




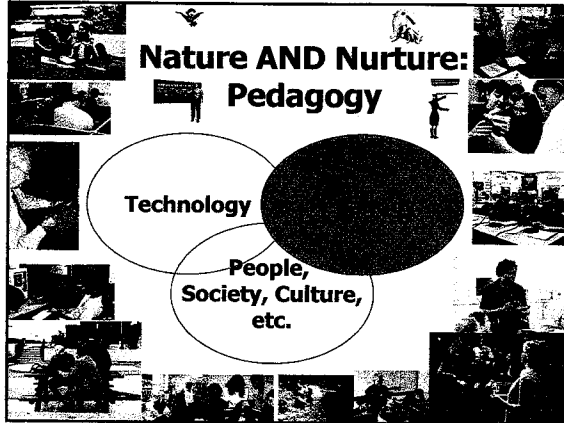
Implementing Learner-Centered Teaching in a Technology-Rich Environment

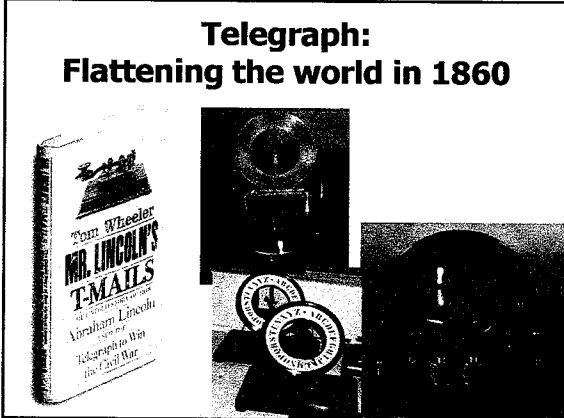
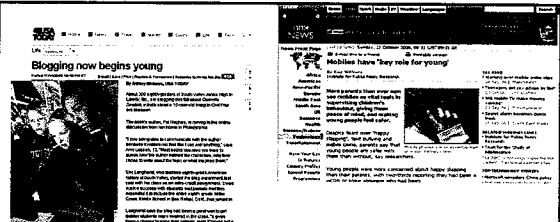
Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu



Nature AND Nurture: Pedagogy



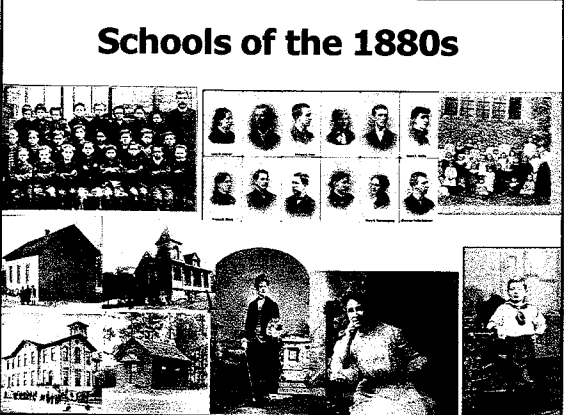

Telegraph: Flattening the world in 1860

Blogging now begins young

Eighth-grade students Tayler Bernholtz, left, Amy Lostron and Kelsey Cardiff check out a weblog discussion related to the Civil War historical-fiction book 'Guerrilla Season' At South Valley Junior High School in Liberty, Mo. (Blogging now begins young USA Today, By Ashley Bleimes, USA TODAY, November 15, 2006, 12D). http://www.usatoday.com/life/2006-11-14-blogs-education_x.htm

Schools of the 1880s



EXCITEMENT IN LEARNING
NEW... low cost
Audio Visual Method
 WITH DISCUSSIONAL CONTROL

NEW Teaching Aid...

AMERICAN OPTICAL OPAQUE PROJECTOR

DuKANE CORPORATION

Constantly hit on the head about integrating technology...

Accelerate Learning

TechTrends
 Teaching Research and Practice to Improve Learning

Teach the Modern Way!
 Examining the historical aspects of technology in education

Springer

Technology of the 1980s

COMMODORE
 THE PERSONAL COMPUTER WITH PROFESSIONAL POWER!

NEW Model III
 FROM COMMODORE

64K memory

The New Ready 1000EX
 Complete with our Color Monitor and two new disks. Price \$799

Commodore COMPUTER

Learning at the Back Door

W

21st Century Technology: Podcasts and Wikis and Blogs, Oh My!!!!

Podcasting
<http://itunes.stanford.edu/>

Stanford on iTunes

Presenting Stanford on iTunes

PODCASTING

Top 5 "In" Things on Campus June 7, 2006, USA Today

iPods knock over beer mugs

By Mike Sauter, USA TODAY

There's a 100 percent chance you'll see a student with an iPod on campus. The device is so popular that it's even on the list of the top 5 "in" things on campus.

