

200+ Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses (A Five Part Masterclass)

Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University



Technology of the 1980s

Radio Shack TRS-80 Model III	
Introduced:	July 1983
Price:	US \$699 base model US \$2495 w/ 52K, dual drives
CPU:	Z80 2.46, 2.03 MHz
RAM:	4K, 48K disk
Ports:	Cassette tape, expansion, serial
Display:	13-inch 60W monitor, 64 x 16 text
Storage:	0, 1, or 2 internal 5.25K floppy drives External cassette @ 500 / 1500 baud
OS:	BASIC in ROM, TRS-DOS on disk

Things That Became Obsolete This Decade

December 11, 2009, Silicon Alley Insider



Gadgets that Changed Everything This Decade

December 9, 2009, Jay Yarow, Silicon Alley Insider



New technologies hit us everyday!



So much to keep track of!

Digital textbooks using Tablet PC
These kids use the tablet PC for interactive textbooks. Some of them use a laptop. Some of them use a tablet PC. Some of them use a tablet PC. Some of them use a tablet PC.

Another Benefit of Robot Teachers: No More Problems
A robot teacher is shown in a classroom setting.

Another Benefit of Robot Teachers: No More Problems
A robot teacher is shown in a classroom setting.

Poll #1: Who finds it hard to keep track of all the technology-related changes today???



It's Nature (i.e, technology) and Nurture (i.e., pedagogy)!



Masterclass Part 1: The Rise of Shared Online Video, the Fall of Traditional Learning

Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu

July 24, 2010
Reaching the Last Technology Holdouts at the Front of the Classroom,
 Jeffrey Young, *Chronicle of Higher Education*
<http://chronicle.com/article/Reaching-the-Last-Technology/123659/>



Why Use Video?

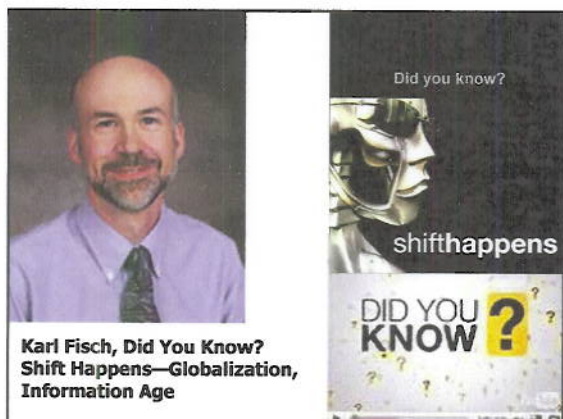
1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.



Why Use Video?

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.





Karl Fisch, Did You Know? Shift Happens—Globalization, Information Age

Why Use Video?

- 5. **Advance Organizers:** Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.



TV Lesson (expert videos)

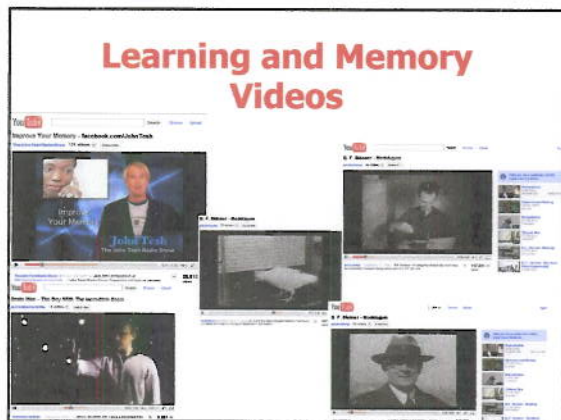


Why Use Video?

- 6. **Dual coding theory** (learning information verbally and visually is more richly stored): Alan Paivio.
- 7. **Anchored instruction and macrocontexts:** John Bransford and colleagues.
- 8. **Multimedia theory:** Richard Mayer.



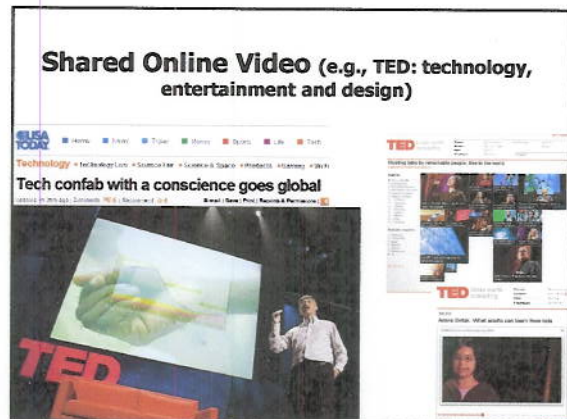
Learning and Memory Videos



Which of these video sharing sites do you use?



