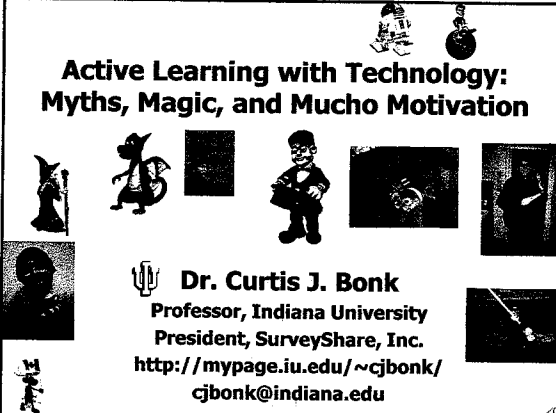

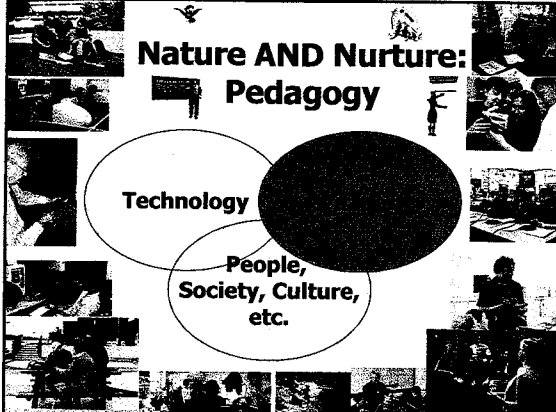


Active Learning with Technology: Myths, Magic, and Mucho Motivation




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

Nature AND Nurture: Pedagogy

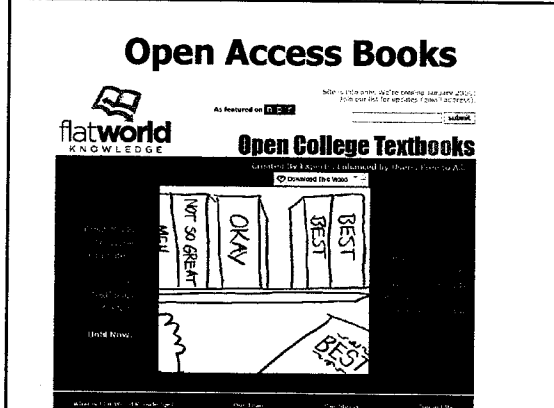


Who Uses Technology to Accelerate Student Learning?



Accelerate Learning

Open Access Books



Open College Textbooks

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."

Social Networking Software

- Classmates: <http://www.classmates.com/>
- Facebook: <http://www.facebook.com/>
- Friendster: <http://www.friendster.com/>
- Friendzy: <http://www.friendzy.com/>
- MySpace: <http://www.myspace.com/>
- Orkut: <https://www.orkut.com/>
- Tribes: <http://www.tribe.net/>
- YouTube: <http://www.youtube.com/>

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

Monthly column on the use of Information Technology in the workplace.

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.

Learning with iPods (Campus Technology, Dec, 2006)

Georgia College & State University, The Department of Music and Theatre, which had foreign language speakers come in to do recordings that are helping the school's chorus. Learners singing in Korean, Portuguese, and many other languages," "Now we can listen to the diction, and make sure that we're pronouncing everything correctly."

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?

Wikis

European History

From Wikibooks, the open-content textbooks collection

The 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 adopted within this text. 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 >>

Wiki Questions

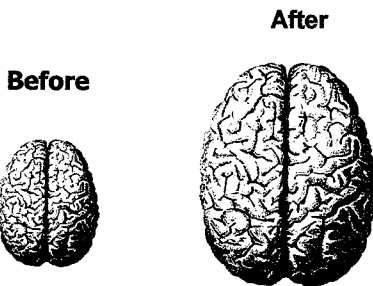
1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Student Technology Myths

1. They all are Web 2.0 savvy and equipped.
2. Some will dominate and intimidate others.
3. Will be too off task and social online.
4. Online cheating is the key reason not to teach with tech.
5. Online students are located far away.



Brains Before and After e-Learning



Myths: No Models or Best Practices



II. Magic....

Fold-up antennas let OX laptops link with others up to 1/3 of a mile away and share an Internet connection.

Screen swivels, closes, or lies flat for use as tablet, e-book, or game machine.

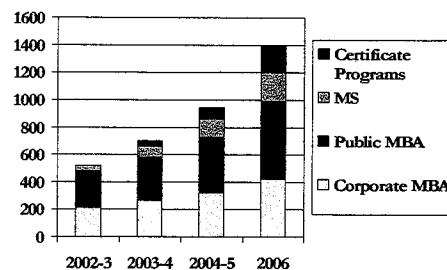
Using a Wi-Fi connection, groups of children can do activities together, such as share photos or compose and perform music.

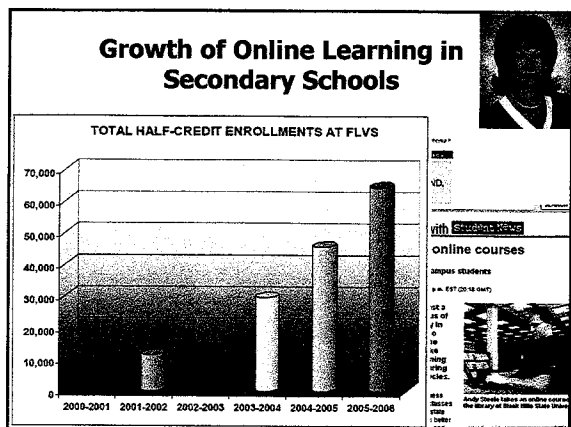
Super high-definition, 7.5 in.-diagonal screen is easily visible in daylight; designed for outdoor use.