Other items on the list include beer mugs, which have been popular since the 1950s, and the iPod, which has been popular since the late 1990s.

THE TOP 5 "IN" THINGS ON CAMPUS

Rank	Item	Percentage
1	iPod	100%
2	Beer mug	95%
3	Football	85%
4	Computer	80%
5	Text messaging	75%

Source: Young Men's Christian Association, 2006

Wikis and Online Encyclopedias

European History

This Wikibook was voted Book of the Month for June 2006.

A Survey of Modern European History

This project is an attempt at creating a survey of Modern European History starting at the Hundred Years War and ending at the present time.

A chronological perspective of history is attempted when this book. Although this is the case, it is also important to understand patterns within European History. Therefore chapters will attempt to cover a breadth of material even though their titles might be that of a specific pattern in history rather than a time period.

Contents >>

Adventure Blogging: North Pole Marathon

The Archaeology of Medieval Afghanistan

Archaeology Program
Postgraduate Student Directory

David C. Thomas

Profoundly Shaded
Recent archaeological work in Afghanistan has revealed a complex and diverse culture. This project explores the archaeological record of medieval Afghanistan, focusing on the urban centers of Herat and Kandahar.

Research Statement
The archaeological record of medieval Afghanistan is a complex and diverse one. This project explores the archaeological record of medieval Afghanistan, focusing on the urban centers of Herat and Kandahar.

Over and out

The fact that the war in Afghanistan is not over is a reality that we must face. The archaeological record of medieval Afghanistan is a complex and diverse one. This project explores the archaeological record of medieval Afghanistan, focusing on the urban centers of Herat and Kandahar.

Jean Pennycook (Geographical blogging)

http://www.penguinscience.com/clim_change_ms.php

PenguinScience | Climate Change

Over the past few years, I have been blogging about climate change. I have been particularly interested in the impact of climate change on Antarctica. I have been particularly interested in the impact of climate change on Antarctica.

Jerry Kronenberg Monday, August 4, 2008 Boston Herald

Designers on quest to build \$12 computer

The Wired Computer

Designers on quest to build \$12 computer

India says it is developing a \$10 laptop

No specs available; it would be used for educational purposes

Open Access Books

As featured on **O.C.T.**

flatworld KNOWLEDGE

Open College Textbooks

Inspired by experts. Redefined by technology. Knowledge AB.

Download This Week

Magic Pens! (The Pulse from Livescribe)

Capella Tower

225 South Sixth Street, Minneapolis Formerly, the "Halo"

Next Generation of Students

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

INFORMATION TECHNOLOGY

E-Mail Is for Old People

Yahoo News

Love me, love my blog," as Netorati couple-surf

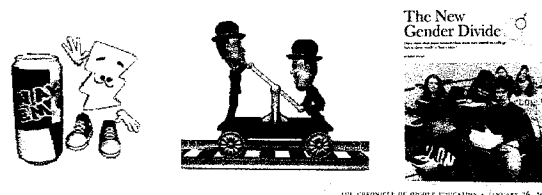
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- **Nick Currie and his girlfriend Shizu Yuasa (R)** surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.

Bonk's Addiction Q'er

1. Who has 2 or more cell phones with Internet access?
2. Who has 2 or more laptop computers with wireless connections?
3. Who is on email in the morning? At noon? Who does it at night?
4. Who suffers from nervous tension when you cannot get on email?
5. Who is on the Web right now?

Part II. Motivational Ideas



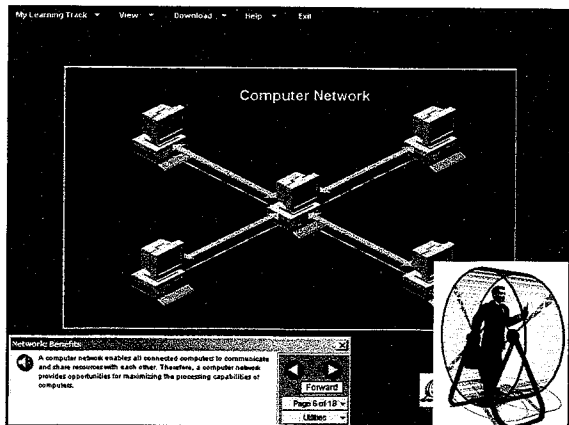
Most ID Models in the 1980s Prescriptive



Robert Gagne's 9 instructional events

gaining attention	→ show variety of computer generated triangles
informing learners of the objective	→ "What is an equilateral triangle?"
stimulating recall of prior learning	→ review definitions of triangles
presenting the stimulus	→ give definition of equilateral triangle
providing learning guidance	→ show example of how to create equilateral
eliciting performance	→ ask students to create 5 different examples
providing feedback	→ check all examples as correct/incorrect
assessing performance	→ provide scores and remediation
enhancing retention and transfer	→ show pictures of objects and ask students to identify equilaterals

