50+ Hyper-Engaging Strategies for Any Class Size
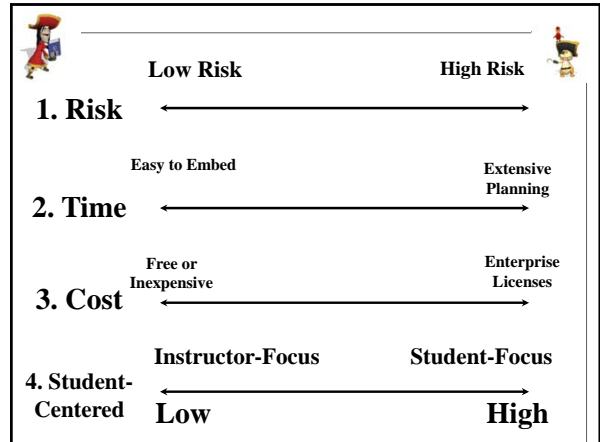**(Low risk, Low Cost, Low Time)**

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

	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**

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

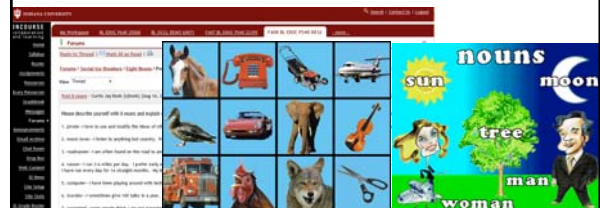**Six Warm-Up and Social Activities**

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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 #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…?

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.

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.

5. 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.

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

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

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

A. Eight nouns

B. Online café

C. Have you ever

D. Goals and expectations

E. Scavenger hunt

F. Just in time teaching

INTERNET HIGH-FIVE PLACE HAND HERE

18 Critical Thinking Activities

7. Internship, Practicum, Job, Workplace Internship, and Field Reflections

8. 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/

9. Reuse Online Discussion Transcripts

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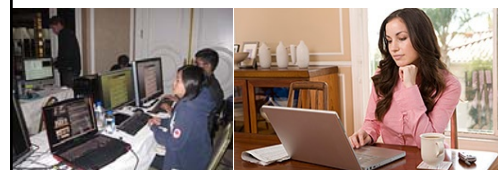- Share or have competitions.

10. 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.

11. 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.

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12. Listen and Reflect on Book Author Podcasts

13. 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.

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

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

14. 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.

15. 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.

16. 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.

17. Big Issue Reflections
(Big Questions Online (BQO)), January 8, 2013
(e.g., Do We Have Souls?)
https://www.bigquestionsonline.com/content/do-we-have-souls

18. Reflections on Interactive Maps
Mapping the Dead: Gun Deaths Since Sandy Hook,
Huffington Post, March 22, 2013
http://data.huffingtonpost.com/2013/03/gun-deaths

19. 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.**

20. Case-Based Learning: Instructor Cases
(e.g., Mark Braun, IU)

21. Case Branching and Decision Making
(e.g., Articulate Storyline)
http://articulate.demos.s3.amazonaws.com/broken_co-worker/story.html

22. Value Lines

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

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23. 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.

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

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

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

Cool Stuff

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

A. Structured controversy
B. Pruning the tree
C. Minute papers
D. Big issue reflections
E. Case-based learning
F. Best 3

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

Five Creative Thinking and Exploration Activities

25. 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.

26. 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

27. Designing Interactive Timelines
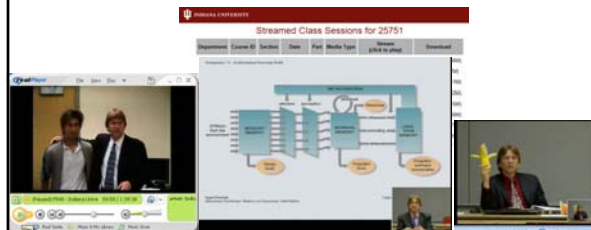**(e.g., The Big Sleep, Kate Hurd)**
http://hurdinsuranceagency.com/thebigsleep/

28. Flip Class with Webstreamed Lecture Reflections

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

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

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

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

A. Put all course readings on the Web
B. Explore virtual timelines
C. Design interactive timelines
D. Flip the class
E. Different strokes

Nine Small Group and Cooperative Learning Activities

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30. 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.

