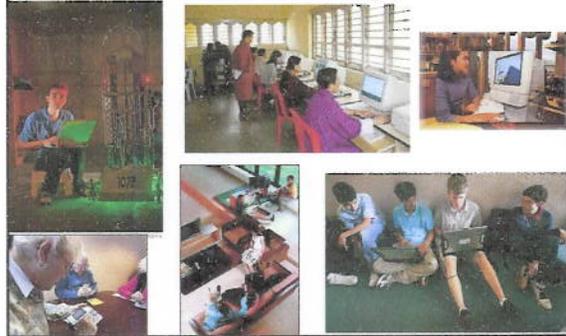**A Five-Part Masterclass for Technology-Enhanced Teaching and Learning: Sampling across a Scrumptious Smorgasbord**
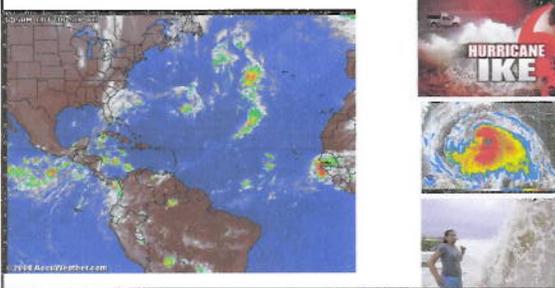
Curt Bonk, Professor, Indiana University
President, CourseShare, Inc.
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk

Who is demanding fully online and blended learning?
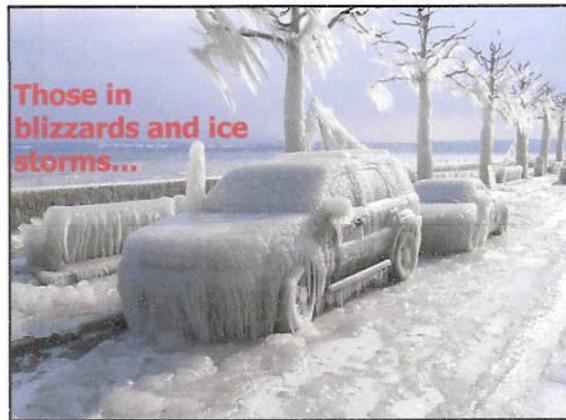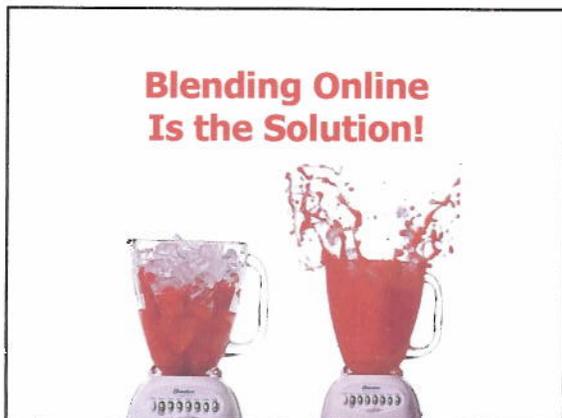

Those in hurricanes!

Those in earthquakes!

Those effected by volcanos...

Those in blizzards and ice storms...

Snowmegeddon, DC winter of 2010

Those where there are diseases and outbreaks...


Blending Online Is the Solution!
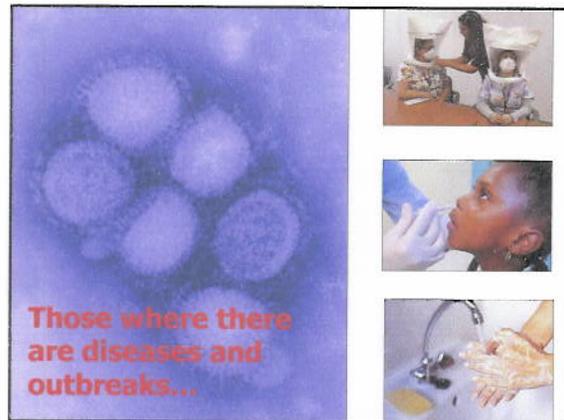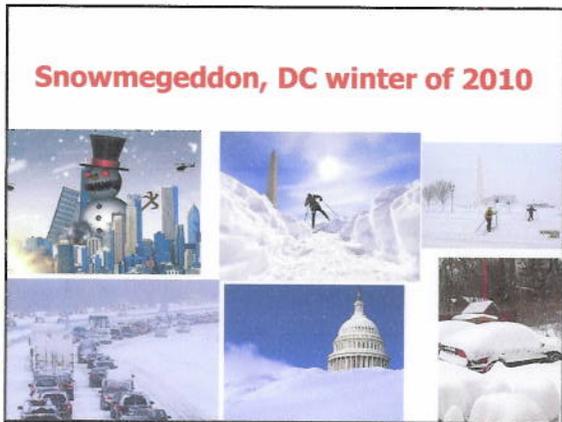
What I will discuss...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning

Handbook of Blended Learning (HOBLe)

- University of Phoenix, Capella University, JIU, National University
- Microsoft, IBM, Sun, Cisco, Macromedia, Oracle, WebCT
- The World Bank, the DOD in USA
- In Canada: York University and the University of Calgary
- Other universities in Japan, Korea, Malaysia, Singapore, China, NZ, South Africa, Israel, Mexico, Australia, Wales, England, USA
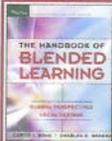
Blended Learning Defined and Explained

Myth #1: People will know what I am saying when I say "blended learning."
Myth #2: Blended is the same as "hybrid."
The Sloan Consortium

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

Myth #3: Knowing "how much" to blend is vital.
### Range of Blends in Pew Cases
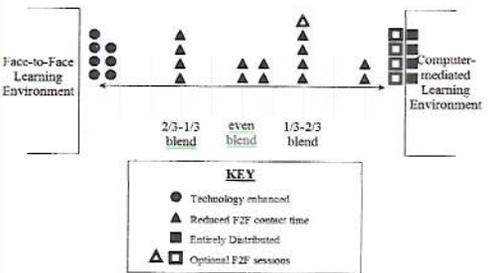
Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettcher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), Encyclopedia of Distance Learning (pp. 172-279). Hershey, PA: Idea Group Inc.

Myths #4: Blended learning is easy to define.
Myth #5: Blended learning is hard to define.
Blending Online and F2F Instruction

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

Historical Emergence of Fully Online and Blended
(Graham, 2006)
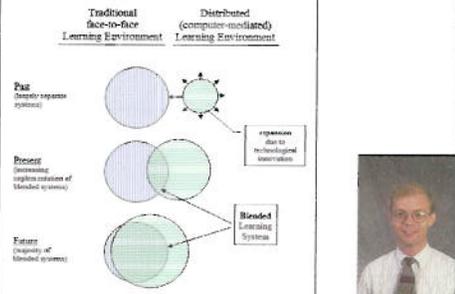
Myth #6: Blended learning works everywhere.
Where is Blended Beneficial?

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

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

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

Myth #7: People learn more in face-to-face settings than blended or fully online ones.
Fully Online and Blended Learning Advantages

1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking
5. Increased opportunities for human interaction, communication, & contact among students
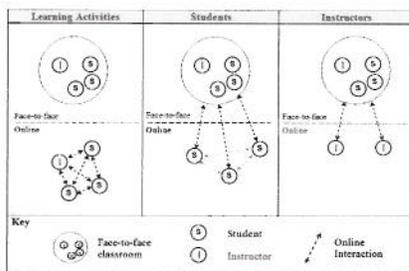6. Introverts participate more

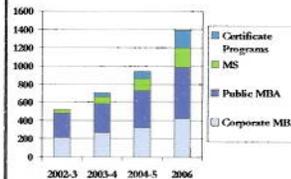## Myth #8: Faculty can have a logical discussion with administrators about blended learning.
Models of Blending
Blending occurs at the following four levels:
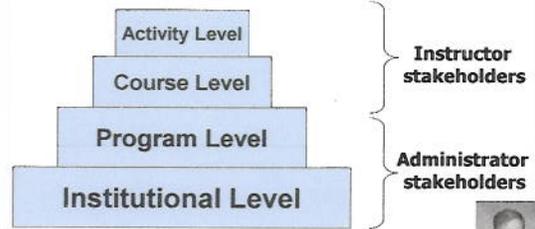
1. Activity- and Course-Level Blends
Blended learning systems: Definitions and directions
(Osguthorpe & Graham, 2003)