From <http://tip.psychology.org/gagne.html>



Learner Control: Xer

- Xers expect a range of options, in terms of what they learn and how they learn it. They require autonomy and flexibility for their own learning. They demand a variety of instructional methods from which they can choose to learn, e.g., videotapes, self-paced modules, interactive CDs.
 - "Online gives me something to do when I'm bored with the professor."
 - "I respect myself more as a self-teacher."
- Dziuban, Moskal, & Hartman (2005)

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



Learner-Centered on the Web (Bonk & Cummings, 1998)

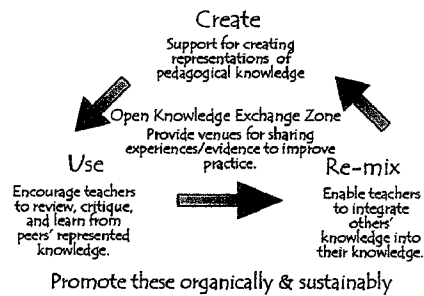
- | | |
|------------------------------|--------------------|
| 1. Safe Lrng Community: | 6, 11 |
| 2. Foster Engagement: | 1- 6, 11. |
| 3. Give Choice: | 8, 9, 12 |
| 4. Facilitate Learning: | 2, 9, 11. |
| 5. Offer Feedback: | 3, 6, 8, 11, 13. |
| 6. Apprentice Learning: | 3, 6, 7-9, 11, 13. |
| 7. Use Recursive Tasks: | 1, 3, 8-9, 10, 13. |
| 8. Use Writing & Reflection: | 3, 8, 12-13. |
| 9. Build On Web Links: | 2-4, 8-9, 12-14. |
| 10. Be Clear & Prompt Help: | 2, 9, 11, 14. |
| 11. Evaluate Dimensionally: | 1-5, 14. |
| 12. Personalize in Future: | 6, 8, 10-13. |

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 lrng 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



A Circle of Knowledge Building and Sharing



From the Web 2.0 to Learning 2.0

The original World Wide Web—the “Web 1.0” that emerged in the mid-1990s—vastly expanded access to information. The Open Educational Resources movement is an example of the impact that the Web 1.0 has had on education. But the Web 2.0, which has emerged in just the past few years, is enabling an even more far-reaching

Ok, Million Dollar Question: How do you motivate learner with technology?



I even reflected on this for a moment...I thought about the people I met



TEC-VARIETY Model for Online Motivation and Retention

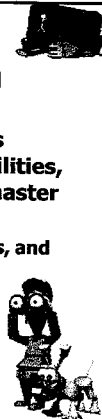
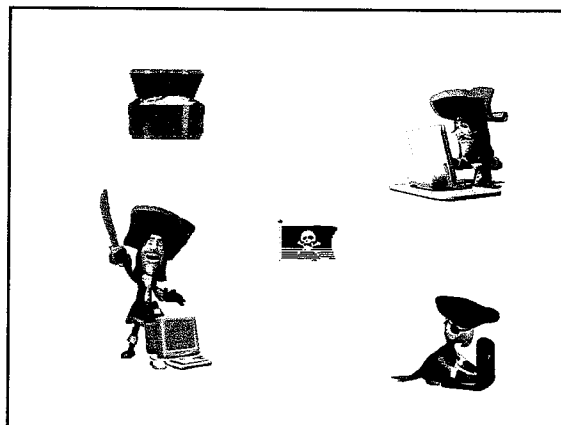
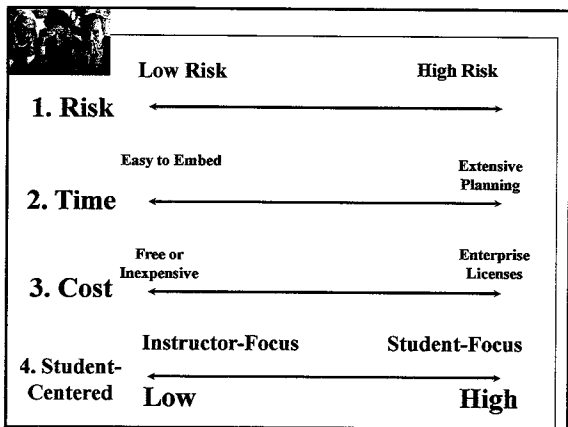
1. **Tone/Climate:** Psych Safety, Comfort, Belonging
2. **Encouragement, Feedback:** Responsive, Supports
3. **Curiosity:** Fun, Fantasy, Control
- ...
4. **Variety:** Novelty, Intrigue, Unknowns
5. **Autonomy:** Choice: Flexibility, Opportunities
6. **Relevance:** Meaningful, Authentic, Interesting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

Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges

(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

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



1. Tone/Climate:

A. Coffee House Expectations

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

B. Public Commitments:

Have students share how they will fit the coursework into their busy schedules

1. Tone/Climate: C. Video Course Intros

(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

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

2. Encouragement, Feedback, etc.:
B. Thinking About the Readings (TARS) JiIT;
 Claude Cookman, IU, Photography Class

TARS

Asynchronous, open-ended

TARS assignment 1

In addition to developing your critical thinking, these TARS assignments are also intended to help you develop an interest with the goal of helping you produce better research papers by the end of the semester. Therefore, the standards for these TARS assignments is good academic writing. That is, we expect correct spelling, punctuation, grammar and word usage. In addition, write in complete sentences and craft well-developed paragraphs. I strongly encourage you to review and reread your writing. Some tips to the file club: Don't forget to proofread.

Assigned readings:
 Lecturer you to read all the short essays relating to the Perseus period in history, but the questions are based on the following readings:
 pp. 24-25, Shellen, "Personal Photography"
 pp. 29-31, Gullis, "Method of Individual Expression"
 pp. 49-51, Hartmann, "The Influence of Artistic Photography in America"
 pp. 54-55, Hartmann, "What Remains?"
 pp. 56-58, Flood, "Is Photography a New Art?"
 pp. 59-64, Jennings, "The Photography Society's 1891-1914"

1. Except for Perseus, all the authors were during the period of Chronology, roughly from the *beginning* through the *middle* of the period. All were, more or less,

3. Curiosity, Fun: A. Games
 e.g., Online Jeopardy Game
 Games2Train: The Challenge; Thiagi.com

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

Gates through the

Gates into PC's future as career shift approaches

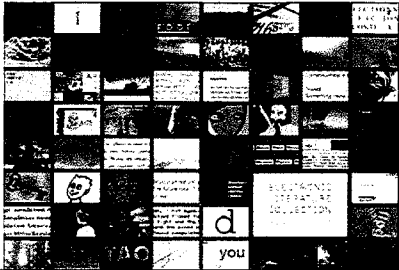
By Robert L. King, USA TODAY

Microsoft's Bill Gates is a trailblazer who has helped define a generation of computer users. But as he prepares to step back from the company he founded, his future role will be more of a mentor than a leader. Gates is expected to focus on philanthropy and education in the years leading up to his retirement in 2008.

4. Variety, Novelty:
A. Video Streamed Lectures & Expert Commenting



5. Autonomy, Choice: A. Read, Listen, etc.
 to online books (e.g., "An International Episode" by Henry James)

5. Autonomy, Choice: B. Online Literature Search (Class Google Jockeys)
 The Electronic Literati, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)

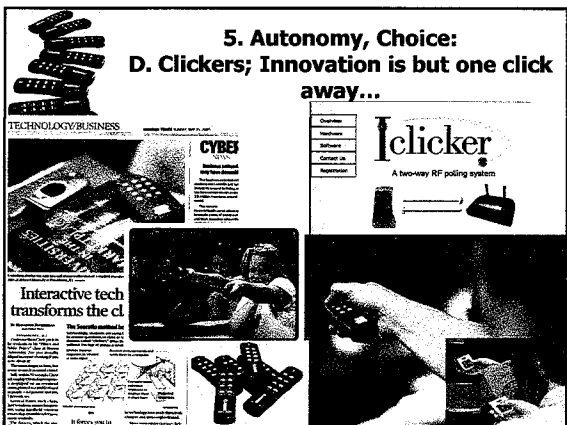


5. Autonomy, Choice: C. Volunteer Technology Demos (Bonk, 1996)

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

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




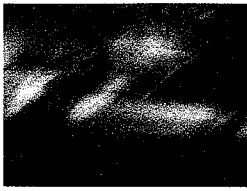
TECHNOLOGY/BUSINESS
 CYBER
 Interactive tech transforms the cl
 Iclicker
 A two-way RF polling system

5. Autonomy, Choice: E. Multiple Topic Forums or Task Options

- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

What have you learned so far?







