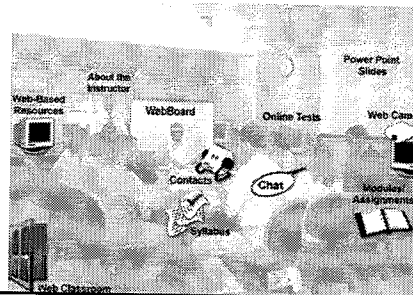


**Blogs, Blends, Boards, or Back to the Future:
Building the Ultimate Online Learning
Environment**

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



**Florida Gulf Coast University
Web-Class of the Future**



**Personalized Learning
Environments**

- **There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.**

**Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)**

- **Web 2.0 technologies including social networking software, weblogging, Wikis, personal publishing, authoring tools, tools for collaboration (e.g., Writely), news aggregators**
- **Other tools include calendaring and scheduling tools, email, chat and instant messaging.**

**Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)**

- **Context—providing a preferred context for learning.**
- **Conversation patterns—supporting conversations in learning and moderating that learning**
- **Team—helping connect one to others who share similar learning interests.**
- **Activities—matching one's learning activities to one's learning preferences.**
- **Social events—matching people for learning events based on personal profiles, preferences, and contacts.**
- **Technology—making tools available that prefer.**

Personalized Learning Environments

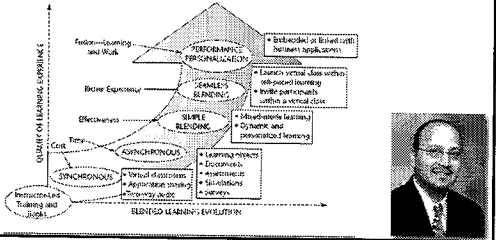
- **Providing learning paths for students.**
- **Offering portfolios that stay with learner—showcases work.**
- **Students select from a range of learning environments, courses, and instructors.**
- **Learner cohorts are made up of students from various countries of choice.**
- **Age grouping is less relevant and instead a push for more learning by interest, knowledge, and experiences.**
- **Instructor will be on display for learner selection.**

Harvey Singh (2006)



Blending Learning and Work 477

FIGURE 34.1. PAST, PRESENT, AND FUTURE OF BLENDED LEARNING.



YOUR WEB, YOUR WAY

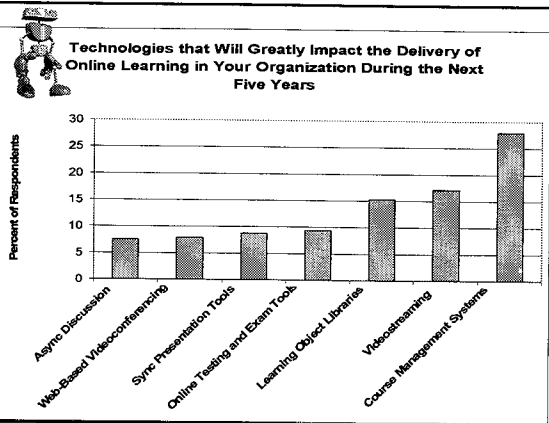
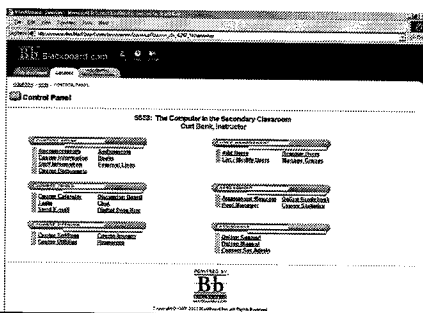
Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

“Difficult choices lie ahead both for CMS vendors and for institutions of higher learning.”

Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

“A very good thing has grown very large, very quickly, and few faculty are speaking or being heard in the discussions of what an ideal CMS might look like in maturity.”

Teaching Technology of 21st Century (diff type of blackboard)



**Question:
What is wrong with the
course management
systems we are using?**



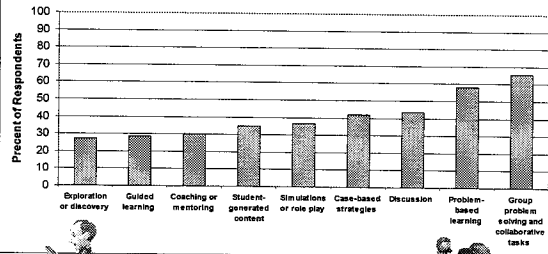
What are the problems?

- **Hard to use?**
- **Poor interface?**
- **Few options?**
- **Limited tools?**
- **High cost?**
- **Minimal or no support?**

What are the Goals?

- **Higher productivity?**
- **Instructor sharing?**
- **Data integration?**
- **More efficient tools (e.g., drop boxes, tracking changes, enhanced gradebooks)**
- **Student collaboration?**
- **More instructor control?**
- **More student control?**

Instructional Approaches that Selected by Respondents as Among the Four Strategies Likely to Become More Widely Used



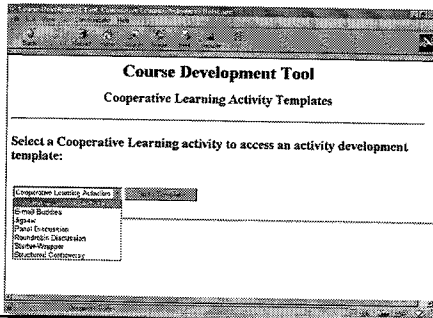
**What will Next Generation
Tools Focus on?**

- **Active, constructivistic**
- **Contextual, work embedded**
- **Engaging, motivational**
- **Team oriented, collaborative**
- **Fosters ownership, personal control**
- **Intelligent, advisement, mentoring**

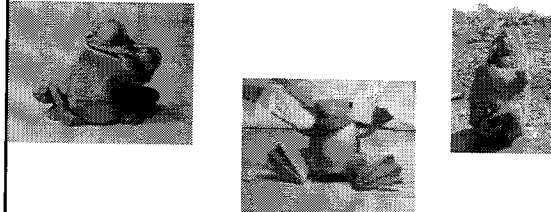
Learning and Thinking Skills Goals?

- **Search, explore, filter Information**
- **Summarize and synthesize**
- **Generate ideas**
- **Document and justify ideas**
- **Problem solve, make decisions**
- **???????**
- **???????**

Frameworks and Templates for Thinking

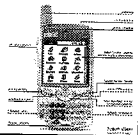


Group Reflection #1: What skills should they promote?



Trend #1. Mobile Learning

- Increasing use of mobile and handheld will create rich and exciting new avenues for learning. Teachers can deliver instruction and participate in class from more locations.



Trend #2. Greater Visualization, Individualization, and Hands-on Learning

- Online and FTF learning environments will increasingly become individualized; in particular, emphasizing visual and hands-on activities.



Trend #3. Self-Determined Learning

- ICT will foster greater student responsibility for learning. Decisions about the type and format of blended learning will be made by students instead of instructors or instructional designers. Learners will be designing their own programs and degrees.



Trend #4. Student Expectations Rise

- Students will be used to having more choices and selections so their expectations will rise as do the expectations of their parents.



**Trend #5.
Personalized Learning
Environments**

- There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.

**Trend #6.
Increased Connectedness,
Community, and Collaboration**

- ICT will open new avenues for collaboration, community building, and global connectedness. It will become used as a tool for global understanding and appreciation.



**Trend #7.
Increased Authenticity and On-
Demand Learning**

- Online learning will focus on authenticity and real world experiences to supplement, extend, enhance, and replace formal learning. As this occurs, blended learning will fuel advancements in the creation and use of online case-learning, scenarios, simulations and role play, and problem-based learning.



**Trend #8.
Linking Work and Learning**

- As blended learning proliferates, the lines between workplace learning and formal learning will increasingly blur. Higher education degrees will have credits from the workplace and even credit for work performed.

**Trend #9.
Less Predefined Schedules**

- When teachers are teaching and students are learning is less clear. New norms and measurement scales will emerge.



**Trend #10.
Changed Instructor Roles**

- The role of an instructor or trainer in a blended environment will shift to one of mentor, coach, and counselor.



Excitement in Learning

NEW... LOW COST Audio Visual Method WITH DISCUSSIONAL CONTROL

TEACHING TOOLS

Dramatic NEW Teaching Aid...

AMERICAN OPTICAL OPAQUE PROJECTOR

DUKANE CORPORA

DUKANE CORPORATION

Technology of the 1980s

A Great Christmas Gift from Radio Shack

The New Handy 1000 EX

Complete with one Color Monitor and one Color Printer

Price \$799

Radio Shack

Technology of the 1980s

apple clones

Apple I Der persönliche Computer mit dem man lernt zu programmieren

Apple III Der persönliche Computer mit dem man lernt zu programmieren

Basis 108

Technology of the late 1990s: Course Management Systems

Blackboard

December 27, 2001 - January 3, 2002

Welcome to the 10000 Course

Blackboard is a course management system that provides a secure, web-based environment for students and faculty to interact. It includes tools for content delivery, assessment, and communication.