3. Program-level blending
(blend same for all participants)
Kelley Direct Online MBA (IU)

4

Myth #9: There is a best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Igneri, 2006)

Source: American Management Association, AMA at Work

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4. The Open U Malaysia
(from Abtar Kaur)

- **Started August 2001 : approx. 800 students**
- **Total students (2005): approx. 33,000**
- **Total students (2010): over 85,000**
- **Total full-time academic staff : 60**
- **Total part-time academic staff (tutors): approx 3,000**
- **33 Learning Centres (7 Regional Centres)**
- **Pedagogical approach: Blended Learning**

Year	
Year 2001	753
Year 2002	7622
Year 2003	16998
Year 2004	26666
Year 2005	36996
Year 2006	53248
Year 2007	64489
Year 2008	75425
Year 2009	88409
Year 2010	91223

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4. Institutional-level Blending
(Brian Linquist, University of Phoenix)

- **Completely online courses**
- **Residential F2F courses**
- **Blended Courses**
  - *Local Model* = 5 week courses with first and last week F2F
  - *Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

Myth #9: Blended learning in higher education is vastly different from the corporate world.
The IBM Four Tier Learning Model.
Blending Learning for Business Impact – IBM's case for learning success. *Nancy Lewis, VP, & Peter Orton, IBM*

4	Learning Labs — Learning Labs, Classroom, Mentoring, Role Playing, Coaching
3	Collaborative Learning — Live Virtual & Asynchronous programs, e-Labs, Communities of Interest, Practice and Purpose
2	Interactive Learning - Simulation — QuickCases, Simulations, Scenario based problem solving
1	Performance Support & Best Practice Reference — QuickViews, WebCasts, Web Books, Best Practice Repositories, Web Pages & Objects

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Myth #10: If you read the enough research you will be able to know the impact of blended learning.

1. **Improved Pedagogy**
   - Interactive vs. Transmissive environments
   - Authenticity integration into work
2. **Increased Access/Flexibility**
   - Reduced seat time courses – UCF M courses
3. **Increased Cost Effectiveness**
   - Corporate: ROI – IBM 47:1, Avaya, Microsoft
   - Higher Ed: PEW Grants

Part II: 13 Fully Online and Blended Learning Problems and 35 Solutions

Problem Situation #1: Brief FTF Experiences

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

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

Blended Solution #1+. Sample Activities for Brief Meetings

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

Problem Situation #2: Student Absenteeism

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

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

Problem Situation #3: Facilities and Time

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

Blended Solution #3.
Webcast Lectures ands Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

Blended Solution #4.
Alternating FTF and Online Classes

- **Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)**

Problem Situation #4:
Web Supplemental Activities

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

Blended Solution #5. Online Self-Testing (e.g., self study in accounting, vocabulary, anatomy, chemistry, dissection, etc.)

Blended Solution #6.
Online Portal Explorations

Blended Solution #7. Live Expeditions (Oceanographer touts deep sea web surfing; Nautilus Live allows people to watch expeditions live & listen to scientists in control rooms as discoveries made, eSchool News, June 2010, Deep-sea images reveal colorful life on ocean's floor, Sept. 2010))

Blended Solution #8. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc)
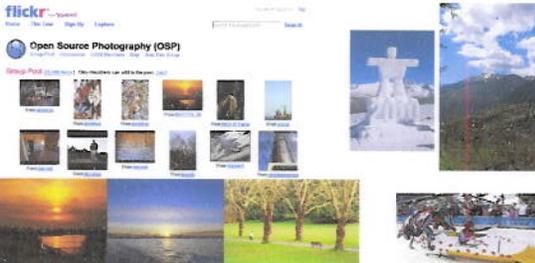
Blended Solution #9. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)
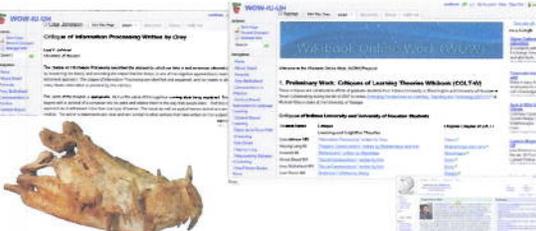