Uses 2 watts of power (1/10th average laptop); manually rechargeable.

Rugged keyboard resists dust and dirt and will be configured for the local language.

The Growth of the Online MBA at Indiana University

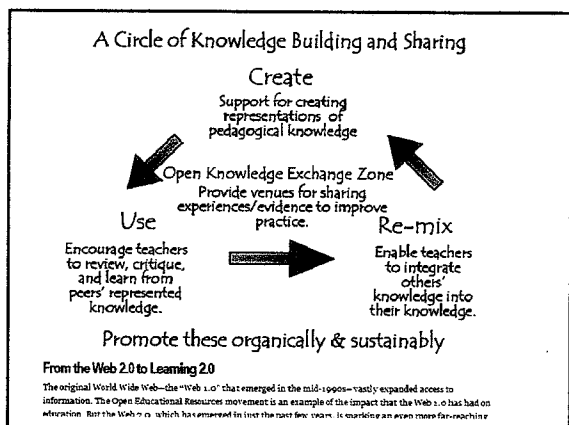




What if our minds were on fire for learning?

MINDS ON FIRE
Open Education, the Long Tail, and Learning 2.0
By John Seely Brown and Richard Adler

MINDS ON FIRE: OPEN EDUCATION, THE LONG TAIL, AND LEARNING 2.0.
JOHN SEELY BROWN AND RICHARD ADLER, EDUCAUSE REVIEW, JANUARY-FEBRUARY, 2008.
<http://connect.educause.edu/Library/EDUCAUSE+Review/MindsonFireOpenEducation/45823>



Part I: 10 Learner-Centered Technology Ideas

Task

Experiences. The difference.

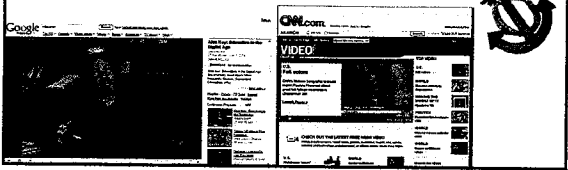
- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)

Learner-Centered and Active Learning Principles

1. Authentic/Raw Data
2. Student Autonomy/Inquiry
3. Make Relevant/Meaningful/Interests
4. Link to and Build on Prior Knowledge
5. Provide Choice and Challenge
6. Act as a Facilitator and Co-Learner
7. Foster Social Interaction and Dialogue
8. Embed Problem-Based and Student Generated Learning and Inquiry
9. Encourage Multiple Viewpoints and Perspectives
10. Foster Collab, Negotiation, & Reflection


1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)

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



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

- 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.



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

20. Leadership That Sparks Learning

Leadership That Sparks Learning Posted on 04/07/04 07:43 AM

McNelly, Ryan, Metzger, Robert J., & Waters, J. Timothy (2004). Leadership that sparks learning. Educational Leadership, 43, 49-51

The authors looked at 25 years of research that was done by the Mid-eastern Research for Education & Learning. This study asked two questions: Do the focus and quality of leadership have a significant relationship to student achievement? The authors of this article present a three-part model for effective leadership. They found out that "Leadership matters. We can responsibly define effective leadership, and effective leaders can only know what to do, for how, when, and why to do it." This article compares to give deeper to explain each one of these conclusions. I believe this article would be beneficial for anyone who wants to be a school leader.

Reply: Posted on 04/28/04 08:25 AM

CONGRATULATIONS you have your article done! Great work! I am very proud! I think that the text for this semester has a great context to leadership! Each of the different theories has been an important leader in the area of educational psychology! You have done a great job summarizing all of the articles. Good luck with your ORL summary project!

Thank you so much for your support and encouragement through this semester. You have made this assignment more interesting and fun!

ORL for Eric Vogt

ORL for Fred Unsicker

4: Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

http://hcnhnhvncr.iupui.edu/ii4/ii44.html

TARS

TARS assignment 1

Technology drives the curriculum

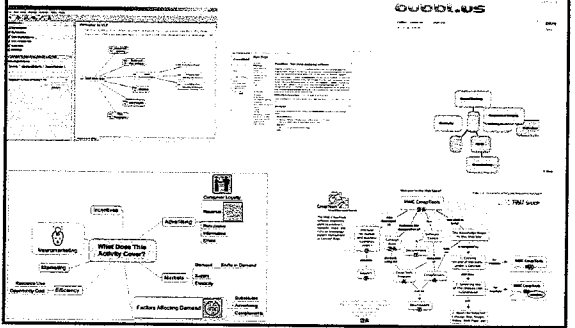
In addition to developing...
I encourage you to read all...
Don't forget to post your...
Assigned readings:
I encourage you to read all...
Don't forget to post your...
Assigned readings:
I encourage you to read all...
Don't forget to post your...

5. Paired Weblog Critiques

Student Weblogs
EDER678-20 - Blended Learning

| Article | Student Critique | Student Peer Review |
|---------------------------------------|------------------|---------------------|
| Arnsperk, J.B. (2007). The role of... | Nicole Moore | Carrie Zorn |
| Nicole Moore | Carrie Zorn | |
| ... | ... | ... |

6. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind)



7. Exploration and Demonstration: Virtual Fieldtrip, Tours, Timelines

<http://simile.mit.edu/timeline/>

The screenshot shows a web browser window with a 3D virtual landscape. Below the browser, there are several smaller images and text boxes. One image is titled "A Virtual Field Trip of the Landscape of Yosemite" and another is titled "Yosemite National Park". There is also a "Timeline" section with a "View 1: Squally Point" label.

