

HyFlex Learning Activity How-To Guide

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1 Minute Paper/Video Posts

Students create a 1-2 minute response to an open-ended question or to make a prediction at any point during the lesson. This activity encourages critical thinking, reflection, and practice of verbal or written communication skills.

How to:

- Identify key learning outcomes from your lesson.
- Write an open ended question
- Set up a submissions area in your LMS or student engagement tool (file or text submission dropbox, discussion forum that may allow for videos, video assignment, etc...
- Share the question with your students at the designated specific point in the lesson.

Face to Face	Online Synchronous	Online Asynchronous
Instruct students to complete their posts at the designated points in the lesson.	Instruct students to complete their posts at the designated points in the lesson.	Within the asynchronous module, instruct students to complete their posts at the designated points in the lesson.

- Debrief the activity by sharing or summarizing the responses. Consider using a poll to ask students how accurate their predictions were. Time the debrief to suit your needs.

Bloom's connections:

Remember, Understand, Apply, Analyze, Evaluate, Create.

3-Minute Quiz

Students complete a three-question quiz based on lesson objectives in the first few minutes of class. The questions for the quiz are given in the last few minutes of the previous class. This is a quick way for both the instructor and the students to gauge where students are succeeding and where further efforts may be needed.

How to:

- Identify key learning outcomes from your lesson.
- Write three short questions that can be answered in less than 3 minutes.
- Create a quiz in your LMS or other student engagement tool with an enforced time-limit
- Share the questions with your students at the end of the lesson in which the content is taught.
- Administer the quiz.

Face to Face	Online Synchronous	Online Asynchronous
Administer the quiz in the first 5 minutes of class.	Administer the quiz in the first 5 minutes of class.	Set a deadline for when the quiz must be completed to allow for a timely debriefing of results.

- Debrief the results with the class (discussion, news post, email, etc).

Blooms connections:

Remember, Understand, Apply

3-2-1

Students write about the information they have just been given to encourage reflection on their learning.

Three prompts could be:

- 3 things learned in the class
- 2 things they found particularly interesting
- 1 question they still have about the content

Alternatively, you can use this activity to review the previous lecture as an introduction to the current lecture.

How to:

- Decide on a method to collect the student responses. When deciding, keep in mind your objective(s) for using this activity.
- Determine if you will attach marks to this. If so, determine how you will assess the responses.

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the 3-2-1 template and ask them to complete it. Consider using a class discussion to allow students to hear each other's responses.	Direct students to the 3-2-1 template and ask them to complete it. Consider using a discussion board/thread or the CHAT feature to allow students to view each other's responses.	After students have accessed the information you want them to in the asynchronous class, provide the students a 3-2-1 template and ask them to complete it. Consider using a discussion board/thread to allow students to view each other's responses.

- Review the submissions considering what content may require additional review and the method you will use to answer the students' questions.
- Debrief by having a class discussion around one of the prompts.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate.

Active Reading Documents (ARD)

Students complete instructor-prepared forms that encourage critical and careful reading, rather than simply skimming the content or not completing the assigned reading. They can also be useful as a study aid for learners.

How to:

- Create a handout with specific questions/prompts that relate to the assigned reading and your learning outcomes.
- Determine the timing of this activity within your lesson. Will you ask students to complete this before a lesson or afterwards?
- Determine if you will assess the responses. This activity may be assessed with a simple plus (better than expected), check (met the expectations), or minus (below expectations). The idea being that students receive some feedback letting them know how you expect them to engage with the assigned reading.
- Debrief by drawing students' attention to how well they performed if you collected them.
- Samples of responses that met or exceeded the expectations could be shared with the class as a part of a review, or by posting in your LMS

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the location of the ARD.	Direct students to the location of the ARD.	Post the ARD to LMS with your instructions.

Blooms connections:

Understand, Apply, Analyze, Evaluate

Advance Organizer

Students are given a template prior to the lecture about upcoming content and structure. Students use the organizer to build on existing knowledge, link new content, and engage in active listening when used during class. Students can also gather ideas or find patterns and relationships for a class discussion, writing assignment or research project.. Generally, advanced graphic organizers can be divided into the following 3 categories: text, graphic and narrative organizers.

[The College STAR website](#) has more specific details about text, graphic or narrative organizers.

Additional [examples of advance organizers are located in the downloads found at the K. Patricia Cross Academy.](#)

How to:

- Determine the organizer you wish to use and customize it with course content
- Establish the parameters for use. Consider offering prompts before and during the class to indicate when they should be engaging with the certain parts of the organizer.
- Determine if and how you want to collect the completed advance organizers.
- Share the template with the class before the lecture, with the instructions to complete it in class.
- Debrief may be done by asking students the pros and cons of using the tool. Consider having students share their completed advance organizer as part of the debrief.

Face to Face	Online Synchronous	Online Asynchronous
Direct the class to where the electronic version of the organizer may be found. Once they have located it, explain how you want them to use it. If applicable, provide a collection location within the LMS or student engagement tool.	Direct the class to where the electronic version of the organizer may be found. Once they have located it, explain how you want them to use it. If applicable, provide a collection location within the LMS or student engagement tool.	In your LMS, direct students where to find the advance organizer and explain how you want them to use it as they engage with the asynchronous content. If applicable, provide a collection location within the LMS or student engagement tool.

Blooms connections:

Remember, Understand, Apply, Analyze.

AHA Wall

This activity requires students to reflect on when they understood something new. This strategy has students share with each other how they came to their “AHA moment”. Common strategies to identify the aha moments are the use of real life examples, questioning, reflection, analogies, and team problem-solving.

How to:

- Explain to the class what an AHA moment is.
- Identify when and how you want the students to track their AHA moments. You will typically want students to identify which content brought upon the AHA moment and what they think brought them to the AHA moment (context). Consider providing a template such as a post-it with the prompts on it.
- Determine how you will encourage students to learn about their peers’ AHA moments. Sometimes, this can bring about an AHA moment for the reader.
- Debrief may be done by recognizing various AHA moments

Name:

AHA MOMENT: referring to the moment you “GOT IT”, something in the lecture made sense to you.

AHA CONTENT: identify the content you had the AHA moment about.

AHA CONTEXT: describe the circumstances that you believe brought about the AHA moment.