Next Generation of Students

Tech creates a bubble for kids

Tech Creates Bubble for Kids
Alejandro Gonzalez, USA TODAY, Updated 6/20/2006 10:34 AM ET

Technology of the 2000s

Gateway M275 tablet PC, Winona State University, Mayville State University
The schools will provide the tablet computers to full-time students who do not have laptops from previous programs.

BlackBerry P518 PDA, University of Maryland
The school has begun testing out the wireless personal digital assistants to faculty and more than 300 full-time graduate students in the School of Education.

Effects of interactive multimedia in distance learning

Giti Javidi and Ehsan Sheybani, 2004, In Proceedings of the IASTED International Conference WEB-BASED EDUCATION

"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

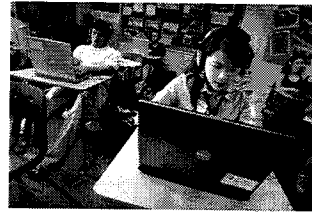
A Different Generation??? Multitasking... "YOUNG AND WIRED," Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006



Gloria Kwan listens to her iPod while text messaging a friend who's in class. Chronicle photo by Mike Kepka



"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages -- how will the sheer amount of time spent plugged in affect our kids?" Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006



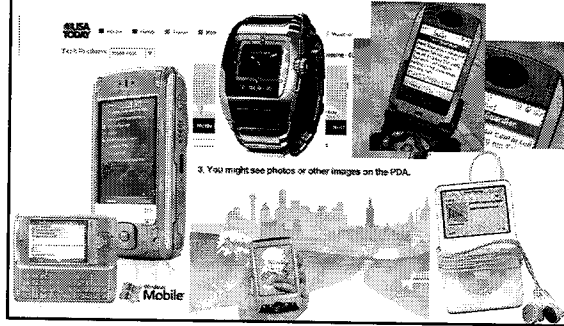
Harker student Stephanie Lil (wearing a false nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Kepka



Freshmen Arrive Bearing Gadgets and Great Expectations
September 22, 2006
Chronicle of Higher Ed

- **Students will spend 27.5 percent more on electronic purchases this year than last year, according to a report on the National Retail Federation's annual Back-to-College Consumer Intentions and Actions Survey. That's \$10.46-billion, in a category that includes flat-panel TV's, video-game consoles, laptops, and, of course, digital music players.**

All learning in one's own hands?



Demand for Internet in US
(Special MSNBC report, Dec 13, 2004)

TECHNOLOGY: SCIENCE
Always online -- and always talking
 When three days without a word in an e-civvy

Difficulty in disconnecting
 As technology continues to influence the lives of young people, some are finding it tricky to unplug from the Internet and other hi-tech gadgets. Others say it would be hard to disconnect.

Percentage who say it would be "very hard" to give up...

Group	Computer*	Internet**	Email†	Cell phone	Telephone	Personal digital assistant (PDA)
Young Tech Elites	74%	54%	53%	68%	56%	67%
Older wired Baby Boomers	46%	44%	44%	22%	22%	25%

* Adjust only of those who use this particular technology.
 † Adjust only of those who use this particular technology.
 ** Adjust only of those who use this particular technology.

SOURCE: Pew Internet & American Life Project

"Learning that takes place in the classroom isn't as important as time studying on your own."
 -Dziuban, Moskal, & Hartman (2005)

Generation Raised on the Internet Comes of Age, MSNBC, Dec., 13, 2004, Martha Irvine

- **For 21-year-old William Herbert, the Internet has replaced newspapers and TV weather reports (he visits Weather.com every morning). He pays his bills online, registers for classes, books airline and train tickets, checks TV listings, buys movie tickets and gets travel directions.**



CAMPUSMOVIEFEST.COM showcases the collab work of tens of thousands of student filmmakers from around the world

Ah, Shoot

ProseLife MOVIE FESTIVAL

MO O

How P2P Will Change Collaborative Learning
 By Judith V. Boettcher
 Campus Technology, June 2006

"One manifestation of the new sharing and personal publishing culture is Campus MovieFest (CMF), a filmmaking competition started in 2000 by students at Emory University (GA). It has since grown into an international event involving tens of thousands of college students, faculty, and staff."

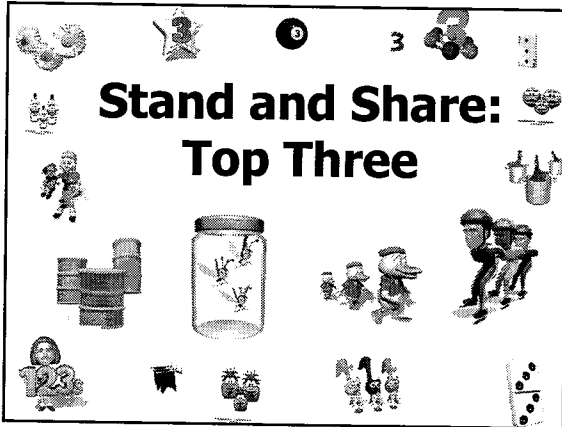
How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006



How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"As learning experiences shift from a focus on reading prepackaged content to more active learning where students explore, research, problem solve, and create, the P2P capabilities of file sharing and collaboration become ingrained in the learning process. Teenagers use these types of technologies naturally and almost automatically."

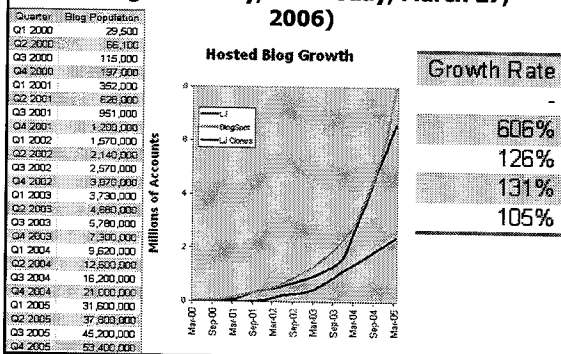
Stand and Share:
Top Three



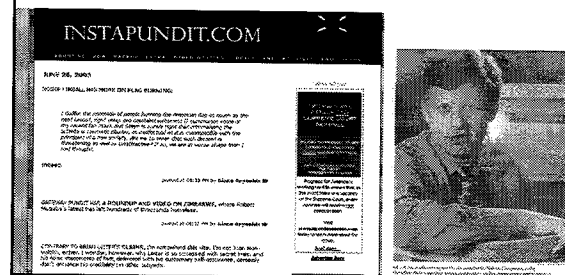
(1) Blogs, (2) Wikis, and (3) Podcasts

- Definitions
- Leading Figures
- Instructional Ideas
- Research, Data, and Other Examples

Trend #1: Blogging (75,000 new blogs each day, USA Today, March 27, 2006)



Scholars who Blog, Chronicle of Higher Ed,
(Glenn Reynolds, instapundit.com;
Stephen's Web, www.downes.ca)



Not Just an American Phenomemon



Tuesday • October 10 • 2006

China says number of blogs tops 34 million with 55 million regular readers

Canadian Press

Tuesday, September 26, 2006

BEDING (AP) - The number of blogs in China has topped 34 million, more than 30 times as many as the country had four years ago, news reports said Tuesday.

Some 17.5 million people in China consider themselves Web log writers, while 55 million regularly read them, newspapers and the Xinhua News Agency said, citing a report by the government's China Internet Network Information Centre.

Web logs are hugely popular in China, where the government controls all media and the Internet offers most people the only public forum for expressing opinions. Most blogs deal with pop culture, travel, family matters and other nonpolitical subjects.

Stephen Downes (2004)

"A blog...is and has always been more than the online equivalent of a personal journal. Though consisting of regular (and often dated) updates, the blog adds to the form of the diary by incorporating the best features of hypertext: the capacity to link to new and useful resources. But a blog is also characterized by its reflection of a personal style, and this style may be reflected in either the writing or the selection of links passed along to readers. Blogs are, in their purest form, the core of what has come to be called *personal publishing*. (p. 18)."

According to Linda Evarts (2003)

"Web logs — blogs for short — are the surprise wedding of the informational capacity of journalism and the speed of instant messaging....Composed of short and frequently updated postings arranged in chronological order, blogs are Web sites similar to online journals, offering information on topics ranging from foreign policy to poetry."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A blog is a Web journal containing dated entries on a given topic or scheme. They can include search, feedback from readers and links to other sites. They can be written by one person or a group. Blogs can be used to share a viewpoint, enable collaborative discussion, present new product ideas, or explain ongoing news or changes."

