200 Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses

Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University

Technology 40 Years Ago

Technology of the 1980s

Radio Shack TRS-80 Model III

Introduced:	July 1980
Price:	US $699 base model
	US $2495 w/ 32K, dual drives.
CPU:	Zilog Z-80, 2.03 MHz
RAM:	4K, 48K max.
Ports:	Cassette tape, expansion, serial
Display:	12-inch B/W monitor: 64 X 16 text
Storage:	0, 1, or 2 internal 178K floppy drives
	External cassette @ 500 / 1500 baud
OS:	BASIC in ROM, TRS-DOS on disk

Things That Became Obsolete This Decade
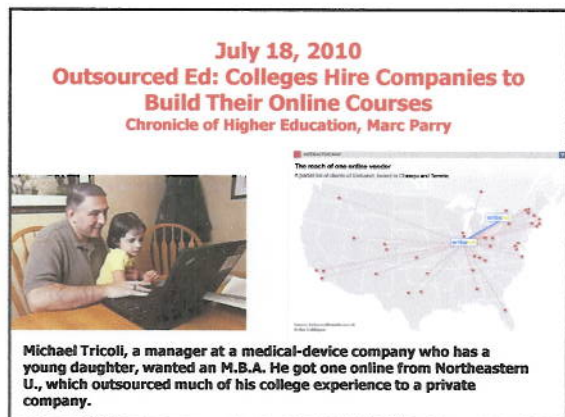### December 11, 2009, Silicon Alley Insider

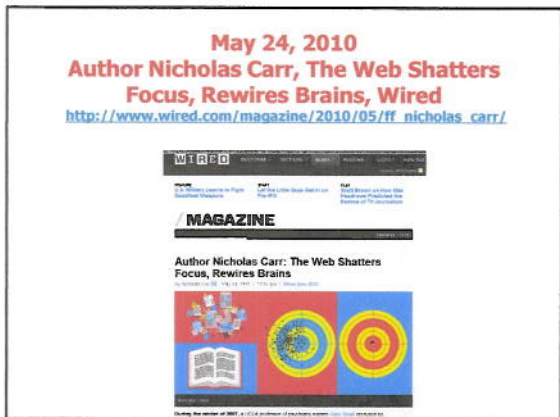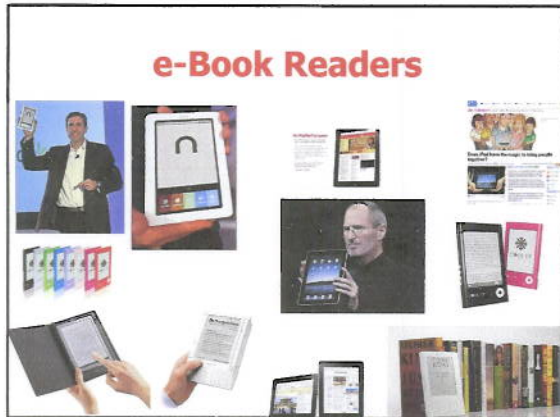## Gadgets that Changed Everything This Decade
December 9, 2009, Jay Yarow, Silicon Alley Insider

New technologies hit us everyday!

e-Book Readers

June 9, 2010

TwitterPeek:
Restricted to Twitter.

WikiReader:
Updating can be a
pain.

May 24, 2010
Author Nicholas Carr, The Web Shatters
Focus, Rewires Brains, Wired
http://www.wired.com/magazine/2010/05/ff_nicholas_carr/

May 27, 2010
Inexpensive Laptops and Tablet Computers
OLPC, Marvell Join Forces, Announce sub-$100
Tablet by December 2010, Mike Prospero

July 12, 2010
Moodlemoot Debate with Martin
Dougiamas, Melbourne, Australia

Curtis Bonk and Martin Dougiamas

July 18, 2010
Outsourced Ed: Colleges Hire Companies to
Build Their Online Courses
Chronicle of Higher Education, Marc Parry

Michael Tricoli, a manager at a medical-device company who has a
young daughter, wanted an M.B.A. He got one online from Northeastern
U., which outsourced much of his college experience to a private
company.