- Solid and Fuzzy in groups of two to four


6. Relevance, Meaningfulness: A. Authentic Data Analysis

Jeanne Sept, IU, Archaeology of Human Origins; Components: From CD to Web


- A set of research q's and problems that archaeologists have posed about the site
- A complete set of data from site
- Students work collab to interpret age of site
- Interpret of ancient environments
- Analyze artifacts/fossils from site

6. Relevance, Meaningfulness: B. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch
 Connected (Part 1/2) from Ablene Christian Univ: <http://www.youtube.com/watch?v=Trp8fHgpOxU>

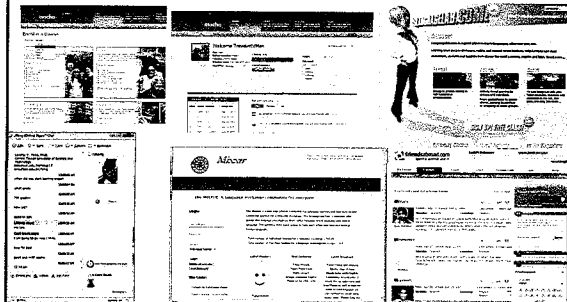


6. Relevance, Meaningfulness: C. 99 Second Quotes
 (L = Cost, M = Risk, M = Time)




- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
 - Discussion wrapped around each quote
 - Small group linkages—force small groups to link quotes and present them
 - Debate value of each quote in an online forum

7. Interactive, Collaborative: A. Online Language Learning
 (Mixxer, Livemocha, Friends Abroad)



7. Interactive, Collaborative: B. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

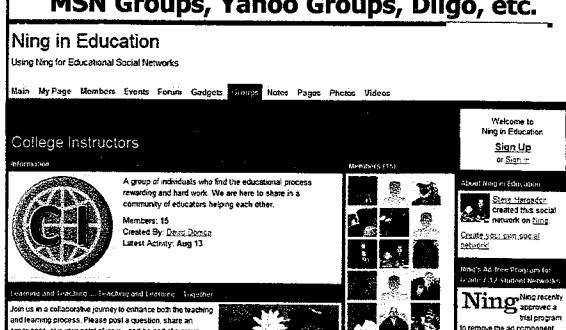


1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

C. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)
 Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

7. Interactive, Collaborative: D. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.

Ning in Education
 Using Ning for Educational Social Networks




8. Engagement, Effort: A. Adventure Blogging
 (Ben Saunders, Mark Fennell, Andrew Revkin)



8. Engagement, Effort: B. Just-In-Time Syllabus

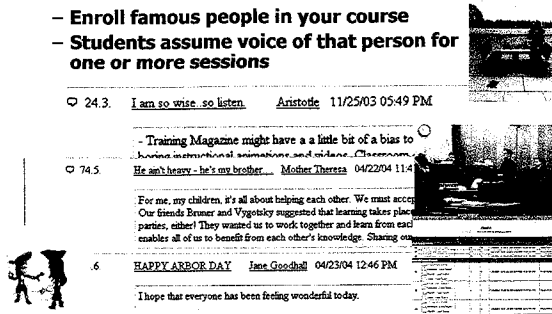
(Raman, Shackelford, & Sosin) <http://ecedweb.unomaha.edu/lits.htm>
<http://ecedweb.unomaha.edu/lits.htm>

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.




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

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



9. Tension, Challenge, etc.: B. Electronic Guests & Mentoring

(Simon Fraser University News)
<http://www.sfu.ca/mediapr/sfnews/2001/Sept6/hightech.html>



10. Yields Products, Goals: A. Produce a Podcast

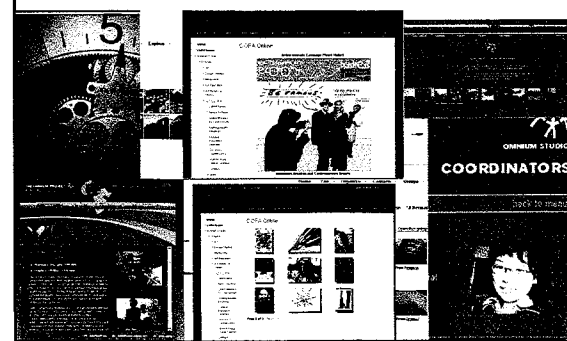
JapanesePod, Arabic online, etc.



10. Yields Products, Goals: B. Produce a YouTube Video



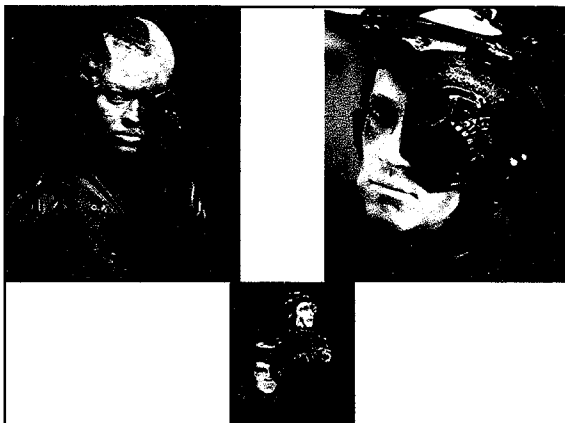
10. Yields Products, Goals: C. Online Portfolios or Galleries (Flickr, Omnium)



10. Yields Products, Goals:
D. Film Festivals and Competitions

What can we say about technology for teaching???

