These techniques are a compilation of suggestions from a "online icebreakers" threaded discussion in an online Advanced Instructional Design course at the University of South Alabama.

9. **Two Lies and A Truth.** My activity for my students is for them to list three interesting things about themselves. (I own two iguanas; I once shook hands with Tom Cruise; and I love to waterski.) Two must be lies and one must be true. Other students must vote to determine which interesting thing is a lie. The student with the most incorrect votes wins. --Suhana Chikatla

10. **Childhood Dream.** Ask the students to share their childhood dream (what they wanted to be or do when they grew up) and then ask them to reflect on how their current coursework correlates with their current aspirations.--Charles Collins

11. **Vacation Needs.** Ask the students to respond to these questions about distance and fun in the Discussion Thread Area: A. "Since this is summer time and we would most likely rather be on vacation, tell us the farthest distance you have traveled and where to on a vacation or a business-vacation?" B. "Where would you like to go on a vacation right now if you could?" With this sharing in the on-line class, others may have been to some of the same places or would like to find out more from those that have gone.--David Hall

12. **Vita Trading.** Ask the students to upload their vitas to document sharing to share with the whole class. Then each student will then read the other students' vitae and come up with 5 words to describe each student in a threaded discussion. The idea behind this activity is to get the students to introduce themselves and each other. --Joyce Guest

13. **Interviewing.** Ask the students to pair up and interview each other. The students will then report on what they discovered about each other.--Stu Hickman

14. **Special Topics.** Ask the students to share their experiences with the topic being studied. Also ask them to discuss why he or she is interested in this area. For example, many special education teachers are able to describe a specific experience that led them into the field. The class will be asked if they have had similar experiences and will be encouraged to explain it to the class. --Katherine Jackson

15. **The Three R's.** Ask the students to introduce themselves to everyone in the class and tell something about themselves and their experiences in previous mathematics classes. Then ask the following questions about Reading, wRiting and aRithmetic:

"Why is it that in society if someone says 'Hey I can't do math, I am no good at it!' that many others respond by saying 'I know what you are talking about, I can't do it either!' and everyone laughs and cuts up BUT if someone says 'Hey I can't read or write, I am no good at it!' the whole room goes quiet, eyes shift to the floor and everyone walks away from that person like something was wrong with them."

Think about this and tell me in your own words why it is acceptable to be inept at one of the R's but not the others in our society and how this might motivate you in attempting to learn mathematics.--Gholamreza Tashbin
16. *Miscomm-puter-unication.* Ask the class to share their most embarrassing mishap using a computer. Share with the students your own experience, for example, replying to the wrong person in an email. This will loosen them up and cause a few to chuckle before we embark on a whole new way of thinking...using technology instead of paper and pen.--*Crystal Thomas*

17. *Meeting Someone.* Storytelling is a wonderful way to get people to show (some of) his or her true colors. Ask the students to share about his or her favorite musician, telling what they think draws them into that kind of music or musician's personality and then conjure a fantasy story about meeting them. In short, I would ask: Who is your favorite musician, why do you like them, and what would you say to him or her if you could meet them today? --*Jane Wimberg*

18. *Welcome to WalMart.* Since moving to Mobile two years ago, I have been intrigued with the popularity of the Super Wal-Mart. I have never seen a place so busy, regardless of time or day. Ask the students to list four items that can be found in Super Wal-Mart that best describe themself.--*John Rivers*

19. *Memory Lane.* Since so many online students are so diverse in age as well as other things, such as ethnicity, it is good to close or expose the generation gaps that might exist. Ask the students to list three major world events that happened the year in which they were born, then have the other members guess the year and post a short response on whether they remembered the events or had never heard of them.--*Sarah Odom*

20. *Mapquest.* Many online classes include a variety of students from different cultures and locations around the world. In this activity, each student is to:
   1. Identify their location (where they live at the moment they take the course)
   2. how far is it from USA - Mobile, Alabama (use a mapping site from the internet, ie. [www.mapquest.com](http://www.mapquest.com))
   3. Identify one interesting highlight of that location (example: Lexington, Tennessee is exactly 100 miles from Memphis and 100 miles from Nashville). --*Wes Miller*

21. *Tell us about yourself.* How do you primarily identify yourself? (Are you a parent first, a professional 1st, a christian first, a student 1st, etc.) What is your zodiac sign? Have you successfully explained your area of study to any of your family members yet (This applies in Instructional Design)? --*Bobby Goshal*

22. *Learning Styles.* I’m interested in learning styles and thought about asking each of you to take the Kolb Learning Styles Inventory. BUT I cannot find that online for free and instead would like each of you to take a Multiple Intelligence Inventory online that is offered free by the Learning Disabilities Resource Community. This inventory is free and is based on Gardner’s work on multiple intelligences.


Depending upon your connection speed, the inventory should take 10-15 minutes and may provide some interesting insights.--*Dawn Wright*
23. *YourName dot Explain.* Introduce yourself and tell us about how or why you have the name you have, e.g. you were named after a relative or a parent's best friend. It could be your first, middle or nickname. --*Angelia Bendolph*

   1) List your three favorite web sites.
   2) List your three favorite activities.
   3) List your three favorite people. --*Carol Bates*

25. *Kiersey Temperament Sorter.* This personality test is derived from a similar test called the Myers-Briggs Personality Inventory. Please post your result and respond to two others in the class, someone similar to you and someone with a completely different result. [http://keirsey.com/](http://keirsey.com/)
   --*Piti Kanjanapongpaisal and Jane Wimberg*