Educational use of Blogs

For instructors

- Professional practice
- Networking and knowledge sharing
- Course management tool
-

For students

- Reflections or journals
- Dialogue with peers
- Group work
- Communicate with instructor
-

Blogging Questions

1. Who has a blog? Any for a specific class?
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?

Educational use of Blogs

For instructors

- Professional practice
- Networking and knowledge sharing
- Course management tool
-

For students

- Reflections or journals
- Dialogue with peers
- Group work
- Communicate with instructor
-

Blogs (diaries, writing)

Number of Hosted Blogs Created, by Gender, 2003

	Blogs created	% of blogs created
Male	1,810,000	44%
Female	2,310,000	56%
Total	4,120,000	100%

Source: Perseus Development Corporation, October 2003
032802 02003 etw/lester, inc. www.sixapart.com

Perseus surveyed blogs on the following hosting services: Blog-City, BlogSpot, Diaryland, LiveJournal, Pitas, TypePage, Weblogger and Xanga. As for the age of bloggers, Perseus finds that over one-half of bloggers are between the ages of 13 and 19. Following this age group, 39.6% of bloggers are between the ages of 20 and 29, representing over 1.6 million blogs.

Sample Uses of Weblogs (especially English writing class)

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

Blogger Software: You have many choices!

1. **Blogger:** <http://www.blogger.com/>
2. **Diaryland:** <http://www.diaryland.com/>
3. **Live Journal:** <http://www.sixapart.com/livejournal/>
4. **Movable Type:**
<http://www.sixapart.com/movabletype/>
5. **Pitas:** <http://www.pitas.com/>
6. **TypePad:** <http://www.sixapart.com/typepad/pricing>
7. **Xanga:** <http://www.xanga.com/>

New Pew Survey Defines Today's Bloggers Jimmy Moore, July 22, 2006

- Among the different kinds of blogs out there, here is the breakdown:
- Personal life - 37 percent (can you say [MySpace.com?](http://www.myspace.com))
- Political - 11 percent
- Entertainment - 7 percent
- Sports - 6 percent
- News/Current Events - 5 percent
- Business - 5 percent
- Technology - 4 percent
- Religion/Faith - 2 percent
- Health - 1 percent

Pew Research Group New Pew Survey Defines Today's Bloggers Jimmy Moore, July 22, 2006

- Most bloggers are young, 18-30 year olds
- Most bloggers spend hours on Internet per day
- Most bloggers share their personal experiences
- Most bloggers write daily or almost daily
- Most bloggers LOVE to write and are good at it
- Most bloggers never published their writings b4
- Most bloggers have a full-time job (and it's not blogging!)

Vlogging (Video Blogging)

The screenshot shows a grid of video thumbnails from a vlog. Each thumbnail is accompanied by a short text description. The videos appear to be personal vlogs, some featuring people in various settings, including what looks like a snowy or outdoor environment. The layout is typical of a YouTube channel page.

Adventure Blogging (Ben Saunders, Mark Fennell)

The screenshot shows a blog post titled 'The Successes'. It features several photographs of a snowy, mountainous landscape. One photo shows a person in winter gear. The text describes an expedition to the North Pole, mentioning Ben Saunders and Mark Fennell. The blog post includes a title, a byline, and several paragraphs of text interspersed with images.

North Pole Marathon: World's Coolest Marathon

The screenshot shows a news article from CNN.com. The main headline is 'North Pole Marathon: World's Coolest Marathon'. Below the headline is a large photograph of a group of runners in winter gear. The article text describes the marathon, mentioning it is held in Longley Place and is a new qualification for the 'World's Coolest Marathon'. There are also smaller photos of runners and a 'Page 1 of 1' indicator.

Think-Pair-Share... What have you learned so far?

- If no partner, stray to another group.
- Next set more motivational and collaborative!!!!

Trend #2. Wikis

The screenshot shows the main page of Wiktionary. It features a navigation menu on the left with options like 'Main Page', 'About Wiktionary', and 'Help'. The main content area includes a 'Welcome to the English-language Wiktionary' message and a list of featured articles. There are also sections for 'Random word' and 'Random word - Word of the day'. The page is filled with text and links, typical of a Wikipedia-style site.

Debates about Wiki Quality

The screenshot shows a news article from News.com. The headline is 'Belatedly, Britannica lambastes Wikij'. The article discusses the quality of Wiktionary and mentions that Britannica has criticized it. The text is in a standard news format with a byline and a date. There is a small image of a person in the article.

InfoWorld

HOME NEWS COLUMNARY BLOGS PODCASTS VIDEO RESOURCES TECHNOLOGIES TEST CENTER EVENTS CAREERS IT

Wikipedia to focus on quality issues
 Founder says Wikipedia needs to improve the quality of its content in the coming year
 By China Martens, IDG News Service
 August 04, 2006

Free online encyclopedia Wikipedia needs to improve the quality of its content in the coming year, Jimmy Wales, the founder of the project, said Friday.

Free IT resource
 Executive Search Spotlight
 Sponsored by Google

Free IT resource
 EXCHANGE MANAGEMENT KNOWLEDGE BROWSEABLE SOLUTION GUIDE
 Sponsored by Zandica

"We're going to have a really strong quality initiative," Wales told attendees in his opening keynote at Wikimania, a three-day conference for users of projects run by the Wikimedia Foundation, taking place in Cambridge, Massachusetts. Wales is the founder and chair of the board of trustees of Wikimedia, a nonprofit corporation that operates Wikipedia along with several other web initiatives. The term "wiki" describes Web sites that can be accessed and changed using a browser-based user interface.

With the English-language version of Wikipedia containing close to 1.3 million articles, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.

Wikipedia, WAN
 The HP Compaq nc6400 Business Notebook with Intel® Core™ Duo Mobile Technology.

Info World
 By China Martens, IDG News Service
 August 04, 2006

- With the English-language version of Wikipedia containing close to **1.3 million articles**, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.
- **Wikipedia and Wales have battled criticism over the accuracy of information contained in the encyclopedia, which was originally set up to allow anyone to add and edit any content on the Web site.**
- The negative publicity reached fever pitch last year when John Seigenthaler, a U.S. journalist and former political aide, wrote an article about what he found in a Wikipedia biographical listing about himself.

Info World
 By China Martens, IDG News Service
 August 04, 2006

- The defamatory content, which had sat mostly unaltered for four months on the Wikipedia site, linked Seigenthaler to the assassinations of both U.S. President John Kennedy and his brother Robert Kennedy, the U.S. Attorney General, who Seigenthaler had worked for as an assistant.
- "That was really bad, a terrible error, and we fixed it really quickly," Wales said, noting that after he appeared on CNN with Seigenthaler to discuss the incident in December, traffic to Wikipedia nearly tripled.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A wiki is a collection of Web pages that can be easily viewed and modified by anyone, providing a means for sharing learning and collaboration."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Wikis can be used to create content on-the-fly, as a repository for information and for archiving group learning. Benefits include speed, simplicity and a sense of ownership among participants."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Teams use them to track virtual team members, provide information about their roles, discuss project processes, and share knowledge and insights. Benefits include ease of collaboration, editing and access."

For Teachers New to Wikis

- Wikis are free, online writing spaces.
- Wikis use simple formatting rules, so no HTML understanding required.
- Highly collaborative composing and creativity
- Authors do not claim ownership
- Published online
- Wikis provide a history and anyone can revisit prior versions of text

For Teachers New to Wikis

- Wikis are a writing space
- Writers build upon, edit, and revise
- Power and authority reside in the community not in an individual
- Permissions can be set to limit readers and writers who participate

How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook

de Pedro, X., Rieradevall, M., López, P., Sant, D., Piñol, J., Núñez, L., & Llobera, M. (2006b). *Writing documents collaboratively in higher education using Traditional vs. Wiki methodology (II): QUANTITATIVE results from a 2-year project study*. Barcelona, Spain. Retrieved February 10, 2007, from http://eprints.upc.es/oidul_2006/pujades/comunicaciones_completas/doc969.doc

Methodology

We defined in "the first part" what we called Traditional methodology and Wiki methodology (De Pedro et al., 2006), and we use the same terminology here.

Subject	Code	Degree and cycle	Cycle	Students	Type of group assignment
Applied Ecology (Bio-UB)	Eaub	Biology	2nd	24	Synthesis and critical thinking
Applied Ecology (CCAA-UB)	EaUAB	Environmental Sciences	1st	60	Synthesis and critical thinking
Applied Physiology	FVA	Biology	2nd	69	Writing a report from practical classes
Evaluation Environmental Impact	ALA	Environmental Sciences	2nd	60	Report writing, synthesis and critical thinking
Functional Ecology	EF	Environmental Sciences	1st	50	Information gathering and synthesis
Health and Environment	SIMA	Nursery	1st	25	Information gathering and synthesis
Metabolism Regulation	RM	Biology	1st	300	Writing a report from practical classes
MultiMedia	MM	Documentation	1st-2nd	80	Writing a report from practical classes

Table 1. Subjects, degrees and cycles, students, type of work

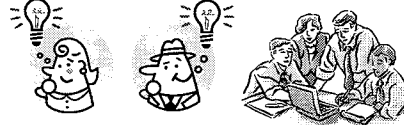
Wiki Resources/Options

- Wikipedia
- Wikibooks
- Wiktionary
- Wikiversity
- Wikispecies
- Wikiquote
- Wikinews



What is a wiki?