8. Online Portal Explorations

The top screenshot shows the msnbc.com website with the "Newsweek Technology & Science" section. The main article is titled "Alive and Online" and discusses "From amoebas to zombies, every living thing will get it thanks to the new Encyclopaedia of Life." Below this is a "WEB EXCLUSIVE" section with a "NEWSWEEK VIDEO" player.

The bottom screenshot shows a detailed view of the "Amnita phalloides" article, including an "OVERVIEW" section and a "PARTICIPATION" section.

9. Online Apprenticeship: Electronic Guests & Mentoring

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

The top screenshot shows a news article with a photo of a group of people. Below it are two smaller screenshots showing a virtual interface with a "Guest" section and a "Mentoring" section. The bottom part of the image shows a photograph of three people sitting at a table, engaged in a discussion.

10. Referenceware and Terminology Exercises Online (puzzles, games, etc.)

The top screenshot shows a "You have lost" puzzle game with a grid of letters and a "You have lost" message. Below it is a "LEARNING 2006" section with a "LEARNING" table and a "LEARNING" section. The bottom screenshot shows a "Merram-Walsh Online" section with a "Merram-Walsh Online" table and a "Merram-Walsh Online" section.

3

Reflection: What are 3 things
you learned so far?

3

The illustration shows three stylized figures holding globes. The first figure is a small person holding a globe. The second figure is a larger person holding a globe. The third figure is a person holding a globe. The background is a dark, textured surface.

Part III. Motivational Ideas

The New Gender Divide

The illustration shows a person in a top hat pushing a cart with a person on it. To the right, there is a person holding a globe. The background is a dark, textured surface.

Top Reasons for Dropping Out (Deosnews, May 2004; Frankola, 2001)

- Lack of time
- Lack of management oversight
- Lack of motivation
- Lack of student support
- Individual learning preference
- Poorly designed course
- Substandard/Inexperienced instructor

Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)



Intrinsic Motivation

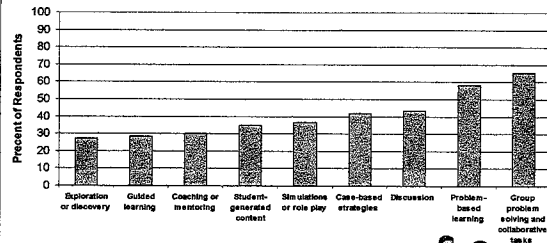
“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges

(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.



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



The screenshot shows a web browser window titled 'My Learning Track' with a menu bar (View, Download, Help, Exit). The main content area displays a diagram of a 'Computer Network' with several nodes connected by lines. Below the diagram is a help window titled 'Networks and the Internet' with the text: 'A computer network enables all connected computers to communicate and share resources with each other. Therefore, a computer network provides opportunities for maximizing the processing capabilities of computers.' The help window has 'Forward', 'Page 6 of 18', and 'L2006' buttons.

Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
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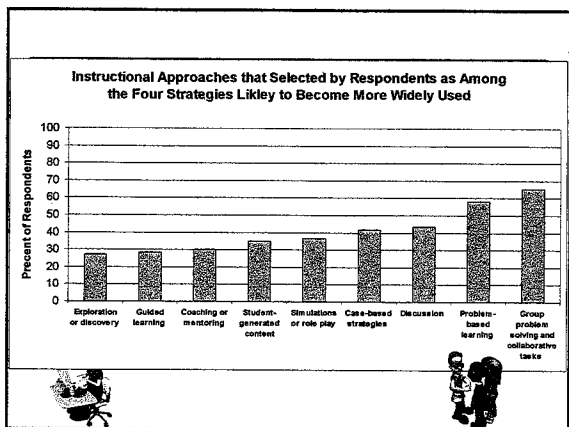


Ok, Million Dollar Question: What words come to mind when say motivation?

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.



So, I reflected on this for a moment...

TEC-VARIETY Model for Online Motivation and Retention

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

1. Tone/Climate:

R685
 MoodleShare » E-Learning Pag » Forums » News Forum » Course Goals and Commitments » Editing

Course Goals and Commitments
 by Alice User - Tuesday, 17 Apr 2007, 06:17 PM

Ok, what are you going to commit to accomplish in the course? What are 3-5 goals or commitments that you will make? How will you achieve them?

Your reply:

Subject: YangHan goals, Re: Course Goals and Commitments

Message:

Hi everyone,

I have many goals for this course.

1. I want to learn how to evaluate e-learning programs. I think this is critical to my career as a professor of educational technology back in China.
2. I want to learn some techniques for blended learning for my own courses. I want to be an excellent teacher back home in Beijing at Beijing Normal University.
3. I want to explore some articles in the area of reusable learning objects and open educational resources. I am interested in the OER movement. So maybe I can attend a conference in this area as well.
4. I want to find a dissertation topic and explore it for my final project.