July 19, 2010
"Lost" Languages to Be Resurrected by Computers?
New program can translate ancient Biblical script,
National Geographic, Tim Hornyak

July 20, 2010
Booming Mac sales drive Apple's best-ever quarter, CNN Money, David Goldman
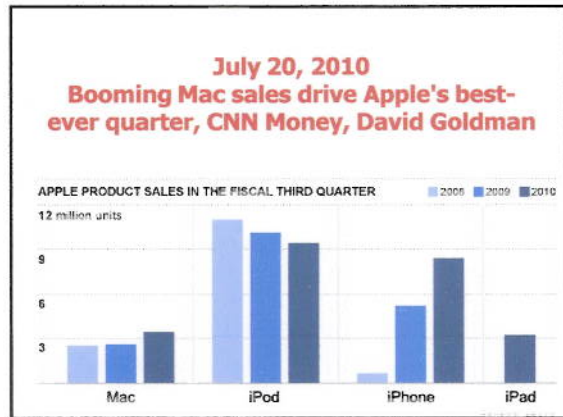
July 21, 2010
Status update: Facebook logs 500 million members, USA TODAY, Kristin McGrath

July 23, 2010
Online Course Construction Gets a 'Do-It-Yourself' Web Site, Sophia Li, Chronicle of HE, Nixty (http://nixty.com/)

July 23, 2010
India unveils $35 computer for students, CNN World, Harmeet Shah Singh
http://www.cnn.com/2010/WORLD/asiapcf/07/23/india.thirty.five.dollar.laptop/index.html?npt=NP1&hpt=Sbin
http://www.cnn.com/video/#/video/bestoftv/2010/08/01/gps.last.look.ipad.cnn?hpt=T2

July 24, 2010
Reaching the Last Technology Holdouts at the Front of the Classroom,
Jeffrey Young, Chronicle of Higher Education
http://chronicle.com/article/Reaching-the-Last-Technology/123659/

July 25, 2010,
Professors' Use of Technology in Teaching,
Jeffrey Young, Chronicle of Higher Education

July 27, 2010,
Is true friendship dying away?
USA Today, Mark Vernon
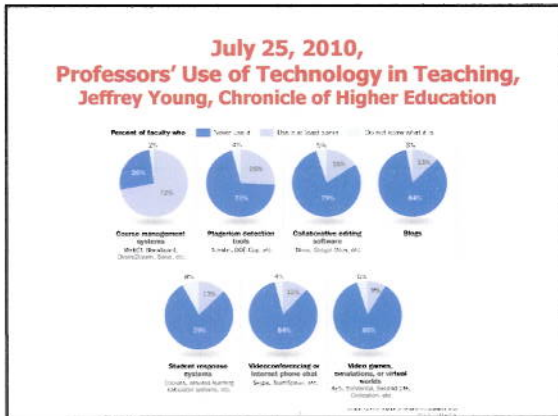
July 28, 2010
Web 2.0: 3 for 3. Ed Tech Experts Choose
Top Tools, Which web 2.0 tools are best suited for
enabling collaboration in teaching and learning? A
trio of ed tech experts offer up their top three
choices apiece Jennifer Demski, Campus Technology
http://thejournal.com/Articles/2010/08/01/3-for-3.aspx?p=1

July 29, 2010
Amazon unveils 3rd-generation Kindle e-
book reader, USA Today, Edward C. Baig

July 29, 2010
Volume of Kindle book sales stuns Amazon's
Jeff Bezos; USA Today, By Edward C. Baig

Jeff Bezos predicts Kindle e-book sales "will surpass
paperback sales sometime in the next nine to 12 months."