Face to Face	Online Synchronous	Online Asynchronous
Explain to the students when and how to record their AHA moments.	Explain to the students when and how to record their AHA moments.	Explain to the students when and how to record their AHA moments.
Establish where the AHA moments will be displayed in the LMS or student engagement tool.	Establish where the AHA moments will be displayed in the LMS or student engagement tool.	Establish where the AHA moments will be displayed in the LMS or student engagement tool.
Low-Tech Option Use post-its and posts to a common area such as an office door or a portable board.		

Blooms connections:

Remember, Understand, Analyze.

Analytic Teams

Students work in teams. Each team member is responsible for a specific role while hearing a class lecture, watching a video, or after a reading. This activity can help students develop active listening and analytic skills. It breaks apart complex tasks, giving students the confidence to contribute in class.

How to:

- Select content that will require analysis and organize students into teams of 4-5.
- Determine which analytic roles you want to be used in each team.
- Set a time limit for gathering results. This will depend on the complexity of the task.
- Determine how you will have the groups present in the whole class discussion.
- After your lesson, teams will collaborate to prepare their collective analysis and present it to the class.
- Wrap up with a whole class discussion.
- Debrief by having students point out the pros and cons of having to view materials while being in only one role.
 - General roles: Proponents, critics, example givers, summarizers, questioners, fact checkers etc.
 - Discipline or Field Specific roles: prosecutor, defendant, judge, jury member.
 - Will you want to hear from every member of the group? Will you hear one person with a specific role and ask that others with that same role to add additional information?

Consider giving whole teams different analytic roles.

Consider providing each team with separate reading or video to analyze related to the same issue.

Consider flipping the class by having students complete the viewing, listening or reading of the content you want them to analyze as homework.

Face to Face	Online Synchronous	Online Asynchronous
Provide the groups time to share their analysis and work together to create their report/presentation using collaborative presentation tools.	Direct the students to the location within the LMS or student engagement tool where they will share their analysis and work together to create their report/presentation. Breakout rooms work well.	Within the LMS or Student engagement tool, assign the students to a team. Within each team, assign one role per student. Provide a description of the roles. At this point provide the reading, video or lecture to be analyzed. Have students engage with the materials you have provided. Use a discussion board or a file sharing feature to have the group members complete their roles and share with the team. Make sure to determine parameters around the timing of responses to ensure all team members have completed their roles prior to creation of their team presentation. Using collaborative presentation tools such as a document or slide show, the team will build their presentation to be shared in the LMS or student engagement tool for the rest of the class to view. You may want to include a peer review as part of the assessment to ensure teams watch other teams' presentations.

Blooms connections:

Apply, Analyze.

Background Knowledge Probe

Students complete a short questionnaire at the beginning of the class, unit, or course. Not only does this allow the instructor to determine the best starting point for the class, but it also allows students to evaluate their own foundational knowledge.

How to:

- Determine how you will present the questions to the students. (handout, presentation slide, quiz, form etc...) and which type of questions you want to ask (objective or short answer, labelling a graphic).
- Create a short list of questions that probe the students knowledge of course content.
- Determine parameters such as timing and how you want them submitted.
- Communicate the assignment parameters to the students.
- Review the answers to determine the starting point for the lesson, unit, or course.

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the location of the background knowledge probe. Provide time to respond to the questions.	Direct the students to the location of the background knowledge probe. Provide time to respond to the questions.	Direct the students to the location of the background knowledge probe within the LMS. Provide time to respond to the questions.

- Consider using a polling app to allow students to see where they fit in with the class.
- Generally, it is communicated that their answers will not be graded and that the point of this task is to help them recall prior knowledge to better connect with the new content in the course, practice organizing their knowledge, and allow you to determine the most appropriate starting point.

Blooms connections:

Remember, Understand.

Bridging

Prior to examining a topic with the class, students are asked to identify their initial ideas, thoughts and impressions about a topic. Once students are exposed to the topic in class, they complete follow up responses. The bridging happens when the students connect their current thinking with their initial ideas.

How to:

- Identify key learning outcomes from your lesson, and decide which you wish to use as the topic.
- Determine how you will present the tool containing the questions to the students. (handout, presentation slide, quiz, form etc...)
- Create the bridging collection tool by creating prompts and responses.
- Debrief by having the students discuss the connections they found. If applicable, discuss how various factors can influence our views, and the importance of keeping a growth mindset.

Prompts to use:

Initial Responses - 3 thoughts or ideas about the topic.
 - 2 questions you have about the topic.
 - 1 analogy (topic is like ...)

Follow Up Responses - 3 thoughts or ideas about the topic.
 - 2 questions you have about the topic.
 - 1 analogy (topic is like ...)

Bridging

Connect your initial and follow up responses by identifying how your follow up response connects to or shifted from your initial response.

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the location of the bridging collection tool. Prompt the students as you deliver the lesson to complete the appropriate parts of the tool.	Direct students to the location of the bridging collection tool. Prompt the students as you deliver the lesson to complete the appropriate parts of the tool.	Direct students to the location of the bridging collection tool in the LMS. Within your asynchronous lesson instructions, let students know when to complete each part of the tool.

Blooms connections:

Remember, Understand, Apply, Analyze.

Case Studies

Student teams are given real life scenarios that will enable them to analyze, problem solve, and justify decisions. Using concepts taught in the course, the teams identify and evaluate alternative solutions to the problem while engaging in critical reflection. Example: Medical students can learn from analyzing real medical cases and evaluating the care and treatment of the patient. Students can also predict diagnoses and outcomes to test their level of preparedness for the field. Case studies also work well in many other disciplines such as criminal justice, social services, law, human resources, education, and marketing.

How to:

- Select cases that will best allow students to master learning outcomes.
- Set the assignment parameters
- Develop a plan to assess the learning or grading.
- Communicate the assignment parameters to the students using your LMS. Allow some time for questions about the assignment as well as the case.
- Provide time for the students to study and become familiar with the issues and decision options of the case.
- Require students to separate out facts from opinions, apply analytic tools, and to formulate conclusions. Have students prepare a statement describing their assessment of the case, their decision options, and their recommendations.
- Debrief by allowing students to view each other's reports.

Look for cases that engage the students in real world situations and to find answers to complex questions. Consider using research in your field or current events as a stimulus to help you find case studies..

