

1 Storyboard Concepts

Students visualize and arrange a sequence of events to tell a story, analyze a problem, or explain a multi-step concept.

2 Pass the Pointer

Provide a complex, intricate, or detailed image of a concept and ask students to identify key features or ask questions about items they don't understand.

3 Everyday Ethical Dilemmas

Present an abbreviated case study with an ethical dilemma related to the discipline being studied.

4 One-Minute Papers

Students write for one minute on a specific question (which might be generalized to “what was the most important thing you learned today”). Best used at the end of the class session.

5 Muddiest Point

Similar to the Minute Paper activity (above), but asks for the “most confusing” point instead. This activity is best used at the end of the class session.

6 Drawing for Understanding

Students illustrate an abstract concept or idea. Comparing drawings can clear up misconceptions.

7 What's the Principle?

After recognizing a problem, students assess what principle to apply in order to solve it. Helps focus on TYPES of problems rather than individual specific problems. Principle(s) should be listed out.

8 Concept Map

Students write keywords about a concept onto sticky notes and then organize them into a flowchart. This could be less structured. Students simply draw the connections they make between concepts.

9 Infographic

Students are asked to create a graphic to visually explain a complex topic or set of data.

10 Advice Letter

Students write a letter of advice to future students on how to be successful students in that course.

11 One-Sentence Summary

Summarize the topic into one sentence that incorporates all of who/what/when/where/why/how creatively.

12 Objective Check

Students write a brief essay in which they evaluate to what extent their work fulfills an assignment's objectives.

13 Decision Matrix

Hand out a simple table where students decide if a defining feature is PRESENT or ABSENT. For instance, they might have to read through several descriptions of theories and decide if each refers to behaviorist or constructivist models of learning.

14 Virtual Field Trip

Guided tour through websites pre-selected and tailored into online environments developed to supplement student learning.

15 Reflective Journal

Students keep a journal about the course material and how it relates to their own life, learning and future plans. Journals communicate questions, fears or anxieties that may not have been expressed out loud.

16 Twenty Questions

Each student is assigned a concept, theory, historical figure, event, etc. The class asks yes/no questions to guess what/who the student is.

17 Research Paper

Students identify a topic to explore, complete preliminary reading, formulate a research question or hypothesis, and use evidence resources to support findings or arguments.

18 Book Report

Students produce a written composition or oral presentation that describes and evaluates a work of fiction or nonfiction.

19 Context Presentations

Students are given a topic that helps set the context for some of the course material (such as what was going on politically during a given literary period) and asked to prepare a presentation for the class on the topic. Context presentations could become part of the course material in that they can be covered in test or discussion questions.

20 Map Creation

Students use maps to locate and elaborate upon significant locations. Maps can be annotated verbally or with multimedia.

21 Timeline Creation

Students create a timeline of events and/or timespans. Timelines can be annotated verbally or with multimedia.

22 Model Building

Students build real or virtual 3-D models of a concept, theory, or concrete artifact.

23 Annotated Bibliography

A reference list that not only identifies the source but also describes and evaluates of how useful, relevant, and accurate the source is.

24 Peer Review

To assist students with writing assignments, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three-paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision, if it were his/her essay.

25 Build from Restricted Components

Provide limited resources (or a discrete list of ideas that must be used) and either literally or figuratively dump them on the table. Ask student groups to construct a solution using only these items (note: this may be familiar from the movie Apollo 13).

26 Electronic Role Play

Students create their own blogs, and write diary-type entries while role-playing as someone central to your content.

27 Students are placed in long-term role-playing parts like a business or mock convention to enable Problem-Based Learning.

28 Wisdom of Another

After any individual brainstorm or creative activity, have students partner up and share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share exemplary work of fellow students than their own work.

29 Invented Dialogues

Students weave together real quotes from primary sources, or invent ones to fit the speaker and context.

30 Perspective Taking

Ask students to adopt the perspective of someone else involved in a given situation.

31 Experiment

A simple or complex systematic test carried out to find and answer to a hypothesis or problem.

32 Song Mnemonics

Students are asked to compose lyrics to learn terms, concepts/subject matter and sing them along to a familiar melody or song.

33 Reader's Theater

Students take any piece of narrative (case report, journal article, literature, reflection), analyze it, and adapt it into a script. It is then performed with a minimum of preparation, props or scenery. Following the performance (read through) they discuss the story, key learning issues/points, challenges/dilemmas and resolutions.

34 Debate

Students gather information, explore all sides of the issue, form an initial opinion, defend the position in a debate and refine opinions through knowledge gained in the debate.

35 Collaborative project

Students work in small groups on the same task simultaneously; learners with different abilities complete a project or solve a problem.

36 Question Logbook

Students are directed to keep a list of their questions, recording them when they occur.

37 Game

A structured group interactive exercise or contest with rules to promote new perspectives, introduce new concepts, or master material.

38 Brainstorming

An activity technique designed to generate a large number of ideas for the solution of a problem.

39 Scavenger Hunt

Students are given a list of findings to discover throughout the experience of a course.

40 In 3 Words

Students share 3 words that summarize an idea and then the instructor debriefs to explore common themes.

41 Small Group Discussion

Students are put into groups of 4-6 to deepen understanding, retain material and/or problem solve together.

42 Interview an Expert

Students identify an individual who has attributes of interest (e.g., diagnostician, communication, teacher, professionalism) to interview. The student completes a semi-structured interview (with questions typically provided by the instructor to match objectives) and reports back to the group or documents in a way that enhances application and reflection.

43 Critical Incident

Student writes/reports on a situation (which they may have been directly involved as a participant or close observer) that evoked a strong positive or strong negative emotional response associated with learning. The situation is briefly described and the student analyzes the situation, alternative scenarios and key concepts/principles of interest.

44 Book Chapter

Students —individually or in small groups —contribute a chapter to a book produced during the course.

45 Case Study

Provide real or simulated stories to students with problems for groups to analyze. Each group must arrive at a solution by applying course concepts and evidence found in literature.

46 Demonstration Video

Students produce an instructive video that explains a course concept.

47 Guest Speaker Questions

Students contribute questions for a guest speaker ahead of time. These are submitted to the speaker so that she can address the questions she chooses.

48 Pre-class questions

Students submit questions about the reading or other course material to a list before class for discussion.

49 Wikipedia Contribution

Students search for gaps in Wikipedia where they can add their expertise and build out pages complete with sources.

50 Report from the Field

Students use smart phones to record their direct observations of an event/location related to the course of study.

51 Impact Matrix

Students create simple cross-matrices with two variables to determine the impact of a given plan.

52 Decision Matrix

Students create a list of options along with weighted criteria. Then they evaluate those options against the criteria.

53 Wild Card

Anything goes!

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