1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. For a TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explor.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong







Ten Anchors and Enders: Instructor Centered







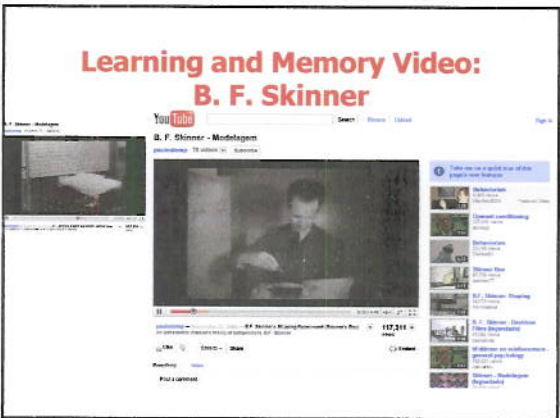
1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.

Anchored Instruction (find anchoring event (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.

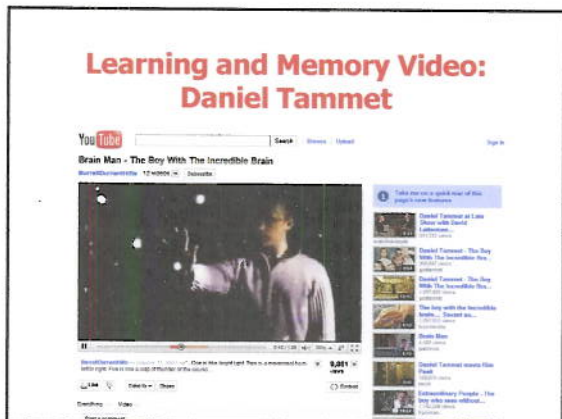






2. Online Video Ender


Online videos are used after discussion and activities as a class "ender" or capstone event.






3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.





4. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.




5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.



6. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.



7. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.



8. Video Anchor, Lecture, and Test (VALT)

Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



10. Videoconferencing Anchors and Enders

YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.



Turn and Share 1-2 ideas you can use...



Ten Anchors and Enders: Student Centered



1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



2. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.



3. Collaborative Anchoring

A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.



4. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.



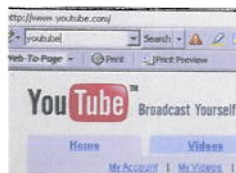
5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



6. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



7. Video Anchor Competitions

Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.



8. Video Sharing and Ranking

Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.



9. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



10. Anchor Creator Interviews

Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.



Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.



Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Considering offering online video creation as an option—can foster student creativity.



Advice and Guidelines

5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting.

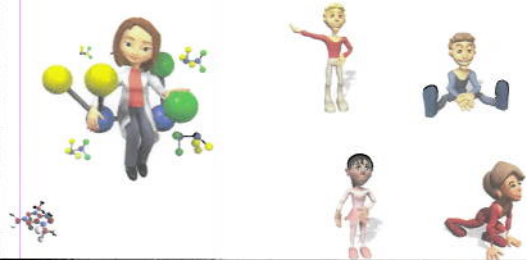


Advice and Guidelines

7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
8. Have back-up videos in case do not work or are taken down.



Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.



Masterclass Part 2: Online Motivation with the TEC-VARIETY Model

Dr. Curtis J. Bonk
 Professor, Indiana University
<http://php.indiana.edu/~cjbbonk>,
 cjbbonk@indiana.edu



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



What if students minds were on fire for learning? i.e., Jumbo Movitation!

A Cycle of Knowledge Building and Sharing

Creator: Intentionally designing pedagogical experiences

User: Intentionally participating in experiences

Facilitator: Intentionally designing and facilitating experiences

Support: Intentionally designing and facilitating experiences

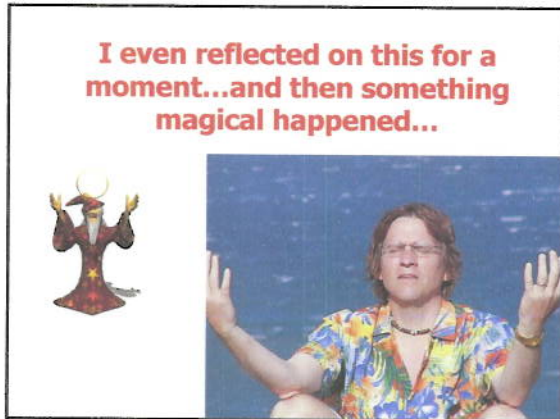
Provide these organically & sustainably

MINDS ON FIRE

What's Possible, the Long Tail, and Learning 2.0

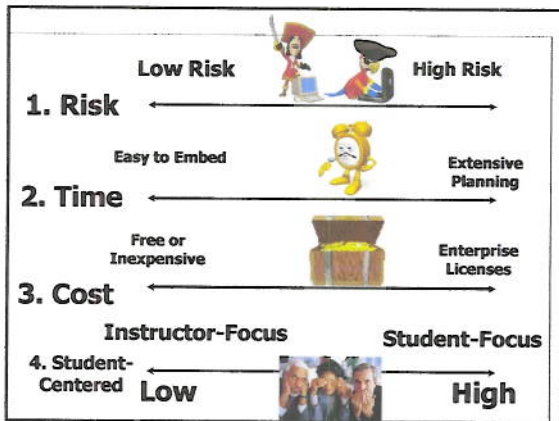
Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?