Problem Situation #5: Student Learning Control

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

Blended Solution #10. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

Problem Situation #6: Preparedness for the Profession

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

Blended Solution #11. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)

Blended Solution #12. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, interviews)

Blended Solution #13. Real World Problems (PBL online): Real-time Cases

Problem Situation #7: Collaborative Skill Deficit

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

Blended Solution #14. Working In Virtual Teams (e.g., Collanos, Groove, SharePoint, Google Docs)

Blended Solution #15. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

Blended Solution #16. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Blended Solution #17. Global Game Jams, Electronic Computer War Games, etc.

Global Game Jam

Problem Situation #8: Student Reflections and Connections

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

Blended Solution #18. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Problem Situation #9: Learning Community

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

Blended Solution #19. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)

Blended Solution #20. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)

Problem Situation #10: Need to Visualize Content
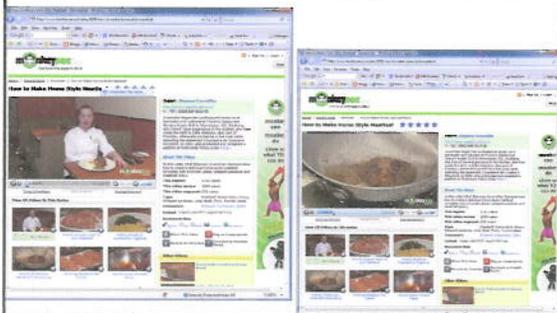
- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.
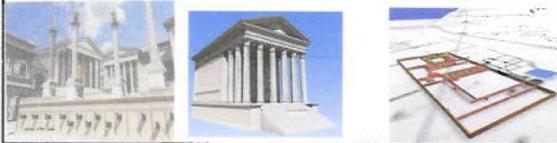
Blended Solution #21. Simulations and Virtual Worlds Online (e.g., OpenSimulator http://opensimulator.org/wiki/Main_Page)
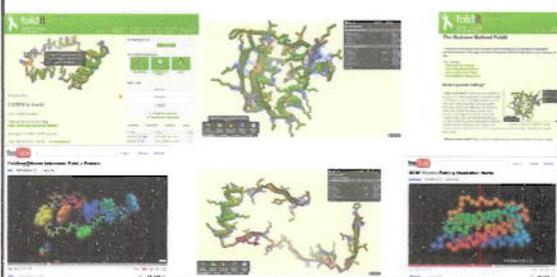

Blended Solution #22: Shared Online Video Demonstrations (e.g., Monkey See)

Blended Solution #23. Virtual Tours and Timelines (i.e., HyperHistory; http://simile.mit.edu/timeline/)

Blended Solution #24. Foldit (puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) http://fold.it/portal/
http://www.youtube.com/watch?v=swEc_sUVz5I (visual excerpt from interview below: 1.23 minutes)
http://www.youtube.com/watch?v=EZ1XuOgknuE&feature=fvw (Stanford Project interview: 5 minutes)

Problem Situation #11: Need for Hands-On Learning

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

Blended Solution #25. Online Acounting Lessons
(e.g., Lyryx; https://lifa.lyryx.co)

Blended Solution #26. Explore Virtual Worlds and Online Representations
(UCLAs CVRLab, University of Virginia)

Blended Solution #27. Educational Simulations

Blended Solution #28. Online Psychology Experiments

Blended Solution #29. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Blended Solution #30. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Blended Solution #31. Virtual Quizzes (www.mededu.or.kr)

Problem Situation #12: Preference for Auditory Learning

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

Blended Solution #32. Podcasting Medical Lectures (School of Dentistry, University of Michigan)

Blended Solution #33. Online Language Learning and Conversations (e.g., PalTalk, iTalki, Palabea, Babbel)

Blended Solution #34. Basic Acoustics of Musical Instruments (University of New South Wales)