31. 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
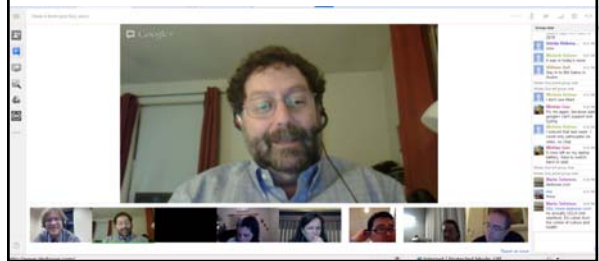
32. Six Hats (Role Play)
(De Bono, 1985; Karen Belfer, 2001, Ed Media)

- **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

33. Class Sync Collaboration and Discussion in Google Hangouts
(January 29 and February 25, 2013)

34. Cross-Class Collaboration

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

35. 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.

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36. 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.
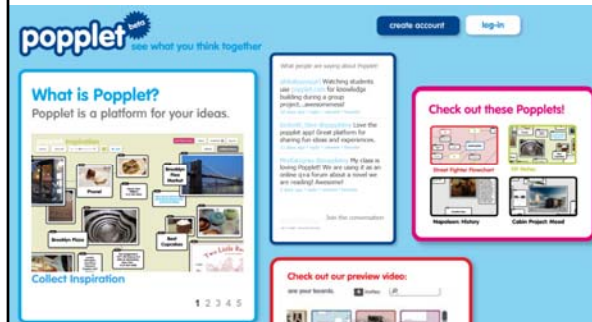
Critical
friend

John Cox

37. 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.

How to Blog
here is all
you need to know

Reflection

38. Student Collaborative Knowledge Building and Sharing
(e.g., Popplet: http://popplet.com/)

popplet beta
see what you think together

create account   log-in

What is Popplet?
Popplet is a platform for your ideas.

Check out these Popplets!

Collect Inspiration

Check out our preview video:

1 2 3 4 5

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

A. Six hats role play
B. Online scholar debate
C. Role play personalities
D. Peer mentoring
E. Cross-class collaboration

What have you learned so far?

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

Eight Learner-Centered Activities

39. 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.
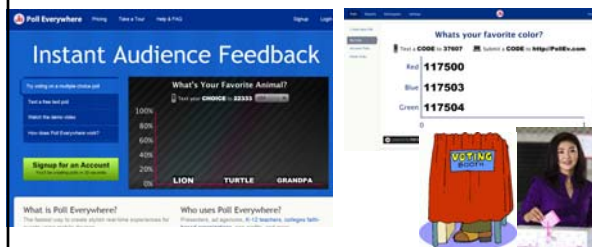- Share and compare.
- Discuss.

40. 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

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

42. 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.

43. 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.

44. Concept Mapping and Timeline Tools
(Bubbl.us, Cmap, Gliffy, Mindmeister, or Mindomo)

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45. Multimedia Glossaries
Ozgur Ozdemir, December 2012
http://r685glossary.shutterfly.com /

46. Student Class Documentaries
Umida's R546 Documentary Project
http://www.youtube.com/watch?v=EMLTzqCV_5A

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

A. **Class voting and polling**
B. **Online book reviews**
C. **Multimedia glossaries**
D. **Cool resource provider**
E. **99 Second quotes**

Five Other Interaction Activities

47. 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

48. Twitter Fed Class Discussions

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

50. Sync Session Guest Speaker Presentations and Reflections
Designing a New Learning Environment
Professor Paul Kim, Stanford University
http://venture-lab.org/education/lectures/45

51. 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.**

Poll #7. 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.

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/

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