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

WACCT | **WORKSHOP** | **SESSION NUMBER** | **CLONE NO.** | **LINK**

2006: Applying Technology to Teaching and Learning
Session 1: Discussion & A. Writing | **2. Free Trial** | **1. Discussion**

Jodie Becker and Dana Irwin


- 5. Lisa Hines (SSSO) Thu, Dec 26, 2006, 17:38
- 27. Jodie Becker (Quaker) Fri, Feb. 16, 2007, 15:23
- 41. Dana Irwin (Quaker) Sat, Feb. 18, 2007, 21:00
- 228. Dana Irwin (Quaker) Sat, Mar. 31, 2007, 23:59
- 229. Dana Irwin (Quaker) Sat, Mar. 31, 2007, 01:54
- 228. Jodie Becker (Quaker) Thu, Apr. 5, 2007, 13:09
- 243. Dana Irwin (Quaker) Thu, Apr. 5, 2007, 02:49
- 228. Dana Irwin (Quaker) Sat, Mar. 31, 2007, 02:52

Honey Hudson and Cindy Nicolson Feedback

- 4. Lisa Hines (SSSO) Thu, Dec. 26, 2006, 17:38
- 104. Honey Hudson (Quaker) Thu, Mar. 6, 2007, 13:56
- 121. Dana Irwin (Quaker) Sat, Mar. 18, 2007, 20:03
- 138. Cindy Nicolson (Quaker) Wed, Mar. 21, 2007, 18:23
- 40. Honey Hudson (Quaker) Thu, Mar. 22, 2007, 07:52
- 144. Cindy Nicolson (Quaker) Thu, Mar. 22, 2007, 20:09
- 159. Honey Hudson (Quaker) Fri, Mar. 23, 2007, 16:13
- 156. Cindy Nicolson (Quaker) Wed, Mar. 28, 2007, 13:25

Jessica Schmidt and Kim Haines Feedback

- 5. Lisa Hines (SSSO) Thu, Dec. 26, 2006, 17:38
- 76. Jessica Schmidt (Quaker) Fri, Feb. 23, 2007, 15:08
- 23. Kim Haines (Quaker) Mon, Feb. 26, 2007, 10:39



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

WACCT | **WORKSHOP** | **SESSION NUMBER** | **CLONE NO.** | **LINK**

2006: Applying Technology to Teaching and Learning
Session 1: Discussion & A. Writing | **2. Free Trial** | **1. Discussion**

TARS

TARS assignment 1

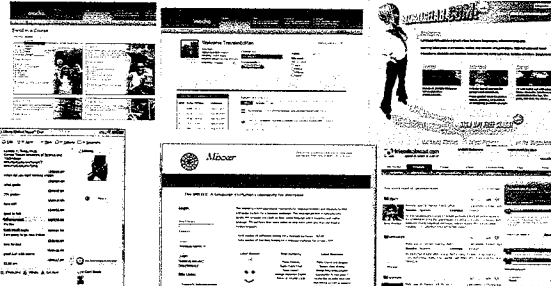
In addition to developing your critical thinking about TARS assignments you are intended to help you develop as writers with the goal of helping you produce better research papers by the end of the semester. Therefore, the standards for this and all future TARS assignments beyond academic writing. That is, we expect correct spelling, punctuation, grammar and word usage. In addition, write complete sentences and craft well-developed paragraphs. It is strongly encourage you to write and revise your writing. However, in the first draft. Don't forget to proofread.

Assigned readings:

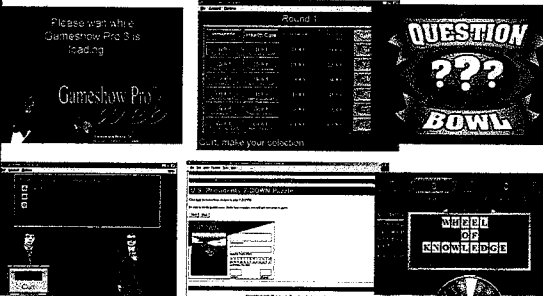
- Encourage you to read all the short excerpts relating to the Pictorial period in Mexico, but the questions are based on the following six readings:
 - 19-19-20. Dignity: "National Photography"
 - 19-20-21. Hartmann: "The Influence of National Photography in Mexico"
 - 19-20-22. Hartmann: "What Remains?"
 - 19-20-23. Cookman: "The Photography of the West"
 - 19-20-24. Peterson: "The Photography of the West: 1840-1860"

1. Except for Peterson, all the authors wrote during the period of Pictorialism, roughly from the 1840s through the middle of the 1860s. All were, more or less,


2. Encouragement, Feedback, etc.: B. Online Language Learning (Mixer, Livemocha, Friends Abroad)






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



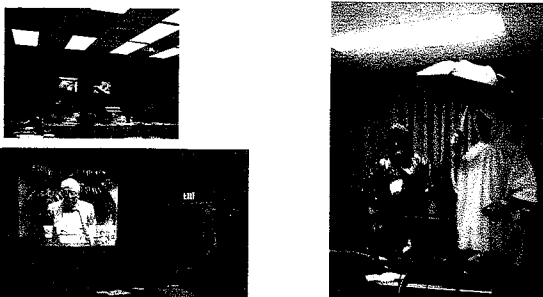
3. Curiosity, Fun: B. Electronic Seance



- Students read books from famous dead people
- Convene when dark (sync or asynchronous).
- Present present day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Invite expert guests from other campuses
- Keep chat open for set time period
- Debrief