• What I Know Is



- collaborative web-writing
- cross class/interdisciplinary projects
- project spaces

What is a wiki?

- Ward Cunningham, in 1995
- The name, wiki, is based on the Hawaiian term *wikiwiki*, meaning "quick"



Wiki Questions

1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Wiki

From Wikipedia, the free encyclopedia

Revision history

Latest | Earliest | View (previous 50) (next 50) (50 | 100 | 250 | 500)

Legend: (diff) = difference with current version, (diff) = difference with preceding version, m = minor edit

Compare selected revisions

Revision	Timestamp	Author	Size	Diff
1005	00:39, 14 February 2006	63.100.100.5	118	(diff) (undo) (edit)
1004	00:38, 14 February 2006	63.100.100.5	118	(diff) (undo) (edit)
1003	00:37, 14 February 2006	63.100.100.5	118	(diff) (undo) (edit)
1002	00:32, 14 February 2006	Dumicic m	118	(diff) (undo) (edit) (reverted edit by 145.166.43.118 to last version by Tawker)
1001	00:32, 14 February 2006	141.152.43.116	118	(diff) (undo) (edit) (reverted edit by 194.187.130.22 (talk) to last version by Shanes)
1000	00:28, 14 February 2006	194.187.130.22	118	(diff) (undo) (edit)
999	22:05, 13 February 2006	Shanes m	118	(diff) (undo) (edit) (reverted edit by 81.120.45.84 (talk) to last version by Shanes)
998	21:59, 13 February 2006	81.120.45.84	118	(diff) (undo) (edit)
997	21:57, 13 February 2006	Shanes m	118	(diff) (undo) (edit) (reverted edit by 39.120.45.84 (talk) to last version by TexasAnroid)
996	21:56, 13 February 2006	81.120.45.84	118	(diff) (undo) (edit)
995	21:52, 13 February 2006	TexasAnroid (n)	118	(diff) (undo) (edit)
994	21:51, 13 February 2006	81.120.45.84	118	(diff) (undo) (edit)
993	14:01, 13 February 2006	Guansco m	118	(diff) (undo) (edit) (reverted edit by 200.10.121.81 (talk) to last version by Ah-Angel)
992	14:00, 13 February 2006	10.171.81	118	(diff) (undo) (edit)
991	01:12, 13 February 2006	M. Adarquez (n)	118	(diff) (undo) (edit)

Wiki Software

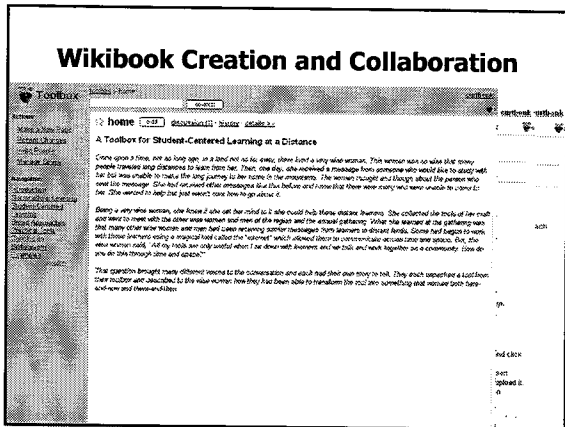
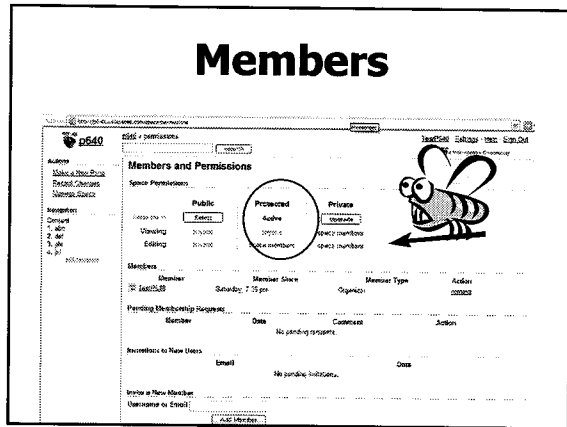
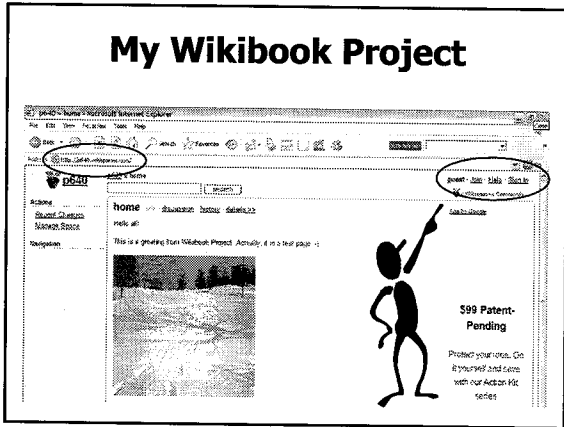
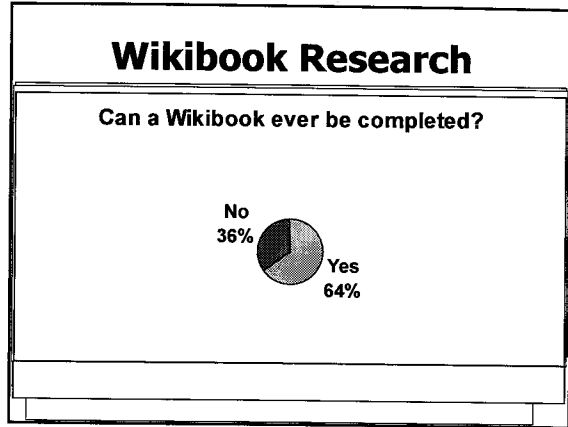
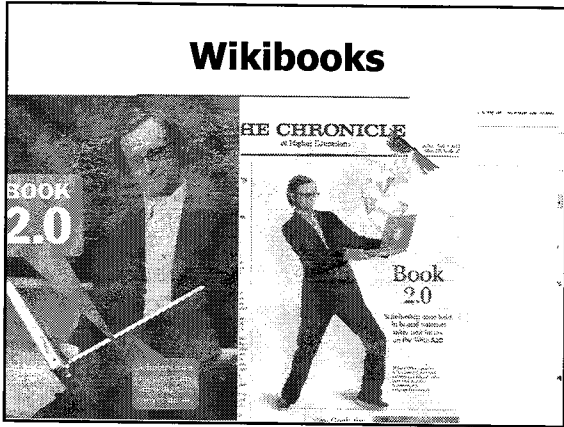
- Wiki software is a type of collaborative software that runs a Wiki system.
 - Java based:
<http://sourceforge.net/projects/friki>
 - Perl based (Twiki)
<http://twiki.org/>
 - PHP based
<http://www.qwikiwiki.com/>
 - PHP & MySQL
<http://www.mediawiki.org/>

Wiki farm

- A "Wiki farm" refers to a server or a collection of servers that provides wiki hosting, or a group of wikis hosted on such servers.
 - <http://www.seedwiki.com/> (public, WYSIWYG)
 - <http://pbwiki.com/> (password-protected, text editor)
 - <http://www.jot.com/> (password-protected, WYSIWYG)

How to choose?

- Source code (Text editors vs. WYSIWYG)
- Access control (password vs. open to public)
- Editing control (various levels of editing controls)
- Free vs. license fee
- RSS awareness
- Advanced features (spell-check, emoticons, blogging, polling, calendar)



Stanford Debuts Wiki of All Things Stanford October 10, 2006 Campus Technology

- Stanford University last week launched the **Stanford Wiki**, a spin-off of the **Wikipedia Web encyclopedia**. It will focus solely on things related to Stanford.
- Stanford Wiki is the brainchild of **Tristan Harris**, student in computer science. "The Stanford Wiki is a place for students to share information about essentially anything they want related to Stanford," Harris told the *Stanford Report*. "It can be about their favorite professors, the best places to take people on dates, the worst dining halls, [or] good places nearby to get haircuts."

**Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology**

- Harris added that the content on Stanford Wiki can also include "plenty of non-superficial things," including "grants and scholarship programs only a few people on campus know about, ways to eat for free during the week, or the secret transportation systems to get around the area." The Stanford Wiki, unlike Wikipedia, will sell ads and be for-profit...