Magic #1: 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



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)
Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=BO9rqJD1GXo>

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?

- A. clear, undetectable, fathomable, available
- B. one phase, wasteful person
- C. retain, withhold, keep, hold
- D. make happy, cheer, amuse, please
- E. smallest, least, minimum, lesser

A B C D

1 / 20

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



2. Encouragement, Feedback, etc.:
C. Video Scenario Learning Accounting Interviews
 and Preparatory Course Review Modules (Franklin University, cost and forensic accounting course)

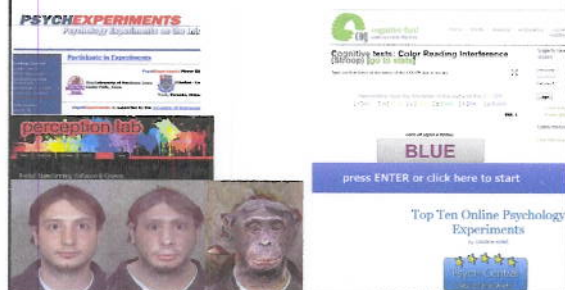
<http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior-01.aspx.html>
<http://video.franklin.edu/Franklin/acct/342/common/TravelScenario02.html>



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



3. Curiosity, Fun:
B. Online Experiments (e.g., psychology)



3. Curiosity, Fun: C. WolframAlpha
 (access knowledge)

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




3. Curiosity, Fun: D. Videoconference
 (e.g., Global Nomads Group, Int'l Studies for Indiana Schools (i.e., ISIS); Mandarin Chinese, Niger, Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture of Mexico)



3. Curiosity, Fun: E. Oceanographer touts deep sea web surfing (e.g., Nautilus Live allows people to not only learn about the expeditions but watch them live and listen to the scientists in the control rooms as discoveries are made, eSchool News, June 2010)



3. Curiosity, Fun: F. Virtual Tours and Field Trips




4. Variety, Novelty: A. Cool Resource Provider or Tech Demos...MM

- 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.

PS40 Cool Resource Provider and Moderator Sign Up Sheet


Hi everyone! We are looking for the best candidates for a possible... (text continues)




4. Variety, Novelty: B. Synchronous Session with Guest Expert...MM



4. Variety, Novelty: C. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, interviews)



Arlington Racetrack



Jockey's are Important

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

5. Autonomy, Choice: B. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews Continued (e.g., famous Australian actors)

5. Autonomy, Choice: C. Online Cases (e.g., Mark Braun, IU)

5. Autonomy, Choice: D. Explore Online Museums, Zoos, Library Exhibits

6. Relevance, Meaningfulness: A. 60 Second Recap, Jenny Sawyer

<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

**6. Relevance, Meaningfulness:
B. Tour an Online Oil Drilling Site or Role Play Situations (i.e., BP)**

This collage includes several images: a map of the Gulf of Mexico, a person in a field, an offshore oil rig, a person in a control room, a map of the world with red markers, and a person in a virtual environment.

**7. Interactive, Collaborative:
A. Online Language Learning (Skype, MSN, ECpod, Mixxer, Livemocha, Babel, KanTalk etc.)**

This collage features images of people using video chat services like Skype and MSN, a woman at a computer, and a screenshot of the 'SpeakENG Course' website.

**7. Interactive, Collaborative:
B. Collaborative Documents (Google Docs)**

This collage shows the Google Docs interface, including a spreadsheet with a table of food items, a pie chart, and various document editing tools.

	A	B	C
1	Cheese	Sausage	Crackers
2	Mustard	Summer	Skiz
3	Cheddar	Breakfast	Trical
4	Ones	Kielbasa	Sabine
5	Mozzarella	Mortadella	Melba Toast
6	Edam	Salami	White Tuna
7	Gouda	Swiss Salami	Goldfish

**7. Interactive, Collaborative:
C. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups)**

This collage displays screenshots of online group platforms such as Ning (Business, Economics and Accounting Clubs) and Google Groups (Purdue Android Programming), along with a globe and a network diagram.

**8. Engagement, Effort:
A. Synchronous Learning**

Multimodal Interactions

This collage illustrates synchronous learning through a live session on wiziq.com, featuring a video feed of a participant, a chat window, and a shared presentation slide.

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

This collage shows a variety of learning events, including a video conference with a participant, a presentation slide, and a screenshot of an online forum or paper.

