

WINTER 2021 ONLINE COURSE CULTURAL CURRICULUM AUDIT

@ Long Beach City College

85 Active Online Learning Strategies

Online Active Learning is not only possible, the opportunities are abundant!

Below you will find an extensive list, curated by our team, that features many ideas and options for active learning in your online classroom.

1. **32-DAY COMMITMENT** (Canvas Assignment or Collaboration)
 - A form for helping to create/extinguish habits. On the form, a behavior is recorded that the Learner commits to do or avoid for 32 consecutive days, marking the form each day that this commitment is kept.
 - Strategy: Math students commit to completing a specific number of practice problems every day for 32 days
2. **AHA JOURNAL** (Canvas Assignment, Discussion, or Collaboration)
 - A blank Journal Book in which Learners record AHAs they have during the course.
 - Strategy: ESL students record their “Aha Moments” about American language and culture on an “Aha” discussion board that runs throughout the semester. They can post their own “aha moments,” as well as comment on the “aha’s” of others.
3. **BRAINSTORM** (Zoom Breakout Rooms or Canvas Discussion)
 - Learners write or call out responses to a prompt or question. This structure can be done solo, in pairs, or in groups of any size. Usually this structure is paired with RECORD to capture the ideas mentioned.
 - Strategy: Composition students are sent to breakout groups of 4-5 students. They brainstorm various ways to begin an essay.
4. **CASE STUDY** (Zoom Breakout Rooms or Canvas Discussion)
 - A story, made up or real, that generates different opinions, thus requiring Learners to use course content and critical thinking to justify their view point. Depending on how the story is presented, Learners might be asked to 1) identify a character who is responsible for the events in the story, 2) complete a truncated story, or 3) give advice to a character in the story.
 - Strategy: Students in a speech class debate the case study "Professor Roger's Trial" before working on their own group
5. **CLASS CONSTITUTION** (Canvas Collaborations)

- A Learner-created document in which Learners identify such things as their desired outcomes and experiences in a class and the behaviors they are willing to commit to in order to achieve their goals.
 - Strategy: Students in a Political Science class create a Class Constitution and later compare it to the United States constitution for purpose and
6. **PADLET** ([Links to an external site.](#))(embedded within Canvas)
- A Padlet can be made with an open-ended type and share prompt and embedded into Canvas. This question can be subject-based or more of an ice-breaker—perhaps even used to take weekly attendance during a Zoom session. Instructors can save a PDF file of the Padlet wall answers and make them available for studying purposes by uploading to Canvas.
 - Strategy: Biology students generate possible questions for the final exam and then participate in Padlet to respond to classmates and provide answers to these questions.
7. **COACHING** (Zoom Breakout Rooms)
- The "coach" (instructor) models the step-by-step application of a new skill. Then Learners perform the skills and receive immediate feedback from the coach.
 - Strategy: A nursing instructor explains to students the steps for creating a patient care plan, then "coaches" students as they create a patient care plan for a fictional
8. **ZOOM POLL** (Zoom)
- Using the Zoom Poll capability, an instructor creates practice questions ahead of time (by visiting their account in Zoom.us), that will be part of the live Zoom class.
 - Strategy: After a brief instructor-led lesson on a subject, understanding is checked by posing several questions on the topic through the Zoom poll.
9. **COMMENCEMENT** (Zoom Breakout Rooms or Canvas Discussion)
- An activity to bring closure at the final meeting of a class. Each Learner is asked to give a brief valedictory “speech” to the class, the content of which can be adapted to the course content.
 - Strategy: On the last day of class, students in a philosophy class are asked to present a brief presentation expressing their personal philosophy for living a full, rich
10. **CONCEPT MAP** (also called "**Mind Map**" and "**Cluster**") (Canvas Collaborations)
- A kind of GRAPHIC ORGANIZER that shows the relationship of ideas being learned. Particularly helpful for visual and right-brained learners.
 - Strategy: In Canvas Groups, participants in an On Course II Workshop create Concept Maps to review the eight Inner Qualities of empowered people (On Course Principles) as learned in the OC I Workshop.
11. **DEBATE** (Zoom or Canvas Discussion)
- Learners are given one of two sides of a controversial issue to debate and they use course information to make their argument. There may be a judge (or jury) who declares a winner.
 - Strategy: Teams are sent into breakout rooms to prepare their arguments. Then we come together as the full class to debate the topic: “Teachers should not use extrinsic motivators.”
12. **DEBRIEF** (also called LARGE GROUP DISCUSSION) (Zoom or Canvas Discussion)

