Masterclass Part 3: Adding Some Jumbo Motivation to Online Courses and Activities with the TEC-VARIETY Model

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

Jumbo Motivation is Needed!

SEEDS OF EMPOWERMENT
Empowering

**August 5, 2010
Remaking the College Campus,
Bridget McCrea, Campus Technology**
http://campustechnology.com/Articles/2010/08/05/Remaking-the-College-Campus.aspx?Page=1

CAMPUS TECHNOLOGY

Yonsei University Library, Seoul, Korea

Feb 1, 2011: Self-Organized Learning
from Sugata Mitra, Teacher-Replacing Tech: Friend or Foe?, Gregory Ferenstein, Fast Company

FAST@MPANY

Teacher-Replacing Tech: Friend or Foe?

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

ONE BILLION DOLLARS

Motivation Research Highlights
(Jere Brophy, Michigan State University)

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

I even reflected on this for a moment...and then something magical happened...

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. Risk — Low Risk ←→ High Risk

2. Time — Easy to Embed ←→ Extensive Planning

3. Cost — Free or Inexpensive ←→ Enterprise Licenses

4. Student-Centered — Instructor-Focus ←→ Student-Focus / Low ←→ High

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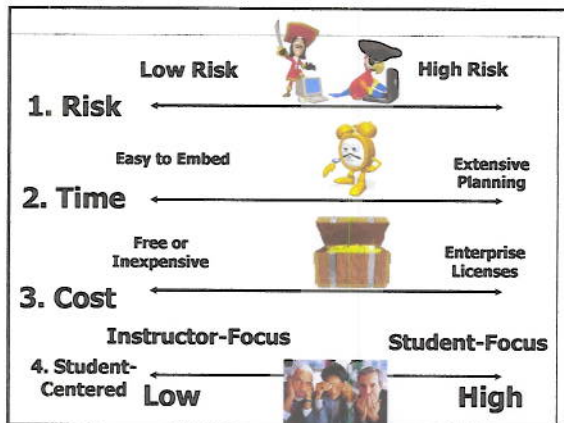
1. Tone/Climate: Social Ice Breakers

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.

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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=BO9rgJD1GXo

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

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

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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-player.html
http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html

2. Encouragement, Feedback, etc.:
D. Online Acounting Lessons
(e.g., Lyryx; https://lifa.lyryx.co)

3. Curiosity, Fun:
A. Online News
(Giant jellyfish, Tiny T. rex, and Ardi)
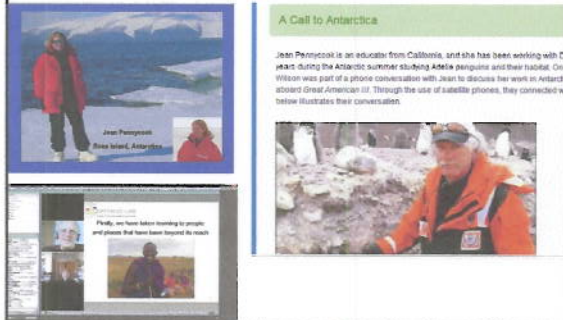
3. Curiosity, Fun: B. Cross-Cultural
Videoconference (e.g., Global Nomads Group, Int'l
Studies for Indiana Schools (i.e., ISIS); Mandarin Chinese, Niger,
Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture
of Mexico)

3. Curiosity, Fun:
C. Online Games

3. Curiosity, Fun: D. WolframAlpha
(access knowledge)
http://www.wolframalpha.com/

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

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

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. Online Cases (e.g., Mark Braun, IU)

5. Autonomy, Choice: C. Explore Online Museums, Zoos, Library Exhibits
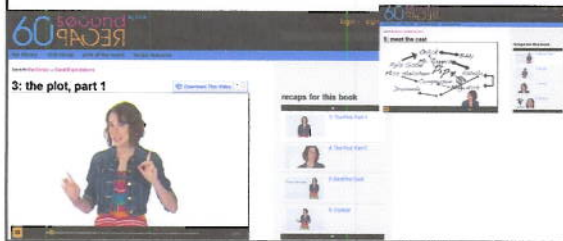
6. Relevance, Meaningfulness:
A. 60 Second Recap, Jenny Sawyer
http://www.60secondrecap.com/
Actress to students: Lend me your earbuds!
English major, 24, rambunctiously recaps the classics in 60-
second Web videos; By Greg Toppo; USA TODAY, September 2009
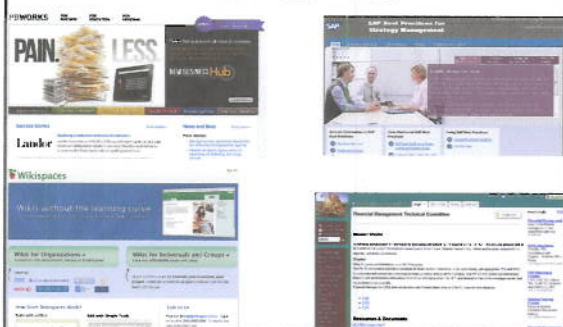
6. Relevance, Meaningfulness:
B. Tour an Online Oil Drilling Site or Role
Play Situations (i.e., BP)
http://www.youtube.com/watch?v=ts45BkAnqTs