8. Engagement, Effort: C. Flash, 3-D Visualization, & Laboratory Software

8. Engagement, Effort: D. Tour a Museum (e.g., British Museum, Smithsonian, Louvre)

9. Tension, Challenge, etc.: A. Ethical Debates

9. Tension, Challenge, etc.: B. Electronic Guests & Mentoring (Simon Fraser University News: <http://www.sfu.ca/medlaprfs/news/2001/Sept8/hightech.html>)

10. Yields Products, Goals: A. Student YouTube Products

<http://www.youtube.com/watch?v=xiw5InyPzsQ>
http://www.youtube.com/watch?v=x3FJy14Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

10. Yields Products, Goals: B. Video Blogs...MM

**10. Yields Products, Goals:
C. Photo Festivals and
Competitions (e.g., COFA at UNSW,
Scrapblog, flickr, etc.)**



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

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products



**Poll #1: 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.



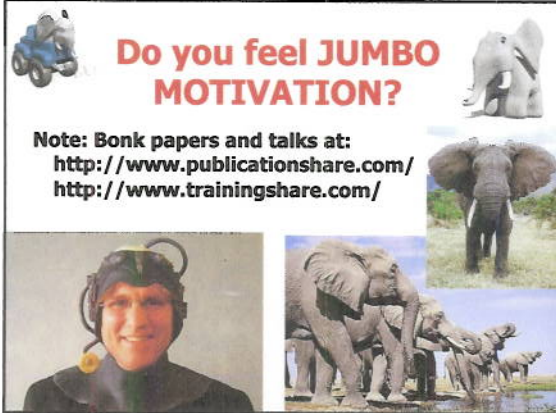
**99 seconds: What have you
learned so far?**

- Solid and Fuzzy in groups
of two to four



**Do you feel JUMBO
MOTIVATION?**

Note: Bonk papers and talks at:
<http://www.publicationshare.com/>
<http://www.trainingshare.com/>



**Masterclass Part 3: Addressing
Learning Styles and Diverse
Learners with the R2D2 Model**

Dr. Curtis J. Bonk
Professor, Indiana University
<http://php.indiana.edu/~cjbbonk>,
cjbbonk@indiana.edu



Magic #2: The R2D2 Model

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. Reading from Open Access Journals (e.g., PLOS)

The International Review of Research in Open and Distance Learning

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

Attila University

Read 1b. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging)

follow us on twitter

Poll 2: Podcast Questions

- a. Who has listened to a podcast?
- b. Who listens to a certain podcast on a regular basis?
- c. Who has created a podcast?
- d. Who has created a vodcast?
- e. Who thinks podcasting is simply more talking heads?

Read 1c. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

Read 1d. Podcast Paper Reflections

Read 1e. Podcast Research Reviews

Read 1f. 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

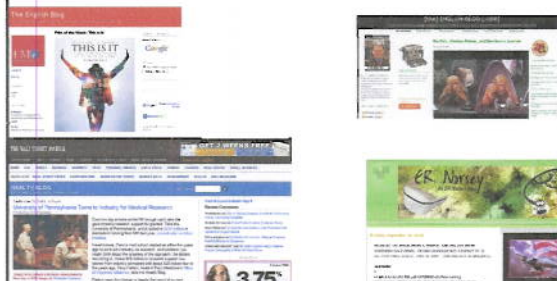
Reflect 2a. Critical Friend Blog Postings..MM

Poll: Blogging Questions

- a. Who has a blog?
- b. Who regularly reads other people's blogs?
- c. Who assigns blogging tasks?
- d. Who has created a video blog?
- e. Who thinks it is an utter waste of time to blog?



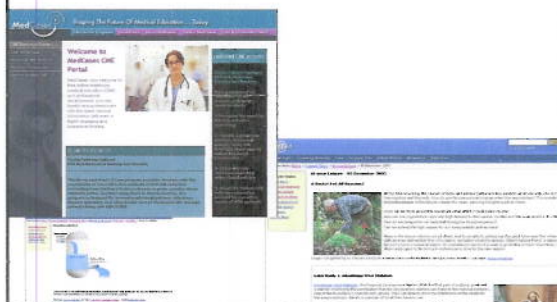
Reflect 2b. Expert and Domain Specific Blog Reflections (English, Health, Business, etc. blogs)



Reflect 2c. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)



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



Reflect 2e. Workplace and Field Reflections...MM



Reflect 2f. ORL or Library Day (e.g., The Thompson Library at Ohio State University) ...MM



Reflect 2g. Videos on Book Websites (e.g., Brain Rules, John Medina)

Reflect 2h. Topical Lectures from Famous People (e.g., Big Think; Academic Earth)

Reflect 2i. Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)

<http://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApsKjaer>

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. Adventure Learning

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)

The map shows the growth in scientific research of territories between 2000 and 2005. If there was no increase in scientific publications the territory has no area on the map.