- An Instructor-guided group conversation after an activity intended to guide Learners to discover (rather than be told) the desired learning outcomes.
 - Strategy: Debriefing "The Late Paper" case study, the instructor might ask students: *Who do you think is most responsible for Kim's outcome? What beliefs do you hold about responsibility that lead you to this conclusion? Where in the story could Kim have made different choices that would have changed the outcome? Do you think Kim will ever get a college degree? Why? In what ways are you like Kim? Not like Kim?*
13. **ENERGIZER** (Zoom)
- Brief physical activity designed to stimulate and refresh Learners physically and mentally.
 - Strategy: Body Squeeze: Students stand, take deep breath, tighten all muscles, hold for 20 seconds, and relax. After several Body Squeezes, students reengage in the learning at
14. **FEEDBACK SANDWICH** (Canvas Peer Feedback Assignment, Zoom, or Canvas Discussion)
- A three-step structured method for providing helpful feedback to Learners. 1. Identify specific behaviors that the person did well. 2. Offer suggestions for revising present behaviors or employing new behaviors that would improve the Step 3. Provide an overall positive comment.
 - Strategy: Students use Canvas discussions and/or Peer Reviews in a public speaking class use the Feedback Sandwich to give feedback to peers on their
15. **ONLINE FIELD TRIP** (External Website)
- Learners visit a web site where the information or\ skill they are learning is used.
 - Strategy: Students in an anthropology class are asked to visit the Smithsonian's website featuring online museum exhibits related to human evolution.
16. **FLASHCARD FLASHCARD** ([Quizlet \(Links to an external site.\)](#) embedded in Canvas)
- This game is played periodically to help Learners memorize factual information. Each student creates a Quizlet deck containing a prescribed number of flashcards (e.g., 50 or 100 cards). One side of each card contains a question; the other side contains the answer. When playing, Learners are assigned in pairs (Using Zoom breakouts or Canvas Groups). Learners quiz each other using the Quizlet cards they have created. At the end of the game, students record their score of correct answers on a running tally sheet so they can track their progress.
 - Strategy: Learners in a Spanish class create 100 vocabulary cards with a Spanish word on one side of the card and a definition on the other side. They play the game once each week and track their
17. **FLASHCARD QUIZ** (Quizlet embedded into Canvas)
- Teams of 4-5 Learners are given (or create) Quizlet cards with a question on one side and answer on the other. All players begin the game with the same number of cards (typically 2-4). Teams take a few minutes to review the questions/answer on their cards. When the game begins, Learners pair with a Learner from another team, and in turn ask the question from one of their cards. After each Learner has asked and attempted to answer ONE question, they move to a new partner until

time is called. The team with the most cards at the end is the winner. The Instructor arbitrates disputes over answers.

- Strategy: History students put a quotation from a significant historical figure on one side of the card and the speaker/writer on the other.

18. FRAME GAME (Kahoots is very popular with students).

- An activity (often used for review) in which individual Learners or teams compete against one another for points (and, perhaps, prizes). Any game format can function as the frame for academic content.
- Strategy: A CIS instructor creates a “Jeopardy” style game on PowerPoint as the frame to review factual information from the course. (PowerPoint Templates for Jeopardy, Family Feud, and other games are available for free on the web).
- Option: Instructors of different sections within the same course can arrange for competition between their respective

19. FRONTLOADING (Canvas Assignment or Discussion Forum)

- A strategy placed early in a learning design to motivate Learners to try a particular behavior or learn a particular lesson in a subsequent activity. This approach is often used when past experience predicts a problem that the frontloading may help avoid.
- Strategy: In the first week of the semester, students in an online class read a case study about a student who falls behind in an online course and fails. Students then BRAINSTORM what they will do to avoid such a fate themselves and they could submit their answers as an assignment, or share them on the discussion board.