August 1, 2010
Is India's $35 iPad knockoff for real? CNN's Fareed
Zakaria says it could change the world, CNN Video
http://www.cnn.com/video/#/video/bestoftv/2010/08/01/gps.last.look.ipad.cnn?hpt=T2

4

August 2, 2010
Time spent on Facebook, Twitter, YouTube grows, USA Today, Jon Swartz.
http://www.usatoday.com/tech/news/2010-08-02-networking02_ST_N.htm

August 2, 2010
IPad, other high-tech gadget trends differ by region, USA Today, David Lieberman

New York Mayor Michael Bloomberg works on his iPad while waiting for a subway on July 14.

August 2, 2010
IPad, other high-tech gadget trends differ by region, USA Today, David Lieberman

- Retrevo quizzed more than 7,500 people about their tech tastes. The results, calculated to show how sales per household in a region compare to the national average, show differences as distinct as accents and cuisines:
- •IPads. New York state beats the U.S. average by 52% for owning Apple's new tablet computer.
- That surprised Rathi: "We expected California," Apple's home and a tech epicenter, to lead.
- But Apple's popular in the Big Apple among the rich and fashion-conscious, including those in the media and ad industries being reshaped by such devices.
- Rathi also notes that "more people use public transportation" in New York, giving them time to use iPads to read, watch videos or catch up on e-mail.
- •E-readers. Massachusetts residents are 49% more likely than average to own a dedicated digital reader. Here, too, Rathi sees the logic: The state has lots of readers at its many prestigious colleges, including Harvard, Amherst and Brandeis.
- •HDTV. Some results mystify Rathi, though, including the data that show Maryland has the highest concentration of high-definition TV sets, at 13% ahead of the national average.
- •Point-and-shoot cameras. This is another head-scratcher. Michigan is on top, with 8% more point-and-shoot camera owners than elsewhere — narrowly beating Maryland.
- •Laptop computers. Colorado residents are 13% more likely to have a portable computer, Retrevo finds, putting it slightly ahead of Georgia and Minnesota.
- While California wasn't highest in any of Retrevo's state tallies for product sales, it was the most eco-friendly: Residents were 47% more likely to have recycled an electronic device in the past year.

August 3, 2010
Can the Internet lower college costs, Larry Dignan, Smarter Planet
http://www.smartplanet.com/business/blog/smart-takes/can-the-internet-lower-college-costs/9511/
http://www.youtube.com/watch?v=6FEMCyHYTyQ&feature=player_embedded

August 5, 2010
The Open, Social, Participatory Future of Online Learning
By Marc Parry, Chronicle of Higher Education

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

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

- "College campuses are being strategically planned to create more of that 'Barnes and Noble-type' atmosphere, where cafés really get students socializing around technology," said Bonk, who visited the Saltire Center to see for himself what all the hoopla was about. While there, he said he was particularly impressed by how the environment changed from floor-to-floor.
- "The first level was a café, where students could socialize and study, and the next floor was created for a more team-based type of collaboration," explained Bonk. "The third level was for individual reflection and study, while the fourth centered around student counseling and advice. It was pretty neat to see how each floor stood for a different interaction."

Yonsei University, Seoul, Korea

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

- Whether this type of "redesign the campus around technology" fever catches on at other universities will depend on budgeting and also on the ability of leaders to see the value in creating spaces that embrace technology, socialization, and collaboration.
- "New buildings must be constructed in a way that factors in how learning is fostered in an environment where myriad technologies are integrated," said Bonk. "Getting there means universities will have to rethink how they spend money on construction, technology, and student support."
- Expect that transformation to take place slowly as universities and colleges realize that building bricks-and-mortar to house traditional, lecture-type classes is no longer enough to support the tech-savvy student.
- "We're seeing the need for less seat time, thanks to online and blended learning," said Bonk, "both of which require a different approach to design and space usage than colleges are used to."