In 1990, 85 scientific papers were published per 100,000 people in the world. This increased to 200 per 100,000 in 2005. The rate rose more steeply in territories with strong scientific research resources: the United States, with the highest total publications in 2005, experienced a similar increase since 1990 then that in Japan, China, Germany and the Republic of Korea. Singapore had the greatest per person increase in scientific publications.

Yongpoo is engaging actively in the modern science research, as we position ourselves for the global, knowledge-driven economy, and for our next phase of development as a society. (Thames-Therapeutics.com, 2002)

Territory size shows the proportion of the number of extra scientific papers that were published in 2002 compared with 1990, where authors work there.

- Open PDF online, designed for printing. You need Acrobat Reader.
- Use labeled territory into an animation map for comparison.
- Data files: Excel format with map, Excel format no map, OpenOffice format (no map)
- Technical notes for the data.
- ©. All of the data we use is estimated: see data page.

Display 3f. Online Portals of Rich Data United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)

Display 3g. Videos of the Periodic Table

Display 3h. Medical Animations and Videos (e.g., YouTube, CNN, BBC)

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

The screenshot shows the Google 3D Warehouse interface. At the top, there's a search bar and navigation options. Below, a 3D model of a bridge is displayed in a perspective view. To the right, there are sections for 'Made with Google SketchUp', 'Collections containing this model', and 'Related items'. The interface includes standard web browser elements like address bars and download buttons.

Display 3j. Indexing Sounds in Cities with Google Maps

The screenshot shows a Google Maps interface with several red location markers overlaid on a city map. A pop-up window is visible, showing a list of indexed sounds or audio files. Another window in the background shows a person's face, possibly related to the audio indexing project.

Display 3k. Weather-Related Visuals and Animations

This block contains two screenshots. The left one shows a weather map of the United States with color-coded temperature and precipitation zones. The right one shows a graphic for 'HURRICANE IKE' with a satellite-style image of the hurricane's eye.

Display 3L. Virtual Archaeology (e.g., ARHAVE from Brown University)

A collage of images related to virtual archaeology. It includes a 3D reconstruction of a classical building facade, a person in a virtual environment, a person using a handheld device, and various archaeological site reconstructions and artifacts.

Display 3m. Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)

This block features several screenshots of educational and timeline tools. One shows a complex timeline with multiple tracks and events. Another shows a 'Gates through the' interface with a portrait of Bill Gates. Other screenshots show various learning tool interfaces with text, images, and interactive elements.

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

This block shows screenshots of two online history portals. The left one is the 'Civil Rights Digital Library' with a 'Welcome to the Civil Rights Digital Library' message. The right one is the 'AMISTAD' portal, featuring a portrait of a man and text about the Amistad case.

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.

Poll: Wiki Questions

- Who regularly reads Wikipedia articles just for fun?
- Who regularly reads Wikibooks?
- Who seeks Wikipedia for content?
- Who has edited or written new articles on Wikipedia or Wikibooks?
- Who thinks it is ok for students to cite from Wikipedia?

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

Web 2.0 and Emerging Learning Technologies
From Wikibooks: the open content textbooks collect. [View in German](#)

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

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

Do 4d. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>

Do 4e. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)

A collage of images related to podcasting and virtual performances. It includes a screenshot of a podcast player with the text "Hey Jude, don't make it bad. Take a sad song and make it better.", a "podomatic" logo, a "TWELFTH NIGHT" poster, and other digital content.

Do 4f. Medical Simulations in YouTube and Second Life

Screenshots of medical simulations. On the left, a YouTube video player shows a virtual "Exam Rooms" environment. On the right, another YouTube video shows a 3D anatomical model of a hand. Below these are smaller images of a virtual medical center in Second Life.

Do 4g. International and Global Education and Competitions (e.g., Global Game Jams, online role play, Global Videoconferencing)

A collage of images showing international and global education activities. It includes a virtual conference room, a "Global Game Jam" event with people gathered around a table, and other scenes of online learning and collaboration.

Poll: 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!

Illustrations of cartoon characters and a hurdle, used as visual aids for the poll.

99 Seconds Stop and Share: Top Three Things you can use!

A collage of various icons and images, including a large number "3", a jar of bees, a stack of books, and other symbols, representing the "Top Three Things" mentioned in the text.

**Try the R2D2 Method!
Try TEC-VARIETY!
And hope for some magic!!!**

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

Three small images showing people in various settings: a person in a dark costume holding a sword, a man and a woman making peace signs, and a person in a dark hooded cloak.

Masterclass Part 4: Blended Learning

Curt Bonk, Professor, Indiana University
cjbonk@indiana.edu
<http://mypage.iu.edu/~cjbonk/>
<http://SurveyShare.com>



Perhaps Blending Online Is the Solution!



Those in earthquakes!



Those affect by volcanos...




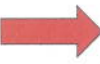
Snowmegeddon, DC winter of 2010



Those where there are diseases and outbreaks...