20. GALLERY WALK (Canvas Collaboration or Padlet)

- A presentation method in which individual learners or groups display their work products (perhaps on digital on posters) and then browse through Canvas Collaborations viewing each other's work. They may be asked to provide feedback to the group or individual who created the work.
- Strategy: Dental Hygiene students create and digital posters that demonstrate for children how to best care for their teeth. Students then browse the online gallery, screenshotting or upvoting the poster they think would most influence children to learn good oral

21. GRAPHIC ORGANIZERS (Canvas Collaboration or Padlet)

- Students record concepts on an appropriate graphic organizer such as a T-Chart, Venn Diagram, Flow Chart, or Time Line
- Strategy: History students record the events of World War II on a Time Line. (f, Concept Map)

22. GUEST SPEAKER (Zoom)

- An expert is invited to address Learners about the subject being studied. Often the presentation is followed by a QUESTION & ANSWER session.
- Strategy: In an orientation session, a former student who graduated with a 4.0 GPA is invited to share his/her "secrets of success" with new

23. GUIDED PAIR CONVERSATIONS (Zoom breakout room or Canvas discussion).

- Students in pairs are given prompts (e.g., sentence stems) to which they respond in a conversation with their partner.
- Strategy: After the Silent Socratic Dialogue, students discuss the prompts of a guided conversation to find deeper meaning in their experience.

24. GUIDED VISUALIZATION (Zoom or Pre-Recorded Video)

- A Guided Visualization usually begins by having students do a relaxation exercise. Once students are relaxed, they are invited to close their eyes and listen as the facilitator takes them on a mental journey with words.
- Strategy: A math instructor, seeking to provide learners with greater motivation to master mathematics, takes students on a mental journey to meet Pythagoras, who explains the beauty and value of learning

25. ICEBREAKER

- An activity done for the purpose of helping Learners get to know one another (*cf.* OPENER)
- Strategy: **Padlet Meet & Greet:** On the first day of a Physical Therapy Assistant class, students are asked to post on the classroom Padlet wall. Each student introduces themselves with their pronouns, picture, and favorite movie and/or book 2. **Discussion Forum Two Truths and a Lie:** On the first day of a World Literature class, students introduce themselves by sharing three facts about themselves, with one of the facts being untrue. The rest of the class tries to determine which "fact" is the lie.

26. INDEPENDENT STUDY CONTRACT (Canvas Assignment)

- Each Learner designs his/her own course of study to master a subject.
- Strategy: Each Learner in a psychology course identifies 1) ten important questions about the subject to which s/he will find answers, 2) the activities s/he will engage in for learning the answers, and 3) the products, with deadlines, s/he will produce to demonstrate that learning.

27. IOU REFLECTION (Canvas Assignment or Canvas Collaboration)

- A method for encouraging Learners to concentrate and reflect on a presentation of information. IOU stands for "Interesting or Useable." Thus, students are asked to record anything that they find "interesting" or that they think they could "use" in some personally valuable way.
- Strategy: Economics students are asked to keep an IOU Journal during a lecture on the causes of inflation. Afterwards they are asked to share their reflection on what they found most interesting or what they could use (apply) in their own lives.

28. JOURNAL (Canvas Assignment or Canvas Collaboration)

- Writing in which Learners record thoughts and ideas on an ongoing basis (*e.g.*, throughout a semester). In a "Free-Writing Journal," Learners write whatever comes to mind. In a "Guided Journal," Learners write in response to instructor prompts that focus their thinking. Journal writing is usually kept together in one place, such as in a single Canvas Assignment with multiple resubmissions, a Canvas Collaboration (such as Office 365), or computer file that can be uploaded to Canvas.
- Strategy: Chemistry students write a guided journal in response to the following question: "Given what you learned from taking your mid-term exam, what will you do differently on the next exam to improve your results?"

29. LARGE GROUP DISCUSSION (Zoom or Canvas discussion).

- The instructor asks questions of the entire group of learners. This structure usually follows another learning experience such as a Small Group Discussion, text book

reading, or a class activity. The usual purpose is to debrief the previous learning experience, drawing out the instructor's intended lessons.

- Strategy: After reading an article on "White Privilege" students discuss how race and racism has affected their own lives.

