10. The Principle of Organization
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

63

11. The Principle of Sharing
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

64

12. The Principle of Nontraditional Learning
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html
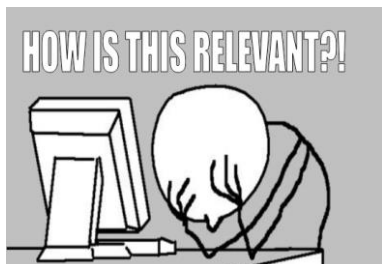
65

13. The Principle of Passion and Inspiration
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

66

14. The Principle of Relevance and Meaningfulness
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

67

15. The Principle of Trial and Error (i.e., it is ok to fail)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

68

16. The Principle of Expanded Resources
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

69

The World is Open:
How Web Technology Is Revolutioning Education

TEN OPENERS: (WE-ALL-LEARN)

1. Web Searching in the World of E-Books
2. E-Learning and Blended Learning
3. Availability of Open Source and Free Software
4. Leveraged Resources and OpenCourseWare
5. Learning Object Repositories and Portals
6. Learner Participation in Open Information Communities
7. Electronic Collaboration
8. Alternate Reality Learning
9. Real-Time Mobility and Portability
10. Networks of Personalized Learning
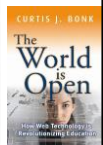
70

The World is Wide Open!
(South University of Science and Technology of China, Wednesday June 10, 2015)

71

72

17. The Principle of Human Connectedness
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

73

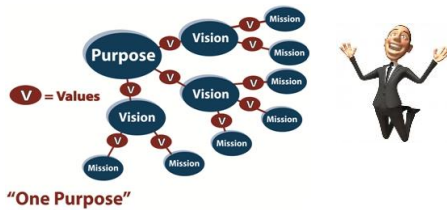## 18. The Principle of Cognitive Apprenticeship
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

74

19. The Principle of Purpose and Vision
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

"One Purpose"

75

20. ??? (what is missing)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

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Bonk's 20 "Last" Principles of Instruction
(LAST = Learning Activation System Template)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

Flexibility Support and Feedback Choice and Options
Convenience Spontaneity Nontraditional Learning Passion and Inspiration
Collegiality Organization Relevance and Meaningfulness
Sharing Trial and Error (i.e., it is ok to fail)
Cheerfulness and Optimism Expanded Resources
High Expectations Purpose and Vision Human Connectedness #20 ???
Empowerment and Autonomy Cognitive Apprenticeship

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Overcoming the Resistance Movement

78

Page 13

13

1. Incremental Change

79

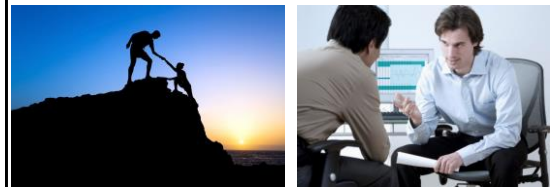**2. Shared Success Stories and Best Practices**

80

3. Modeling Expectations
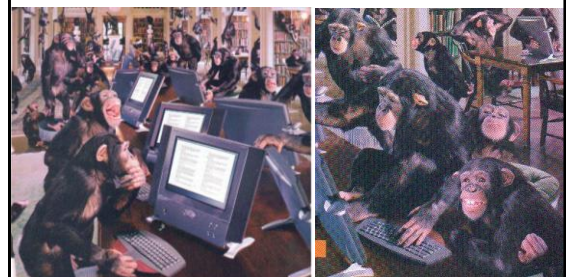
81

4. Mentoring and Coaching

82

5. Browse other courses...!

83

50+ (40) Hyper-Engaging Ideas

84

Poll #3:
Which topic are you most interested in fostering or learning about?

A. Creative thinking online
B. Critical thinking online
C. Collaborative learning and teamwork online
D. Motivation

85

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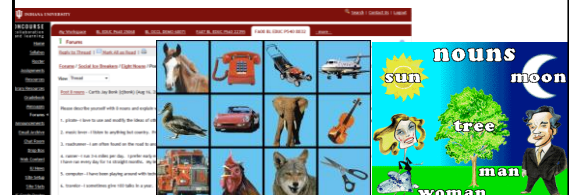

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87

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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.