August 8, 2010
Mass Video Courses May Free Up Professors
for More Personalized Teaching
By Marc Parry, Chronicle of Higher Education

Most striking of all is what this plan could mean for professors. "The real payoff is in the additional faculty time it frees up for one-on-one instruction," Mr. Conley writes in the paper. "Rather than have to pay our research faculty to stand in front of a room and teach the same classes over and over (after all, when's the last time Calculus I really changed?), with one fewer course to teach, they can now take on the role of faculty curators."

August 8, 2010
Mass Video Courses May Free Up Professors for More
Personalized Teaching
By Marc Parry, Chronicle of Higher Education

NYU Opens Up Online

These are the first courses that New York University plans to put online as part of its free open-courseware project.

American Literature I (Instructor: Cyrus Patell)
Calculus I (Instructor: Kiryl Tsishchanka)
Genomes and Diversity (Instructor: Mark Siegal)
Introduction to Sociology (Instructor: Harvey Molotch)
The Body: How It Works (Instructor: Burt Goldberg)
Human Genetics (Instructor: Justin Blau)
New York City: Social History (Instructor: Daniel Walkowitz)
Statistics for the Behavioral Sciences (Instructor: Elizabeth Bauer)
World Cultures: Ancient Israel (Instructor: Daniel Fleming)

August 9, 2010
First Church of Robotics, The New York
Times, Jason Lanier
http://www.nytimes.com/2010/08/09/opinion/09lanier.html?_r=1

"But the rest of us, lulled by the concept of ever-more intelligent A.I.'s, are expected to trust algorithms to assess our aesthetic choices, the progress of a student, the credit risk of a homeowner or an institution. In doing so, we only end up misreading the capability of our machines and distorting our own capabilities as human beings. We must instead take responsibility for every task undertaken by a machine and double check every conclusion offered by an algorithm, just as we always look both ways when crossing an intersection, even though the light has turned green."

August 9, 2010
Bill Gates Predicts Technology Will Make 'Place-Based' Colleges Less Important in 5 Years, Jeff Young, Chronicle of HE
http://chronicle.com/blogPost/Bill-Gates-Predicts-Technology/26092/?sid=at&utm_source=at&utm_medium=en

---

August 9, 2010
Bill Gates Predicts Technology Will Make 'Place-Based' Colleges Less Important in 5 Years, Jeff Young, Chronicle of HE
http://chronicle.com/blogPost/Bill-Gates-Predicts-Technology/26092/?sid=at&utm_source=at&utm_medium=en

"Five years from now on the Web for free you'll be able to find the best lectures in the world. It will be better than any single university," he argued at the Techonomy conference in Lake Tahoe, Calif. "College, except for the parties, needs to be less place-based."

August 9, 2010
Indiana Launches Western Governors University Program. *Diverse: Issues in Higher Education,* Jamal Eric Watson
http://diverseeducation.com/article/14023/indiana-launches-western-governors-university-program.html

---

August 9, 2010
Indiana Launches Western Governors University Program. *Diverse: Issues in Higher Education,* Jamal Eric Watson
http://diverseeducation.com/article/14023/indiana-launches-western-governors-university-program.html

- Officials at Western Governors University — the nation's only nonprofit online university headquartered in Salt Lake City — say a new partnership with Indiana will likely result in thousands of the state's minority students obtaining a college degree.
- In June, WGU — founded in the late 1990s with the goal of helping adult learners earn a college degree — established a presence in Indiana. The move was petitioned by legislators looking to find creative ways to promote educational opportunities, particularly among minority adults who trail far behind their White counterparts in earning college degrees. According to state census figures, Whites in Indiana are three times more likely than Blacks to hold a college degree.
- WGU is a competency-based university that caters to adult learners and rewards credit for work experience and helps cater to students who are too busy to attend traditional college classes, says WGU Indiana Chancellor Allison Barber.
- "Our model is customized to really help adult learners who are from rural communities, first-generation and minorities to earn a college degree," says Barber, who adds that students from underrepresented backgrounds account for 80 percent of WGU's student population. "We provide a flexible and affordable option that works well with our adult learners."
- The new collaboration between Indiana and WGU allows state money to cover financial aid for Indiana residents who enroll at the university. The Lumina Foundation for Education and the Bill & Melinda Gates Foundation will front the dollars to support the initial costs.