30. LEARNING BUDDY (Canvas Group Assignments)

- Learners are paired for the ongoing purpose of helping one another learn important information or skills from a course or learning experience.
- Strategy: Learning Buddies in an accounting class assist one another by checking each other's homework

31. LECTURE (Zoom or Pre-Recorded Video)

- A spoken presentation that informs Learners about a skill or body of knowledge. Effective lectures have a limited number of key points to convey, and, to do so, use a variety of communication devices such as stories, examples, evidence, analogies, data, visual aids, and humor. To aid student learning, lectures are best limited to 15-20 minutes (even shorter for something pre-recorded may be in order), alternating with learner-centered approaches.
- Strategy: A nursing instructor lectures on the respiratory system, illustrating the talk with PowerPoint slides. Every 15-20 minutes, the instructor gives a ZOOM POLL, followed by a LARGE GROUP DISCUSSION of the

32. LETTER TO MYSELF (Canvas Assignment)

- Learners are invited to write themselves a letter and submit it in a Canvas Assignment. The Instructor retains the letters and sends them back at a future time.
- Strategy: Learners in an early childhood education course write why it is personally important for them to pass the course; the instructor returns the letters at midterm when Learners' motivation may be

33. MENTORING (Email contact and/or Social Media)

- A person with more experience and skill in the desired area of learning undertakes the ongoing guidance of a Learner with less information and skill. The mentor promotes professional and personal growth by modeling expected behaviors and values, answering questions, and giving advice about challenging problems. Often the mentor learns as much as, or more than, the Learner.
- Strategy: First-year engineering students are assigned mentors who are employed as engineers.

34. ONE-MINUTE PAPER (Zoom or Canvas Assignment).

- Learners write a brief response to an instructor-provided prompt. Such writing encourages learners to reflect on concepts to be mastered.
- **Strategy:** In an educational psychology course, the instructor asks students to write a one-minute paper on "What motivates you to attend college?" (*cf.* THINK/WRITE).

35. MENU OF ASSIGNMENTS (Canvas Assignment)

- An assessment strategy in which each Learner selects assignments from a list of options. As an alternative, all Learners do the same assignments, but each Learner chooses what percent (*e.g.*, within a range such as 10-20%) of their final grade the assignment will be worth.

- Strategy: Biology students are allowed to choose to complete any 5 of 10 possible lab
36. **METAPHOR** (Canvas discussion board or Padlet).
- An activity that, by means of identified similarities, sheds light on content being learned and enriches Learners' understanding of it. Metaphors often create new in-group terminology by which members subsequently communicate in a kind of shorthand.
 - Strategy: A class develops a list of “classroom norms” that are encapsulated by metaphors (these could also be graphic icons) such as “Brave Space,” “Call In” “Step Up/Step Back.” These metaphors can become part of the classroom language used by the students and instructor.
37. **MOVIE SCENCE** (Canvas Discussion/Assignment or Zoom)
- A scene from a Hollywood movie is shown to illustrate a learning point or prompt a discussion.
 - Strategy: In an ethics course, learners view the scene from the film *School Ties* in which a teacher discovers that someone cheated on a test. After viewing the scene, students discuss what the instructor and students in the film should do in this situation and
38. **MUSIC** (Zoom or Canvas Pages, Discussions, or Assignments)
- Music can be played during learning sessions to 1) indicate the start of a session 2) set a mood, 3) create community, 4) energize learners, or 5) express a concept under study via the lyrics.
 - Strategy: Play Baroque music during journal writing to create a mood of contemplation, or embed a YouTube music video that fits a lesson particularly well.
39. **NEXT ACTIONS LIST** (Canvas Assignment or Canvas Collaboration)
- A self-management form, similar to a to-do list, on which upcoming actions are recorded by roles (e.g., math student) and goals (achieve an A in math). Each time a new important action is identified, it is added to the list. Each time a listed action is completed, it is crossed off.
 - Strategy: An advisor of students on probation has a weekly Zoom conferences to go over students' Next Actions list to see what they have or have not done recently to improve their
40. **NEXT STEPS** (Canvas Assignment or Canvas Collaboration)
- At the end of a learning experience, Learners define what they will do next with the information or skills they have learned.
 - Strategy: After students learn stress reduction methods in a health class, they are asked to define their Next Steps with regard to these
 - Option: Students use a TRACKING FORM to monitor their implementation of the
41. **OPENER** (Canvas Discussion, Padlet, or Zoom Breakout Rooms)
- An activity that helps Learners get to know one another while simultaneously engaging them in an exploration of the content. (Compare to ICEBREAKER)
 - Strategy: Please introduce yourself and complete this sentence stem: "One thing I know about the subject matter of this course is."
42. **PANEL** (Zoom)