The Sloan Consortium

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings.
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

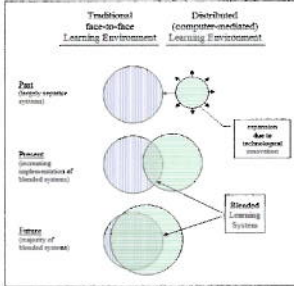

Blending Online and F2F Instruction

- **“Blended learning refers to events that combine aspects of online and face-to-face instruction” (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)**




Historical Emergence of Fully Online and Blended

(Graham, 2006)



Where is Blended Beneficial?

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes



Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

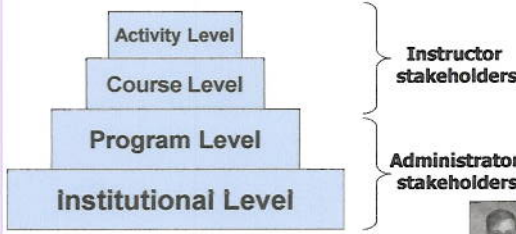

- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging

Myth: Faculty can have a logical discussion with administrators about blended learning.

Models of Blending

Blending occurs at the following four levels:

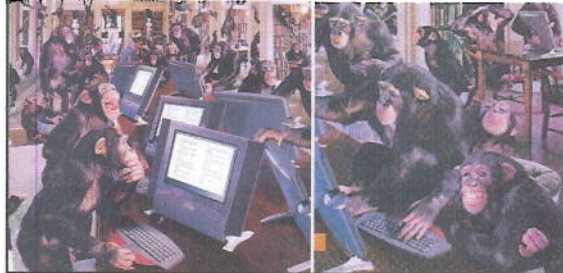



AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Igneri, 2006)



Source: American Management Association, AMA at Work

Part II: 13 Fully Online and Blended Learning Problems and 20 Solutions



Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.

Ok, Million Dollar Question: What can you do in 1 week?



Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

Blended Class Sessions for 2020

Session	Class	Day	Time	Location	Notes
0011	01	01/21	09:00-10:00	000	Introduction/Setup
0012	01	01/22	09:00-10:00	000	Introduction/Setup
0013	01	01/23	09:00-10:00	000	Introduction/Setup
0014	01	01/24	09:00-10:00	000	Introduction/Setup
0015	01	01/25	09:00-10:00	000	Introduction/Setup
0016	01	01/26	09:00-10:00	000	Introduction/Setup
0017	01	01/27	09:00-10:00	000	Introduction/Setup
0018	01	01/28	09:00-10:00	000	Introduction/Setup
0019	01	01/29	09:00-10:00	000	Introduction/Setup
0020	01	01/30	09:00-10:00	000	Introduction/Setup



Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)

This slide shows two screenshots of the Berkeley website. The left screenshot displays a course listing for 'Introduction to Computer Science' with a video thumbnail. The right screenshot shows a video player interface for a lecture, with a small inset of the lecturer.

Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

This slide features two screenshots of a course page on the left, showing a video player and a list of resources. On the right is a cartoon alarm clock character with a face, arms, and legs, appearing to be ringing.

Blended Solution #3. Webcast Lectures (Tegrity, Echo360, Mediasite, etc.)

This slide displays two screenshots of webcast lecture software. The left screenshot is from Tegrity, showing a lecture titled 'Magnetic Fields' with a diagram and a video player. The right screenshot is from Echo360, showing a lecture titled 'Public Health and the Environment' with a video player and a list of resources.

Problem Situation #4: Web Supplemental Activities

- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.

This slide includes three small illustrations: a person wearing a hat and holding a book, a magnifying glass over a document, and a laptop computer.


Blended Solution #4. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc)

This slide shows two screenshots of open source photography websites. The left screenshot is from Flickr, displaying a grid of various photos. The right screenshot is from Everystockphoto.com, showing a large image of a white statue in a park.

Blended Solution #5. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)

This slide displays a screenshot of 'The Vincent van Gogh Gallery' website. The page features the Vincent van Gogh logo, a navigation menu, and a main content area with a large image of a painting and a list of resources.


Blended Solution #6. Online Portal Explorations



The screenshot shows a news portal with a prominent article titled "Alive and Choline" featuring a close-up image of a biological specimen. The page layout includes a navigation menu on the left and various content sections.

Problem Situation #5: Student Learning Control


- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.



The illustration depicts a student sitting at a desk with a microscope, symbolizing hands-on learning. Next to them is a person with a glowing lightbulb above their head, representing generative learning and the creation of new knowledge.

Blended Solution #7. Wikibook or Wikipedia Editing or Critiques


- Ask students to critique a wikibook or page from Wikipedia



The screenshot shows a Wikipedia page with a critique or edit history visible. The text on the page is partially obscured but appears to be a technical or scientific article.