Consider the following:

How long will you give groups to compile their reports?

How will students respond and how will the results be presented?

Will students work as individuals, pairs or small groups?

Will you use a single case or multiple cases?

Will they submit responses orally, in writing, poster board or some other format? Does the delivery need to be a certain format or can you leave it open to the students to decide?

Will you give the full case scenario to the class or will you progressively give them bits of information?

Consider using a worksheet to help the students with the process.

Consider having the class comment on the completed reports.

Face to Face	Online Synchronous	Online Asynchronous
Direct students groups to the location of the case materials within the LMS or student engagement tool. Provide time for the students to engage with the materials and prepare their reports.	Direct students groups to the location of the case materials within the LMS or student engagement tool. Provide time for the students to engage with the materials and prepare their reports. Break out rooms work well	Within the LMS or Student engagement tool assign the students to a team). Within each team, provide a copy of the case as well as any forms you have created to facilitate analysis and discussion. Use a discussion board or a file sharing feature to have the group members complete their analysis. Parameters around the timing of responses will have to be determined to ensure all team members have completed their analysis prior to creation of their team statement. Using collaborative presentation tools, the team will share their work in the LMS for the rest of the class to view.

Blooms connections:

Understand, Apply, Analyze, Evaluate.

Collaborative Summaries

Students work together to write an academic summary. Each member of the group contributes one or two sentences to the summary. Other members can check for clarity and proper/grammar and vocabulary use.

How to:

- Select the source you want the students to summarize.
- Set the parameters,
- Determine the requirements of the summary. Consider creating a template or providing a sample for the students to use in the creation of their summary.
- Debrief by having groups share their summaries. Consider having groups exchange summaries and look for commonalities and differences.

Face to Face	Online Synchronous	Online Asynchronous
Direct students groups to the location of the provided materials within the LMS or student engagement tool. Provide time for the students to engage with the materials and prepare their reports. Consider providing the suggested timing for each step of the activity.	Direct students groups to the location of the provided materials within the LMS or student engagement tool. Provide time for the students to engage with the materials and prepare their reports. Consider providing the suggested timing for each step of the activity. Breakout rooms work well.	Within the LMS or Student engagement tool assign the students to a team. Provide instructions and the template or sample. Use a collaborative tool to have the group members complete their analysis.

Consider the following:

How long will you give groups to compile their summary?

Final location of the summaries. Will it be somewhere that all the students can view?

Steps for instruction:

Step 1 - students skim through the reading to familiarize themselves with the reading.

Step 2 - with their group students carefully read to understand the reading and share ideas.

Step 3 - verbal summarization. Each student has a chance to summarize while the rest listen carefully and ask for clarification if needed.

Step 4 - group collaboratively writes the summary.

Step 5 - group edit the summary checking for completeness and clarity.

Blooms connections:

Understand, Apply, Analyze, Evaluate, Create.

Concept Map

Students create graphical representations of their understanding of concepts and theories. Emphasis is placed on drawing relationships between the various ideas.

Check out this [handout on concept maps](#) from the University of North Carolina

How to:

- Identify a main topic, focus question, or issue you want the concept map to resolve.
- Set the parameters.
- Have students brainstorm main ideas and terms related to the main topic.
- Instruct students to fill in the gaps by using the resources provided. The idea is to identify all the key concepts that relate to the main idea.
- Create a preliminary concept map linking the concepts together in the appropriate cell of the concept map. Arrange and add cells as needed.
- Add cross-links to connect concepts from different domains.
- Continue to revise the concept map as needed.
- Debrief by having students share their concept maps.

Face to Face	Online Synchronous	Online Asynchronous
Direct students to a white board (or virtual white board) to collaboratively build the concept map. Low tech option: This could be done as pen and paper activity.	Direct students to a virtual collaborative tool to create the concept map in real time.	Direct students to a virtual collaborative tool to create the concept map. Set up parameters for the timing of contributions.

Consider the following:

How large is the group?

What is the amount of time you will provide?

What method will you use for recording the concept map?

Consider having the students create a “parking lot” by creating a list that orders the general concepts first and more specific concepts last.

Consider adding linking words or phrases on the lines to demonstrate how the concepts are related.

Consider asking students to find similarities or differences between various concept maps.

Blooms connections:

Remember, Understand, Apply, Analyze.

Contemporary Issues Journal

Students look for recent examples of current events that they can relate to the course content. Various types of mediums can be used such as news articles, videos, podcasts, etc. Using a journaling format, students analyze their findings to identify their own personal connections to the course.

How to:

- Select which content you will be asking the students to link to in their journals.
- Set the parameters for the assignment, such as number of entries and how recent
- Determine what information you will require in each entry.
 - At a minimum entries should include:
 1. Date of entry and news source.
 2. Hyperlink to source.
 3. Summary of source.
 4. Details of how the sources relate to course content.
 - Consider creating a template for students to use.
- The K. Patricia Cross Academy has an excellent example of a [contemporary issues journal rubric](#).
- Debrief by engaging in a class discussion about how content relates to many current issues when one is searching for links. Or use examples from student entries when lecturing.

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the instructions or template. Have students complete using lined paper, booklet or online blog, or e-doc.	Direct students to the instructions or template. Have students complete using an on-line blog, vlog or e-doc.	Direct students to the instructions or template. Have students complete using an on-line blog, vlog or e-doc.

Blooms connections:

Understand, Apply, Analyze, Evaluate.

Dyadic Essay

Students learn how to learn through practicing questioning and self assessing their responses against a model response. Students write an essay question along with a model response to that question based on content within the lesson or a reading. Pairs exchange questions and then compare their responses to the model response as well as in-class answers. Students then evaluate their partner's response.

How to:

- Select the content area which students will base their questions around.
- Decide how you will provide guidance to students regarding the creation of good essay questions and answers.
- Set the parameters
- Determine how you will assess the artifacts created.
- Consider approving the questions and model responses before pairing the students.
- Debrief with a discussion of their responses and a completion of a peer review.

Consider providing support materials that include sample questions and answers that are the length and level of challenge that you expect.

Consider the Following:

Whether you want a thesis statement or central argument.

The response style you expect, formal or informal.

Requirement of a reference page.

