100+ Hyper-Engaging Instructional Ideas: Critical, Creative, Cooperative (time to be a pirate)

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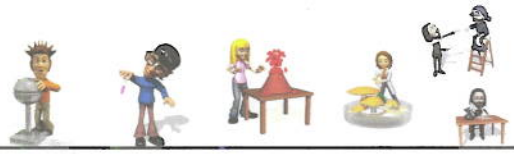


	Low Risk	High Risk
1. Risk	⟷	
	Easy to Embed	Extensive Planning
2. Time	⟷	
	Free or Inexpensive	Enterprise Licenses
3. Cost	⟷	
	Instructor-Focus	Student-Focus
4. Student-Centered	Low ⟷	High

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

Ok, who is falling asleep and needs a little chocolate?

100+ Hyper-Engaging Activities

1. Structured Controversy Task

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

2. Think-Pair-Share or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
- Students reflect or write on it.
- Then they share views with assigned partner.
- Share with class.
  - Online Option: assign email pals, Web buddies, or critical friends and create activities.

3. Brainstorming

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

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?

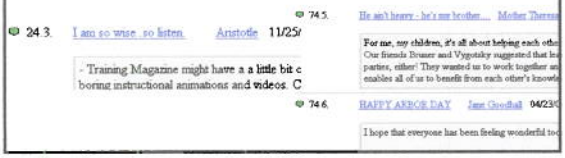
4. Mock Trials with Occupational Roles (L = Cost, H = Risk, M/H = Time)

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 and collects ideas.

Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

5. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.



6. Online Role Play Personalities

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

7. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by 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

8. Jigsaw

- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a synchronous webinar or are individually tested; there are no group grades.

9. Eight Nouns Activity

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.

10. Online Scavenger Hunt

1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.

11. Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

a. Write short and long terms goals down on goal cards that can be referenced later on. Post these to a discussion forum.
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.

12. 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.

13. Séance or Roundtable

- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief


14. One minute papers or muddiest point papers
(L = Cost, M = Risk, 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.

15. 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.



16. Free Text Chats
(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
   1. Text chats involve all learners in real time in reading or writing language.
   2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
   3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.

17. Reuse Online Discussion Transcripts

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

18. Reuse Blog Transcripts

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

19. Reuse Expert Blog Posts, Chat Transcripts, Conference Interviews, Online Presentations

- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.

20. Online Book Reviews

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

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

21. Listen and Reflect on Book Author Podcasts

22. Webstreamed Lecture Reflections

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

23. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)

- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.

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

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

25. Paired Article Critiques in Blogs

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

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

99 seconds: What have you learned so far?

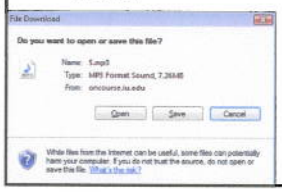
- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.

26. Cross-Class Collaboration

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

27. Student Generated Podcasts and Reflections

- Ask students to create a podcast show.
- Write reflection papers on how it went.



28. Just-In-Time Syllabus

(Raman, Shackelford, & 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.

29. Class Voting and Polling (perhaps electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class

(Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
Rick Kulp, IBM, 1999)

30. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)

31. 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.
6. Summarize discussion in a peer case.

(Note: method akin to storytelling)

32. Scenario Learning

(Option 6, Bloomington, IN)

33. Poster Sessions and Gallery Tours

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.

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. 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.

36. Rapid Data Collection

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

37. 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.

38. ORL or Library Day

(e.g., The Thompson Library at Ohio State University)

39. 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.

40. 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).

41. 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.





42. 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).**

43. 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.**

44. 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?**

45. 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**

46. Set Time Presentations

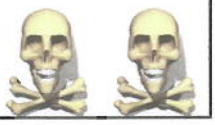
(L = Cost, M = Risk, M = Time)

- **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.**

47. 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.**



48. One Visual Exercises

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

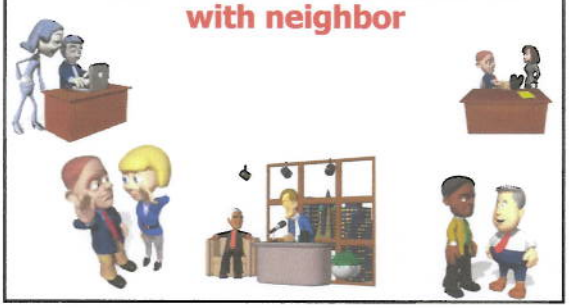
49. Different Strokes
(Thiagi, 1988)

- 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.

50. 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.

Half-Way...Brief Intermission
Please Share Best Idea so far with neighbor



51. 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

52. Little Known Fact #1

- Write down three little known facts on notecard and uses it as a way to introduce self to others in the class.
- Do this for 5 or 10 minutes.
- Then go around the room and see who knows the most about his/her peers.
- One who does gets bonus points.
  - Could do this online.

53. Little Known Fact #2

- 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.