- A group of people who present (either in a prepared or extemporaneous format) their knowledge or opinion about a topic. Often this is followed by questions from the Learners.
 - Strategy: Four math tutors present a panel on "Secrets of Success in "
43. **PASSING REVIEW** (Canvas Discussions, Zoom, and Quizlet)
- Student groups each create Quizlet cards with questions on one side and answers on the other. Each group shares its Quizlet with another group. Students view cards one at a time, first answering a question and then turning the card over to view the answer. If they doubt an answer, the instructor resolves the dispute.
 - Strategy: History students use Passing Review to prepare for the final
 - Option: Instructor collects questions and uses the best ones for the
44. **PEER EDITING** (Canvas Assignments or Canvas Collaborations)
- Learners assist one another to prepare well developed and error-free writing assignments/essays.
 - Strategy: Pairs of Learners in an African American Literature course give each other feedback before turning in a term
45. **POINT-DATA-POINT** (Zoom or Canvas Page)
- The instructor makes a point, offers supporting data, then reiterates the key point.
 - Strategy: An anthropology instructor asserts that students who attend her class regularly get better grades on average than students who do not. She then offers supporting data from the previous six semesters and repeats her point that regular attendance enhances grades in her class.
46. **POINT-STORY-POINT** (Zoom or Canvas Page)
- The instructor makes a point, relates one or more stories (personal, observed, heard, or read about) that illustrate the point, then reiterates the key point.
 - Strategy: A Student Success instructor notes how easy it is to slip into Victim consciousness, tells a story about a time when he responded to a challenge as a Victim, and then repeats the main point that students need to be vigilant to avoid reacting to college frustrations as a
47. **POPCORN READING** (Zoom)
- Learners are provided with copies of written information that has natural separations in the text (e.g., numbered quotations, paragraphs, etc.). Volunteers are asked to read a new section of the text as soon as the previous reader has stopped reading. (Reading "pops" around the room.)
 - Strategy: Engineering students' popcorn read the directions of a homework assignments.
48. **POSTER SESSION** (Canvas Collaboration, Discussion Forum, or Padlet)
- A presentation method in which Learners (usually in groups) write/draw the product of their effort on poster paper and display it for all to see. A **POSTER SESSION** may be followed by a **GALLERY**
 - Strategy: Dental Hygiene students create and display posters on Padlet that demonstrate for children how to best care for their teeth. (PDF's of the posters could be posted as forum entries and other students can comment.) Students then comment on their favorites on the discussion forum.
49. **PROBLEM BASED LEARNING (PBL)** (Canvas Assignment, Content Page, or Zoom)

- Learners are given a problem that requires them to learn new skills and/or knowledge before they can address the problem effectively. The problem may be of such scope that it drives the learning for an extended period of time (even for an entire semester).
 - Strategy: Forensic science students view an episode of the television show "CSI" and are given the "problem" of determining which techniques are real and which are fictional. (Find more information about and examples of PBL at <http://www.udel.edu/inst.>) (Links to an external site.)
50. **PROJECT** (Canvas Assignment)
- A major assignment in which Learners, individually or in groups, apply the information and skills they are learning to produce a meaningful product.
 - Strategy: Composition students publish a magazine of their
51. **QUESTION & ANSWER (Q&A)** (Zoom)
- Students are invited to ask questions of the Instructor, guest speaker, panel, or others experts (often done after a lecture or formal presentation). If possible, it is valuable to have students prepare questions beforehand.
 - Strategy: An investment banker Zooms with a business finance class and participates in a Q&A with the
52. **QUESTION CARDS** (Canvas Discussion forum or Padlet)
- As prompts for a discussion, students in pairs or small groups are given (or create) cards with the beginning of questions on them. For example, who is? Why did? When will? What is?
 - Strategy: Students in a literature course discuss a novel using question cards.
53. **QUICK TEAM TUNE UP** (Canvas Feedback Quiz or Zoom Poll).
- Group members fill out a form assessing their team as "Satisfactory" or "Needs Improvement" on a number of factors. All participants with a "Needs Improvement" checked explain the problem and make a request. When all items are checked "Satisfactory," the group returns to work on its product.
 - Strategy: Learners on a Debate Team use the Quick Team Tune Up to improve their process of preparing for a
54. **QUIZ/QUIZ/TRADE** (Quizlet and Zoom Breakout rooms)
- Each Learner is provided a Quizlet card with a question on one side and the answer on the other. The question card can either be prepared by the Learners or provided by the Instructor. With question cards in hand, Learners are paired up in breakout rooms and quiz each other. After a designated amount of time, partners trade cards, seek a new partner in Zoom, and repeat quizzing with their new cards.
 - Strategy: Students in a foreign language class use Quiz/Quiz/Trade to expand their vocabulary in the target language. (Note difference from FLASHCARD QUIZ: No competition here and Learners always exchange)
55. **RANDOM REPORTING** (Zoom Breakout rooms)
- A method of eliciting group REPORTS that maximizes individual responsibility for learning. Each Breakout room is assigned a number, and each group member is assigned a number within the group. To choose random reporters for each group, the Facilitator uses a die or spinner to choose first the group, then the reporter.