Location for completed artifacts. (Essay question, model response, partner response, and student evaluation of the partner's essay response.)

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the location of the assignment within the LMS or student engagement tool.	Direct the students to the location of the assignment within the LMS or student engagement tool. Determine the pairings.	Direct the students to the location of the assignment within the LMS or student engagement tool.
Determine the pairings.	Allow time for students to share their essay questions and to respond online.	Using a pairing system that allows for timely partnerships, students exchange questions first.
Run through the steps in the classroom.	During the trading of model responses allow time for students to evaluate their own responses	Consider having students sign up on a collaborative document and partner according to the number they signed up on. 1 and 2, 3 and 4. If there is an odd number, have the instructor pair with the odd person out.
Submit required artifacts within the LMS or student engagement tool.	During the partner discussions, consider using breakout rooms or similar locations that allow for synchronous meetings. Submit required artifacts within the LMS or student engagement tool.	After the responses are shared, have students share their model response. This could be done using email or a file sharing area on the LMS or student engagement tool. For the partner discussion of the responses, students could either arrange a mutual time to virtually meet or use a tool that allows for comments and marking up of the document shared. Submit required artifacts within the LMS or student engagement tool.

Blooms connections:

Apply, Analyze, Evaluate, Create.

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Dyadic Interviews

Students take turns asking each other questions that explore values, attitudes, and beliefs prior learning experiences or learning goals. This strategy allows students to bridge the gap between the academic and the real world by connecting foundational course content to their own attitudes and experiences.

How to:

- Decide on a prompt that is specific to course content.
- Develop questions designed to generate responses.
- Determine the timing of this strategy within your lesson.
- Set the parameters.
- Pair up students and instruct them on how to do the interviews.
- Debrief by having partners share their summaries or by having partners point out the similarities or differences in responses

Consider having students create their own interview questions.

Will you ask for their impressions before or after they have been exposed to the content?

Consider the following:

The amount of time you will dedicate to the strategy.

Which interview styles options you will accept.

How/if the summary will be written and submitted.

Remind students that the interviewer's job is to ask the questions, listen, and probe for further insight. Be clear that interviewers should not respond or evaluate with their own ideas.

Consider intentionally pairing students to maximize diversity. This will give you the greatest chance of having students learn new information and insights that will help the students become aware of new perspectives.

Face to Face	Online Synchronous	Online Asynchronous
Assign as preparation for a class conference. Announce the technique and instructions ahead of the session so that students can choose how to interview one another. (face to face, exchanging written questions and responses or using LMS or student engagement tools.) Have each partner share a summary of their partner's responses with the class or to a discussion forum/board that is accessible to the other students.	Assign as preparation for a class video conference. Announce the technique and instructions ahead of the session to allow students to choose how to interview one another. (video chat, exchanging of written questions and answers using LMS or student engagement tools.) Interviews may also be done using breakout rooms. Have each partner share a summary of their partner's responses with the class or to a discussion forum/board that is accessible to the other students.	Direct students to the instructions at the start of the asynchronous class. Have partners decide how they want to interview each other. (phone, email, messaging or video chat) Have each partner post a summary of their partner's responses in a discussion forum/board or similar location that is accessible to the other students.

Blooms connections:

Remember, Understand, Apply.

Entry/Exit Ticket

Students respond to a question about class content or model the learning objective either at the beginning or end of class. This strategy helps students gauge their understanding of the content and may serve as a formative assessment tool to modify teaching activities.

How to:

- Decide on a question or type of model you want the students to answer or demonstrate.
- Determine the method you will use to collect the responses across all three types of class interaction.
- Debrief by providing the students with a summary of the responses which may include a special briefing on common misconceptions.

If you decide to attach a grade to these responses, you may wish to have all responses easily accessible in one location such as a drop box in the LMS, a discussion forum, or an electronic bulletin board/wall such as Padlet. You may also consider using e-polling tools.

Face to Face	Online Synchronous	Online Asynchronous
Have students respond on paper or using a virtual tool	Have students submit their virtual response to you. Consider using the chat feature of the LMS.	Have students submit their virtual response prior to starting the asynchronous class or at the conclusion of their interaction with the asynchronous material

Blooms connections:

Remember, Understand.

Fishbowl

A fishbowl discussion has several students seated inside the “fishbowl” actively participating in a discussion, while the rest of the class is outside the “fishbowl” listening and critiquing the discussion. Students, generally, engage in both the contributor and engaged listener roles.

How to:

- Select a topic. To be most effective, the question will allow for multiple perspectives and opinions.
- Set up the “room”. In a physical space, a circle of chairs are placed that will allow the remaining observers to stand around the “fishbowl”.
- Prepare for the discussion.
- Determine if you want observers to record some of the points that they are hearing.
- Set the parameters
- Debrief by reflecting upon the activity and effectiveness.

If chairs do not move, have students in the fishbowl sit at the front of the room. In a virtual space you will decide which interactive video setting you wish to have on the display.

Allow students time to prepare ideas and questions in advance. You can find materials to support the fishbowl strategy from The K. Patricia Cross Academy.

Consider a simple T chart with one side for points they agree with and the other for points in which more elaboration was needed.

Consider if you will allow switching of roles:

Switching on cue or switching on the go are two common approaches. Switching on cue requires the students to remain in their designated roles for a specified period of time such as 15 minutes. At the end of the time frame students are instructed to switch roles. Switching on the go allows students outside the fishbowl to “tap” students inside the fishbowl to indicate that they should switch roles.

Face to Face	Online Synchronous	Online Asynchronous
Students take turns being in the fishbowl while the rest of the class stands around the fishbowl actively listening.	Students take turns being in the fishbowl while others watch and respond in the chat or live discussion. Require students in the fishbowl to have webcams and mics on, while those outside should have them off.	Students video their responses and pose questions on a discussion board that allows video posting. Have others respond in the discussion forum. Share a debriefing of the activity in your LMS.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate.

Flying Folders/Send a Problem

Students engage with curated materials that are moved throughout the class. In groups, students can share their work (research, curations, designs, etc) OR the instructor can highlight various class materials for engagement (artifacts, quotes, documents, etc). Students discuss, respond to prompts and/or perform required tasks.

