




**Part 2 (Micro View).  
Creatively Engaging Online Students:  
Models and Activities**



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**College technology 'catching up' with students**  
By Kathleen Gray and Robin Erb, USA TODAY,  
October 6, 2009



Senior Emily Smak, 20, tries out the treadmill workstation in one of the study lounges in the new Education and Human Services Building at Central Michigan University. There is a new iMac computer attached to it so students can get a little exercise while doing homework or other things on the computer.


**College technology 'catching up' with students**  
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- At Abilene Christian (University)...about 2,800 students and 70% of the 250 professors use the Apple technology for instructional purposes.
  - Art students use app to draft sketch and send it to the teacher and other students for advice before starting the real art pieces.
  - A drama teacher takes video of the lead dancer in a production and sends that along to other students for rehearsal.

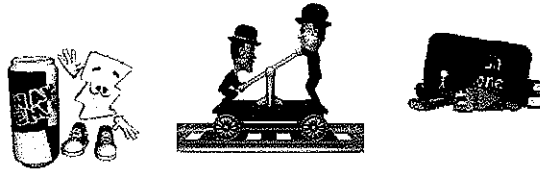


**Poll #1: Bonk's Web Addiction Questionnaire (check all that apply)**

1. Own 2 or more cell phones with Internet access.
2. Own 2 or more laptop computers with wireless connections.
3. Check email in the morning, noon, and at night.
4. Suffer from nervous tension when you cannot get on email.
5. Are checking email, updating your Facebook account, or text messaging right now.





**Part I: Some Online Motivational Ideas**




THE UNIVERSITY OF NORTH CAROLINA • JANUARY 18, 2009

**We are not motivating students with the technologies that they love**


**Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?**



**Intrinsic Motivation**


“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges  
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.




**Poll #2: Which of these is the most important for motivating students? (Pick just one)**

1. Supportive, appropriate challenge, meaningful.
2. Teach goal setting and self-reinforcement.
3. Offer rewards for good/improved performance.
4. Novelty, variety, choice.
5. Game-like, fun, fantasy, curiosity, suspense.
6. Divergence, dissonance, peer interaction.
7. Allow to create finished products.
8. Provide immediate feedback.
9. Show intensity, enthusiasm, interest.
10. Make content personal, concrete, familiar.

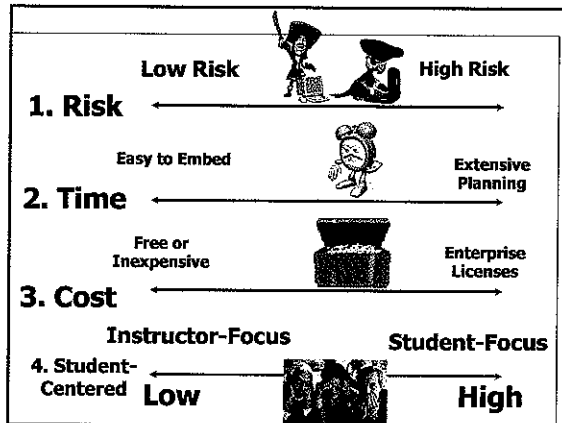


**I even reflected on this for a moment...**




**TEC-VARIETY Model for Online Motivation and Retention**

1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
- ...
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership




**Poll #3: If students were face-to-face briefly, which of these have you done...?**

1. Assign Web buddies or critical friends.
2. Do ice breakers (e.g., paired introductions).
3. Solve cases in team competitions.
4. Test course technology in a computer lab.
5. Assign teams and exchange information using text messaging.
6. Conduct a library scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone start a blog.
9. Have everyone open an e-portfolio.
10. Brainstorm how might use technology in program.



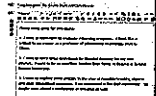
**1. Tone/Climate: Social Ice Breakers**

**A. Public Commitments:**  
Have students share how they will fit the coursework into their busy schedules

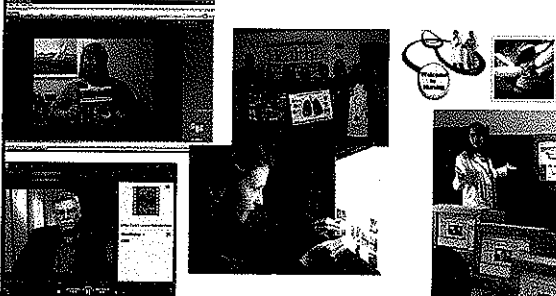


**B. Favorite Websites**

1. Everyone posts 1-2 of their favorite Websites and explain why.
2. Peers comment on or rate them.




**1. Tone/Climate: C. Video Course Intros**  
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)



**2. Encouragement, Feedback, etc.:**

**A. Online Self-Testing** (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)

Upper Extremity Muscles




Which of the following are ANTONYMS for the word MAXIMUM?