Problem Situation #13: Lack of Instructor Presence

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

Blended Solution #35. Archive Synchronous Session
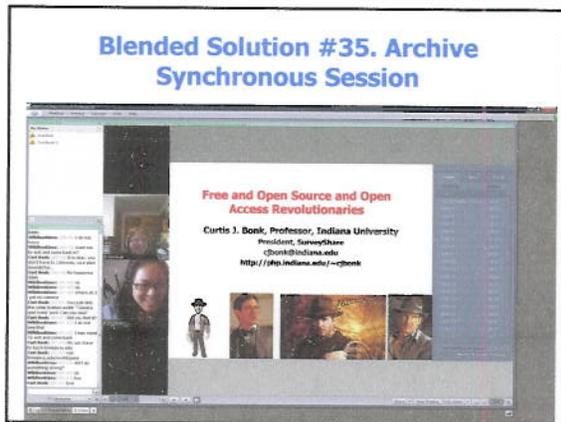
Trends, Implications, and Challenges for Blended Learning

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

Again, this talk covered...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Predictions for blended learning
6. Challenges for blended learning

Phillips 66

6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...
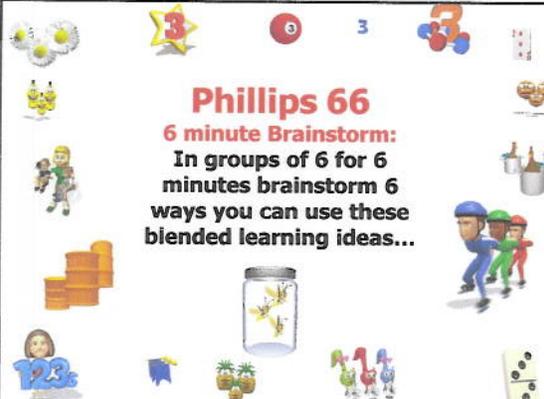
Blended Learning Questions and Comments

Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/
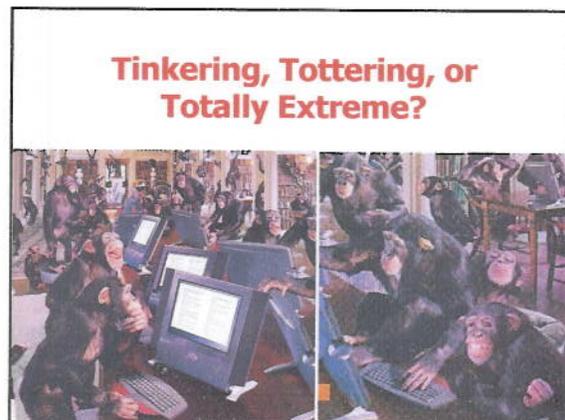
Tinkering, Tottering, or Totally Extreme?

Tinkering

Tinker #1. Anchored Instruction with Shared Online Video

Tinker #2. Track Life of a Scientist or Famous People (e.g., Brian J Ford, independent scientist)
http://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApsKjasr

Tottering

Totter #1. Bridges to World of Expert and Practitioners
(e.g., Watch or Listen to Online Conferences, Expert interviews, blogs, chats, etc.)

Totter #2. Famous Expert Via TED (shared online video), Fast Company, *Anya Kamenetz,* September 1, 2010

Chris Anderson: The entrepreneur bought TED in 2001. "It felt like something you could devote your life to," he says

Totter #3. Real World Problems (PBL online): Real-time Cases

Totter #4. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

Totter #5. Global Class Videoconferencing

Totter #6b. Asynchronous and Synchronous Events (e.g., William and Mary, March 3, 2011)

Totter #7. Wikibooks, Wikipedia editing, wiki syllabi, wiki glossaries (Ron Owston, York University, Toronto)

Totter #8. YouTube as Class

Totter #9. Student YouTube Products
http://www.youtube.com/watch?v=xiwSIryPzsQ
http://www.youtube.com/watch?v=x3FJyi4Pn_E
http://www.youtube.com/watch?v=eD1awpaSuP0

Totally Extreme Learning

Totally Extreme #1. Free Online Degrees
iSMART: Integration of Science, Mathematics, and Reflective Teaching (iSMART), University of Houston

You see the big picture. You find the connections. Make it official - become iSMART.