88

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2. Ice Breaker #2:
Have You Ever...? And Accomplishment Hunts

• Ask have your ever questions:
  – Swam in the ocean?
  – Been above Arctic circle?
  – Seen a rhino in a zoo?
  – Whitewater rafted...?

89

## 3. Ice Breaker #3: Goals and Expectations Charts
(L = Cost, L = Risk, M = Time)

a. What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
b. Write short and long terms goals down on goal cards and post to discussion forum.
c. Write 4-5 expectations for this session.
d. Expectations Flip Chart (or online forum):
e. Debrief.

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Page 15

4. Online Café Question Exchange

a. Have students leave you or their classmates questions online.
b. Answer as many as you can.
c. Peer to peer café for exchanging resources and sharing information.
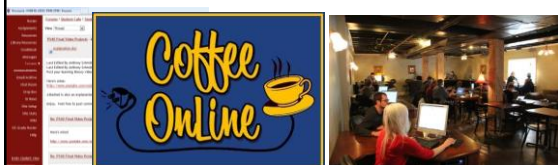
91

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

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

92

Poll #4:
Which of these warm up and social ideas do you like best?

A. Eight nouns
B. Have you ever
C. Goals and expectations
D. Just in time teaching
E. Online café

93

6. Internship, Practicum, Job, Workplace Internship, and Field Reflections
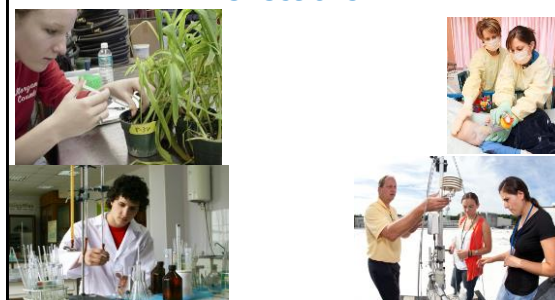
94

7. Reuse Online Discussion and Blog Transcripts

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

95

8. 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.

96

9. 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.

97

10. 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.

98

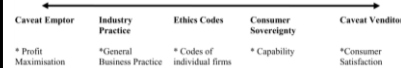## 11. Reflection Papers: Job Application and Trend Papers
(3-4 page)

- 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.

99

12. 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

100

13. Best 3 Activity
(Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout).
- 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.

101

14. 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 ?

102

Poll #5:
Pick one of these critical thinking activities you might use?

A. **Internship, practicum, or job reflections**
B. **Discussion transcript and blog reflections**
C. **Structured controversy**
D. **Pruning the tree**
E. **Minute papers**
F. **Best 3**

103

15. K-W-L or K-W-H-L
(L = Cost, L/M = Risk, M = Time)

At the end of a unit, student presentation, videotape, expert presentation, etc., have student write down:
- **What did you know?**
- **What do you want to know?**
- **What did you learn?**
- **H = How will we learn it?**

104

16. 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 Forced:** 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).

105

17. 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.**

106

18. 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.
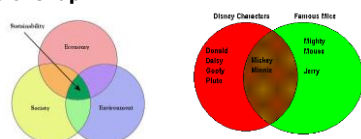
107

19. 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.**

108
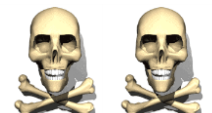
Page 18

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

109

What have you learned so far?

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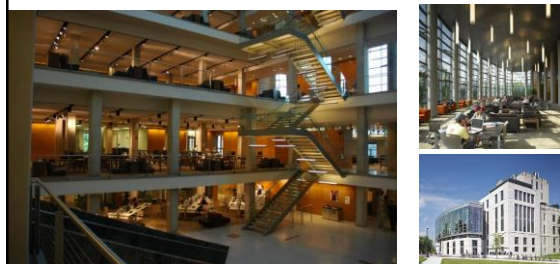

110

21. Nominate Quotes
(e.g., Shakespeare)

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

111

22. Just Suppose and What If?
(L = Cost, L = Risk, M = Time)

- Imagine a situation or scenario and reflect on the consequences.
- "Just suppose that the entire world will get access to the Web?"