- clear, understandable, fathomable, intelligible
- non-plused, trilled person
- yearn, withold, leery, hold
- make lippy, cheer, amon, please
- scathed, lost, minuscule, lifest

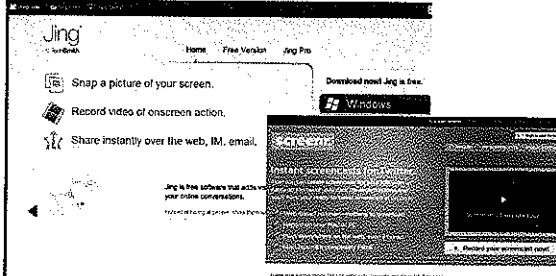
KA BB CC DD EE

1 / 20



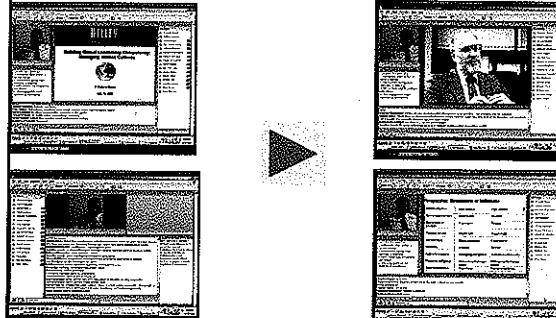
**2. Encouragement, Feedback, etc.:**

**B. Tutorials with Screen Capture**  
(e.g., Jing, Screnr)



**2. Encouragement, Feedback, etc.:**

**C. Instructor Presentation in Synchronous Sessions**  
(Breeze, Elluminate, WebEx, etc.)



### 3. Curiosity, Fun:

#### A. Exploration and Demonstration: Virtual Tours and Timelines (HyperHistory)

<http://simile.mit.edu/timeline/>

The screenshot shows a web browser displaying a timeline titled "Gates through the years". The timeline includes various milestones such as "Gates looks into PC's future as career path approaches" and "Gates launches Microsoft". The interface includes a search bar and navigation controls.

### 3. Curiosity, Fun:

#### B. Online News (Giant jellyfish, Tiny T. rex, and Ardi)

The collage features several news snippets: "Japanese fishermen brace for giant jellyfish", "First U.S. man since 1982 wins NYC race", and "Australia: Boat sinks with 39 on board". There are also images of a dinosaur and a jellyfish.

### 4. Variety, Novelty:

#### A. Cool Resource Provider

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.

The screenshot shows a sign-up form titled "Cool Resource Provider and Moderator Sign Up Sheet". It includes instructions for users and a form with fields for name, email, and phone number.

### 4. Variety, Novelty:

#### B. Volunteer Technology Demos

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

The photos show a computer lab setting. The first photo shows a row of computer workstations. The second photo shows a group of students sitting at a table, engaged in a discussion or activity.

### 4. Variety, Novelty:

#### C. Adding voice to email, docs (Yack Pack, VoiceThread)

The screenshot shows the YackPack website interface. It features a navigation menu with icons for various services and a main content area with text and images.

### 4. Variety, Novelty:

#### D. Free Text Chats (Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.

The screenshot shows a chat interface with a list of participants and a chat window. The participants list includes names like "Bonk" and "Mei-Ya Liang".

**5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)**  
 (links to text, soundtracks, video clips, etc.)

**5. Autonomy, Choice: B. Clickers; Innovation is but one click away...**

**5. Autonomy, Choice: C. Famous Person Homepage Explorations**  
 (e.g., Thomas Friedman, NY Times reporter)

**6. Relevance, Meaningfulness: A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch**

**6. Relevance, Meaningfulness: B. 60 Second Recap**  
<http://www.60secondrecap.com/>  
 Actress to students: Lend me your earbuds!  
 English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009

**7. Interactive, Collaborative: A. Online Language Learning**  
 (ECpod, Mixer, Livemocha, Babbel, KanTalk)

### 7. Interactive, Collaborative: B. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo)

**Ning in Education**  
Using Ning for Educational Social Networks

### 7. Interactive, Collaborative: C. Collaborative Documents (Google Docs)

**Google docs**

Create and share your work online

- Upload from and save to your desktop
- Edit anytime, from anywhere
- It's like you can access your documents
- Share changes in real time
- Files are stored securely online
- It's free!