- Strategy: In a DEBATE in a sociology course, each group's spokesperson is chosen on the debate day; thus, all learners must be equally
56. **RATING FORM** (Canvas Assignment or Canvas Discussion)
- Learners are asked to evaluate someone or something with regard to specific criteria.
 - Strategy: Learners are shown a video clip from an iconic film, and are asked to rate the emotional intelligence of the characters in the scene.
57. **REACTION PERSON or PANEL** (Zoom Chat or Canvas Discussion).
- A feedback method in which one or more Learners react to a presentation by others or an activity they have observed. They may use a rubric or prepared questions to guide their response.
 - Strategy: In a public speaking class, a REACTION PANEL provides feedback on students'
58. **READ-AROUND** (Zoom)
- Going one person at a time around a group, learners read aloud text that is naturally divided in some way (e.g., numbered list or paragraphs).
 - Strategy: Criminology Students do a Read-Around of a legal case they are about to discuss. (*cf.* POPCORN READING)
59. **RECORD** (Zoom Whiteboard or Canvas WorldWideWhiteboard)
- A scribe writes the contributions of Learners on a blackboard, transparency, or flip chart. The product is often posted in the classroom or online for later reference.
 - **Strategy:** A group of Learners lists the possible outcomes of an upcoming chemistry lab
60. **REPORT** (Zoom Breakout rooms or Group Leader in Canvas Discussions)
- After group work, one Learner presents the product of the groups' efforts. The Report may be given by a volunteer spokesperson or chosen at random (see RANPOM REPORTING).
 - Strategy: Learners are grouped by Brain Dominance scores and asked to discuss and RECORD their preferred ways of learning. Afterwards, a reporter presents the group's list to the
61. **ROLE CARDS** (Zoom Breakout rooms or Grouped Canvas Discussions)
- Instructors randomly assign various functions to members of a learning group. The roles may be permanent or rotated, public knowledge or known only to the Learner performing the role.
 - Strategy: Group members working on a project are given the following roles: LEADER: Keeps group on task. INNOVATOR: Offers suggestions that are "out of the box." RECORDER: Writes down group decisions. QUESTIONER: Politely challenges others to explain/justify their ideas. PRAISER: Compliment group members for their contributions. EQUALIZER: Encourages equal participation-drawing out the listeners, reining in the
62. **ROLE PLAY** (Zoom Breakout rooms or Canvas Discussions/Assignments)
- Learners take on an imaginary role and practice newly learned information or skills.

- Strategy: After reading the "Professor Roger's Trial" case study, Learners role play how they might deal with a bossy group member like Anthony (whose role is played by another Learner).
63. **SELF-ASSESSMENT** (Canvas Assignment)
- A series of questions offering Learners a means to gauge their strengths and weakness in some area of knowledge, skill, or ability.
 - Strategy: College success students are asked to take the On Course Self-Assessment.
64. **Fill-In Notes** (Canvas Collaborations or Canvas Assignments)
- At the beginning of a lesson, an outline with blanks are distributed in a file. As the lesson commences, Learners can fill in the blanks with information as they go.
 - Strategy: Psychology students are provided with a Word file of fill-in notes before reading through a Canvas-based lesson.
65. **SERVICE LEARNING** (Zoom or Social Media)
- A project done as 1) a service to members of the surrounding community and 2) an opportunity for the Learners to discover important academic and life lessons.
 - Strategy: Early Childhood Education majors volunteer to read books or lead art activities to children via Zoom at a nearby elementary
 - In non-quarantine times, students could also do in-person service learning, such as mentoring in Long Beach Blast, doing beach clean ups, participating in an AIDS walk, etc.
66. **SILENT SOCRATIC DIALOGUE** (Canvas Discussions or Canvas Collaborations)
- A written critical thinking activity for two Learners. Learners first write a response to a prompt and then exchange their responses with a partner. Partners read the response and write a thoughtful question. Partners exchange again, write an answer to the question, and the silent dialogue continues: reading, writing a question, writing a response to the question,
 - Strategy: Learners in an economics course choose one key sentence from their reading assignment and then write their response to it. Pairs exchange their writing and continue with the Silent Socratic
67. **SMALL GROUP DISCUSSION** (Canvas Grouped Discussions or Zoom Breakout Rooms)
- Students are placed in groups of 3-5 and given a topic to discuss. Often this structure is followed by a LARGE GROUP
 - Strategy: Students in an ecology class are placed in small groups and asked to discuss whether evidence they read in a text book assignment supports or rebuts the existence of global
68. **SOCRATIC CONVERSATION** (Zoom Breakout Rooms)
- A spoken critical thinking activity for two or more Learners. One Focus Person reads a written statement. The Listener(s) may **only** ask questions of the Focus Person (no comments). Ideally, the questions guide the Focus Person to greater clarity about the issue at hand.
 - Strategy: In groups of three, Learners take turns as the focus person, reading their essay thesis along with three statements of supporting ideas/evidence. This is followed by questions from two listeners and (optionally) replies from the Focus