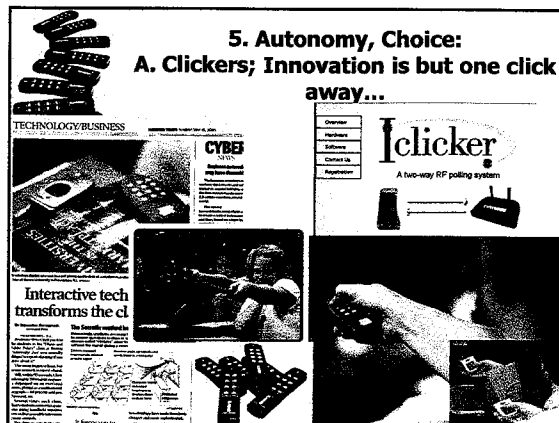
4. Variety, Novelty: A. Video Streamed Lectures & Expert Commenting



4. Variety, Novelty: B. Brainstorming Chat

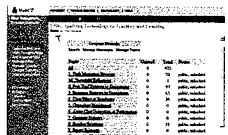
- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group

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



5. Autonomy, Choice: B. Multiple Topics

- 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.



| Topic | Lead | Week | Vote |
|---------------------------|------|------|------|
| 1. The Scientific Method | ... | ... | ... |
| 2. The Scientific Method | ... | ... | ... |
| 3. The Scientific Method | ... | ... | ... |
| 4. The Scientific Method | ... | ... | ... |
| 5. The Scientific Method | ... | ... | ... |
| 6. The Scientific Method | ... | ... | ... |
| 7. The Scientific Method | ... | ... | ... |
| 8. The Scientific Method | ... | ... | ... |
| 9. The Scientific Method | ... | ... | ... |
| 10. The Scientific Method | ... | ... | ... |

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



7. Interactive, Collaborative:

- ##### A. Panels of Experts: Be an Expert/Ask an Expert: Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)
- ##### B. Press Conference: Have a series of press conferences at the end of small group projects; one for each group
- ##### C. Symposia of Experts



7. Interactive, Collaborative: D. 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).

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

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




8. Engagement: A. Text Messaging
Students at the Mennonite Centre for Newcomers are testing mobile learning - downloading an English grammar lesson, then answering a series of multiple choice, or true or false questions. (Edmonton)

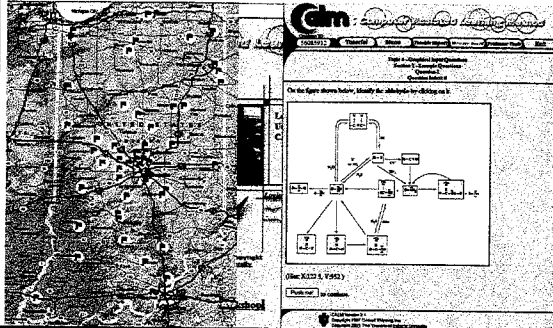
CBCnews CANADA | EDMONTON
 Story Tools: E-MAIL | PRINT | Text Size: S | M | L | XL | REPORT TYPO | SEND YOUR FEEDBACK

Text-message course helping newcomers learn English
 Last Updated: Friday, February 8, 2008 12:35 PM EST
 3577 Views

A pen and paper aren't necessary in an Edmonton classroom where students are learning English with a tool — text messages on their cellphones.



8. Engagement:
B. Student Self-Testing (e.g., Calm Chemistry)



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

Expand All | Collapse All | Comments

Home | Jane Mallor Posts by or For Defendants | Posts by or For Defendants Here | Jane Mallor at 12/8/2005 12:41:23 PM


Court C

Posts by or For Defendants Here
 Posts by or For Defendants Here
 by Jane Mallor at 12/8/2005 12:41:23 PM

Team 8 - Defendant's Arguments:
In response to Count 1, Negligence:
 The plaintiff must prove each of the following three elements in a negligence case:
 1. The defendant owed a duty of care to the plaintiff.
 2. The defendant committed a breach of this duty.
 3. This breach was the actual and proximate cause of injury experienced by the plaintiff.

I hope that everyone be

9. Tension, Challenge, etc.:
B. Scenario Learning (Emmis Communications example)

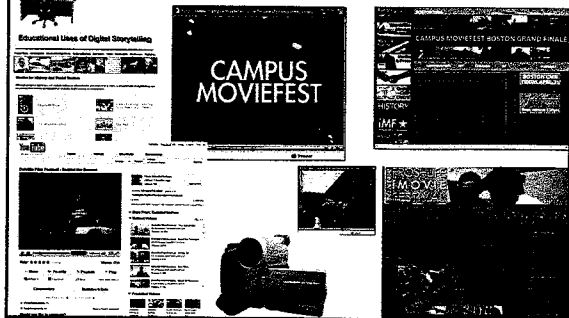


10. Yields Products: **Concept Maps, Video Papers, Virtual Timelines, Digital Movies**

Educational Uses of Digital Storytelling


CAMPUS MOVIEFEST

CAMPUS MOVIEFEST - BOSTON GRAND HALL



99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four



Part IV. Addressing Learning Styles



Poll 1: Which learning style do you prefer?

- a. Read (Auditory and Verbal Learners)
- b. Reflect (Reflective Learners)
- c. Display (Visual Learners)
- d. Do (Tactile, Kinesthetic, Exploratory Learners)



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



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.

