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

Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
http://php.indiana.edu/~cjbonk,
cjbonk@indiana.edu

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.

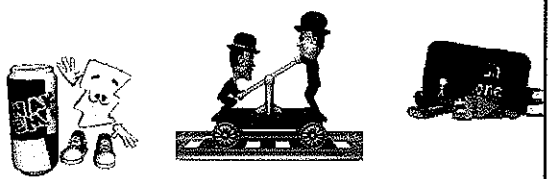
College technology 'catching up' with students By Kathleen Gray and Robin Erb, USA TODAY, October 6, 2009

- 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



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.

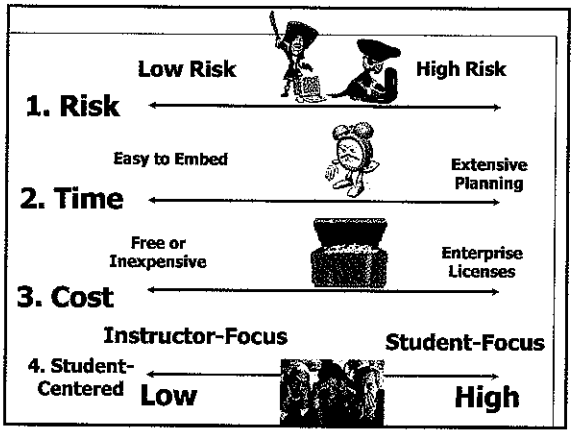
Poll #2: Which of these is the most important for motivating students? (Pick just one)

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...?

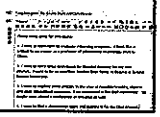
1. Assign Web buddies or critical friends.
2. Do ice breakers (e.g., paired introductions).
3. Solve cases in team competitions.
4. Test course technology in a computer lab.
5. Assign teams and exchange information using text messaging.
6. Conduct a library scavenger hunt.
7. Do a podcast documenting 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

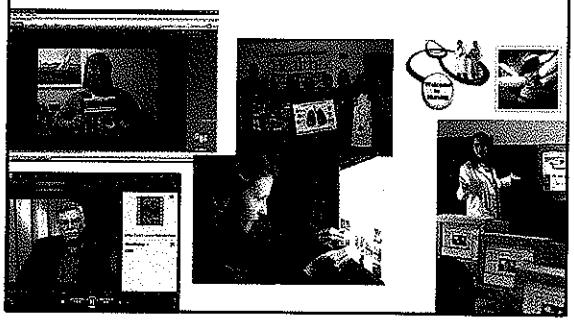
A. Public Commitments: Have students share how they will fit the coursework into their busy schedules

B. Favorite Websites

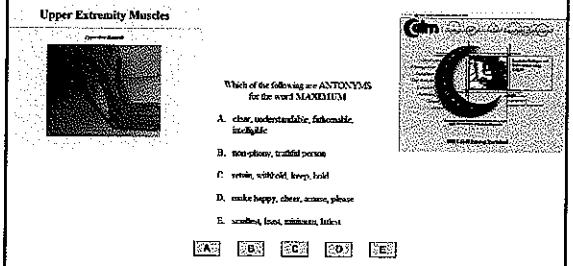
1. Everyone posts 1-2 of their favorite Websites and explain why.
2. Peers comment on or rate them.



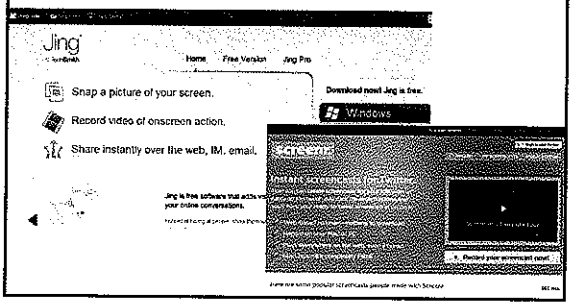
1. Tone/Climate: C. Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)