person. Then a new Learner becomes the focus person and shares their thesis and evidence.

69. **SOLO** (Canvas Assignment, Canvas Discussions, or Zoom)

- Any learning activity where the Learners are asked to work/reflect/write alone. Solos are often followed by a discussion in larger groupings, including Pairs, Trios, Quads, Small Groups (5-8), and Large Group(all Learners).
- Strategy: Nursing students are asked, "Think about what you just experienced in your clinical and write the most important lesson that you learned or "

70. **SPECIAL INTEREST GROUP** (Canvas Grouping Tool)

- A group of Learners with a common interest who gather to relate the course content to their common interest.
- Strategy: In a composition class, Learners with the same major form special interest groups and identify writing topics of particular interest to

71. **SUCCESS TEAM** (Canvas Grouping Tool and Canvas Collaborations)

- Small groups of students support one another to achieve their goals in the course. Each team member identifies his/her desired outcomes and experiences, and the group decides what actions they will take to assure every team member's success.
- Strategy: Success Teams in a Business Marketing class make commitments to support one another to pass the

72. **TALK-AROUND (or ROUND)** (Zoom)

- A quick-response method in which the Instructor presents a prompt and then goes "around" the entire group asking each Learner in turn for a brief verbal response (usually with the option for Learners to "pass"). This activity typically precedes or follows another activity (such as an exam).
- Strategy: Students in a Math class are asked to respond to the question, "In one word, how did you feel when you were taking the math exam?"
- Option: Numerous "Talk-Arounds" can occur simultaneously in small groups. (*cf.* READ-AROUND and WRITE-AROUND).

73. **TEAM PROJECT** (Canvas Group Assignment or Canvas Collaborations).

- Two or more students are given a project that they are to complete together. It is best to provide as much guidance as possible so that the group goal is clear and all students do their share to accomplish it. Provide an example of high quality work when possible.
- Strategy: Students in an English composition course are paired and assigned to write a collaborative

74. **THINK/PAIR/SHARE** (Zoom Breakout Rooms or Canvas Discussion)

- Learners do a solo activity (e.g., THINK about a prompt), discuss the prompt in a PAIR, then SHARE their thoughts with all
- Strategy: Sociology students are told about the famous Milgram's experiment and asked what they believe most people did when told to increase the shock to "subjects" who were screaming (as if in pain).After thinking alone, pairs of students discuss their predictions in a Zoom Breakout room. Individuals then share and explain their predictions with entire class Zoom. Afterwards the instructor tells them what people actually did in the

75. **THINK/WRITE** (Zoom or Canvas Discussion)