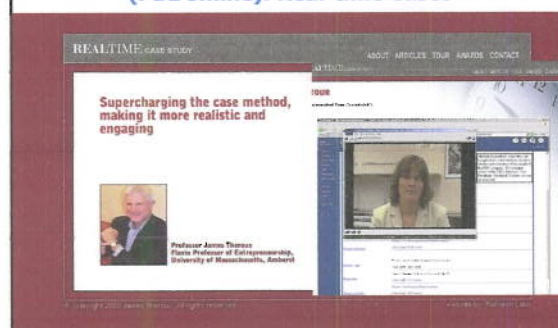
Problem Situation #6: Preparedness for the Profession

- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.



The illustration shows a person standing next to a large gear, symbolizing industry and professional preparation. The text "THE REAL WORLD" is written in a stylized font, emphasizing the connection to professional practice.


Blended Solution #8. Real World Problems (PBL online): Real-time Cases



The screenshot displays a presentation slide titled "Supercharging the case method, making it more realistic and engaging". It features a video feed of a woman speaking and a small image of Professor James Thomas, a Professor of Entrepreneurship at the University of Massachusetts, Amherst.

Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.



The illustration shows several stylized figures in a virtual meeting environment. A Skype logo is prominently displayed, representing virtual collaboration and teamwork across different locations.

Blended Solution #9. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

Students getting hands-on experience designing unique tours

Photo by Bill Winkler

Steve Wicker, who directs the US Office of Tourism and Tourism Development, is designing courses that immerse students hands in experiential methods in the 21st century.

Blended Solution #10. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Problem Situation #8: Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

Blended Solution #11. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

showcases

Department: *Psychiatry*
Academics: Prof. Michael Gill, Dr. Brian Fitzmaurice, Katie Armstrong

Psychiatric Interviews: The Evidence

Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #12. Global Videoconferencing

Blended Solution #13. Global Project Collab Teams (Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)




John E. Taylor, Director of the Project Network Dynamics Lab



Blended Solution #14. Global Game Jams, Electronic Computer War Games, etc.





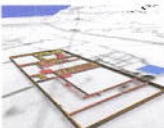


Global Game Jam




Problem Situation #10: Need to Visualize Content

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

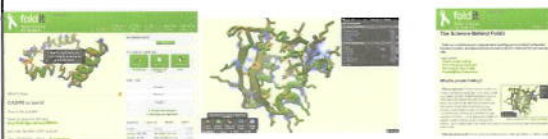

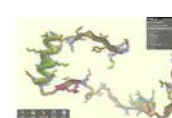

Blended Solution #15. Simulations and Virtual Worlds Online (e.g., OpenSimulator http://opensimulator.org/wiki/Main_Page)










Blended Solution #16. Foldit (puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.)

<http://fold.it/portal/>
http://www.youtube.com/watch?v=xawEc_sUVz5I (visual excerpt from interview below: 1:23 minutes)
<http://www.youtube.com/watch?v=EZ1XuOghouE&feature=lvvr> (Stanford Project interview: 5 minutes)

Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

Blended Solution #17. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)

Blended Solution #18. Educational Simulations

Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

Blended Solution #19. Basic Acoustics of Musical Instruments (University of New South Wales)

Sing ALL the "Glee" Songs with iPhone or iPad!

<http://www.youtube.com/watch?v=z4G3BZIOudA>

It provides the ability for you to sing along with the singers of the show Glee and realtime (less than 50 millisecond delay) correct your pitch and harmony - along with the ability to compile a group signing event from points around the world.

(per Elliott Masie, Learning Trends #635, September 8, 2010, company is called "Smule")

Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

Blended Solution #20. Class Synchronous Sessions and Archives

(Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Phillips 66

6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...

Blended Learning Questions and Comments

Note: Bonk papers and talks at:
<http://www.publicationshare.com/>
<http://www.trainingshare.com/>

Masterclass Part 5: Best Practices: Low-Risk, Low-Cost, Low Time

Dr. Curtis J. Bonk
 Professor, Indiana University
<http://php.indiana.edu/~cjbbonk>,
cjbbonk@indiana.edu

1. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
 - Online Option: hold multiple forums online and require to comment on other ones.

2. Think-Pair-Share or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
 - Students reflect or write on it.
 - Then they share views with assigned partner.
 - Share with class.
- **Online Option: assign email pals, Web buddies, or critical friends and create activities.**



3. Brainstorming

(L = Cost, L = Risk, M = Time)

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?



4. Mock Trials with Occupational Roles

(L = Cost, H = Risk, M/H = Time)

- Create a scenario (e.g., school reform in the community) and hand out to students to read.
- Ask for volunteers for different roles (everyone must have a role).
- Perhaps consider having one key person on the pro and con side of the issue make a statement.
- Discuss issues from within role (instructor is the hired moderator or one to make opening statement and collects ideas.

Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.



5. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.