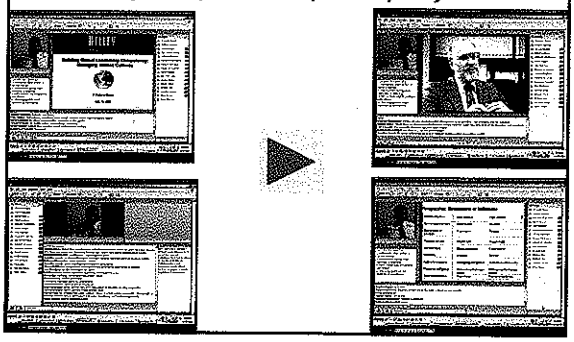
2. Encouragement, Feedback, etc.: A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)



2. Encouragement, Feedback, etc.: B. Tutorials with Screen Capture (e.g., Jing, Screenr)



2. Encouragement, Feedback, etc.: C. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)

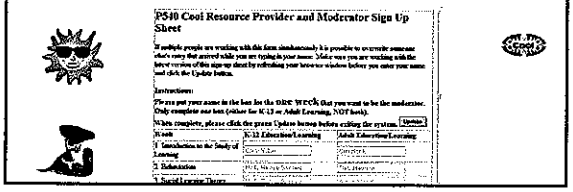


3. Curiosity, Fun:
A. Exploration and Demonstration:
Virtual Tours and Timelines (HyperHistory)
http://simile.mit.edu/timeline/

3. Curiosity, Fun:
B. Online News
(Giant jellyfish, Tiny T. rex, and Ardi)

4. Variety, Novelty:
A. Cool Resource Provider

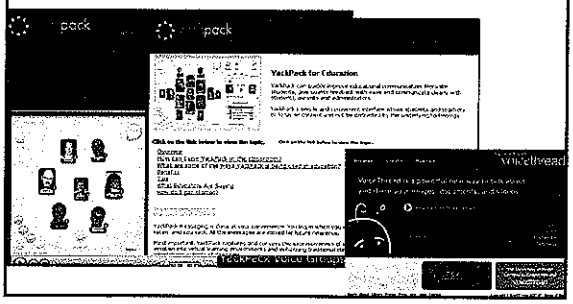
- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.



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

4. Variety, Novelty:
C. Adding voice to email, docs (Yack Pack, VoiceThread)

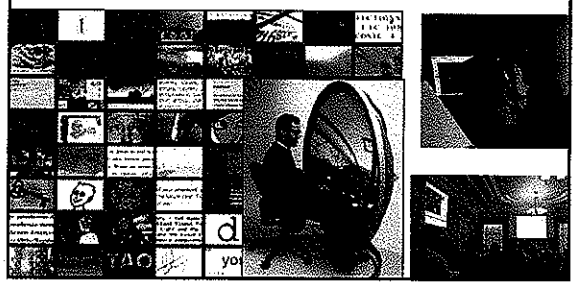


4. Variety, Novelty:
D. Free Text Chats
(Bonk, 2007; Mei-Ya Liang, 2007)

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.

5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)

(links to text, soundtracks, video clips, etc.)



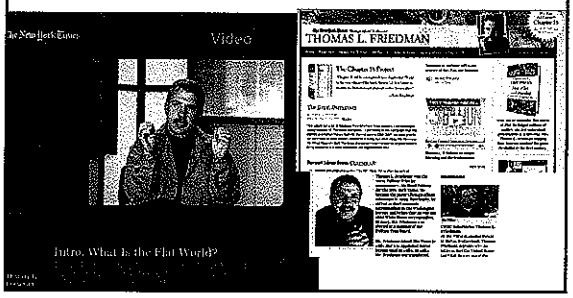
5. Autonomy, Choice:

B. Clickers; Innovation is but one click away...

5. Autonomy, Choice:

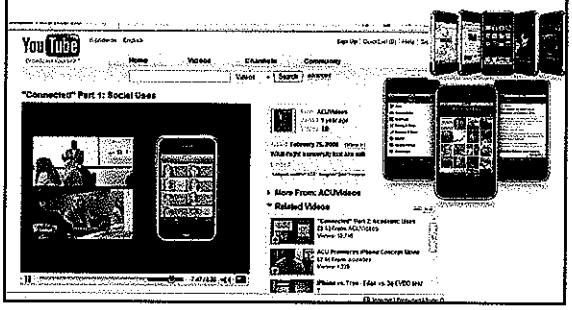
C. Famous Person Homepage Explorations

(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



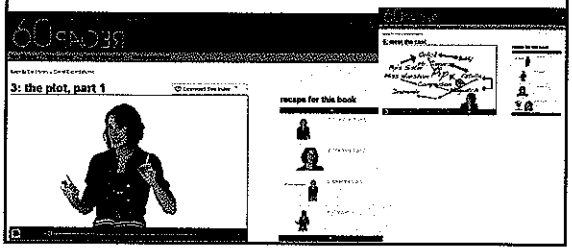
6. Relevance, Meaningfulness:

B. 60 Second Recap

http://www.60secondrecap.com/

Actress to students: Lend me your earbuds!

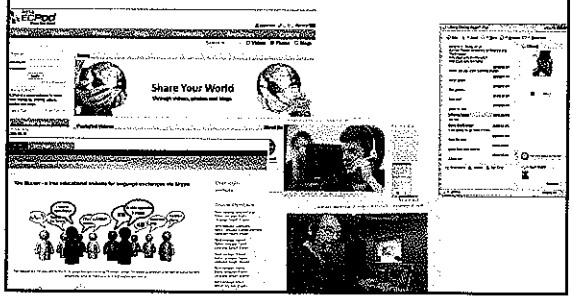
English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009



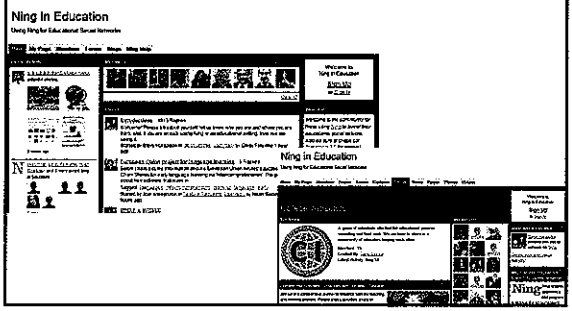
7. Interactive, Collaborative:

A. Online Language Learning

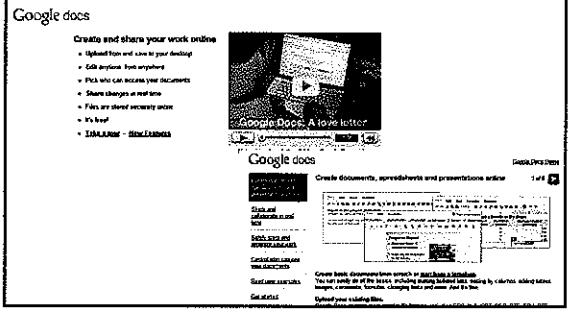
(ECpod, Mixxer, Livemocha, Babbel, KanTalk)



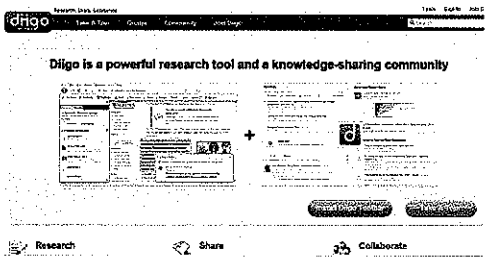
7. Interactive, Collaborative:
B. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo)



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



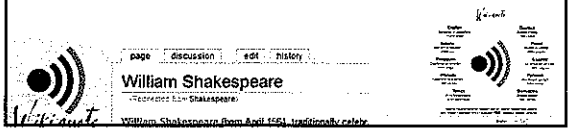
7. Interactive, Collaborative:
D. Collaborative Bookmarking (Diigo, Delicious)



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

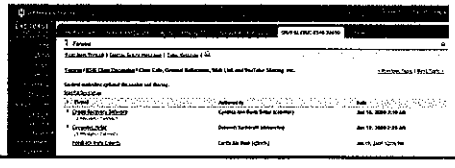
8. Engagement, Effort:
B. Nominate Quotes (e.g., Shakespeare)