Jen Chauvot and Mimi Lee, Univ of Houston

Totally Extreme #2. Live Expeditions
(Oceanographer touts deep sea web surfing; Nautilus Live allows people to watch expeditions live & listen to scientists in control rooms as discoveries made, eSchool News, June 2010, Deep-sea images reveal colorful life on ocean's floor, Sept. 2010))

Totally Extreme #3. Live Science
(e.g., Human brain dissections, colossal squids discovered and investigated)

Totally Extreme #4. Immediate Science
Ida (a transitional species) *47-Million-Year-Old Fossil the Missing Link?* (May 20, 2009)

Totally Extreme #5. Armchair Archeology UCLA Summer Digs Program

Totally Extreme #6. Google Earth Archeology (David Thomas, Archeologist, La Trobe University, Australia)

Totally Extreme #7. Adventure Learning, GeoThentic, Earthducation, Polar Husky, GoNorth (Aaron Doering, Univ of Minnesota), Impossible to Possible, Ray Zahab

What lies beyond effectiveness and efficiency? Adventure learning design (Doering & Veletsianos, 2008)

Totally Extreme #7b. Teen Solo Sailing. May 2010, Jessica Watson became the youngest person ever to sail solo, non-stop and unassisted around the world.

Abby Sunderland's blog

Totally Extreme #8. The LAST OCEAN Website and The Last Ocean Project http://www.lastocean.com/ and http://lastocean-project.org/; Cassandra Brooks

Totally Extreme #9. Adventure Learning (cars and bikes) Dan Grec and Mark Beaumont

Totally Extreme #10. South African teens get virtual mentoring from all over the world, By Danielle Berger, CNN, January 14, 2011
http://www.cnn.com/2011/LIVING/01/13/cnnheroes.stokes/index.html?hpt=T2

Totally Extreme #11. On-Demand Multi-Participant Synchronous Conferencing

Totally Extreme #12. International and Global Education and Competitions (e.g., Global Game Jams, online role play, Global Videoconferencing)

Totally Extreme #13. Learn Anytime, Always On/Mobile. Will Technology Kill the Academic Calendar? Online, semesters give way to students who set their own schedules, Marc Parry, Chronicle of Higher Ed, October 10, 2010

Robert Johnson, who championed the open-format Learn Anytime program at a two-year college in Louisville, Ky. checks students' e-mail while waiting for a flight. "Everything I need to do today, I can do on my phone," says Robert Johnson...He often grades papers and communicates with students from a cafe near his home.

Totally Extreme #14. Pocket School and Videoconferencing in Developing World (Paul Kim, Stanford, Rwanda, August 2010, Kigali Institute of Education linking up with universities in India and Cameron through Satellite Internet video conferencing system. They were discussing Java programming.)

Totally Extreme #15. Telepresence and Teleportec Systems (e.g., Cisco and HP)

Poll #1: How many ideas did you get?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

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

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

1. Structured Controversy Task

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

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

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

3. Brainstorming
(L = Cost, L = Risk, M = Time)

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

4. Mock Trials with Occupational Roles
(L = Cost, H = Risk, M/H = Time)

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

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

5. Scholar Role Play or Debate Panel or Symposia

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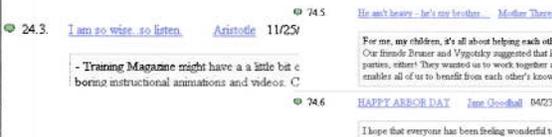
6. Online Role Play Personalities

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

7. Six Hats (Role Play):
(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

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

8. Jigsaw

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

9. Eight Nouns Activity

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

10. Online Scavenger Hunt

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

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

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
a. Write short and long terms goals down on goal cards that can be referenced later on. Post these to a discussion forum.
b. Write 4-5 expectations for this session.
c. Expectations Flip Chart (or online forum): share of 1-2 of these...
d. Debrief is met them.

12. Accomplishment Hunt
(L = Cost, M = Risk, M = Time)

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

13. Séance or Roundtable

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

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

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

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

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

Cool Stuff

16. Free Text Chats
(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
   1. Text chats involve all learners in real time in reading or writing language.
   2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
   3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.

17. Reuse Online Discussion Transcripts

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

18. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.