112

Poll #6:
Which of these exploration and creativity activities did you like best?

A. K-W-L or K-W-H-L
B. Online Resource Library (ORL)
C. Just Suppose or What If
D. Nominate quotes
E. Force Field Analysis
F. Two Heads vs. One

113

23. 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??? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...

114

Page 19

24. Metaphorical thinking
(L = Cost, M = Risk, M = Time)

- **how is my class like:**
  - a prison, a beehive, an orchestra, ghetto,
  - expedition, garden, family, herd, artist's palette,
  - machine, military camp, Olympic games, hospital, theater, etc.

Innovate or die trying

115

25. Reverse Brainstorming
(L = Cost, L = Risk, M = Time)

- **Generating ideas to solve the reverse of a particular problem, issue, 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 decrease the use of active learning ideas in college settings?**

116

Poll #7: Almost Half-Way... Please Share the Best Two Ideas so Far
(Think: which can you use?)

117

26. 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.**

118

27. 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**

119

28. 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

120

Page 20

29. 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.
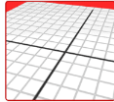
121

30. 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 or hold competition between them.
c. Discuss problem or issue assigned.
d. Instructor calls on groups & numbers.
   (Online Option: assign numbers and ask certain one to do different things.)

122

Poll #8:
Which of these creative and collaboration activities did you like best?

A. Six hats role play
B. Online scholar debate
C. Role play personalities
D. Metaphorical Thinking
E. Reverse Brainstorming
F. Wet Inking or Freewriting

123

31. 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.

124

32. 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!**

125

33. 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).

126

Page 21

34. 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.**

127

35. One Visual Exercises

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

128

36. 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**

129

37. 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.**

130

38. 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.

131

39. 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**

132

Page 22

40. 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.**
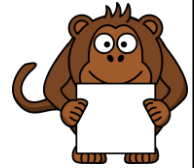- **Discuss, rate, evaluate, etc.**

133

Poll #9:
Which of these learner-centerd activities did you like best?

A. **Human Graph**
B. **Phillips 66**
C. **Volunteer technology demos**
D. **Cool resource provider**
E. **99 Second quotes**
F. **One Visual**

134

A Ten Item Bonus

135

41. 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.**

136

42. 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.**

137

43. Index Match Cards
(Active Learning, Silberman)

- **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.**

138

44. 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.

139

45. 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

140

46. 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.

141

47. 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).

142

48. 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.

143

49. 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.

PSYCHIC MASSAGE

144

Page 24

50. 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).

145

Poll #10: Stop and Share:
Top Three Things Learned!

146

Ten More Bonus Items

147

51. Snow White and the Seven Dwarfs Activity

https://www.youtube.com/watch?v=QhrCA1pA3jw (Video: 0.27)
Which Dwarf are you today?
http://www.playbuzz.com/rebeccam16/which-of-the-7-dwarfs-are-you

SNEEZY   SLEEPY   BASHFUL

GRUMPY   DOPEY   DOC

148

Perhaps you want to be the evil queen...
https://www.youtube.com/watch?v=mqmIMvWnIV8 (video: 1:04)

149

Perhaps you want to be the evil queen...
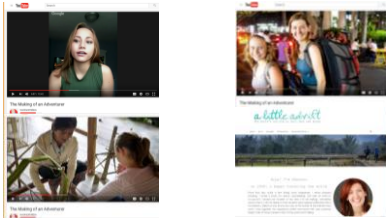https://www.youtube.com/watch?v=mqmIMvWnIV8 (video: 1:04)

150

Page 25

52. Student Created Documentaries

R678 Final Projects, April 2016
The Making of an Adventurer (video), Troy Cockrum
https://www.youtube.com/watch?v=ew6e7Chd9I8

151

53. Little Known Fact Activity

- Write on notecard a little known fact.
- Instructor collects and passes out.
- Students put card on forehead without reading it and finds the person with it (yes/no questions: is this you?).
- When find match, interrogator asked questions of the confessor and finally guesses it.
  - Could do this online.