**Google docs**

Create Documents, spreadsheets and presentations online

### 7. Interactive, Collaborative: D. Collaborative Bookmarking (Diigo, Delicious)

**Diigo**

Diigo is a powerful research tool and a knowledge-sharing community

### 8. Engagement, Effort: A. Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

### 8. Engagement, Effort: B. Nominate Quotes (e.g., Shakespeare)

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


### 8. Engagement, Effort: C. Online Café Question Exchange

- Have students leave you or their classmates questions online.
- Answer as many as you can.
- Peer to peer café for exchanging resources and sharing information.

### 9. Tension, Challenge, etc.:

#### A. Online Role Play of Famous People, Mock Trial, Debates, etc.

- Enroll famous people in your course
- Students assume voice of that person for one or more sessions



24.3. I am so wise, so listen. Aristotle 11/25/03 05:49 PM

74.5. He ain't heavy - he's my brother. Mother Theresa 04/22/04 11:14

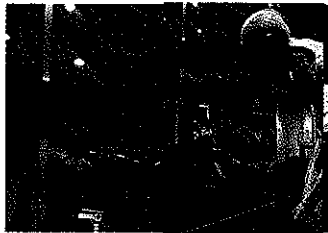
HAPPY ARBOR DAY Jane Goodall 04/23/04 12:46 PM

### 9. Tension, Challenge, etc.:

#### B. Ethical Medical Debates

Students to protest human body exhibit

Maggie Ybarra  
Issue date: 3/5/08 Section: News



Plasticized human corpses will be on display inside Coronado Center through May.

But a group of UNM medical students says it will protest the exhibit because it's

### 10. Yields Products, Goals:

#### A. Movie Festivals, Concept Maps, Video Papers, Virtual Timelines, Digital Movies



Flip Mino  
MSRP \$179.99

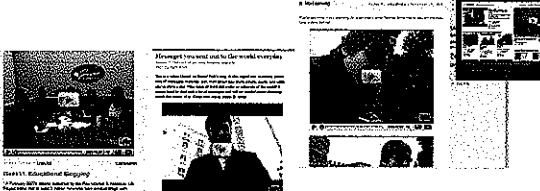
Sleek and Fun

CAMPUS MOVIEFEST

### 10. Yields Products, Goals:


#### B. Video Blogs

- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.



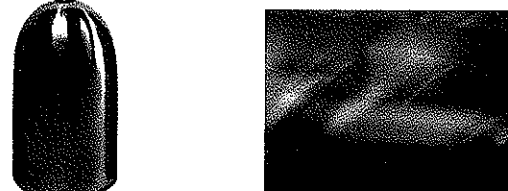
### Poll #4: How many ideas did you get so far?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.



### 99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four



## Addressing Learning Styles

**The R2D2 Model**

Curtis J. Bonk | Ke Zhang  
**Empowering Online Learning**  
 100+ Activities for Reading, Reflecting, Displaying & Doing

## The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

## 1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

## Read 1a. Publishing in Open Access Journals (e.g., PLOS)

**The International Review of Research in Open and Distance Learning**


A refereed journal to advance research, theory and best practice in open and distance learning worldwide.

## Read 1b. Course Announcements (e.g., Teaching with Twitter)



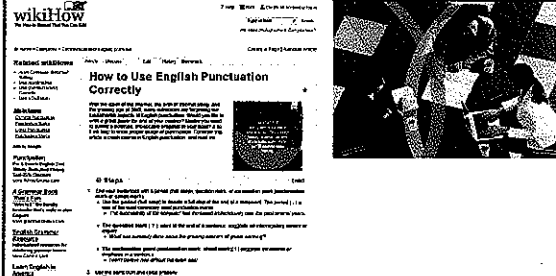
### Read 1c. Podcast Paper Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.