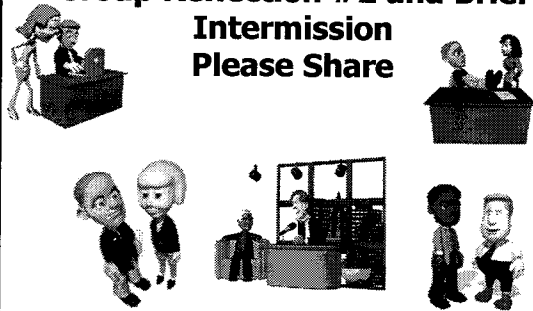
**MIT Launches Center for Collective (Wiki) Intelligence, October 10, 2006
Campus Technology**

- MIT opens the doors this week of the MIT Center for Collective Intelligence (CCI), which has set the ambitious goal to understand how to harness the power of large numbers of people – connected via the Internet and other technologies – to solve a range of business, scientific, and societal problems.
- CCI Director Thomas Malone said the recent successes of "Google and Wikipedia suggest that the time is now ripe for many more such systems." Malone, author of "The Future of Work," said the Center's research will address, "how can people and computers be connected so that – collectively – they act more intelligently than any individuals, groups, or computers have ever done before?"

A Million Penguins

- Back in November, Meredith wrote a post on *We Are Smarter Than Me*, an anticipated Pearson publication that is a collaborative effort of thousands of authors registered on WeAreSmarter.org. Today, Penguin UK launched a similar effort - its first wiki novel *A Million Penguins*.
- Using MediaWiki technology, anyone who registers on www.amillionpenguins.com is able to edit and/or add onto this web-based tale for the next 5 weeks. Already, there are 500 posts (some by return users), four chapters, and an interlude. While there are no definite plans to publish a print version, the site has quickly developed a decent web community during the first day of launch.

**Group Reflection #2 and Brief Intermission
Please Share**



**3. Podcasting, Webcasting, and Coursecasting
(Adam Curry; www.dailysourcecode.com)**

Class-conscious: Teachers want to replace lectures
Teachers want tech to enhance – not replace lectures.

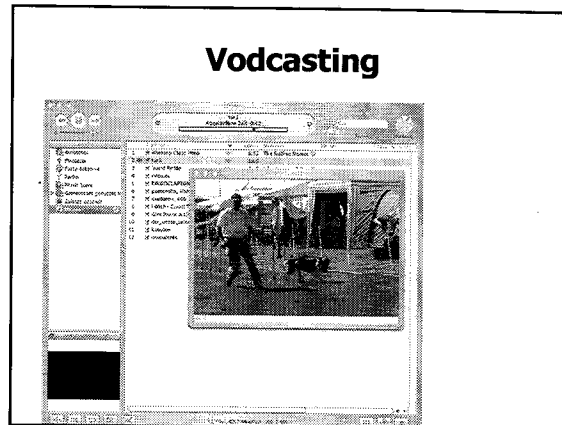
By Erin Stewart
Deseret Morning News

Class-conscious: Teachers want to replace lectures. The plan is to use technology to enhance the classroom, not to replace it. Teachers are using PowerPoints and online resources to make their lectures more engaging. They are also using technology to make their classrooms more interactive. Teachers are using technology to make their classrooms more interactive. Teachers are using technology to make their classrooms more interactive.


Educational Applications

1. Recordings of lectures (Coursecasting)
2. Supplemental textbook or entire book
3. Student projects
4. Interviews
5. Language lessons
6. Oral reports
7. K-12 classroom interactions
8. Downloadable library of resources
9. Recordings of performances





Playfuls.com
July 15, 2006



- Nielsen/NetRatings announced that 6.6 percent of the U.S. adult online population, or 9.2 million Web users, have recently downloaded an audio **podcast**. Also 4.0 percent, or 5.6 million Web users, have recently downloaded a **video** podcast. These figures put the **podcasting** population on a par with those who publish blogs, 4.8 percent, and online daters, 3.9 percent. However, podcasting is not yet nearly as popular as viewing and paying bills online, 51.6 percent, or online job hunting, 24.6 percent.

Podcast Questions

1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

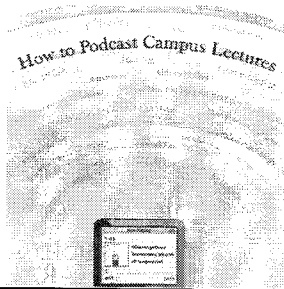
Podcast Guides

- Short, to the point
- Not loaded with URLs and other stuff to write down--put that in the blog
- Informal, friendly, conversational

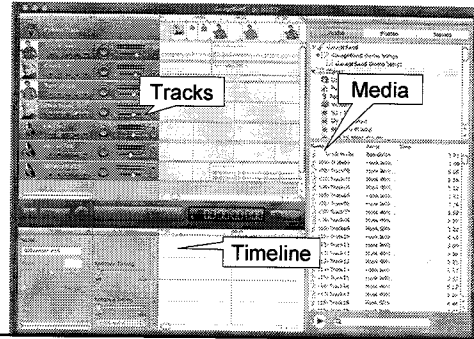
Gather (Chris Essex, 2006)

- Find content
- Collect related URLs, citations
- Arrange for interviews
- Write script
- Collect images, sound clips, "podsafe" music

Chronicle of Higher Education January 27, 2007



Record & Edit



Podcasting and Coursecasting (Adam Curry; www.dailysourcecode.com)

"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."
 "All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)

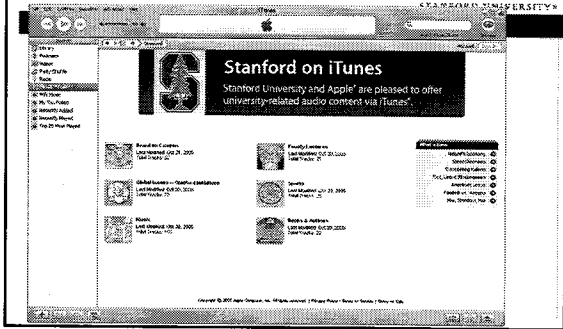


Coursecasting: Purdue and IU

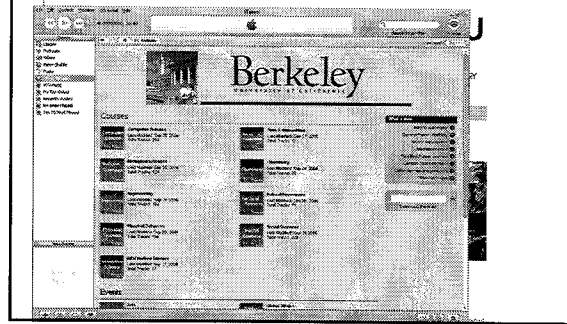
Language Learning (ChinesePod—learn Mandarin)

Other Languages

Podcasting http://itunes.stanford.edu/



Podcasting http://itunes.stanford.edu/



Webcasts: WorldBridges Goals

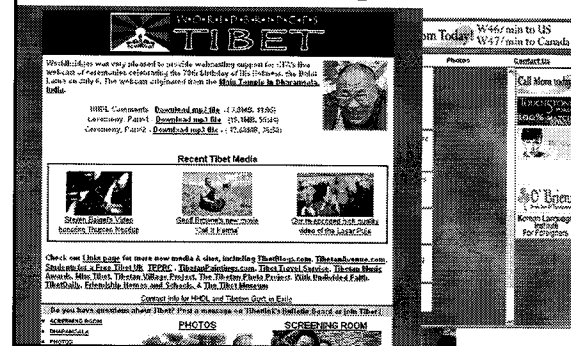
What is Worldbridges?

- Worldbridges is a network of individuals and organizations that use live, interactive webcasting and other new media technologies to help people connect, learn, & collaborate. (Webheads, Koreabridge, Worldbridges Tibet, EdTechTalk, etc.)

Goals & Values

- Our primary goal is to foster understanding and cooperation amongst the citizens of the world. We value civility and respect, open source collaboration, fair distribution of income, and a sense of world identity.

WorldBridges



Blended Learning



Emergence of Blended Learning Systems in Higher Ed

In 2002 the President of Pennsylvania State University said that the convergence between online and residential instruction was "the single-greatest unrecognized trend in higher education today."

Young, J. R. (2002, March 22). 'Hybrid' teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education*, pp. A33.