6. Online Role Play Personalities

- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting



7. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

- **White Hat:** Data, facts, figures, info (neutral)
- **Red Hat:** Feelings, emotions, intuition, rage...
- **Yellow Hat:** Positive, sunshine, optimistic
- **Black Hat:** Logical, negative, judgmental, gloomy
- **Green Hat:** New ideas, creativity, growth
- **Blue Hat:** Controls thinking process & organization



8. Jigsaw



- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.

9. Eight Nouns Activity

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.



10. Online Scavenger Hunt

1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.



11. Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

- a. Write short and long terms goals down on goal cards that can be referenced later on. **Post these to a discussion forum.**
- b. Write 4-5 expectations for this session.
- c. Expectations Flip Chart (or online forum): share of 1-2 of these...
- d. Debrief is met them.



12. Accomplishment Hunt

(L = Cost, M = Risk, M = Time)

- a. Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- b. Students respond to each other as to what have in common or would like to have. Or instructor lists 1-2 of those for each student.



13. Séance or Roundtable

- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief



14. One minute papers or muddiest point papers
(L = Cost, M = Risk, M = Time)

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.



15. PMI (Plus, Minus, Interesting)
(L = Cost, L = Risk, M = Time)

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.



Cool Stuff

16. 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.
4. Advantages:
 1. Text chats involve all learners in real time in reading or writing language.
 2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
 3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.



17. Reuse Online Discussion Transcripts

- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.



18. 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.



19. Reuse Expert Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations



20. Online Book Reviews

(L = Cost, M = Risk, M = Time)

- Have students read different books online and post reviews an forum or to Amazon or send to the author.
- Give each other feedback.



21. Listen and Reflect on Book Author Podcasts



22. Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors helps moderate it.



23. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)

- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.



24. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.



25. Paired Article Critiques in Blogs

- Students sign up to give feedback on each other's article reviews posted to their blogs.

Article	Student Critique	Student Peer Review
Arbuthnot, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online JBLx Courses?</i>	Stoshin Moses Carolea Penning Liz Yu Alex Bostley	Liamon Ryan Karin Leppard Flora Liu Lori Anderson
Meyer, K.A. (2003). <i>Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking</i>	Lynne Ryan Ellen Doherty Nancy Jones Karin Leppard Frances Williams Heather Shantz	Paul Anderson Trevor Tenney Cynthia Frenkel Liz Yu Alex Bostley Sofia Rajapetch
Shen, P., Li, C.S. and Pollock, A. (2006). <i>A study of teaching presence and student sense</i>	Dani Wilson	Nancy Arora

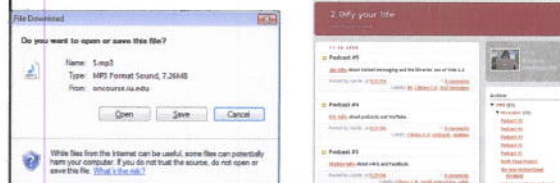
26. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.



27. Student Generated Podcasts and Reflections

- Ask students to create a podcast show.
- Write reflection papers on how it went.



28. Just-In-Time Syllabus

(Raman, Shackelford, & Sosin) <http://ecedweb.unomaha.edu/jits.htm>

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)
 e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.



29. Readings All Web Resources

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
- Turn in final reflection papers.



30. Class Voting and Polling (perhaps electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
 2. Instructor pulls our minority pt of view
 3. Discuss with majority pt of view
 4. Repoll students after class
- (Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
 Rick Kulp, IBM, 1999)



31. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)



32. Case-Based Learning: Student Cases

1. Model how to write a case and practice answering.
2. Generate 2-3 cases during semester based on field experiences.
3. Link to the text material—relate to how text author or instructor might solve.
4. Respond to 6-8 peer cases.
5. Summarize the discussion in their case.
6. Summarize discussion in a peer case.
(Note: method akin to storytelling)



33. Scenario Learning (Option 6, Bloomington, IN)



34. Poster Sessions and Gallery Tours (Bonk, 1995)

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



35. Peer Mentoring Sessions (Bonk, 1996)

1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.



36. Pruning the Tree (i.e., 20 questions) (V)

- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



37. Rapid Data Collection

- Assign students to collect data on certain questions for a set time period (perhaps during a live class).
- Give handout.
- Come back to discuss.
- Perhaps hold competitions.



38. Questioning Options

(Morten Flate Pausen, 1995)

- **Shot Gun:** Post many questions or articles to discuss and answer any—student choice.
- **Hot Seat:** One student is selected to answer many questions from everyone in the class.



39. Stand and Share

1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).



40. Best 3

(Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).
- Work with another who has 3 as well and decide on best 3 (or 4).
- Those pairs work with another dyad and decide on best 3 (or 4).
- Report back to class.



3 Stop and Share: Top Three Things Learned! 3

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____



Slides at: TrainingShare.com
 Papers: PublicationShare.com
 Book: <http://worldisopen.com/>
 The World is Open.