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



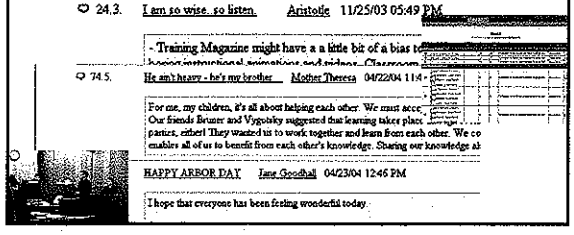
8. Engagement, Effort:
C. Online Café Question Exchange

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



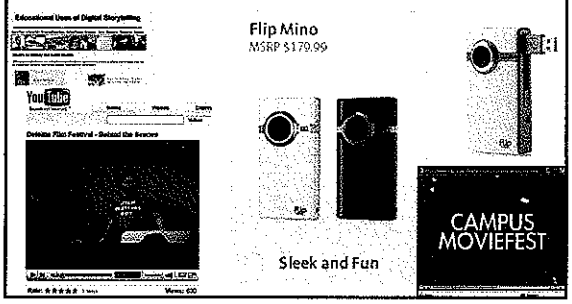
9. Tension, Challenge, etc.:
A. Online Role Play of Famous People, Mock Trial, Debates, etc.

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



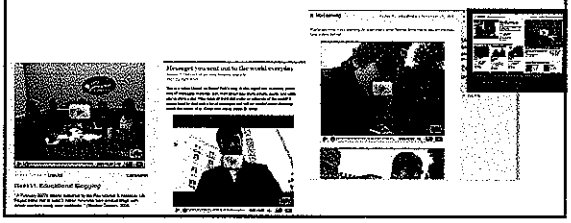
9. Tension, Challenge, etc.:
B. Ethical Medical Debates

10. Yields Products, Goals:
A. Movie Festivals, Concept Maps, Video Papers, Virtual Timelines, Digital Movies



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.

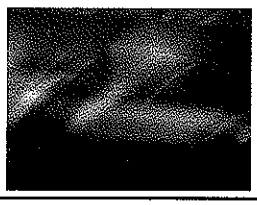


Poll #4: How many ideas did you get so far?

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.

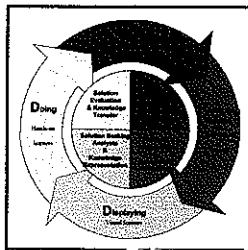
99 seconds: What have you learned so far?

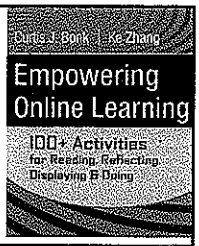
- Solid and Fuzzy in groups of two to four



Addressing Learning Styles

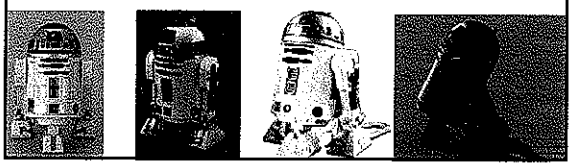
The R2D2 Model





The R2D2 Method

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

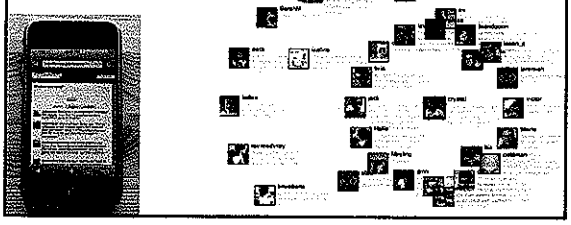


1. Auditory or Verbal Learners

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

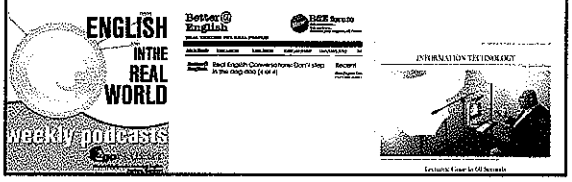
Read 1a. Publishing in Open Access Journals (e.g., PLOS)