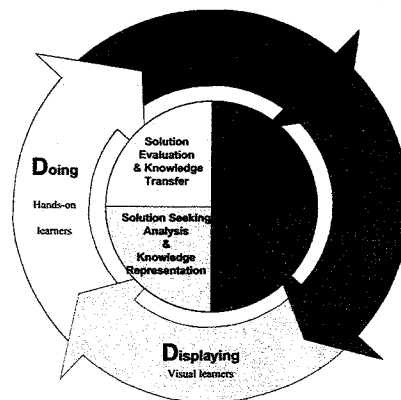


Index of Learning Styles Questionnaire

Barbara A. Soloman, North Carolina State Univ
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

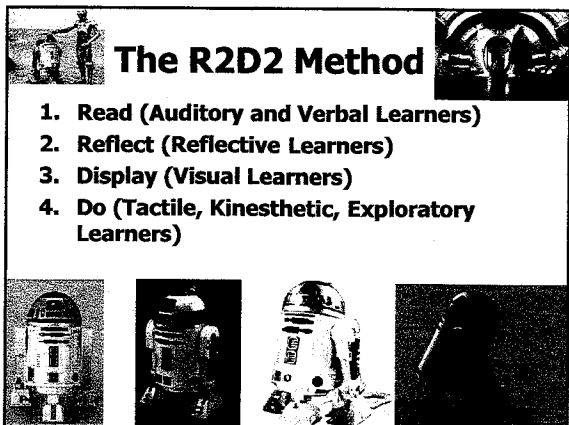


- 6. If I were a teacher, I would rather teach a course
 - (a) that deals with facts and real life situations.
 - (b) that deals with ideas and theories.
- 7. I prefer to get new information in
 - (a) pictures, diagrams, graphs, or maps.
 - (b) written directions or verbal information.



The R2D2 Method

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

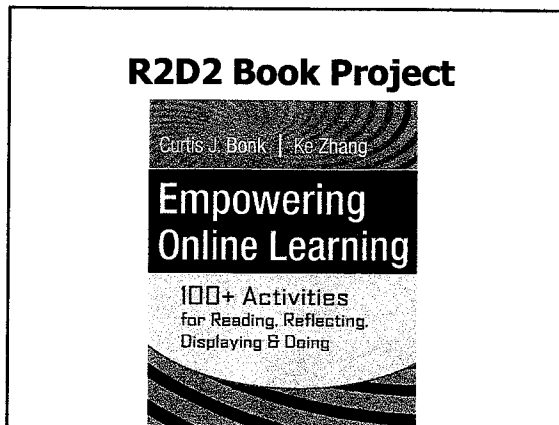


R2D2 Book Project

Curtis J. Bonk | Ke Zhang

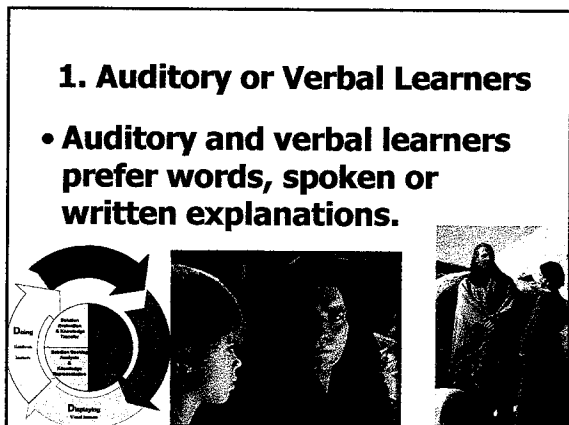
Empowering Online Learning

100+ Activities for Reading, Reflecting, Displaying & Doing



1. Auditory or Verbal Learners

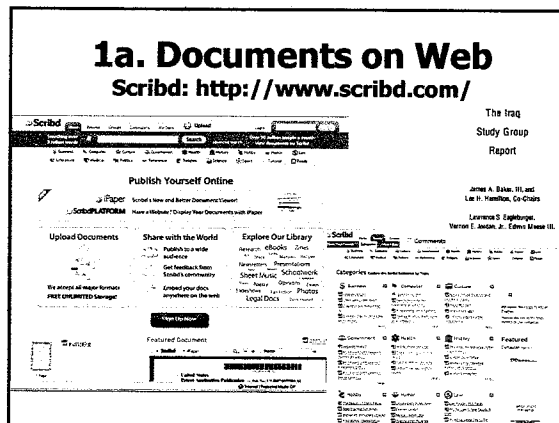
- Auditory and verbal learners prefer words, spoken or written explanations.



1a. Documents on Web

Scribd: <http://www.scribd.com/>

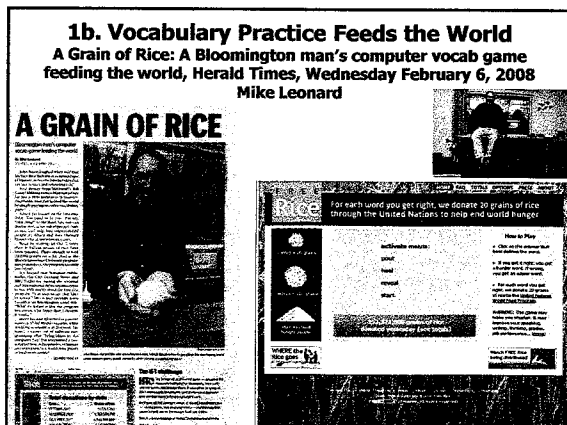
The Iraq Study Group Report



1b. Vocabulary Practice Feeds the World

A Grain of Rice: A Bloomington man's computer vocab game feeding the world, Herald Times, Wednesday February 6, 2008
Mike Leonard

A GRAIN OF RICE



1c. Online Tutorials, Help, Announcements, Q&A, and FAQs

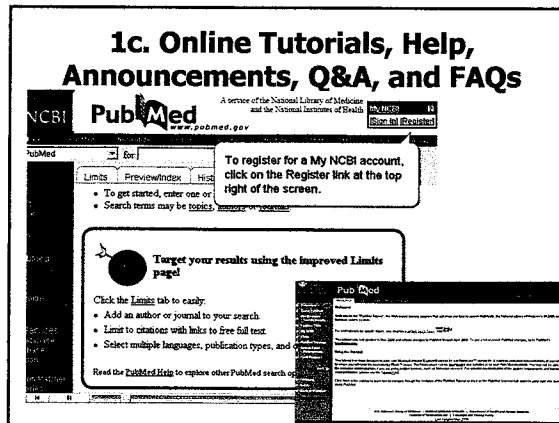
NCBI PubMed
A service of the National Library of Medicine and the National Institutes of Health

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!