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)



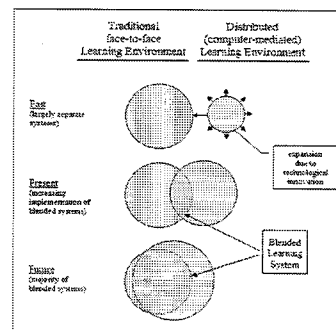
The Sloan Consortium

(2003). *Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003*

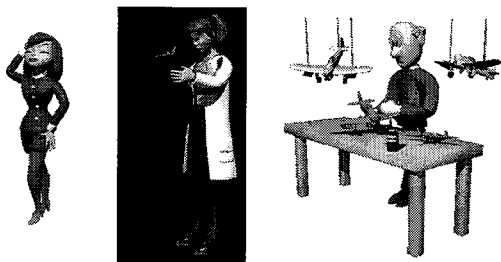
http://www.sloan-c.org/resources/sizing_opportunity.pdf

- **Traditional: 0% online technology**
 - (all content in writing or orally)
- **Web facilitated: 1 to 29% online**
 - (Web syllabus or tasks supplemental)
- **Blended/Hybrid: 30-79% of content is delivered online & some FTF meetings**
- **Online: 80+% of content is online**

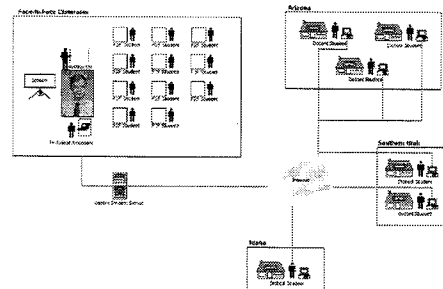
Historical Emergence of BL (Graham, 2006)



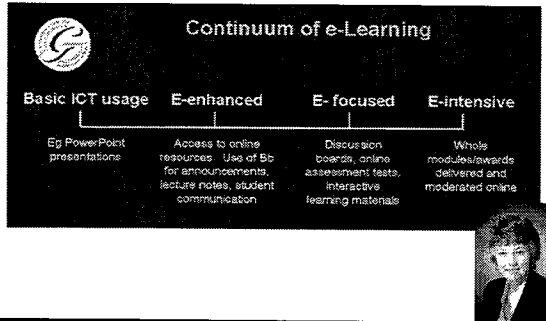
Frameworks and Models of Blended Learning...



Course-Level Blend: Using CMS to blend distance and F2F learners (Rogers, Graham, et al., 2003)



Enhancing Blends (Univ of Glamorgan, Wales, 2006)

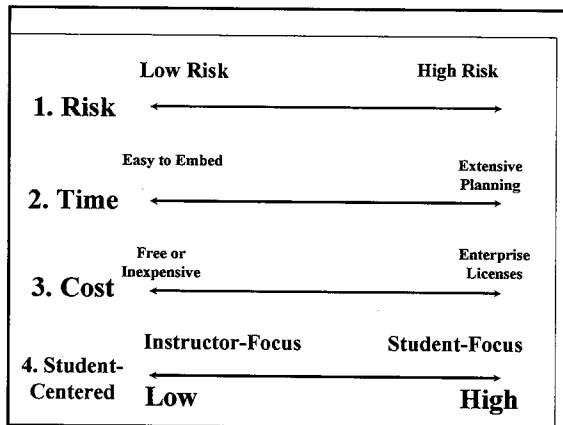


Task



Experience. The difference.

- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)



1. Learner-Centered Learning Principles (American Psychological Association, 1993)

Cognitive and Metacognitive Factors

1. Nature of the learning process
2. Goals of the learning process
3. Construction of knowledge
4. Strategic thinking
5. Thinking about thinking
6. Context of learning

Developmental and Social Factors

10. Developmental influences on learning
11. Social influences on learning

Individual Differences

12. Individual differences in learning
13. Learning and diversity
14. Standards and assessment

Motivational and Affective Factors

7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort



2. Constructivistic Teaching Principles (Brooks, 1990)

1. Build on student prior knowledge.
2. Make learning relevant.
3. Give students choice in learning activity.
4. Student autonomy & active learning encouraged
5. Use of raw data sources & interactive materials
6. Encourage student dialogue
7. Seek elaboration on responses and justification
8. Pose contradictions to original hypothesis
9. Ask open-ended questions & allow wait time
10. Encourage reflection on experiences



Part I: 10 Blended Learning Solutions



Blended Solution #1. Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.



Blended Solution #2. Video Streamed Lectures and Expert Commenting

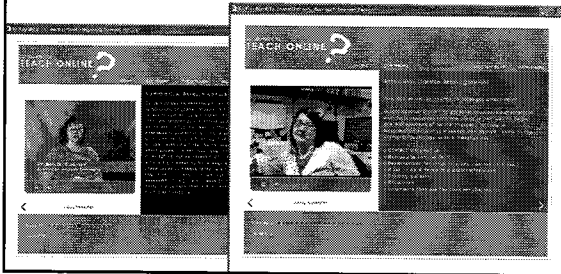
Blended Solution #3: Warm-ups Online Just-In-Time-Teaching (JiTT) <http://webphysics.iupui.edu/jitt/jitt.html>

Blended Solution #4. Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

Blended Solution #5. Cross-Class Collab (Indiana Univ and Open U of Malaysia)

Blended Solution #6. Online Groups...

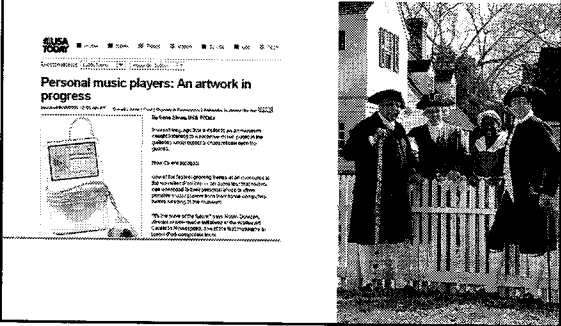
Blended Solution #7. Community of Practice: Online Professional Development



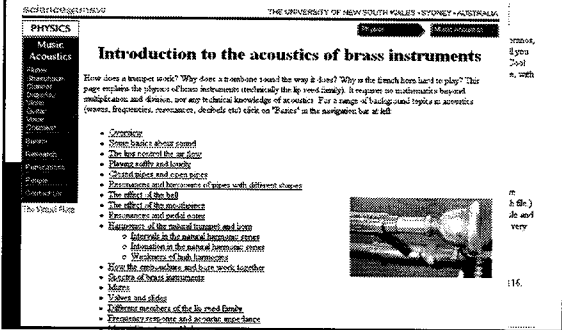
Blended Solution #8. Anchored Instruction: News Content Videos (CTGV, 1990?)



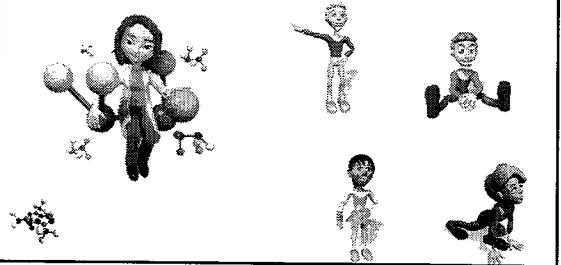
Blended Solution #9. Art and History Exhibits



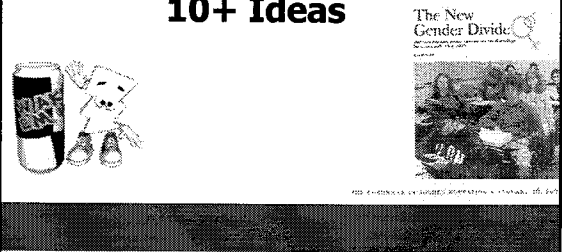
Blended Solution #10. Basic Acoustics of Musical Instruments

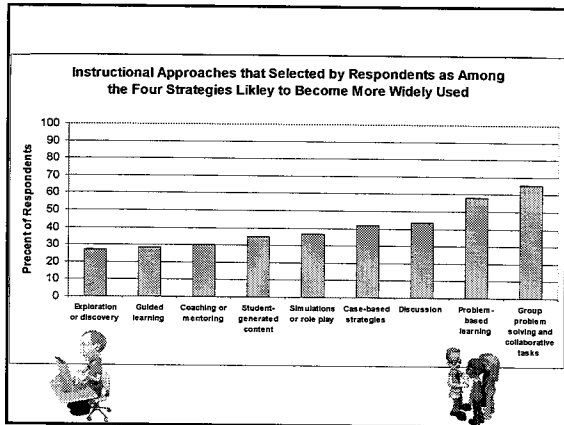


99 Second Stretch Break and Chat!!!



Part II. Mucho Motivation 10+ Ideas





TEC-VARIETY Model Online Motivational

- 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: Ice Breakers

A. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings



B. Coffee House Expectations

1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met



2. Encouragement, Feedback, etc.: A. Critical/Constructive Friends, Email Pals...

Y2001: April 19: Technology in Teaching and Learning
Name: Discussion - 4. Building Res... - 2. Free Tools... - 1. Community...