### Read 1d. Wiki Steps on How to do Something: Wikihow

<http://www.wikihow.com/>



### 2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

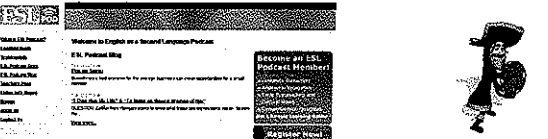


### Reflect 2a. Blogs Uses

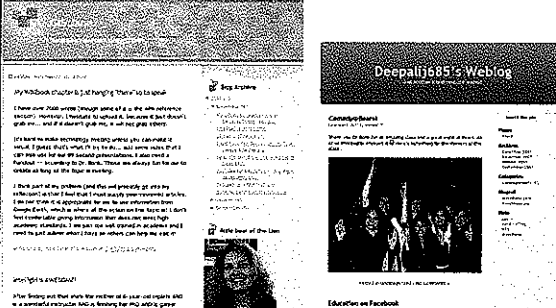
1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

### Reflect 2b. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.



### Reflect 2c. Critical Friend Blog Postings



### Reflect 2d. Expert and Domain Specific Blogs (English Teacher Blogs)

The English Blog

Film of the Week: This Is It

Michael Jackson's THIS IS IT

EM

Google

Google Search

### Reflect 2e. Watch or Listen to Online Conferences

Online Annual Convention Preview

TOMC

### Reflect 2f. Analyze Online Cases (problems, solutions, etc.)

Welcome to Healthcare Case

Case Description

### Reflect 2g. Reuse Blog, Chat Transcripts, Interviews, Presentations

- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.

grownup digital

WIKINOMICS

### Reflect 2h. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia

WOW-U-UH

Wikibook Online Work (WOW)

Welcome to the Wikibook Online Work (WOW) Project!

1. Preliminary Work: Critiques of Learning Theories Wikibook (COLT-W)

### 3. Visual Learners


- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

Displaying

### Display 3a. Pubcasts! (videos of scientific papers and science)

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee

### Display 3b. Anchored Instruction Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV)



- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.

### Display 3c. Follow Online Adventure

Australian adventurer Don McIntyre and teenage circumnavigator Mike Perham to re-enact Capt William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009

### Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Glify, Mindmeister, or Mindomo)

### Display 3e. World Trends and Indices (e.g. Worldmapper)

The map shows the growth in scientific research of countries between 1980 and 2001. It shows that the increase in research is not evenly distributed, with the United States and Europe leading the way.

- Data PDF files. Designed for printing. You need Acrobat Reader.
- Data from Worldmapper website. For more information, see the website.
- Technical help for this data.
- A list of the data sets available, with links to the website.

### Display 3f. United Nations Opens World Digital Library, April 21, 2009

Chronicle of Higher Ed, <http://www.wdl.org/en/>

### Display 3g. Shared Online Video (e.g., Howcast, WonderHowTo, Clip Chef)

This display shows two examples of shared online video websites. The top screenshot is from Howcast.com, featuring a grid of video thumbnails with titles like 'How to...'. The bottom screenshot is from WonderHowTo.com, displaying a large video player and a list of related video links.

### Display 3h. Online Historical Document (e.g., Turning The Pages, British Library)

This display features several screenshots of online historical document platforms. It includes 'Turning The Pages' which shows a digital scan of a historical manuscript with navigation tools, and the 'British Library' website which provides access to a vast collection of digitized historical documents and books.

### Display 3i. Medical Animations and Videos (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

This display shows various medical animation and video resources. It includes screenshots from YouTube, CNN, and BBC, featuring 3D anatomical models and medical procedures. Specific examples include a heart diagram and a video of a medical procedure, illustrating the use of digital technology in medical education.

### Display 3j. Online Timelines (US Presidents)

This display presents online timelines for US Presidents. It features a grid of portraits and names of presidents, alongside detailed biographical information and historical context for each individual, providing a comprehensive digital resource for learning about American history.

### Display 3k. Videos of the Periodic Table

This display focuses on educational videos related to the periodic table of elements. It shows a grid of video thumbnails, each representing a different element or a concept in chemistry, such as 'The Periodic Table of Videos' and 'The Periodic Table of Elements'.

### Display 3L. Online History Portals and Resources (Civil Rights Digital Library and Amistad)

This display highlights online history portals and resources. It features the 'Civil Rights Digital Library' which offers a wealth of digital content related to the civil rights movement, and the 'Amistad' website which provides historical information and resources related to the Amistad case and the transatlantic slave trade.