6. Relevance, Meaningfulness:
C. Business Wikis

Internal Wikis for Knowledge
Management (e.g., Intelpedia)
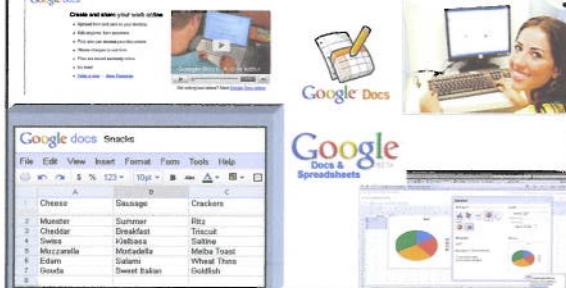
Per Josh Bancroft, Intel engineer and the creator of Intelpedia at Intel:
"Imagine that you could have all the features and functionality that
Wikipedia has on your own internal wiki."
'In the four-plus years that Intelpedia has been up and running, I have
had exactly zero reported instances of an unwanted edit — of some-one
spam-ming or vandalizing or doing something inappropriate.' JD Lasica,
July 8, 2010 interview with Josh,
http://www.socialmedia.biz/tag/intelpedia/

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

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

7. Interactive, Collaborative:
C. Working In Virtual Teams
(e.g., Collanos, Ning, Groove, SharePoint, Google Docs)

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

8. Engagement, Effort:
B. Dr. Monica Rankin's class, UT Dallas, Cuban Revolution (April/May 2011)
http://www.youtube.com/watch?v=ocQMf1kPo98

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

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

10. Yields Products, Goals:
A. Student YouTube Products
http://www.youtube.com/watch?v=xiwSIryPzsQ
http://www.youtube.com/watch?v=x3FJyi4Pn_E
http://www.youtube.com/watch?v=eD1awpaSuP0

10. Yields Products, Goals:
More Student YouTube Products
Miguel Lara (Web 2.0 FREEDOM): http://www.youtube.com/watch?v=8cmCFWi9IW8
Shuya Xu and Yue Ma (Blog my online lrng): http://www.youtube.com/watch?v=im7GQM9fzhc
Julie Rust (Participatory Learning): hhttp://www.youtube.com/watch?v=cHx_5bRWV0M
Cesur Dagli (Animal perspectives on course): http://www.youtube.com/watch?v=cDeTEJdO5lc

10. Yields Products, Goals:
B. Create Own Channel in YouTube
(e.g., my channel "TravelinEdMan")
http://www.youtube.com/user/TravelinEdMan

10. Yields Products, Goals:
C. Video Blogs

10. Yields Products, Goals:
D. Photo Festivals and Competitions
(e.g., COFA at UNSW, Scrapblog, flickr, etc.)
http://www.youtube.com/watch?v=im7GQM9fzhc

10. Yields Products, Goals: E. Employee Film
Competitions (Deloitte Film Festival)
All: http://www.youtube.com/user/DeloitteFilmFest
Is This Heaven: http://www.youtube.com/user/DeloitteFilmFest#p/u/14/k4Wn_h5ce7c
Dude Where's My Proposal: http://www.youtube.com/user/DeloitteFilmFest#p/u/4/eH1Bu7G5Hrs
Behind the Scenes: http://www.youtube.com/user/DeloitteFilmFest#p/u/0/Wfx6-5aDaUE
The Green Dot: http://www.youtube.com/watch?v=id0uH8uhXtY
Kid Fakes Job Interview http://www.youtube.com/watch?v=b9gbb6-I7Fs&feature=related

TEC-VARIETY Model for
Online Motivation and Retention
Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Poll: 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!!!!
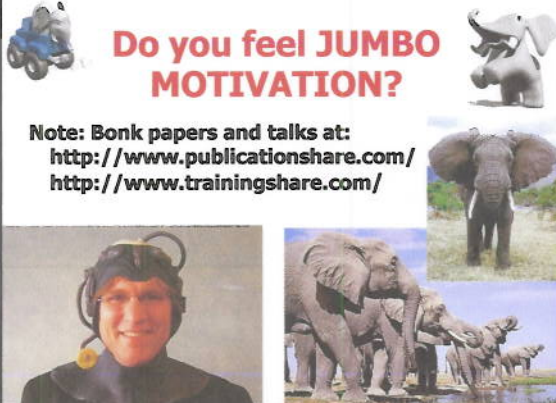5. 4-5.
6. 5-10.
7. More than 10.