John Redner and Dana Lewis

- 1 3 Log Entries (2/14/01) Thu, Dec 20, 2000, 17:38
- 1 27 John Redner (Quaker) Sun, Feb 14, 2001, 12:33
- 1 41 Curt Bang (2/23/01) Sun, Feb 18, 2001, 09:00
- 1 228 From Jerry (Gawwaw) Sun, Mar 25, 2001, 23:25
- 1 228 Dana Lewis (Gawwaw) Sat, Mar 31, 2001, 01:54
- 1 252 John Redner (Gawwaw) Thu, Apr 5, 2001, 12:00
- 1 263 Dana Lewis (Gawwaw) Thu, Apr 5, 2001, 19:49
- 1 290 Dana Lewis (Gawwaw) Sat, Mar 31, 2001, 02:02

Nancy Hoffman and Candy Nicolson Feedback

- 1 4 Log Entries (3/23/01) Thu, Dec 28, 2000, 17:39
- 1 194 Nancy Hoffman (Gawwaw) Thu, Mar 4, 2001, 10:56
- 1 123 Curt Bang (2/23/01) Sun, Mar 18, 2001, 20:03
- 1 188 Nancy Hoffman (Gawwaw) Wed, Mar 21, 2001, 13:35
- 1 140 Nancy Hoffman (Gawwaw) Thu, Mar 22, 2001, 07:00
- 1 144 Candy Nicolson (Gawwaw) Thu, Mar 22, 2001, 09:02
- 1 123 Nancy Hoffman (Gawwaw) Thu, Mar 22, 2001, 04:18
- 1 190 Nancy Hoffman (Gawwaw) Wed, Mar 21, 2001, 13:22

Jessica Schmidt and Alan Dierken Feedback

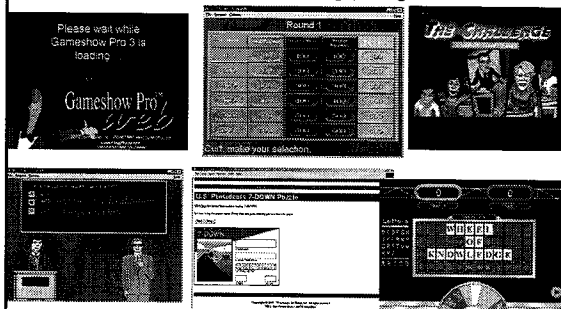
- 1 5 Log Entries (3/23/01) Thu, Dec 28, 2000, 17:39
- 1 76 Jessica Schmidt (Gawwaw) Fri, Feb 23, 2001, 15:08
- 1 22 Kim Breyer (Gawwaw) Mon, Feb 26, 2001, 10:35



3. Curiosity: A. Games

e.g., Online Jeopardy Game

www.km-solutions.biz/caa/quiz.zip;
Games2Train: The Challenge; Thiagi.com



4. Variety:

A. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

B. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback



5. Autonomy: Choice: A. Multiple Topics

PS04: Applying Technology to Teaching and Learning

Search Manage Messages Manage Topics

Topic	Unread	Total	Status
All	0	415	
1. Tech. Integrative Research	0	52	public, unlocked
10. Thoughtful Reflections	0	1	public, unlocked
2. Free Tool Review or Suggestion	0	93	public, unlocked
3. Resource Reviews or Suggestions	0	65	public, unlocked
4. Other Review or Suggestion	0	36	public, unlocked
5. Comments/Questions	0	0	public, unlocked
6. Assignments/Exercises or Feedback	0	0	public, unlocked
7. General Topics	0	0	public, unlocked
8. Practice Problems	0	31	public, unlocked
9. Event Requests	0	0	public, unlocked
Computer-Fixed Exercises	0	134	public, unlocked

6. Relevance: Meaningfulness: A. Authentic Data Analysis

An informative virtual reality view inside the archaeology museum at the Maya ruins of Copan, Honduras.

This should be a new window. If you are waiting for the download you can go back to watching your original video. Are you getting an error?

Hold down your mouse inside the movie to move around. Use the Double key (Ctrl key on Windows) to open it. Use the scroll key to zoom out.

6. Relevance: Meaningfulness:

B. Ozarks Tech Community College and MOREnet, the Missouri Research and Ed Network, REAL-TIME PALEONTOLOGY Research using Videoconferencing

- 1,600 feet of armored, direct-burial fiber-optic cable in the Riverbluff Cave in southwest Missouri, and have networked a field house where work is being done on discovered artifacts. Those finds include some of the oldest Ice Age fossils in North America. Polycom videoconferencing equipment will bring the field science into classrooms at various institutions around the state, while protecting the cave.



7. Interactive, Collaborative: A. Court Room Forum (Bus Law)

Court Administration

ALL Courts

Court	Team List	Edit
Court A	Court Team1, Court Team2, Court Team3	Edit
Court B	Court Team4, Court Team5, Court Team6	Edit
Court C	Court Team7, Court Team8, Court Team9	Edit
Court D	Court Team10, Court Team11, Court Team12	Edit
Court E	Court Team13, Court Team14, Court Team15	Edit

Clear Management Forum Management Check Forum Pending

8. Engagement: Clickers; Innovation is but one click away...

TECHNOLOGY/BUSINESS

CYBER

Interactive technology transforms the classroom

The scientific method becomes high-tech

Iclicker
A wireless RF polling system

9. Tension, Challenge, etc.: A. Online Role Play of Scholars, Personalities, or Famous People

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

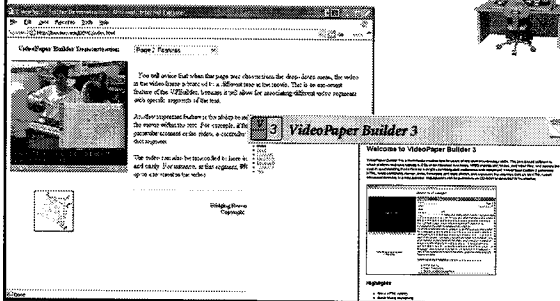
24.3. I am so wise...so listen. Aristotle 11/25/03 05:49 PM

- Training Magazine might have a little bit of a bias too. Also, I'm boring instructional animations and videos. Classroom or e-learning a good audiocast - they can all be good for learning. Cost-effective to go away as an issue, so we might as well face it instead of saying learning is better than another - because it costs more! How did you of the Huns? Didn't you compare prices on spears and horses before global conquests?

24.3.1. Again my opinion - e-learning is NOT cost-effective and is NOT value for money, and does NOT equate good quality

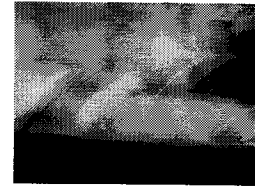


10. Yields Products: A. Video Papers. Grounded Research and Production. Video Paper Builder (<http://vpb.concord.org/>)

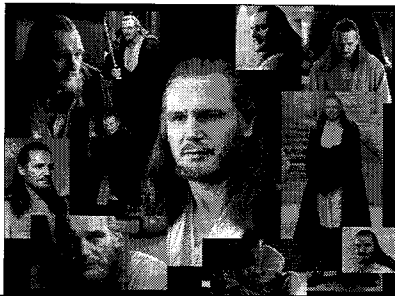


99 seconds: What have you learned so far?

- **Solid and Fuzzy in groups of two to four**



Part III: Addressing Learning Styles



Why Address Learning Styles?

- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation

Poll 1: Which learning style do you prefer?

- Read (Auditory and Verbal Learners)**
- Reflect (Reflective Learners)**
- Display (Visual Learners)**
- Do (Tactile, Kinesthetic, Exploratory Learners)**



VARK learning styles (Fleming & Mills (1992a, 1992b). Four types of learners and learning styles

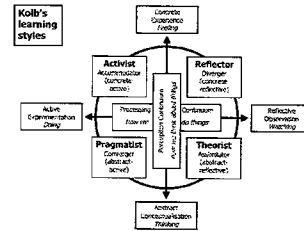
- 1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).**
- 2. Auditory learners prefer to hearing directions, lectures, or verbal information.**
- 3. Reading and writing learners prefer text passages, words, and written explanations.**
- 4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.**

Kolb (1984)



- According to Kolb, effective learning involves four phases:
 - from getting involved (Concrete Experience) to
 - listening/observing (Reflective Observation) to
 - creating an idea (Abstract Conceptualization) to
 - making decisions (Active Experimentation).
- A person may become better at some of these learning skills than others; as a result, a learning style develops.