- **It is everywhere!!!!!!!!**
- **Resistance is futile!!!!!!!!**

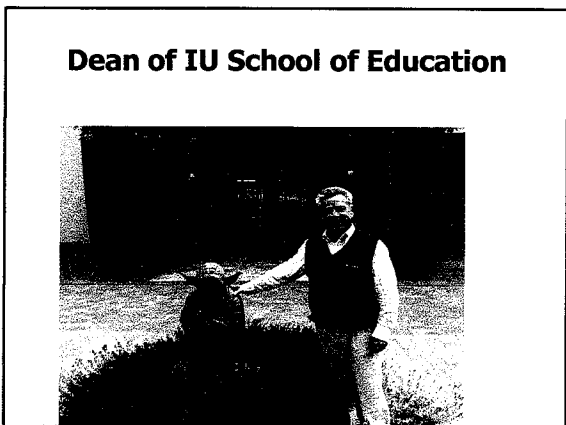
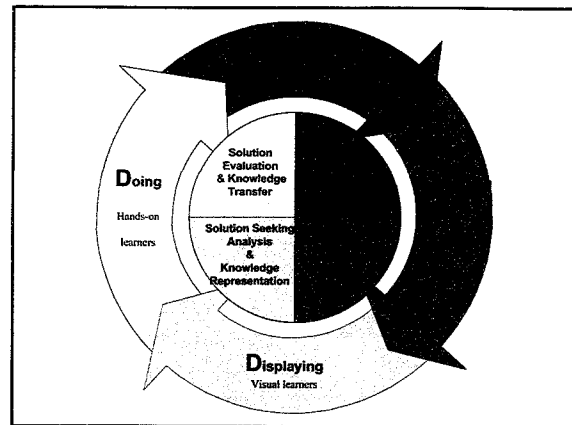
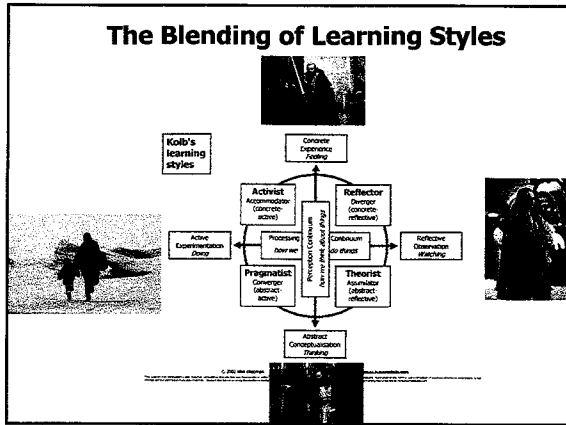


99 Seconds Stop and Share: Top Three Things Learned so Far!

Part III. Addressing Learning Styles

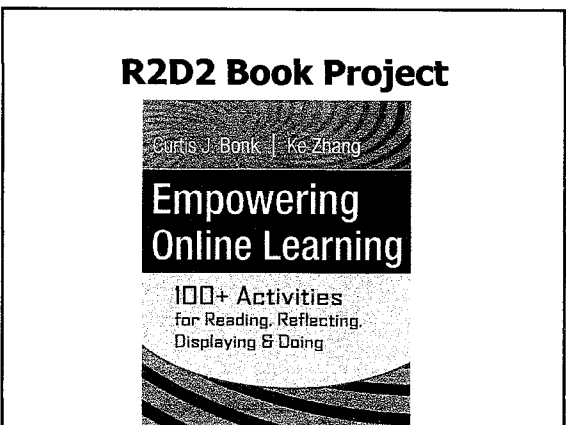
Why Address Learning Styles?

- 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



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. Course Announcements (e.g., Teaching with Twitter)

Read 1b. Book reviews and critiques (e.g., LibraryThing)

Read 1c. Find and Post Online Documents; Scribd Scribd: <http://www.scribd.com/>

Read 1d. Podcast for Language Learning (ChinesePod—learn Mandarin)

Read 1e. Educational Applications of Podcasting (Essex, 2006, Leftwich, 2007)

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

Read 1f. Wiki Steps on How to do Something: Wikihow <http://www.wikihow.com/>

Read 1g. Indexing Sounds in Cities with Google Maps

The image shows a screenshot of a Google Maps interface with several sound icons overlaid on a city map. A sidebar on the left lists various sound categories and their locations. The main map area shows a street view of a city with several circular sound icons placed at different locations. A small window titled 'THE CHRONICLE' is visible in the upper right corner of the map area.

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

The slide features a circular diagram on the left with arrows indicating a cycle between 'View', 'Reflect', and 'Observe'. To the right, there are three small photographs showing students engaged in learning activities, including one student looking through a microscope.