152

54. 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.

153

55. 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.uww.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.

154

56. Inside and Outside or Fishbowl

1. Situate students in two circles--outer & inner.
2. Present a problem, situation, or topic.
3. Have students immediately behind each other discuss their solutions, ideas, or answers.
4. Only those on the inner circle can talk or discuss. Those behind have to listen.
5. After 5-10-15 minutes, share with the person behind and switch seats.
6. Now discussion resumes on inside circle.
7. After 5-10-15 minutes rotate or come to compromise.

155

57. 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.

156

58. 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.

157

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59. 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.

158

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60. 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 Balls.
- Imagine hear, touch, smell, tastes, stiffest/most rubbery, Angriest/happiest.

159

The World is very open!
(South University of Science and Technology of China, Wednesday June 10, 2015)

160

How About Ten More?

**IQ TEST
10 MORE QUESTIONS**

161

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

a. Create a scenario (e.g., school reform, gov't protest).
b. Get volunteers for diff roles (everyone must have role).
c. Perhaps consider having one key person on the pro and con side of the issue make a statement.
d. Discuss issues from role (instructor is moderator or one to make opening statement; he/she collects ideas on document camera or board). Come to compromise.
   a. Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

162

62. 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.**

163

63. 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.**

164

64. 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?**

165

65. 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.**

166

66. Nominal Group Process

1. **Give statement of the problem.**
2. **Silent generation of ideas to solve it.**
3. **Round robin sharing of ideas and piggy backing of them.**
4. **Classification & grouping of ideas.**
5. **Straw vote ranking of ideas. Secret ballots.**
6. **Further clarification of ideas and emerging concepts. Can change wording.**
7. **Final priority weighting. Public vote.**

167

67. 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**

168

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68. 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.

169

69. Surface and Deep Facts and Questions (Bonk, 2011)

- Students write a major fact from the prior week on a notecard and a minor one on the reverse.
- Under that, they note a surface question on a notecard and a deep question on the back.
- Pass card to the right and read new card (2 times).
- Now answer questions on card you have.
- Pass to right and read twice.
- Now apportion pts to each question and fact.
- Read aloud the questions and answers you like best.

170

70. 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.

171

Do we have time for 20 more?

172

71. Cage Matches or Debates
(with audience topical sugggestions)
Cage Match on MOOCs at SXSWedu 2013
(Curt Bonk & Chuck Severance)
http://chronicle.com/blogs/wiredcampus/at-south-by-southwest-education-event-tensions-divide-entrepreneurs-and-educators/42772
https://soundcloud.com/sxswedu/cage-match-the-massive-open

173

72. Paired Article Critiques in Blogs

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

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Stephen Moses	Larraine Ryan
	Carolyn Pawelko	Karen Leppard
	Lin Yu	Flora Liu
	Alex Brierley	Lori Atkinson
Meyer, K.A. (2003). Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking.	Larraine Ryan	Paul Anderson
	Harjit Dhanjal	Yvonne Toney
	Neera Arora	Carolyn Pawelko
	Karen Leppard	Lin Yu
	Fransica Wilkinson	Alex Brierley
Shea, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Heather Burnett	Stefan Rasporich
	Daryl Wilson	Neera Arora

174

Page 29

73. 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 clas.**
- **Evaluation is made of team as well as individual efforts.**

175

74. 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.**

176

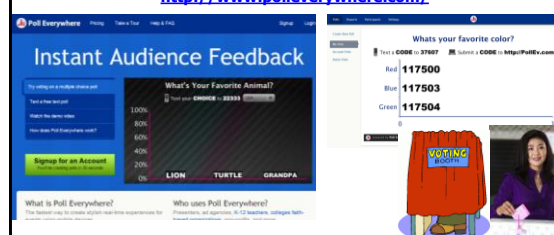### 75. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- **Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.**

177

76. Class Voting and Polling
Blog and Website Polling
(e.g., Poll Everywhere, BlogPolls, BlogPoll, MicroPoll)
http://www.polleverywhere.com/

178

77. 321
3 = Takeaways
2 = Things you knew already
1 = Question you have

179

78. 333
3 = Good things
3 = Bad things
3 = Questions

180

79. Cutie (QTI)
Q= Questions and Queries
T = Topics and Themes
I = Issues and Insights

181

80. Phillips 66

- Groups of 6 people discuss any topic for 6 minutes. When 6 minutes ends, stop talking.