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

Read the PubMed Help to explore other PubMed search



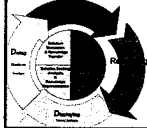
1d. Educational Applications of Podcasting (Essex, 2006, Leftwich, 2007)

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



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

Lesson 20
Employment Law and Ethics Project

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 1991 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." AEPPO 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 AEPPO's policy clearly states to "promote the most

2b. Use 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

2b. Personal Learner Weblog (Bonk, 2007; Mei-Ya Liang, 2007)

1. Create personal learner blogs.
2. Note online learning materials found or read (e.g., online news sites, Web search engines, online dictionaries, etc.)
3. Outline of key points of readings.
4. Write reflections on news stories.
5. Record results of group activities in news sites and text chat rooms.
6. Provide peer comments on blogs.

2b. Course Weblog

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Create a class blog site (e.g., using Blogger (<http://myliang.blogspot.com/>)) to create a sense of instructor presence and to link people from all over the world.
2. Post assignments and instructional prompts.
3. Group projects and news summaries are posted.
4. Add course related links for online materials, resources, tools, and Websites.
5. Add instructor's profile with bio and contact info.

Blogging Questions

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

2c. Reuse Blog, Chat Transcripts, Presentations

2d. Reflecting on Adventure Blogging (Ben Saunders, Mark Fennell, Andrew Revkin)

The New York Times

Science | CLASHING TRENDS | THE FINAL DAY | GRAPHIC | FEEDBACK | RELATED ARTICLE

Testing the Tundra

PLAYING | PAUSE | OFF

Images compiled from satellite data show the changes in the extent of the North Pole's summer ice cap from 1979 to 2005.

Andrew C. Revkin is a reporter for the science section of The Times. He recently travelled to the North Slope of Alaska with a digital recorder.

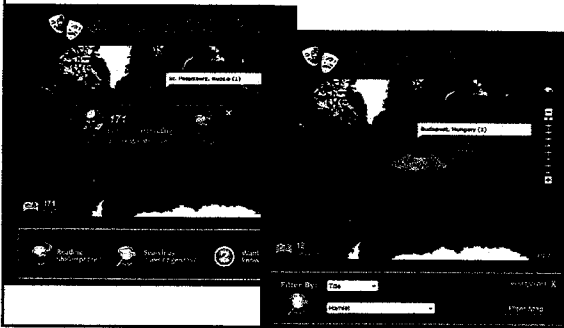
2e. Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)

3. Visual Learners

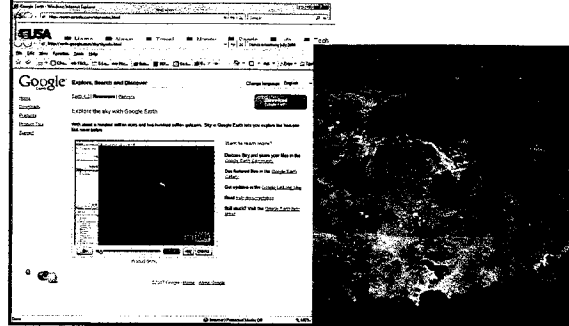
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

3a. Online Anatomy and Physiology

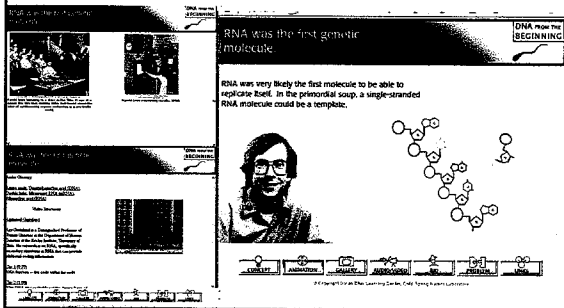
3b. Map Mash-ups
(e.g., Shakespeare's Global Globe)



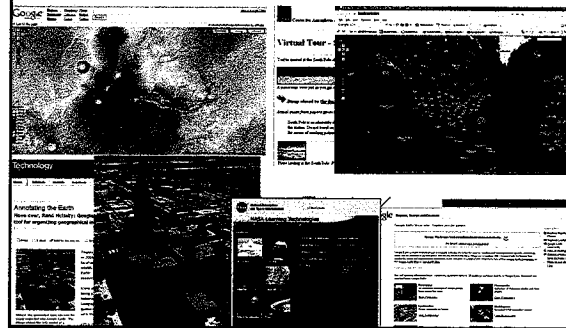
3c. What if the World was Beyond our World?
NASA's Hubble Space: Google Sky) USA Today, August 22, 2007
<http://earth.google.com/sky/index.html>



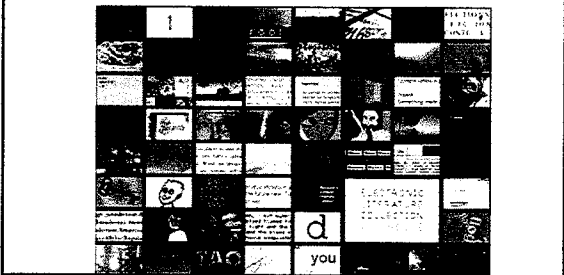
3d. Animations, Video Clips, Audio, Pictures, Web Resources, etc.