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:
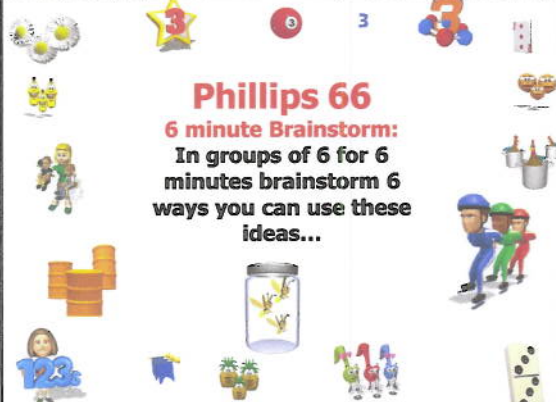http://www.publicationshare.com/
http://www.trainingshare.com/

Masterclass Part 4: Where Are You R2D2?: Addressing Learning Styles and Diverse Learners with the Read, Reflect, Display, and Do Model

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Phillips 66

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

Frame work: #5: 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. Online Article Portals and Databases

http://r685articledatabase.weebly.com/
http://ella.slis.indiana.edu/~bahalloc/r685/
http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2011.htm

Read 1b. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

Read 1c. Reading from Open Access Journals (e.g., PLOS)

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

Poll: 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?

February 27, 2011
Actually Going to Class, for a Specific Course? How 20th-Century. New learning technologies prompt a rethinking of traditional course structure, Chronicle of HE, Jeffrey R. Young

"There's not really much need for teachers anymore," since so much material is online, says Dekunle Somade, a senior at the U. of Maryland at College Park.

Read 1e. Listen to Open Access Podcast Shows (and write papers)

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. Individual Blogging Reflections

Reflect 2b. Critical Friend Blog Postings (Kristen and Susan)

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

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

Blogging Questions

1. Who has a blog?
2. Who regularly reads other people's blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?

Reflect 2e. Scenario Learning
(Option 6, Bloomington, IN)

More Scenario Learning
(e.g., Krispy Kreme Management 101)

More Scenario Learning
(Skills Training from Wisdom Tools)

Reflect 2f. Case and Online Discussion
(Kelley Direct, IU)

KELLEY SCHOOL
OF BUSINESS
INDIANA UNIVERSITY
IUPUI

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

Reflect 2h. Workplace and Field Reflections

3. Visual Learners

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

Display 3a. Virtual Tours and Timelines
(i.e., HyperHistory; http://simile.mit.edu/timeline/)

Display 3b. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Display 3c. Visual presentations (e.g., Prezi)

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

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

Display 3h. Weather-Related Visuals and Animations
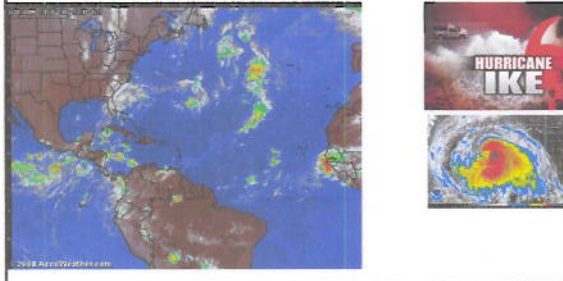
Display 3i. Online History Portals and Resources (Civil Rights Digital Library and Amistad)

Display 3j. Radical Cartography
http://www.radicalcartography.net/index.html?chicagodots

Boston City Limits
annexations and landfill, 1804-1912
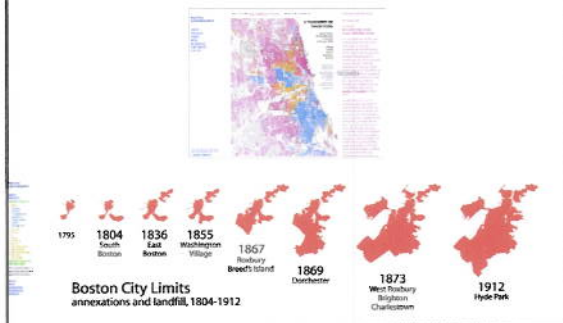
4. Tactile/Kinesthetic Learners

- 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

a. Who regularly reads Wikipedia articles just for fun?
b. Who regularly reads Wikibooks?
c. Who seeks Wikipedia for content?
d. Who has edited or written new articles on Wikipedia or Wikibooks?
e. 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

Do 4b. Simulations, Animations, and Role Play

Do 4c. Podcast Productions and Shows

Do 4d. Virtual Worlds

Do 4e. Paired Article Critiques in Blogs

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

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

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

Do 4h. Podcast Productions and Virtual Performances for students of pronunciation class