How to:

- Identify relevant course content and select one of the strategies above.
- Establish who will provide the materials on display.
- Create your prompts to guide students through the activity. Think about the intended focus and build your prompts accordingly
- Set up the “stations” within your LMS or student engagement tool.
- Create your instructions for the strategy.
- Debrief with a discussion, writing activity, or assignment for reflection

You will be looking for a way to group all the materials for each folder or problem separately.

In a face to face class, actual envelopes or folders with the materials are traditionally used.

Online virtual folders within your LMS or student engagement tool will serve the same purpose.

You want to find a location that allows groups to engage with the materials as well as capture their interactions. The use of collaborative tools works well if you want the students to build on the previous group's work.

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the location of the materials within your LMS or student engagement tool. Inform students of the timing you plan on using.	Direct students to the location of the materials within your LMS or student engagement tool. Inform students of the timing you plan on using.	Direct students to the location of the materials within your LMS or student engagement tool. Inform students of the timing you used with the synchronous class.

Blooms connections:

Remember, Understand, Analyze, Evaluate, Create.

Four Corners

In this debate activity, students decide their position (strongly agree, agree, disagree, strongly disagree) on a specific statement. Each position represents a “corner”. Once they have made their decision, they discuss their thoughts with others who share the same point of view, and come to a consensus. One member of each group summarizes the discussion with the entire class.

How to:

- Determine the statement, issue, or question.
- Provide the four different response options within the LMS or student engagement tool.
- Provide about 10-15 seconds for the students to decide their response.
- Have students discuss reasons behind their decision with the group
- Have each group/corner come to consensus and have a spokesperson share the reasoning and decision with the entire class.
- Debrief by discussing what it was like to hear from people who had the same opinion versus hearing the summaries of the other opinions.

If your learning engagement tool allows for comments to be up-voted or down-voted, consider using this feature to simulate finding consensus on the reasoning for the asynchronous group.

You can also look at similarities in reasons provided between all groups.

Face to Face	Online Synchronous	Online Asynchronous
Students have 4 colored cards (or raise hands, stand up/vertical movement, or move to a physical location in the room to indicate agreement). Consider using online polling technology.	Students have 4 colored cards or 4 gestures to select from (2 thumbs up, 1 thumb up, 2 thumbs down, or 1 thumb down). These are held up to the webcam when asked a question to display their answer. Consider doing using a collaborative document that has a likert scale or Net promoter. Can also use online polling technology. Break out rooms for each of the four options work well.	Have students make a choice using the polling feature in the LMS or student engagement tool. Consider doing this online in a collaborative document that has a likert scale or Net promoter. Can use online polling technology. Based on their decision students will be directed to a forum/discussion board of like minded students to provide their reasoning.

Blooms connections:

Analyze, Evaluate, Create.

Guided Notes / Guided Slides / Partial Notes

Students fill in the blanks within lecture notes or class slides during class. These materials are made available to students before class. This strategy helps focus students attention on key points.

How to:

- Choose the content from your course that you will be using with this strategy.
- Choose the structure you plan to use: full notes/ slides with blanks for key terms, ideas or guided questions.
- Develop a set of notes or slides that provide a summary of the content.
- Replace key words, phrases or concepts with blanks, or create guided questions that students will answer sequentially during the content delivery.
- Provide the guided notes or slides to students on the LMS. Instruct them to fill in the notes with information from the class.
- Debrief by having the students discuss the content of their notes in terms of most important to least or discuss the benefits of keeping good notes

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the notes or slides within the LMS or student engagement tool. Instruct the students to fill in the blanks as the class progresses.	Direct students to the notes or slides within the LMS or student engagement tool. Instruct the students to fill in the blanks as the class progresses.	Direct students to the notes or slides within the LMS Instruct the students to fill in the blanks as they view the course materials for that class.

Blooms connections:

Understand, Apply.

Insight-Resources-Applications (IRA)

Students respond (written or verbal) to an assigned reading using insights (new perceptions or understandings), resources (additional resources located by the student that compliment the reading) and, applications (personal examples that relates to the reading)

How to:

- Choose the content. Look for material that will allow for deeper thinking, further research and the opportunity to find a personal connection.
- Decide how you want the students to respond to the prompt. Do you want a bullet point, sentence or full paragraph?
- Create instructions asking students to write brief responses to the prompts.
- Debrief by having students share their responses to learn from each other. Consider having students report their responses using a video for others to view

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the IRA materials within the LMS or student engagement tool. Provide time for the students to complete their IRA.	Direct students to the IRA materials within the LMS or student engagement tool. Provide time for the students to complete their IRA.	Direct students to the IRA materials within the LMS or student engagement tool. Provide time in the asynchronous lesson to complete their IRA.

Blooms connections:

Remember, Understand, Apply, Analyze.

Jigsaw

Students work together as a team to complete a task. Each student is dependent on the other group members, as no one can succeed completely unless everyone carries out their role.

This activity starts by placing the students in HOME groups. The HOME groups assign each member to an EXPERT group. Students will join in their EXPERT groups to gather the data that they will take back to the HOME group to teach others.

This activity encourages not only active listening and presentation skills, but also facilitates interaction amongst students, helping them to recognize the value of each others' contributions.

How to:

- Establish which topic will best suit this activity, recognizing this will likely take an entire 50 minute class, if not more..
- Divide the materials into categories according to the number of groups.
- Create the HOME groups, usually five to six students in each group.
- Within the HOME groups divide the members into EXPERTS, with each expert working with just one category.
- Provide the students time to engage with their EXPERT materials.
 - This may be done prior to the EXPERT group meeting or at the EXPERT group meeting. Generally, enough time is given for students to read over their material at least twice.
- Form the EXPERT groups by having students join with others who share their segment.
 - Provide time for this group to discuss the main points of their segment and to develop and rehearse the presentations they will be making back with their HOME group.
 - You may find it useful to provide some type of engagement instructions for the group to use. A slide or document that has focus questions or tasks for the group to work through during their meeting.
 - Make sure students are aware of the amount of time you will be giving for their presentation so they can plan accordingly.
- Direct the students back to their HOME groups and have each student present their segment to the group.
 - It is a good idea to have EXPERT presentations delivered at the same time back in the Home groups. This will allow you to move students into other home groups if their EXPERT is absent.
 - Encourage other group members to follow the presentation with clarifying questions.
- When completed, the jigsaw is put back together and every member will have learned something about each segment.
 - At this point you may consider a group synthesis activity that has the students apply the information to a task such as analysing a problem or case scenario.
- Debrief using the synthesis activity or help students recognize the value of each other as contributors to this common task.