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

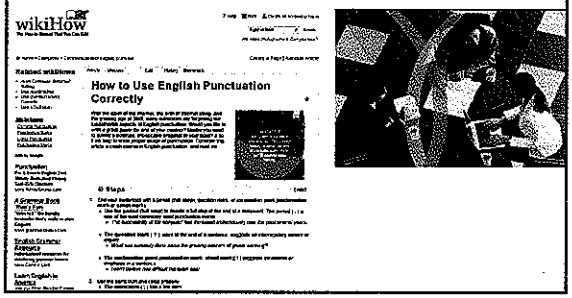


Read 1c. Podcast Paper Reflections

- 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

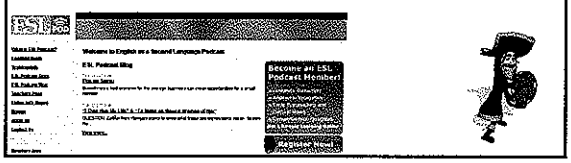
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Blogs Uses

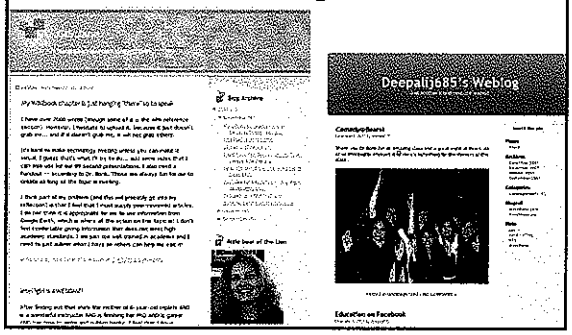
1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from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

Reflect 2b. Reuse Blog Transcripts

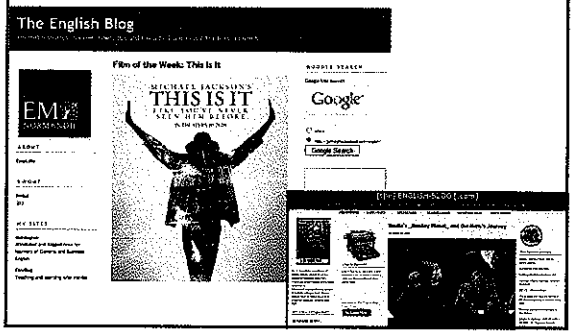
- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.



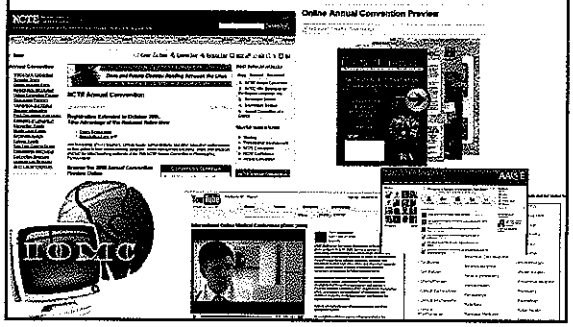
Reflect 2c. Critical Friend Blog Postings



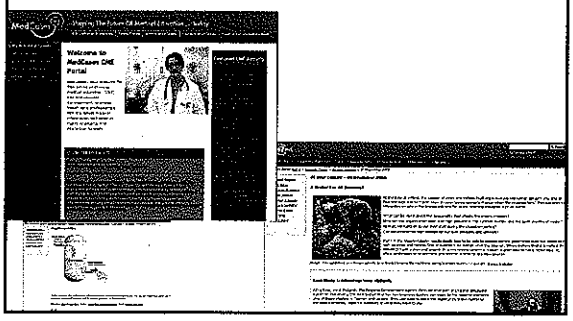
Reflect 2d. Expert and Domain Specific Blogs (English Teacher Blogs)



Reflect 2e. Watch or Listen to Online Conferences



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

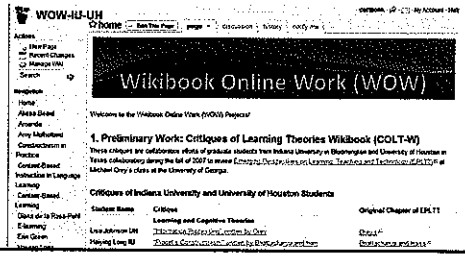


Reflect 2g. Reuse Blog, Chat Transcripts, Interviews, Presentations

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

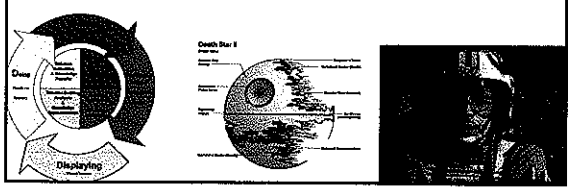
Reflect 2h. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia



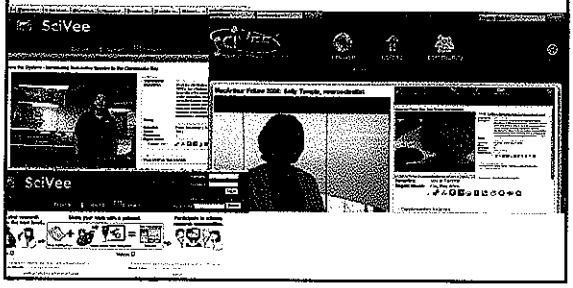
3. Visual Learners

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



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

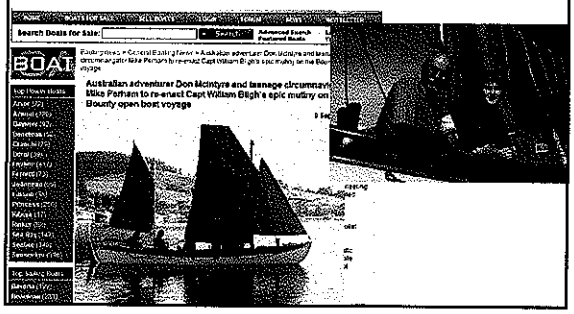


Display 3b. Anchored Instruction Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV)

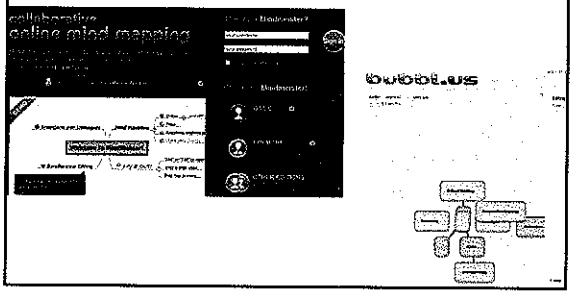
- **In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.**
- **Refer back to that video during lecture.**
- **Debrief on effectiveness of it.**

Display 3c. Follow Online Adventure

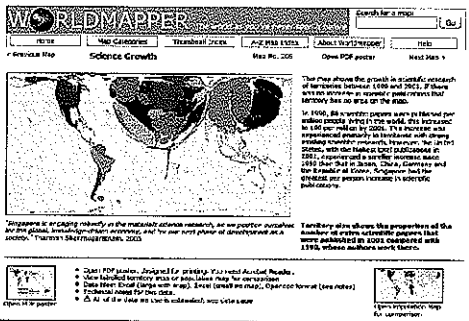
Australian adventurer Don McIntyre and teenage circumnavigator Mike Perham to re-enact Capt William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009



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

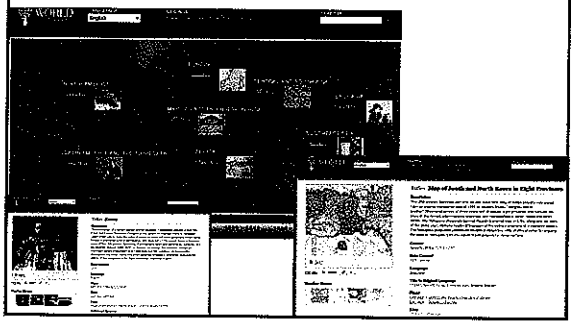


Display 3e. World Trends and Indices (e.g. Worldmapper)



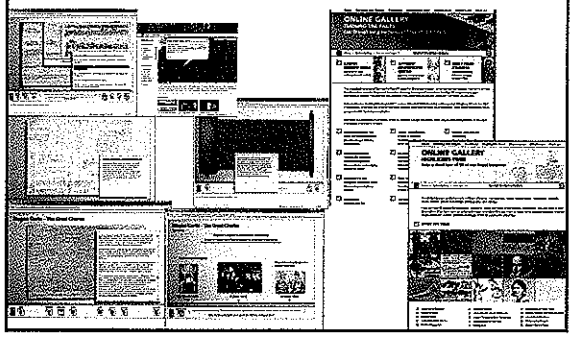
Display 3f. United Nations Opens World Digital Library, April 21, 2009