One View of Learning Styles



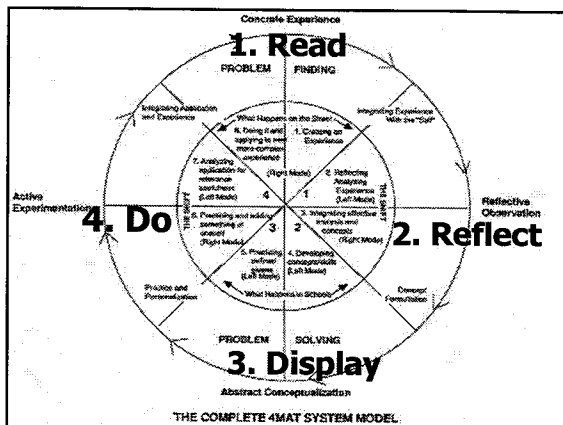
Abstract Conceptualization vs. Concrete Experiences

- (AC) - I am rational and logical.
- (CE) - I am practical and down to earth.
- (AC) - I plan events to the last detail.
- (CE) - I like realistic, but flexible plans.
- (AC) - I am difficult to get to know.
- (CE) - I am easy to get to know.



Active Experimentation vs. Reflective Observation

- (AE) - I often produce off-the-cuff ideas.
- (RO) - I am thorough and methodical.
- (AE) - I am flexible and open minded.
- (RO) - I am careful and cautious.
- (AE) - I am loud and outgoing.
- (RO) - I am quite and somewhat shy.



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.



1a. Online Resource Libraries

Author	Title	Access Date
Jennifer Sheets	1. The Chemical Set - Episode 1	04/15/04 07:59 AM
Jennifer Sheets	2. The Chemical Set - Episode 2	04/15/04 07:59 AM
Jennifer Sheets	3. The Chemical Set - Episode 3	04/15/04 07:59 AM
Jennifer Sheets	4. The Chemical Set - Episode 4	04/15/04 07:59 AM
Jennifer Sheets	5. The Chemical Set - Episode 5	04/15/04 07:59 AM
Jennifer Sheets	6. The Chemical Set - Episode 6	04/15/04 07:59 AM
Jennifer Sheets	7. The Chemical Set - Episode 7	04/15/04 07:59 AM
Jennifer Sheets	8. The Chemical Set - Episode 8	04/15/04 07:59 AM
Jennifer Sheets	9. The Chemical Set - Episode 9	04/15/04 07:59 AM
Jennifer Sheets	10. The Chemical Set - Episode 10	04/15/04 07:59 AM

1b. Online Audio Cases Audio Dramas

eCollege Wales, Univ. of Glamorgan

AUDIO DRAMA

The Chemical Set - Episode 1

Listen to John and Terry talking about their start-up ideas. What do they need to consider before deciding to pursue their interest in starting a business? Think about their personal as well as their professional situations. Click PLAY to begin.

BACK PLAY PAUSE STOP

1c. Synchronous Conferencing

1d. Online Tutorials and Help

NCBI PubMed

To register for a My NCBI account, click on the Register link at the top right of the screen.

Target your results using the improved Limits page!

- Click the Limit tab to enable
- Add an author or journal to your search.
- Limit to citations with links to free full text.
- Select multiple languages, publication types, and

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



2a. Post Model Answers

BRACH 517
EMPLOYMENT LAW AND ETHICS PROJECT

04/23/2016 16:43:40

BRACH 517

Employment Law and Ethics Project

Question 1

Would it be illegal for Laura to recommend Billings instead of Lewis? Explain, being specific about the legal doctrines that would apply?

Answer 1

Under both Title VII of the 1964 Civil Rights Act and Section 1981 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Laura does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to this situation since Lewis has higher seniority, equal skills, and more direct experience with power tools, than does the other candidate Frank Billings.

Title VII "prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and most other employment decisions." ARPCO is a covered entity under Title VII because they are "employing 15 or more employees and engaging in an industry affecting interstate commerce" and as the case footnotes point out "as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms."

In this case, Title VII's disparate impact is not applicable since ARPCO's policy clearly states to "promote the most

2b. Reuse Chat Transcripts

CO-MitScribe Forum
Empy Tools Menu

47. Week 9: Chat 4MAT with Bernice McCarthy March 10th from 5-6 pm

Chat Rank Posted on 02/25/04 11:24 PM
Modified by Chat Rank on 03/10/04 09:01 PM
Total Answers: 06

Click it here to be 4MAT. This is a chat with Bernice McCarthy!

- [Click the name for on-line chatting.](#)
- [View the chat transcripts ordered by date.](#)
- [View the chat transcripts ordered by message.](#)

Attachments:

47 chat transcript
48 chat transcript
49 chat transcript
50 chat transcript
51 chat transcript
52 chat transcript
53 chat transcript
54 chat transcript
55 chat transcript
56 chat transcript
57 chat transcript
58 chat transcript
59 chat transcript
60 chat transcript

2c. Video Streaming: Math Emporium of Online Tutorials and Testing (Virginia Tech, Robert Olin)

Simplifying Integral Exponents
Rules for Exponents
(m and n positive integers)

$a^m \cdot a^n = a^{m+n}$

2d. Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)

CO-MitScribe Forum
Empy Tools Menu

45. Real-time Chat is Enabled...And also More Async Questions for Bob, Erping, Julia, John, or Kira or anyone else.

Chat Rank Posted on 11/05/01 07:14 PM
Modified by Chat Rank on 11/05/01 07:57 PM

Ok, clear post more Chapter 8, 9, or 10 questions here, Bob, John, Erping, Kira, Julia, and others might reply. Thanks.

- [Click the name for on-line chatting.](#)
- [View the chat transcripts ordered by date.](#)
- [View the chat transcripts ordered by message.](#)

Attachments:

45 chat transcript

3. Visual Learners

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

Death Star II

RNA was the first genetic molecule

RNA was very likely the first molecule to be able to replicate itself. In the primordial soup, a single-stranded RNA molecule could be a template.

3a. Animations, Video Clips, Audio, Pictures, Web Resources, etc.

Death Star II

RNA was the first genetic molecule

RNA was very likely the first molecule to be able to replicate itself. In the primordial soup, a single-stranded RNA molecule could be a template.

3b. Current Events: Interactive Online New Stories & Cases

3c. Video Library of Concepts, Cases, or Experts

3d. Digital Libraries (LibraryShare)

3e. Online Modeling: Watch Expert Performances (Music, Cyber Fashion Shows, etc.)

3f. Expert Mentoring Online in Art and Design (COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)

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.

4a. Educational Simulations, Scenarios, and Manipulations

The image displays several educational simulation interfaces. On the left, a graphing tool shows a bell curve with axes labeled 'Mean' and 'Standard Deviation'. In the center, a statistics interface titled 'Understanding ANOVA Variability' shows a bar chart and a table of data. On the right, a simulation titled 'The iPhylum Project' shows a complex interface with various controls and data points.

4b. Historical Documents discoverbabylon.org

- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Temples...

The image shows a 3D reconstruction of an ancient city, likely Babylon, with prominent pyramids and a sphinx in the foreground. The scene is rendered in a dark, atmospheric style.

4c. Digital Storytelling

The image features a central image of a digital video camera. Surrounding it are several screenshots of digital storytelling resources, including a website titled 'Educational Uses of Digital Storytelling' and a video player showing a person speaking.

4d: Internally Built Web Links (Human Intelligence Homepage, Jonathan Plucker, IU)

The image shows two screenshots of the 'Human Intelligence' homepage. The left screenshot displays the main navigation and introductory text. The right screenshot shows a detailed list of links under the heading 'Human Intelligence', including categories like 'Introduction', 'History', and 'Research'.

4e. Romantic Poetry Project

The image shows a screenshot of the 'Romantic Poetry Project' website. It features a portrait of John Keats and the text: 'THE LIFE AND WORK OF JOHN KEATS 1795-1821. A COLLECTION OF RESOURCES DEDICATED TO THE SECOND GENERATION ROMANTIC POET. ENTER THE WEBSITE'.

4f. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

The image displays several screenshots of online survey and market analysis tools. Visible logos and text include 'SurveyShare.com', 'WebSurveyor', 'Zoomerang', and 'SurveyConsole'. The screenshots show various survey forms, data visualizations, and user interfaces.

Next up: The MATRIX!!!!!!!!!!!!

- Mobile
- Auditory
- Thought-stimulating
- Reflective/Real-World
- vIsually Interactive
- eXtremely Hands-on



Try the R2D2 Method!!!

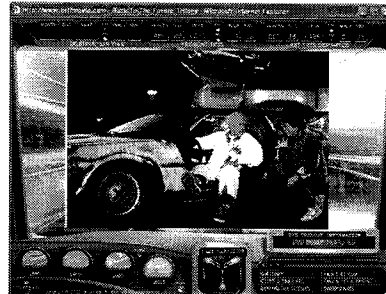


Stand and Share

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



What will e-learning look like in 2015???



Any Questions?

Sample Chapters at PublicationShare.com
archived Talks at TrainingShare.com

Ok, Final Task: Form 3 teams:

1. Wiki team
2. Blogging team
3. Podcaster team