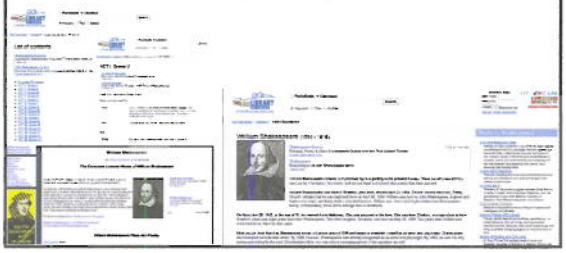
–Could do this online.

54. Read Blog about Literary, Math, Science, etc. Figure (e.g., Shakespeare, Darwin, Einstein, etc.)

- Read and reflect on blog on literacy figure.

55. Read e-Books and e-Papers (e.g., Shakespeare)

- Find free e-books and read them.
- Turn in reviews and critiques.



56. Add to a Wiki on a Famous Person (e.g., Shakespeare)

- Students can edit a wiki on a literary figure.

57. Nominate Quotes (e.g., Shakespeare, Jane Austin, Mother Theresa)

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

58. Podcasts of Famous People (e.g., Crazy Horse, Buffalo Bill, Shakespeare)

- Students can listen to podcasts of famous literature and reflect on it.

59. Virtual World Reenactments (e.g., Cast of Shakespeare)

http://visit.slshakespeare.com/

- Students can explore Shakespearean plays acted in Second Life.

60. 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.

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

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

62. Podcasted Lecture Reflections and Solve Problems

- Ask students to listen to online lectures and reflect on them prior to class.
- Conduct problem solving activities in class.

63. 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.

64. Video Blogs

- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.

65. Instructor Cases Online

- Post a case scenario or situation or video of such.
- Students read or watch.
- Post solutions to a discussion forum.
- Give feedback to each other.

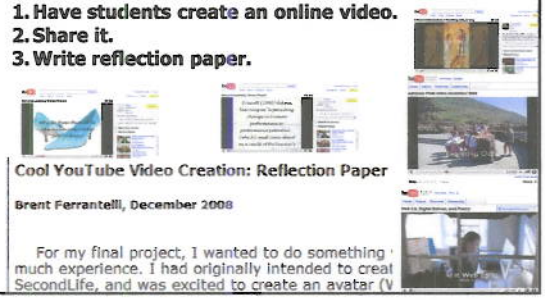
66. Cross-Class Collaboration

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

67. Video Production

http://www.youtube.com/watch?v=x3FJyi4Pn_E
http://www.youtube.com/watch?v=eD1awpaSuP0

1. Have students create an online video.
2. Share it.
3. Write reflection paper.



68. 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.

69. Wikibook Creation

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

70. 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.

71. Wikibook Critique

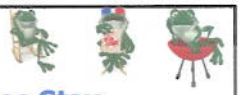
- Ask students to critique a wikibook or page from Wikipedia

72. 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.

73. 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.



74. 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).

75. 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.

76. 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.

77. 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?"

78. 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...

79. 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.

80. 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 people from the press conference group and ask questions of them
- Other 2 groups decide on most impt points and makes a presentation on them.

81. Class Voting and Polling
(perhaps electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class

(Note: Delphi or Timed Disclosure Technique:
anonymous input till a due date
and then post results and
reconsider until consensus
Rick Kulp, IBM, 1999)

82. 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

83. Bingo Quizzes

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...

84. 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.

85. 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.

86. 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

87. 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

88. 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?

89. 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 2's.

90. 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.

91. Peer Interviews

- After lecture, have learners interview each other about what they learned.
- Introduce each other based on what learned.

92. 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.

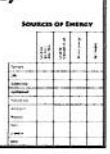
93. Student Selected Lectures
(Frederick, College Teaching)
(L = Cost, M = Risk, M = Time)

- 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.

94. 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.



95. 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.

96. 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

97. 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.

98. 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.

99. Movie assignments
(Bonk 2004)

III. Final Project Movie Review (60 Points)

Movie Review Directions (Select 2 movies including at least 1 from Group A) Your final activity i from the standpoint of one or more learning theories or theorists. In your review, you should discu are they exhibited in different actors, scenes, or plots? I prefer personal descriptions of each cour may be needed at times. Also, what theory or theories of learning and cognition do these movies r discuss how teachers are portrayed and the overall learning environment. Is there any learning the your personal theory of learning? You must include links to at least 4 chapters in your review. You review must come from Group A below.

Group A: Some standard learning and cognition classics include the following:

- Conrack (John Voight, Paul Winfield, Hume Cronyn)
- Dead Poets Society (Robin Williams, Ethan Hawke)
- Dangerous Minds (Michelle Pfeiffer, George Dzundza, Courtney B.
- Forrest Gump (Tom Hanks, Sally Field, Dick Clark, John Lennon,
- The Lord of the Rings (pick any 1 of the 3 movie) (Sean Astin, Vigg Bloom, Billy Boyd, Brad Dourif, Ian Holm, Christopher Lee, Ian M
- Man Without a Face (Mel Gibson, George Martin, Michael DeLuise
- Mirror Has Two Faces (Barbara Streisand, Jeff Bridges, Pierce Bro
- Mr. Holland's Opus (Richard Dreyfuss, Glenne Headly)
- Renaissance Man (Danny Devito, Gregory Hines, Mark Wahlberg,

100. 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.

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.

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____

Stop and Share: Top Three Things Learned!

Questions and Comments?

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