August 9, 2010
Indiana Launches Western Governors University Program. *Diverse: Issues in Higher Education,* Jamal Eric Watson
http://diverseeducation.com/article/14023/indiana-launches-western-governors-university-program.html

- "WGU Indiana is a great example of the innovative thinking that is very much needed in higher education today," says Lumina President Jamie Merisotis. "Its online, competency-based approach to learning shows great promise as a cost effective model for delivering quality higher education.
- Indiana Gov. Mitch Daniels, a member of WGU's Board of Trustees, has championed the partnership as "Indiana's eighth state university" and says states have to think outside of the box when it comes to educating their work force.
- "WGU Indiana will fill the clearest and most challenging gap remaining in our family of higher education opportunities: helping thousands of adult Hoosiers attain the college degrees they've always wanted and needed, on a schedule they can manage (and) at a cost they can afford," he says.
- The tuition to attend WGU Indiana will be about $3,000 over a six month period, says Barber, who adds that there is no restriction on how many credits a student can take during that period. Barber says when students enroll at the university, they are assigned a mentor who tracks their progress and most graduate within 2.5 years.

August 9, 2010
Indiana Launches Western Governors University Program. *Diverse: Issues in Higher Education,* Jamal Eric Watson
http://diverseeducation.com/article/14023/indiana-launches-western-governors-university-program.html

- This all makes sense to Dr. Curtis J. Bonk, a professor in the Department of Instructional Systems Technology at Indiana University and one of the nation's leading experts on distance learning.
- "There are hundreds of thousands of people in the state of Indiana who have some college but never finished and many of them are minorities," says Bonk. "Western Governor's University is providing a little niche and it makes a lot of sense to me."
- Bonk points to educator Peter Smith's book, *Harnessing America's Wasted Talent: A New Ecology of Learning,* as an innovative approach to rewarding individuals for choosing jobs over finishing their degrees in a traditional four-to-five-year period.
- "Many people want their degrees but they just don't have the time capabilities," says Bonk, adding that WGU will "provide hope and a skill set that Indiana and other states need to get so many workers out of part-time jobs and into full-time employment."

August 10, 2010
Can college students learn as well on iPads, e-books?, USA Today, Beth Marklein
http://www.usatoday.com/news/education/2010-08-10-ebooklearning10_CV_N.htm?csp=hf

August 10, 2010
Flipboard pretties up social-media updates
Facebook statuses and tweets feed into
magazinelike format in free app for iPad
Jefferson Graham, USA TODAY
http://www.usatoday.com/printedition/money/20100811/flipboard11_st.art.htm

August 16, 2010
A Framework for Teaching with Twiter,
Mark Sample, Chronicle of Higher Education

What's Next?
Mobile Exercise Learning

Today we have the Web 2.0

Poll #1: Who finds it hard to keep track of all the technology-related changes today???

Accelerate Learning

Poll #2: Who is sometimes frustrated???

It's Nature (i.e, technology) and Nurture (i.e., pedagogy)!