Reflect 2a. Reflection on Online Contents: The Carlyle Letters Exploring Victorian World Through Letters and The Diary of Samuel Pepys, John Evelyn

The image shows a screenshot of an online portal titled 'The Carlyle Letters'. It features several text-based articles and images related to Victorian literature and history. The layout includes a header with the title, a main content area with text and images, and a sidebar with additional links and information.

Reflect 2b. Online Portal Explorations (e.g., The Complete Works of Charles Darwin)

The image shows a screenshot of the 'The Complete Works of Charles Darwin Online' portal. It includes a header with the title and a list of contributors. The main content area features a portrait of Charles Darwin and several text-based sections, including a 'Contributors' list and a 'Contents' section.

Reflect 2c. ORL or Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

The image shows a screenshot of a web page titled 'ORL or Library Day'. It features a table with columns for 'Number', 'Title', 'Replies', 'Author', and 'Access Date'. Below the table, there are several checkboxes for ORL activities, such as 'ORL for Jennifer Sheets', 'ORL for Emily Bosley', 'ORL for Eric Hartman', 'ORL for Eric Voynild', and 'ORL for Fred Unsicker'.

Number	Title	Replies	Author	Access Date
20	Examine Our Study Strategy	(1)	Jennifer Sheets	04/20/04 07:57 AM
19	The Great American Novel: A Study in Genre	(2)	Jennifer Sheets	04/19/04 07:52 AM
18	Monsters, Aliens, and the Supernatural	(2)	Jennifer Sheets	04/19/04 07:56 AM
17	Science, Computers, and the Internet	(2)	Jennifer Sheets	04/19/04 07:50 AM
16	The Science of Reading: A Study in Genre	(2)	Jennifer Sheets	04/19/04 07:56 AM
15	Science, Computers, and the Internet	(2)	Jennifer Sheets	04/19/04 07:50 AM
14	The Science of Reading: A Study in Genre	(2)	Jennifer Sheets	04/19/04 07:56 AM
13	Science, Computers, and the Internet	(2)	Jennifer Sheets	04/19/04 07:50 AM
12	Science, Computers, and the Internet	(2)	Jennifer Sheets	04/19/04 07:50 AM
11	Science, Computers, and the Internet	(2)	Jennifer Sheets	04/19/04 07:50 AM

Reflect 2d. Paired Weblog Critiques

Student Weblogs EDER679.20 - Blended Learning

Instructors: Sarah Garrison - Blended Learning in Higher Education; Norm Vambas - Inquiry through Blended Learning

Online Guests: Scott Brink - TravelEdu.com

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Stephen Meier Cynthia Pavesello Lin Yin Alex Bielecky	Laraine Ryan Karen Legend Flora Liu Lori Anderson
Meyer, K.A. (2005). Face-to-Face versus	Laraine Ryan	Paul Anderson

Reflect 2e. Partner & Team Blogs (especially English writing class)

Reflect 2f. Reuse Blog, Chat Transcripts, Presentations

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

Half-Way...Brief Intermission Please Share Best Idea so far with neighbor

3. Visual Learners

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

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

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee <http://www.scivee.tv/>

Display 3b. Online Video

(e.g., YouTube, TeacherTube, CurrentTV)

CHARLES McGRATH, Published: July 8, 2008, A Private Dance? Four Million Web Fans Say No, The New York Times

Los Angeles, California

Kjeragbolten, Norway

Where the Hell is Matt?

Where the Hell is Matt?

Where the Hell is Matt?

South Shetland Islands

Mokotjane, Botswana

Don't try dancing at the Parthenon

Display 3c. Anchored Instruction (find anchoring event (YouTube, CNN,

YouTube

Channels | Comments | Upload

Sign up | Logout | Help | Search

Channels | Videos | Favorites | Playlists | Groups | Friends | Subscribers | Subscriptions

sculture's Favorites

Videos 1 - 20 of 50

Stephen Hawkins

Bucky Bunch

A Planet's History of

Zach Chabert

Lenny Seiken

Mand

Ra Goss on

Alec

Greg

Display 3d. Map Mash-ups

(e.g., Shakespeare's Global Globe; PopSci, June 13, 2008, Michael Behar GOOGLE EARTH ENVIRONMENT GUIDE THE FREE SOFTWARE FROM GOOGLE GIVES SCIENTISTS A NEW WORLD VIEW

Display 3e. Online Timelines

(US Presidents)

Display 3f. Tracking Live Internet Events

(e.g., Thawing: A Colossal of an Idea) (caught Feb. 2007; thawed April 30, 2008)

Deep-Sea Behemoth


Captain John Bennett examines the world's first colossal squid on board his New Zealand fishing vessel in the Ross Sea near Antarctica. The gigantic world record 1,089 pounds. After being frozen scientists at New Zealand's national museum further study.