Face to Face	Online Synchronous	Online Asynchronous
Establish the HOME Groups. Assign roles. Provide the students with the location of their EXPERT materials in the LMS or student engagement tool. Carry out your established timeline for working within the HOME and EXPERT groups.	Establish the HOME Groups. Assign roles. Provide the students with the location of their EXPERT materials in the LMS or student engagement tool. Carry out your established timeline for working within the HOME and EXPERT groups.	Establish the HOME Groups in the LMS. Assign roles. Provide the students with the location of their EXPERT materials in the LMS. Using a collaborative tool, have students share their information with the EXPERT group. They will then create a presentation to share with their HOME group. Carry out your established timeline for working within the HOME and EXPERT groups. Consider drawing the other two groups' attention to the presentations posted from this group.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate, Create.

Know, Want to Know, Learned

Students engage with content by initially determining what they already know, what they *want* to know before learning something new, and lastly, what they've learned. This strategy allows assessment of background knowledge, formulation of questions, and documentation of information learned.

How to:

- Determine the content for this strategy
- Create a chart / graphic organizer with the three columns labeled Know, Want to Know, Learned
- Direct students to begin by completing the first column, KNOW.
- Have students discuss as they fill in the WANT TO KNOW column.
- At the end of the class or unit, have students fill in the LEARN column by assessing if any of their WANT TO KNOW questions had been answered.
- Debrief by having students reflect on the experience

Face to Face	Online Synchronous	Online Asynchronous
Direct students to the chart/ graphic organizer on your LMS or student engagement tool. Throughout the class indicate when you want them to engage with the various parts of the chart/ graphic organizer.	Direct students to the chart/ graphic organizer on your LMS or student engagement tool. Throughout the class indicate when you want them to engage with the various parts of the chart/ graphic organizer.	Direct students to the chart/ graphic organizer on your LMS or student engagement tool. Indicate when you want them to engage with the various parts of the chart/ graphic organizer via a checklist or detailed instructions.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate, Create.

Muddiest Point

Students are asked, “What was the muddiest point today?” to identify where they are having difficulties with a lesson. The instructor can assess student learning and make necessary adjustments when needed.

How to:

- Tell students that you will be asking “what was the muddiest point today” after the lesson so that they can more easily identify their struggles
- Ask the question after the lesson
- Debrief by discussing the importance of asking timely questions when learning new material. Consider mentioning why you are reviewing or reteaching certain material that addresses a muddiest point response.

Face to Face	Online Synchronous	Online Asynchronous
Students write out their responses or engage in a face to face discussion.	Students write out their responses using the chat feature or engage in a virtual face to face discussion.	Students write out their responses using a form or within a discussion board (if you want others to see the responses).

Blooms connections:

Remember, Understand.

Online Resource Scavenger Hunt

This activity challenges students to locate and consider course-related information as they engage with appropriate online resources. The answers they find will build on their content knowledge. This activity allows you to introduce new and valuable resources.

How to:

- Determine the type of knowledge you want the students to develop using this activity.
- Curate a set of resources that are relevant to the content area.
 - You may consider using journals, websites, or databases that will be needed to complete future course assignments.
- Create instructions that include directions and a list of scavenger hunt items (questions/items/prompts) that students can search for within the provided resources.
 - Consider finding one specific fact or detail within each of the resources that will benefit the learners and create a corresponding question. This may be followed with additional questions that require processing or evaluation of the information found.
- Set the parameters
 - How students will respond to the prompts. Will you require a list or complete sentences?
 - Will you require the activity to be handed in?
 - How much time will you allow?
- Debrief by discussing which resources would be best for specific tasks they may be assigned in the future.

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the instructions within the LMS or student engagement tool.	Direct the students to the instructions within the LMS or student engagement tool.	Direct the students to the instructions within the LMS or student engagement tool.

Blooms connections:

Remember, Understand.

Pausing in Lecture

Students are provided time at specific points in a lecture to engage with the lecture material.

Instructors strategically break up their lecture into short segments, generally 12-15 minute segments. At the end of each segment, students are asked a question, review/summarise their notes, or clarify key points with a partner or small group.

Consider using a sentence starter or a visual prompt such as an image or 3D model to have students make predictions based on the segment of the lecture they have just heard.

How to:

- Decide how you will chunk your lecture into timed segments
- After delivering each segment, pause in your teaching for 2-3 minutes.
- During the pause, ask the students to complete the engagement tasks.
- Debrief by discussing how the activity facilitated learner engagement.

Face to Face	Online Synchronous	Online Asynchronous
At established times in the lecture, pause and instruct the students to complete the engagement task scheduled for that pause. Resume the lecture and repeat as appropriate.	At established times in the lecture pause and instruct the students to complete the engagement task scheduled for that pause. Resume the lecture and repeat as appropriate.	If using a recording of the lecture, at established times ask students to pause the video and complete the engagement task or create an interactive video with embedded questions.

Blooms connections:

Remember, Understand.

Pro/Con List

Students engage with the practice of organising acquired information according to the perceived benefits (pros) and consequences (cons). The resulting list is then used to make informed decisions.

How to:

- Select an article or video that presents both sides of an issue or topic related to your course content.
- Decide whether you want to have the students assess from a specific point of view or perspective. (Personal, socio economic group, regional, national or global perspective)
- Determine if you will be providing a graphic organiser for the students
- Consider having the students make a decision or formulate an opinion, based on their lists of pros and cons.
- Debrief by having students consider how one's beliefs and values may affect the placement of items on the list, and how each item influences final decision or formal opinion.

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the necessary course materials and instructions within the LMS or student engagement tool.	Direct the students to the necessary course materials and instructions within the LMS or student engagement tool.	Direct the students to the necessary course materials and instructions within the LMS or student engagement tool.

Blooms connections:

Remember, Understand, Apply, Analyse, Evaluate,.

Sentence Stems

This learning scaffold activity can be used at any point in the lesson to help facilitate meaningful dialogue. Sentence stems allow students to start composing a response to the beginning of a sentence, which can help with recalling information in the future.