Do 4i. Medical Simulations in YouTube and Second Life

Do 4j. Uploading Mobile Books (e.g., BookRix, http://www.bookrix.com/

Do 4k. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Do 4L. Virtual Quizzes (www.mededu.or.kr)

Do 4M. Virtual Worlds (e.g., Dr. Monica Rankin's class, UT Dallas, Cuban Revolution) http://www.youtube.com/watch?v=D4uBhZN9Oos

Do 4N. Simulation Games
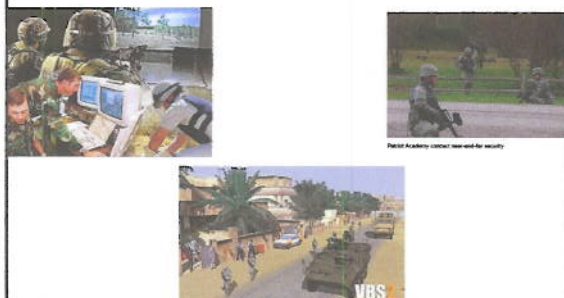
99 Seconds Stop and Share and Stand: Top Three Things you can use!

Masterclass Part 5: Hyper-Engaging Best Practices for Any Class Size or Format: Low-Risk, Low-Cost, Low Time

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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)

a. Create a scenario (e.g., school reform in the community) and hand out to students to read.
b. Ask for volunteers for different roles (everyone must have a role).
c. Perhaps consider having one key person on the pro and con side of the issue make a statement.
d. 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.
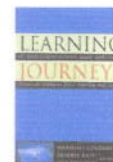
24. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- 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
Arbaugh, J.B. (2007). *Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?*	Stephen Moses	Lorraine Ryan
	Carolyn Puswelko	Karen Leonard
	Lin Yu	Flora Lin
	Alex Brierley	Lori Atkinson
Meyer, K.A. (2003). *Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking*	Lorraine Ryan	Paul Anderson
	Hardit Dhanial	Yvonne Toney
	Neera Arora	Carolyn Puswelko
	Karen Leppard	Lin Yu
	Francica Wilkinson	Alex Brierley
Shea, P., Li, C.S. and Pickett, A. (2006). *A study of teaching presence and student sense*	Heather Burnett	Stefno Raspoerich
	Daryl Wilton	Neera 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. 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: anomymous input till a due date and then post results and reconsider until consensus Rick Kulp, IBM, 1999)

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

31. 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 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)

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

33. Poster Sessions and Gallery Tours

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

34. 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.

35. 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.

36. 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.

37. 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.

38. ORL or Library Day
### (e.g., The Thompson Library at Ohio State University)

39. 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.

40. 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).

Stop and Share:
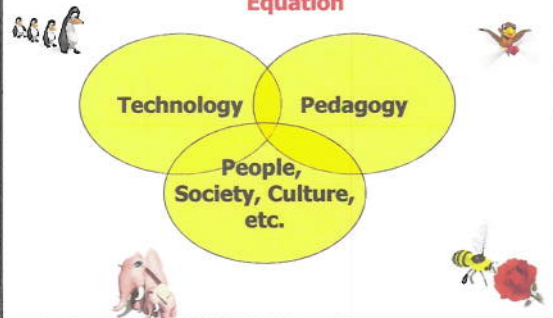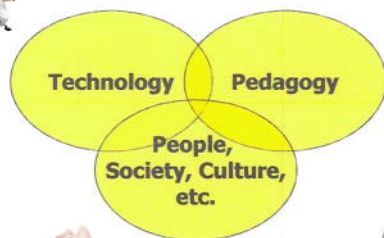**Top Three Things**
Learned!
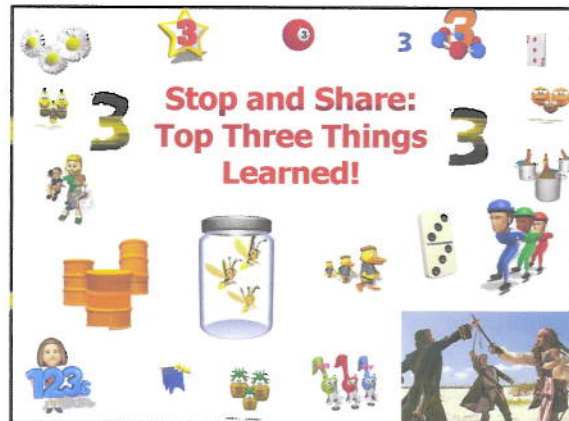
Stand and Share Ideas

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

It is both Nature AND Nurture as well as PEOPLE!!! Technology is just part of the Equation

Technology   Pedagogy

People,
Society, Culture,
etc.

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

Note: Bonk papers and talks at:
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