182

81. Phillips 66 + 3T:
Table Top Talking (3T) (e.g.,
Lord of the Rings Tables)

- Order the class pizza or learners meet at a local pizza or restaurant place to discuss class concepts for 6 minutes (or not discuss them).

183

82. Consultative Services and Contracted Tasks

- Establish work arrangement with a client which is evaluated by the client and the instructor.

184

83. 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.

185

84. READER/READERS
(Clark & Bonk, 1992)

- **R**eview why you are about to read.
- **E**xplore passage for main ideas.
- **A**sk questions about the main ideas.
- **D**raw conclusions.
- **E**valuate your responses.
- **R**ead for answers and **S**ummarize main ideas.

  - Other similar strategies include paired repeated reading, paired reading, Cooperative Integrated Reading and Composition (CIRC) Program, reciprocal teaching, cooperative scripts.


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85. Peer Interviews

➢ After lecture, have learners interview each other about what they learned.

➢ Introduce each other based on what learned.

187

86. Reflection Papers: #1 Individual Reflections or Super Summaries (3-4 page)
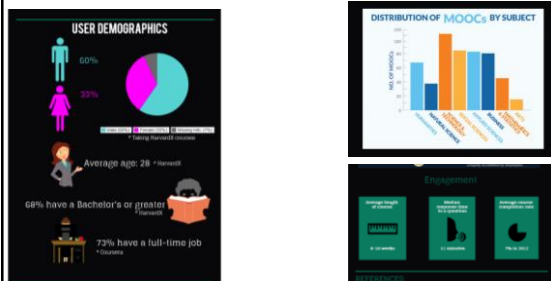
- **Learning journeys/Super Summaries/Personal Theory or Philosphy (Reflect Online):**
  - Have students reflect on their learning journeys in a course.
  - Have them reflect and compare the concepts that they have learned to others.
  - Perhaps compare to sample papers from previous semesters.
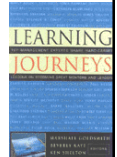
188

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

189

88. Explore Online Library Resources
Digital Public Library of America
http://dp.la/

190

89. Map Trend Interpretations
e.g., Global Forest Watch
http://www.globalforestwatch.org/map/3/-3.72/27.00/ALL/grayscale/loss/596
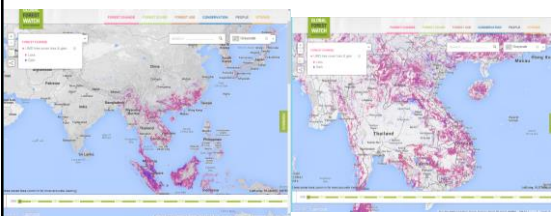
191

90. Multimedia Team Assignments
Multimedia Assignments: Not Just for Film Majors Anymore, April 21, 2014, Chronicle of Higher Education, Danny Ledonne
http://chronicle.com/article/Multimedia-Assignments-Not/145939/?cid=at&utm_source=at&utm_medium=en

192

Page 32

Poll #11. How many ideas did you get from this talk?

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.
7. More than 10.

193

Chat Window Sharing:
Three Words from this Session…?
e.g., "I am happy!" and… "minions are happy!"

194

Poll #12:
Is This n Evolution or Revolution?

195

Poll #13: Excited or does all this give you a headache?

196

We are entering a jumping off point…
(South University of Science and Technology of China, Wednesday June 10, 2015)

197

Things are heating up!

198

**The Learning Revolution
is coming within reach!**

199

**Remember…
"I cannot do this alone."**
"I cannot do this alone."
"I cannot do this alone."
"I cannot do this alone."

20/20 VISION   I can't do this alone.   20/20 VISION

200

Any Questions or Comments?

Slides at: TrainingShare.com
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ANY questions?

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