### Display 3m. Human Embryology Animations (Valerie O'Loughlin, Indiana University)

The screenshot shows a website with several sections: 'Catecectical Embryology', 'The process of the development of the embryo from the fertilized ovum through the blastula, gastrula, and neurula stages to the formation of the embryo proper', 'The process of the development of the embryo from the neurula stage to the formation of the fetus', and 'The development of the embryo from the fetus stage to the formation of the infant'. There are several 3D models and diagrams illustrating these stages.

### Display 3n. Download and Use Online 3D Sketches (Google SketchUp; download <http://sketchup.google.com/3dwarehouse>)

The screenshot shows the Google 3D Warehouse interface. It features a search bar, a list of models, and a detailed view of a selected model. The model is a complex bridge structure with multiple spans and supports. The interface includes options for 'Image', 'Map', and 'Download Model'.

### 4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process as role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

The diagram shows a circular flow between 'Doing' and 'Discover'. The collage includes images of students working with clay, using manipulatives, and participating in group activities.

### Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Web 2.0 and Emerging Learning Technologies

The screenshot shows a Wikibooks page with a table of contents and a list of chapters. The table of contents includes sections like 'Part I: Foundations', 'Part II: Web 2.0 and Emerging Learning Technologies', and 'Part III: Emerging Learning Technologies'. The page also features a 'Contents page' link and a 'Web 2.0 and Emerging Learning Technologies' logo.


### Do 4b. Survey Research and Market Analysis (e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

The screenshots show the interfaces of four different survey tools: SurveyShare.com, Mister Poll, MicroPoll, and Zoomerang. Each tool offers various features for creating and conducting online surveys and market analysis.

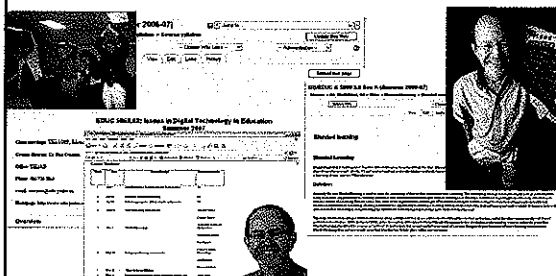
### Do 4c. Online Warm-ups Activities Just-In-Time-Teaching (JiTT) <http://webphysics.iupui.edu/jitt/jitt.html>

The screenshot shows the JiTT website with a large graphic that says 'JUST-IN-TIME TEACHING'. Below the graphic is a map of the United States. The website also includes a 'Web 2.0 and Emerging Learning Technologies' logo and a 'Contents page' link.

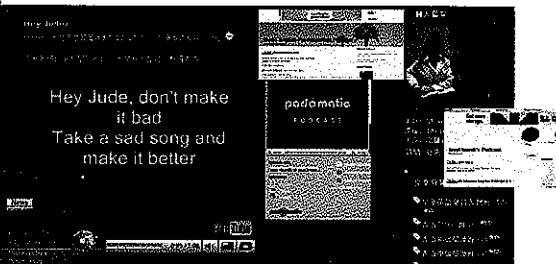
**Do 4d. Online Performances  
Virtual Worlds/Reality/MMOG**  
(e.g., Shakespeare plays reenacted)



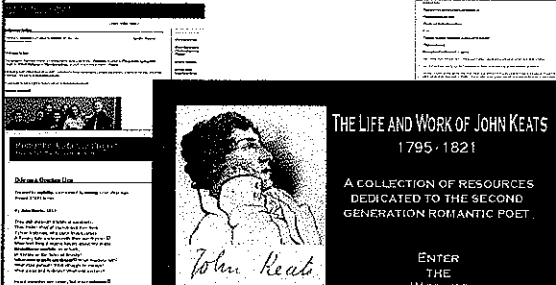
**Do 4e. Syllabus, Glossary, etc. in wiki:  
Students sign up for tasks**  
(Ron Owston, York University)



**Read 1f. Podcasts for students of  
pronunciation class**  
(e.g., Tzu-Su Chen, Taiwan)




**Do 4g. Wiki: Poetry Projects Online**



**Poll #5: How many ideas did you get  
from the second part of this talk?**

- None—you are an idiot.
- 1 (and it is a lonely #).
- 2 (it can be as bad as one).
- 3-5
- 6-10
- Higher than I can count!



**Try the R2D2 Method!!!  
Try TEC-VARIETY!!!**

Sample papers :  
<http://www.publicationshare.com/>  
Archived talks:  
<http://www.trainingshare.com/>