How to:

- Consider which lesson objectives you are trying to achieve by using this technique. Are you trying to have the students engage in a reflection, or make predictions, or something else?
- Create your lesson stems (beginning of sentences) by considering the content or activities that go along with your objectives as points of reference.
- Teach the students how to use the sentence stems by modelling the activity first.
- Provide the students with your sentence stems at appropriate points during the class.
- Debrief by having students share some of their responses and discuss as a group if there seems to be any consensus or themes among the responses.

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the location of the sentence stem activity within the LMS or student engagement tool. Provide adequate time for students to complete the task.	Direct the students to the location of the sentence stem activity within the LMS or student engagement tool. Provide adequate time for students to complete the task.	Direct the students to the location of the sentence stem activity within the LMS or student engagement tool. Indicate the amount of time this activity generally takes.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate.

Small Group Discussion

This activity consists of dividing students into small groups with a topic and a focused task. Students are given the opportunity to share ideas or opinions without the pressure of having to address the entire class.

You can find details about [15 formats for structuring a class discussion](#) at the Cult of Pedagogy website.

How to:

- Determine which topic from your content you will select for this activity.
- Create the task you want the students to work on while in their groups.
- Decide on a brief and focused time frame to complete the task.
 - Too much time may lead to a loss of focus by the students.
- Set the parameters.
 - Will you require the students to prepare using curated materials before the discussion?
 - Will you allow students time to think about their opinions prior to sharing with the group?
 - Will you use question prompts to facilitate the group discussion use of time?
 - Will you predetermine roles within the group (leader, recorder, timer, etc...)?
 - Will you have timed discussions or let the conversations flow organically?
 - Will you have groups record their responses?
 - Will you have groups present their conclusions?
- Consider creating a discussion template with leading questions.
- Debrief by having groups focus on a specific aspect of working in the group.
 - Example: the class could identify what strategy worked for them in terms of staying on task.

Face to Face	Online Synchronous	Online Asynchronous
Place students in groups around your room. Spread apart as far as possible.	Use breakout rooms to allow the small groups to engage in the discussion.	Direct the students to the expectations for participation in the online discussion board within your LMS or student engagement tool.

Blooms connections:

Remember, Understand, Apply.

Support a Statement

Students are provided with a provocative statement. They must locate details/examples in their lecture notes or reading assignments to support the statement. This activity allows students to analyse and think critically about course content.

How to:

- Create a provocative statement pertaining to your content.
 - It can be a conclusion, inference, opinion, or theory.
- Identify items from the content that supports that statement.
 - There needs to be sufficient details and examples for students to draw upon.
- Set parameters and create an instruction sheet or video
 - Decide how students will respond. Will you require full sentences or bullet points?
 - Determine if you will require a set number of supports or an unlimited amount.
 - Establish how much time you will allow the students for this activity.
- Remind students that they should be taking notes during the lesson or while engaging with the assigned materials.
- Debrief using a class discussion where students share an example of their supporting evidence.

Face to Face	Online Synchronous	Online Asynchronous
Provide students with the statement you have created, along with the instructions on how to complete the activity.	Provide students with the statement you have created, along with the instructions on how to complete the activity.	Direct students to the statement you have created, along with the instructions on how to complete the activity. either in the LMS or student engagement tool.

Blooms connections:

Understand, Apply, Analyse

Team Jeopardy

Students participate in a game of Jeopardy where the categories and questions are related to the course content. This activity emphasises review and recall in an entertaining way.

How to:

- Determine which content you want to use to create your board.
- To save time, find a jeopardy template online, and input your questions.
 - The K. Patricia Cross Academy [offers downloads of both google slides or powerpoint slides to set up your jeopardy game](#) as well as rules.
- Determine the rules including how much time you will allow for group discussion, and how you will assign points. Create the teams, usually of 5-6 students.
- Start the game with one team selecting a category and a point value. Send groups back to designated locations, with your time limit, to come up with a final answer.
- Bring the groups back together and ask for the initial team's response.
 - If it is correct, assign the points value from the board to that team.
 - If it is incorrect, allow other teams to ring in and answer.
 - You can use the chat feature to have the other teams "ring-in" by typing the word "Ding" into the chat. This will track the order in which they rang in.
 - Once you have had a team answer correctly, allow the next team, from your original order, to have their turn at selecting a category and point value. Continue this process until the board is completed.
- Debrief by reviewing questions that were not answered correctly.

Face to Face	Online Synchronous	Online Asynchronous
Create the teams and create a space within the classroom for them to meet. Have teams assign a spokesperson.	Create the teams and use breakout rooms during deliberations. Have teams assign a spokesperson.	Post the powerpoint along with the instructions in the LMS or student engagement tool. Students will go through the game on their own and may submit/post their final score.

Blooms connections:

Remember

Think Pair Share or Turn and Talk

Students are encouraged to think individually about a question or a problem and then analyse and clarify their responses with others. This strategy allows the students to organise prior learning, brainstorm, and summarise while integrating new information. The group discussions allow for reflection of thought process.

How to:

- Determine the questions you will pose and the timing of their delivery within your lesson.
 - The best questions are those that encourage deeper thinking, problem solving and or critical analysis.
- The three parts are:
 - 1) THINK, students consider the question on their own.
 - 2) PAIR up and discuss your responses.
 - 3) SHARE points from the discussion with the entire class.

The timing will really depend on how you framed the question.
- Debrief for this activity is the SHARE part. Here is when you could also draw attention to some of the comments in the chat

Face to Face	Online Synchronous	Online Asynchronous
Pair up the students. The easiest way is to pair students in close proximity. During the SHARE, have the entire class come back together for discussion.	Pair up the students by using breakout rooms. During the SHARE, have the students return to the original live class meeting. Students can share either through the chat or by unmuting their mics	Have students post their response in either a video or text on a small group discussion board or forum. Encourage students to respond to posts with significant questions and thought provoking comments. The small group reports will then be shared in the larger class forum within your LMS or student engagement tool.

Blooms connections:

Remember, Understand, Apply, Analyse.

Think Tac Toe

Students engage with a tic-tac-toe board designed to support learning objectives. Each row has a single theme, uses a single medium, explores the same idea across three different media or even explores a single idea or subject across different disciplines. Students will choose how to show their learning by selecting from a variety of activities on the board. This strategy supports differentiated learning.