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

20. Online Book Reviews
(L = Cost, M = Risk, M = Time)

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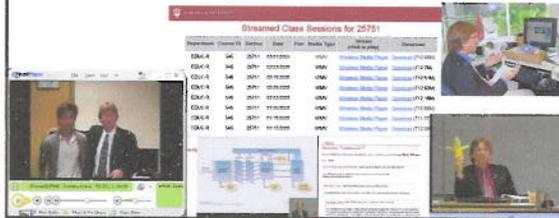- Give each other feedback.

21. Listen and Reflect on Book Author Podcasts

22. Webstreamed Lecture Reflections

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

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

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

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

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

25. Paired Article Critiques in Blogs

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

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Stephen Moses	Lorraine Ryan
	Carolyn Pawelko	Karen Leppard
	Lin Yu	Flora Lin
	Alex Brierley	Lori Atkinson
Meyer, K.A. (2003). Face-to-Face versus Threaded Discussions: The Role of Time and Higher Order Thinking.	Lorraine Ryan	Paul Anderson
	Harit Dhanjal	Yvonne Toney
	Neena Arora	Carolyn Pawelko
	Karen Leppard	Lin Yu
	Frannica Wilkinson	Alex Brierley
Shea, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Heather Durant	Stefan Raszporich
	David Wilson	Neena Arora

26. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.
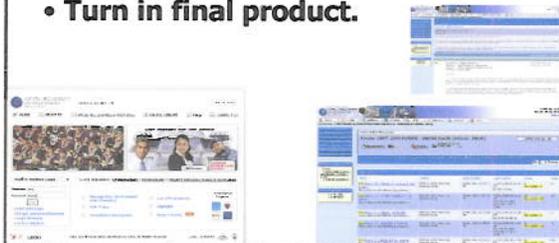
27. Student Generated Podcasts and Reflections

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

28. Just-In-Time Syllabus
(Raman, Shackelford, & Sosin) http://ecedweb.unomaha.edu/jits.htm

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)

e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.

29. Class Voting and Polling (perhaps electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class

(Note: Delphi or Timed Disclosure Technique: anomymous input till a due date and then post results and reconsider until consensus Rick Kulp, IBM, 1999)

30. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)
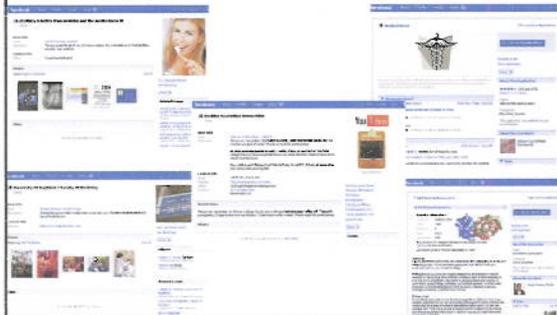
31. Case-Based Learning: Student Cases

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

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

33. Poster Sessions and Gallery Tours

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

34. Peer Mentoring Sessions
(Bonk, 1996)

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

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

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

36. Rapid Data Collection

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

37. Questioning Options
(Morten Flate Pausen, 1995)

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

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

39. Best 3
(Thiagi, personal conversation, 2003)

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

40. Stand and Share

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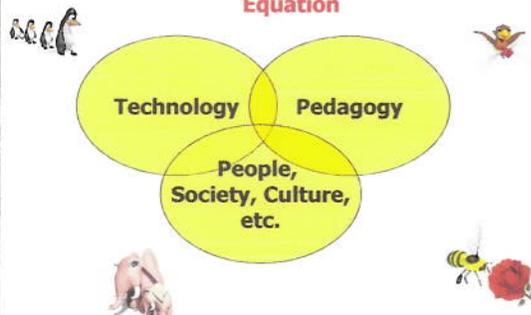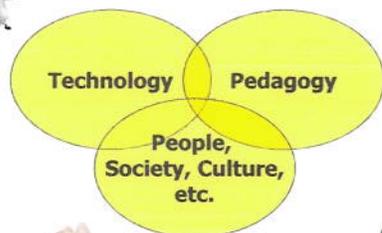

Stop and Share: Top Three Things Learned!

Stand and Share Ideas

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

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

Technology   Pedagogy

People, Society, Culture, etc.

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

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