Display 3g. Concept Mapping Tools

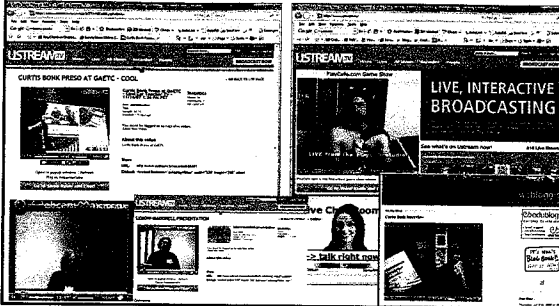
(VUE, Bubbl.us, Cmap, Freemind, Giffy, Mindmeister, or Mindomo)

Display 3h. 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 Iron Age empire of Assyria...offers three-dimensional walk-throughs of sites in the Valley of the Kings.



Display 3i. You Ustreamed my Ustream: Now that's a Twitter of an Idea




Display 3j. Vlogging (Video Blogging)
 e.g., Andy Calvin's Waste of Bandwidth
 Michael L. Wesch, Kansas State, The Machine is Using Us



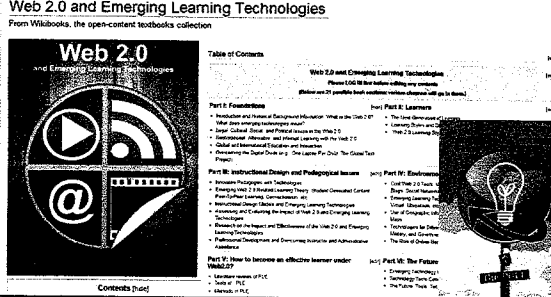
4. Tactile/Kinesthetic Learners

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

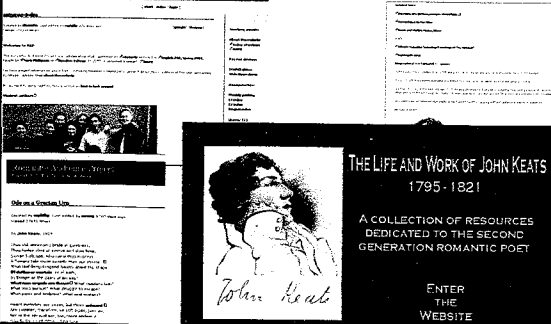


Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Web 2.0 and Emerging Learning Technologies
 From Wikibooks, the open-content textbooks collection



Do 4b. Wiki: Romantic Poetry Project
 (Professor Mike Phillipson, English at Bowdoin College)



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

The image shows three different survey software interfaces. SurveyShare.com features a 'Create Survey' button and a 'Survey Console' dashboard. Surveyor has a 'Create Surveys & Get Feedback' section. Zoomerang displays 'Online Surveys without Limits' and 'Fast and Easy'.

Do 4d. Virtual Worlds/Virtual Reality/MMOG
Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nesson)
Chronicle of Higher Ed (open to the public)
<http://chronicle.com/daily/2006/08/2006083001t.htm>

The image depicts a dark, virtual environment with a bright, glowing light source in the distance, creating a sense of depth and mystery.

Do 4e. Mobile Learning and Social Networking
(e.g., Mixi, Yayoi Anzai, Professor Japan)

The image includes screenshots of the Mixi social networking site and several photographs of mobile learning devices, such as PDAs and smartphones, being used in educational settings.

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

The image is a poster for 'JUST-IN-TIME TEACHING'. It features a large title, a small illustration of a person at a desk, and a map of the United States. The text at the bottom reads: 'The national on-line work supported by the National Science Foundation, under Grant No. 9981111, 633645. The authors (Bjork, et al.) wish to acknowledge support from several sources at their university.'

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

The image shows a screenshot of a wiki page titled 'Blended learning'. The page content includes a definition: 'Blended learning is a learning approach that combines traditional face-to-face classroom methods with web-enabled technologies such as web-based conferencing, learning management systems, and other technologies. Blended learning is a learning approach that combines traditional face-to-face classroom methods with web-enabled technologies such as web-based conferencing, learning management systems, and other technologies. Blended learning is a learning approach that combines traditional face-to-face classroom methods with web-enabled technologies such as web-based conferencing, learning management systems, and other technologies.'

Do 4h. Cool Resource Provider
(Bonk, 2004) Capture and Videostream Lectures
(e.g., Apreso CourseCaster)

Cool Stuff

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

The image includes several small icons: a computer monitor, a person with a laptop, a globe, and a person with a graduation cap.

Poll #3: How many ideas did you get from this morning?

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

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

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

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

It's Over...

Poll: Ok, then, who wants more???

- A. Yes
- B. No
- C. Not sure

It is the End!!!

BONK!

Your skeletal muscles maximum burn rate is double that of your brain. Think about it.

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

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

The Future
NEXT EXIT