- After a prompt (often a question), Learners are given time to think, then write a response. A THINK/WRITE gives all Learners, and especially reflective Learners, time to gather their thoughts about the topic at hand. A THINK/WRITE is usually followed by another activity such as a whole-class discussion.
 - **Strategy:** In an introductory Psychology class, students are asked to THINK/WRITE in response to the prompt, "If you were seeking counseling for test anxiety, would you prefer a counselor who uses a behavioral or a cognitive approach?"
76. **TRACKING FORM** (Canvas Assignment)
- A form that allows students to identify a goal along with the inner and outer actions needed to accomplish the goal. The form allows for tracking the implementation of the identified inner and outer actions.
 - **Strategy:** Students in an ESL class identify and track inner and outer actions to achieve their goal of learning English.
 - **Option:** Before students choose their inner and outer actions, conduct a BRAINSTORM of possible
77. **TRIO** (Zoom Breakout Rooms or Canvas Grouped Discussions).
- Three Learners become experts in different skills, and each Learner offers help to the other two experts.
 - **Strategy:** In a composition course, three Learners become expert in different grammatical problems. Each helps the others proofread their essays for that problem.
78. **TUTORING** (Zoom Breakout Rooms or Canvas Grouped Discussions/Assignments).
- A relationship in which a more advanced Learner is paired with a less advanced Learner whom s/he helps with academic coaching.
 - **Strategy:** Learners in an advanced mathematics course tutor Learners taking developmental
79. **TUTOR** (Zoom Breakout Rooms or Canvas Grouped Discussions/Assignments).
- A collaborative way for Learners to practice applying new skills or information. Two Learners work on solving a problem or filling out a WORKSHEET. One Learner solves the problem or fills in answers on the worksheet while the other Learner acts as the Tutor, watching and helping when needed. If they differ, they check resources (e.g., text or teacher) for the correct answer. Both Learners are responsible for the correct response.
 - **Strategy:** One Learner in a Reading class fills in the meaning of words on a vocabulary drill. The second Learner acts as the Tutor, checking that the answers are
80. **FIST TO FIVE** (Zoom)
- Learners are asked to hold up their fingers (as a scale of 0-5) consistent with their agreement with a statement of opinion or their assessment of something.
 - **Strategy:** Learners in an education class are asked to show their hands on a scale of "fist to five" depending on their agreement or disagreement with William Glasser's assertion that "Caring teachers accept no excuses." FIST TO FIVE is typically followed by a debriefing such as a PAIR/SQUARE, DISCUSSION or THINK/WRITE.

- Option: If not all students can show themselves on zoom, they can participate by submitting a 1-5 rating on the “chat” feature.
81. **VIDEO RECORDING** (Zoom Recorded session, Canvas Media Recording, or YouTube)
- An aide to evaluative feedback that allows either the Learner to critique him/herself or others to critique the Learner at another time/place.
 - Strategy: Video record students giving a speech; then have students watch and, using a rubric, critique their own performance.
82. **VISUALIZATION** (Zoom or Pre-recorded video)
- A guided learning experience that occurs in the mind of the Learner. The Instructor first invites the Learners to relax and then, with word pictures, provides them with a mental experience that helps them master content or make important discoveries.
 - Strategy: A developmental writing Instructor does a progressive relaxation with students; then invites them to close their eyes while she takes them on an imagined tour through the major building blocks of an essay: Introduction, Body, and
83. **WISE CHOICE PROCESS** (Canvas Assignment)
- A six-step decision-making process. 1) Identify the problem situation 2) Define desired outcome or experience 3) Brainstorm possible choices for creating the desired outcome or experience 4) Predict likely result of each choice 5) Commit to implementing the best choice(s) 6) Evaluate impact of the plan compared to the desired outcome or experience and start the process over if unsatisfied.
 - Strategy: At midterm a counselor uses the WCP to help a student plan to succeed in a required course in which the student is not doing well.
84. **WORKSHEET** (Canvas Content Pages or Canvas Assignments)
- A downloadable handout that each Learner fills out, responding to questions, sentence stems, problems, fill-in-the-blanks, or requests for a list of items related to the topic at hand. Effective for engaging Learners actively when they are listening to a lecture or viewing a video.
 - Strategy: Learners in a college success course view television shows and record three examples of Victim Language and translate them into Creator
85. **WRITE-AROUND** (Canvas Discussion or Canvas Collaborations)
- Learners are given a prompt and asked to do a TALK-AROUND, simultaneously writing their response on one piece of paper that is passed around the group. The final written product contains recorded ideas from all group
 - Strategy: Sociology students are asked to create a Canvas Collaborations document together in which they do a Write-Around completing this sentence: "One thing I learned during our last class is... "

Many of these strategies have been modified for online courses From *On Course II Workshop Workbook* © On Course, Inc.

For additional structures (some mentioned here), see *Cooperative Learning* by Spencer Kagan.

For hands-on instruction and practice using a number of these structures and strategies we recommend taking the On Course I and II workshops.