How to:

- Determine the content you wish to use
- Provide a variety of activities for the students to select from on your 3x3 board.
- Determine how the students will use the board.
 - How many selections will they have to make?
 - Consider how you will set up the options on the board. Generally, you should have 3 distinct tasks (for example the top row has 3 visual representation options, the middle row has 3 written task options and the bottom row has 3 dramatic task options).
- Determine how you will collect the tasks.
- Debrief by highlighting some student work

Face to Face	Online Synchronous	Online Asynchronous
Direct the students to the instructions and the think tac toe board in the LMS or student engagement tool.	Direct the students to the instructions and the think tac toe board in the LMS or student engagement tool.	Direct the students to the instructions and the think tac toe board in the LMS or student engagement tool.

Blooms connections:

Remember, Understand, Apply, Analyze, Evaluate, Create.

Translate That

Students “translate” information for a target audience. This activity of rethinking and expressing in a new way requires the student to elaborate their understanding of the information, which leads to easier retrieval of the information later.

How to:

- Review your class material and identify appropriate locations to use this technique.
 - Look for segments that are presented in a logical, coherent, and whole manner in which the students can remember and repeat.
- Identify the target audience.
 - For example a younger child, a potential future student, someone with no background knowledge in the topic area, a peer who missed the class.
- Decide how students will provide their answer to the class
 - Selecting students at random has the benefit of keeping all the students engaged in the class.
- Decide if you will ask other students to clarify or provide additional information to support the translation.
- Debrief by discussing the benefits of having to rephrase key concepts for specific audiences.

Face to Face	Online Synchronous	Online Asynchronous
At the appropriate times during the class have students engage in the activity.	At the appropriate times during the class have students engage in the activity.	At the appropriate times during the asynchronous learning, have students engage in the activity. Depending on how you have set up the asynchronous class you may be able to provide a prompt as to when they should engage in the activity. For example, they may have a worksheet that lists the segments throughout the lesson that are to be translated. Consider using a discussion board on your LMS or student engagement tool for the students to share their translations. To keep the asynchronous as similar to the other modes of delivery, you may assign segments to students based on an established criteria such as initials.

Blooms connections:

Understand, Apply.

Breakdown of Learning Activities within Bloom's

The following tables are based on the descriptions of the learning activities found in this unit. To determine which level of [Bloom's Taxonomy](#) to place the activities we considered resources from the [University of Michigan](#), the [University of Waterloo](#) the [K. Patricia Cross Academy](#) and our experience. We recognize that modification of most of these activities would enable you to have them meet almost any of the levels within Bloom's Taxonomy. In developing these charts our goal was to provide a quick reference as to how conducive the learning activities listed are to certain levels of Bloom's when working in a HyFlex model.

Bloom's Level	Learning Activities
Remember	1 minute paper/video posts 3 minute quiz 3-2-1 Advance organizer AHA Wall Background Knowledge Probe Bridging Concept Map Dyadic Interviews Entry/Exit Tickets Fishbowl Flying Folders / Send a Problem Insight-Resources-Applications (IRAs) Jigsaw Know, Think You Know, Want to Know or Know, Want to Know, Learned Muddiest Point Online Resource Scavenger Hunt Pausing in Lecture Pro/Con List Compare and Contrast Sentence Stem Small Discussion Group Team Jeopardy Think Pair Share or Turn and Talk Think Tac Toe
Understand	1 minute paper/video posts 3 minute quiz 3-2-1 Active Reading Documents Advance organizer AHA Wall Background Knowledge Probe Bridging Case Studies Collaborative Summaries Concept Map Contemporary Issues Journal Dyadic Interviews Entry/Exit Tickets Fishbowl Flying Folders / Send a Problem Guided Notes/ Guided Slides/ Partial Notes Insight-Resources-Applications (IRAs)

	Jigsaw Know, Think You Know, Want to Know or Know, Want to Know, Learned Muddiest Point Online Resource Scavenger Hunt Pausing in Lecture Pro/Con List Compare and Contrast Sentence Stem Small Discussion Group Support a Statement Team Jeopardy Think Pair Share or Turn and Talk Think Tac Toe Translate That
Apply	1 minute paper/video posts 3 minute quiz 3-2-1 Active Reading Documents Advance organizer Analytic Teams Bridging Case Studies Collaborative Summaries Concept Map Contemporary Issues Journal Dyadic Essay Dyadic Interviews Fishbowl Guided Notes/ Guided Slides/ Partial Notes Insight-Resources-Applications (IRAs) Jigsaw Pausing in Lecture Pro/Con List Compare and Contrast Sentence Stem Small Discussion Group Support a Statement Think Pair Share or Turn and Talk Think Tac Toe Translate That
Analyze	1 minute paper/video posts 3 minute quiz 3-2-1 Active Reading Documents Advance organizer AHA Wall Analytic Teams Bridging Case Studies Collaborative Summaries Concept Map Contemporary Issues Journal Dyadic Essay Fishbowl Flying Folders / Send a Problem Four Corners

	Jigsaw Pro/Con List Compare and Contrast Sentence Stem Support a Statement Think Pair Share or Turn and Talk Think Tac Toe
Evaluate	1 minute paper/video posts 3 minute quiz 3-2-1 Active Reading Documents Case Studies Collaborative Summaries Contemporary Issues Journal Dyadic Essay Fishbowl Flying Folders / Send a Problem Four Corners Jigsaw Pro/Con List Compare and Contrast Sentence Stem Think Tac Toe
Create	1 minute paper/video posts 3 minute quiz Collaborative Summaries Dyadic Essay Flying Folders / Send a Problem Four Corners Jigsaw Think Tac Toe

References

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Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education*, 3(2), 1–6.

Retrieved from: https://www.researchgate.net/publication/237404371_Three_Types_of_Interaction

Web Resources

- [The K. Patricia Cross Academy](#)
- [Concept Maps](#)
- [Assessment Strategies & Learning Activities | UM LSA LSA Technology Services](#)
- [Bloom's Taxonomy List](#)
- [Advanced Organizers | College Star](#)
- [The Big List of Class Discussion Strategies | Cult of Pedagogy](#)