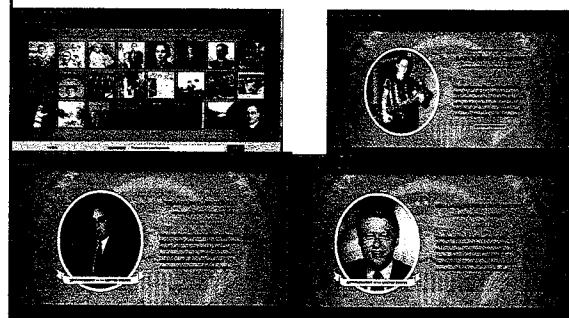
3f. Electronic Cameras and Maps




3g. 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.)



3h. Online Timelines
(US Presidents)




3i. Tracking Live Internet Thawing: A Colossal of an Idea



Deep-Sea Behemoth
 Captain John Bennett examines the world's first intact adult male colossal squid on board his New Zealand fishing boat in February, 2007, in the Ross Sea near Antarctica. The gigantic sea creature weighs a world record 1,089 pounds. After being frozen whole for over a year, scientists at New Zealand's national museum will thaw the squid for further study.


3j. Vodcast for Medical Training

(e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training,"
 By Eric Fetters, Herald Writer, Everett, WA, Sept 25, 2006)



3k. Expert Mentoring Online in Art and Design


(COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)



3L. Historical Documents

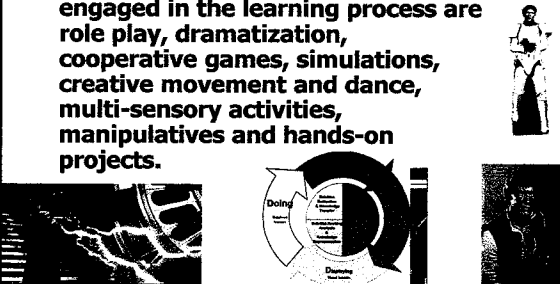
discoverbabylon.org

- 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.



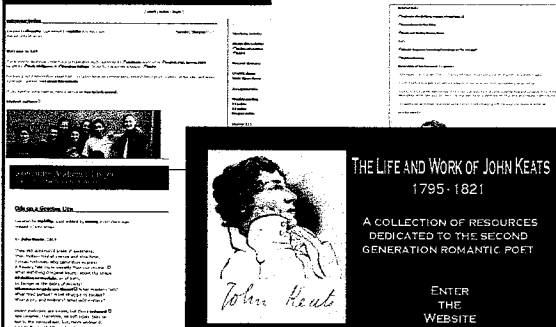
4. Tactile/Kinesthetic Learners

- 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. Romantic Poetry Project

(Professor Mike Phillipson, English at Bowdoin College)



THE LIFE AND WORK OF JOHN KEATS
 1795-1821
 A COLLECTION OF RESOURCES DEDICATED TO THE SECOND GENERATION ROMANTIC POET
 ENTER THE WEBSITE

4b. YouTube to Memorize Sonnets and Poems

The image shows a screenshot of a YouTube video player. The video title is "How to Memorize Sonnets". The video is from the channel "How to Memorize Sonnets". The video player shows a person reading poetry. The video has 1,000 views and was uploaded 1 year ago.

4c. Videoconferencing with Hearing Impaired Students Online

- College students tutoring high schools on their homework
- Instructors observing how teacher education students are doing in field placements (practice presentation and communication skills)
- Interpret speaker via Web cam

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 is a collage of screenshots from virtual worlds. It includes a "Second Life 3-D Accounting Model" showing a 3D bar chart, a "Hillary" character in a virtual world, and a "Ch88se 08" logo.

4e. Survey Research and Market Analysis

(e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

The image shows screenshots of several online survey tools. It includes "SurveyShare" with a "SurveyShare Login" form, "Zoomerang" with "Online Surveys without Limits", and "SurveyConsole" with "Create Surveys & Get Feedback".

4f. Mobile Learning and Social Networking

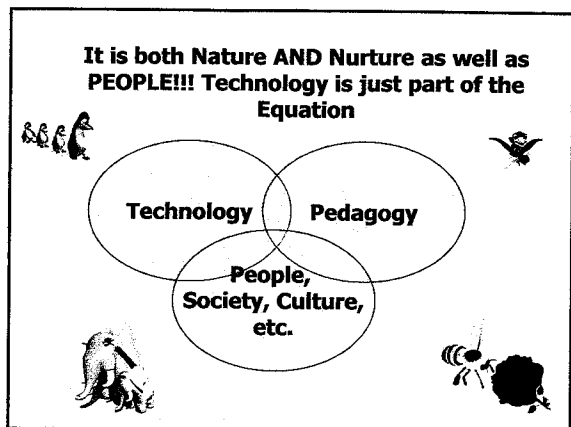
(e.g., Mixi, Yayoi Anzai, Professor Japan)

The image shows screenshots of mobile learning and social networking interfaces. It includes a "mixi" social networking site, a "Yayoi Anzai" profile, and a "Professor Japan" profile.

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

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

The image shows a character in a dark suit, possibly a virtual avatar, in a virtual environment. The character is standing in a dark, industrial-looking setting.



**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