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

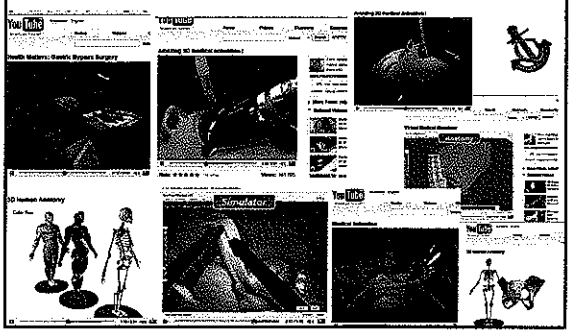


Display 3g. Shared Online Video
(e.g., Howcast, WonderHowTo, Clip Chef)

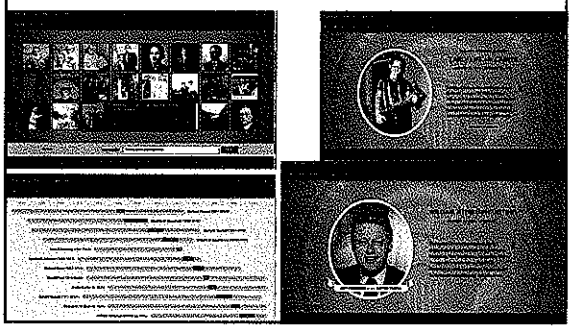
Display 3h. Online Historical Document
(e.g., Turning The Pages, British Library)



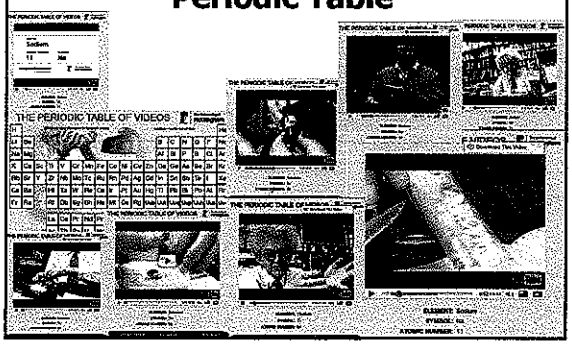
Display 3i. Medical Animations and Videos (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)



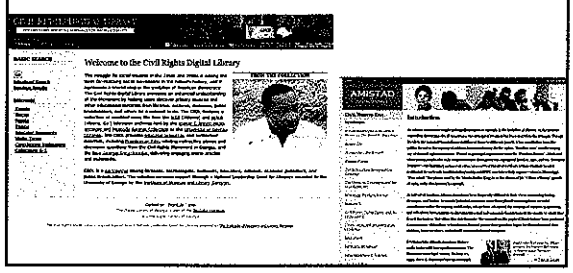
Display 3j. Online Timelines
(US Presidents)



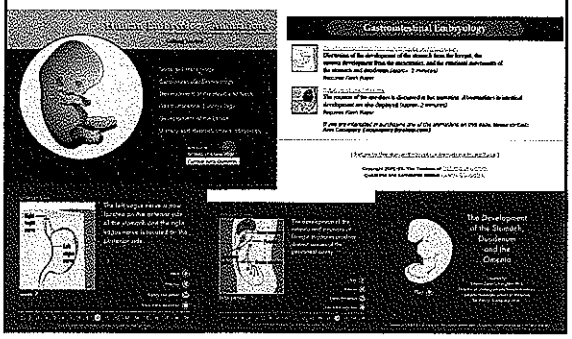
Display 3k. Videos of the Periodic Table



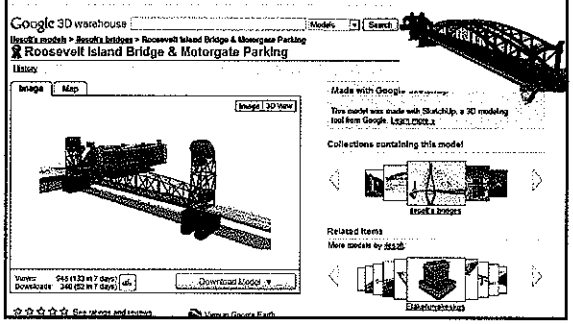
Display 3L. Online History Portals and Resources
(Civil Rights Digital Library and Amistad)



