40+ Hyper-Engaging Strategies for Any Class Size
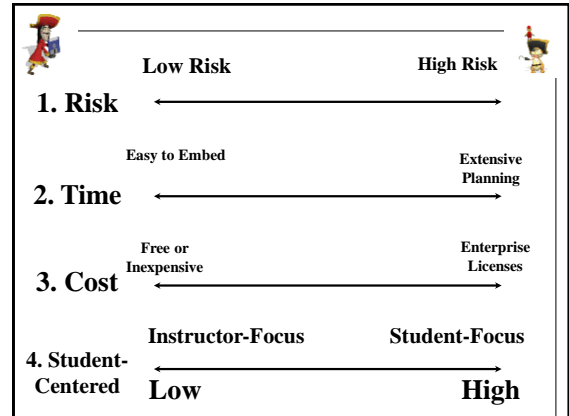## (Critical, Creative, Cooperative)

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	Low Risk	High Risk
1. Risk	←	→
	Easy to Embed	Extensive Planning
2. Time	←	→
	Free or Inexpensive	Enterprise Licenses
3. Cost	←	→
	Instructor-Focus	Student-Focus
4. Student-Centered	**Low**	**High**

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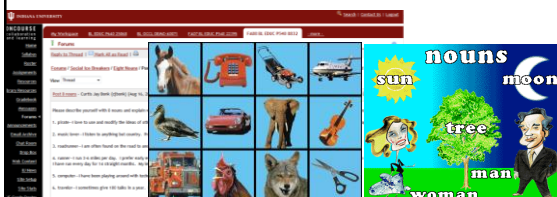

## Three "3"
Warm-Up and Social Activities

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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.**

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2. 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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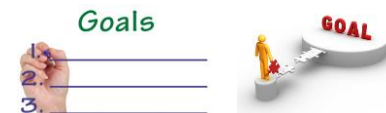
3. Online Café Question Exchange

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.

Seventeen "17"
Critical Thinking Activities

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

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

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

Business+MOOCs: the Hangout recording

Blog

6. 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.

7. Reuse Personal Blog Transcripts

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

Page 2

8. Free Text Chats
(…and Chat Reflection Papers)

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

9. Listen and Reflect on Book Author Podcasts

10. Virtual Conference Attendance and Reflection Papers

- 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.

11. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
    - Online Option: hold multiple forums online and require to comment on other ones.

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

- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.

13. One minute papers or muddiest point papers
(L = Cost, M = Risk, M = Time)

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

Page 3

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

- **Have students write papers about emerging trends in the field.**
- **Have them select topics from a list or suggest topics. Give sample papers.**
- **Perhaps have them present their trend and job applications papers to class.**

15. 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.**

16. PMI (Plus, Minus, Interesting)
(L = Cost, L = Risk, M = Time)

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

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

Cool Stuff

17. 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?**
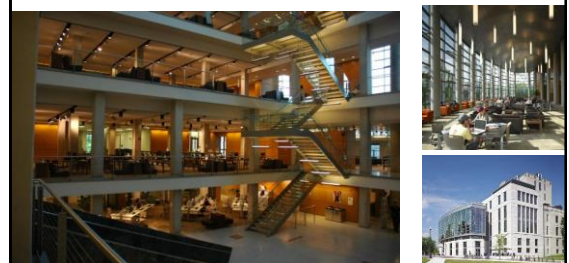- **H = How will we learn it?**

$\mathcal{KWHL}$

18. Flip Class with Webstreamed Lecture Reflections

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

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

Page 4

20. 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.

Six "6"
Creative Thinking and Exploration Activities

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21. Explore and Reflect on Virtual Timelines with Media
(Dipity, Simile, Xtimeline, Timeglider, Meograph)
http://www.usatoday.com/tech/news/story/2011-09-22/steve-jobs-dies/50672498/1

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

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

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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...

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24. 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?

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25. 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.**

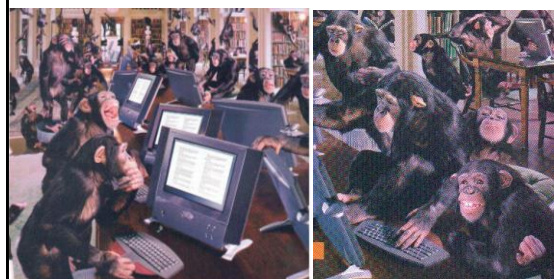### 26. Course Readings are All Web Resources (and Free!)

- **Post all articles to the Web or only use freely available ones.**
- **Let students select the ones that they want to read.**
- **Turn in final reflection papers.**

More than Half-Way... Please Share the Best Two Ideas so Far

Seven "7"
Small Group and Cooperative Learning Activities

27. Online Scholar Debate Panel or Symposium

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

28. Online Role Play Personalities

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

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

- **Assign roles after a lecture.**
- **Have students read more about roles.**
- **Come back dressed in costume.**
- **Act out scene.**
  - **Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.**

30. 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

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

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

32. 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.**

33. 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.)

Ten "10"
Learner-Centered Activities

34. 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.

35. 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

36. 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.

37. 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.

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.

39. 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.

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

- Have students create something--flowchart, timeline, taxonomy, concept map.
- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.

41. Cage Matches or Debates
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/42777
https://soundcloud.com/sxswedu/cage-match-the-massive-open

42. Sync Session Guest Speaker Presentations and Reflections
http://venture-lab.org/education/lectures/45

43. Guest Speaker Quotes
(Rey Junco, February 25, 2013)

Stop and Share: Three Words from this Session!

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