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

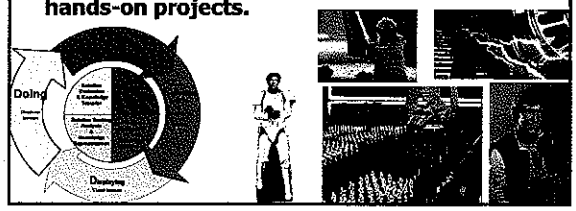


Display 3n. Download and Use Online 3D Sketches (Google SketchUp; download http://sketchup.google.com/3dwarehouse)

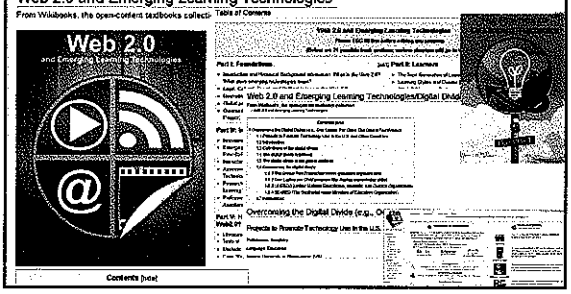


4. Tactile/Kinesthetic Learners

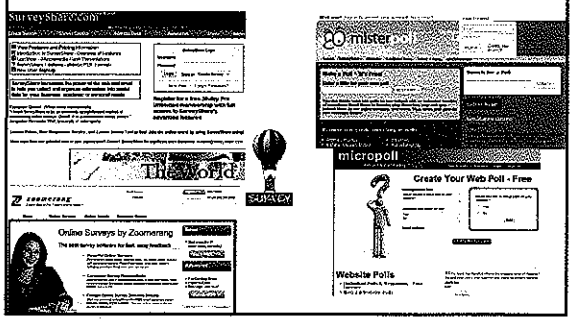
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



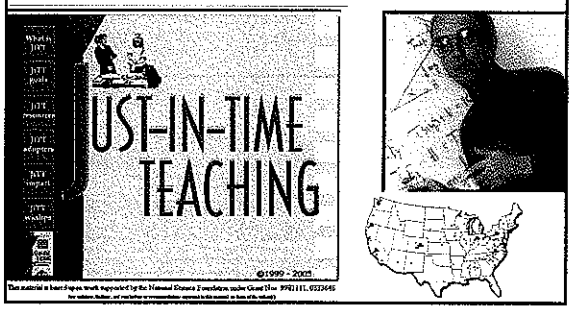
Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))



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

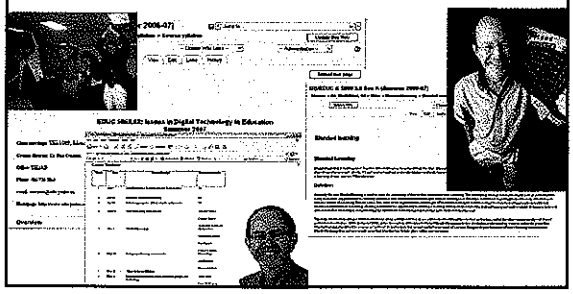


Do 4c. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)
http://webphysics.iupui.edu/jitt/jitt.html



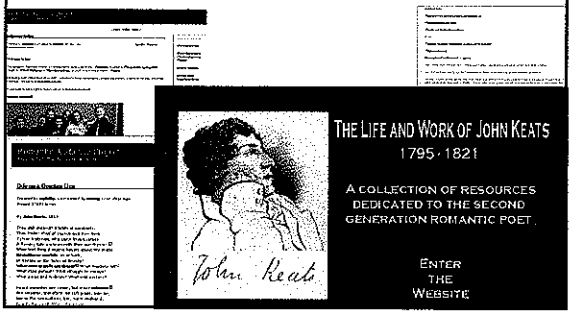
Do 4d. Online Performances Virtual Worlds/Reality/MMOG
(e.g.,Shakespeare plays reenacted)

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?

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

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

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