Masterclass Part 1: Online Motivation with the TEC-VARIETY Model

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

We are not motivating students with the technologies that they love

BORED

What if kids minds were on fire for learning? (Educause Quarterly, Jan-Feb 2008)

MINDS ON FIRE

John Dewey, Seymour Papert, John Seely Brown
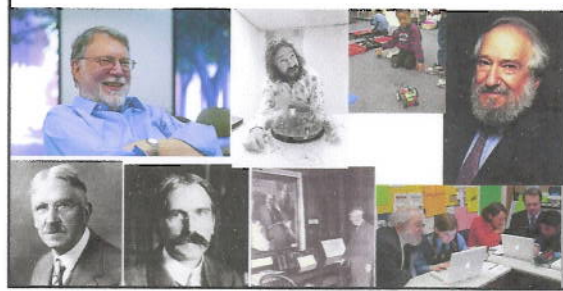
Jumbo Motivation is Needed!
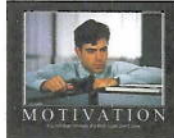
Intrinsic Motivation

"…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.

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

Motivation Research Highlights
(Jere Brophy, Michigan State University)

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

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

Magic #1: TEC-VARIETY Model for Online Motivation and Retention

1. **T**one/Climate: Psych Safety, Comfort, Belonging
2. **E**ncouragement, Feedback: Responsive, Supports
3. **C**uriosity: Fun, Fantasy, Control …
4. **V**ariety: Novelty, Intrigue, Unknowns
5. **A**utonomy: Choice: Flexibility, Opportunities
6. **R**elevance: Meaningful, Authentic, Interesting
7. **I**nteractive: Collaborative, Team-Based, Community
8. **E**ngagement: Effort, Involvement, Excitement
9. **T**ension: Challenge, Dissonance, Controversy
10. **Y**ields Products: Goal Driven, Products, Success, Ownership

Slide 1

1. Risk — Low Risk / High Risk

2. Time — Easy to Embed / Extensive Planning

3. Cost — Free or Inexpensive / Enterprise Licenses

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

Slide 2
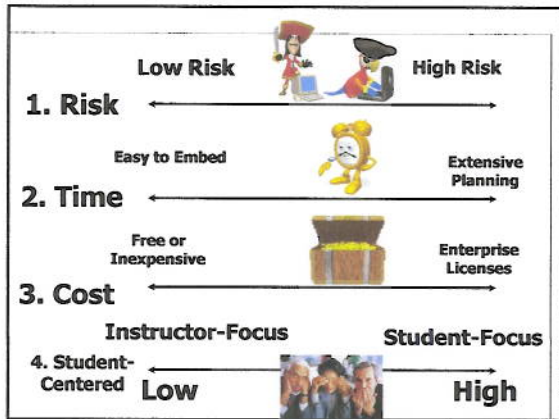
1. Tone/Climate: Social Ice Breakers

A. Public Commitments: Have students share how they will fit the coursework into their busy schedules

B. Favorite Websites
1. Everyone posts 1-2 of their favorite Websites and explain why.
2. Peers comment on or rate them.

Slide 3

1. Tone/Climate: C. Video Course Intros
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)
Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=BO9rgJD1GXo

Slide 4

2. Encouragement, Feedback, etc.:
A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)
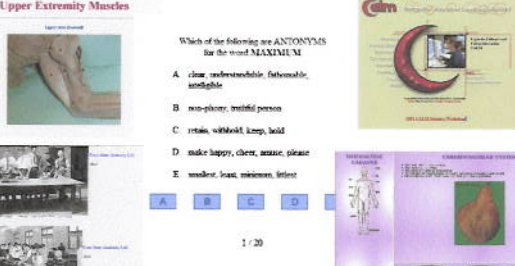
Slide 5
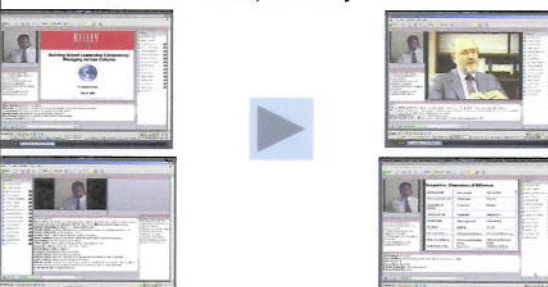
2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture
(e.g., Jing, Screenr)

Slide 6
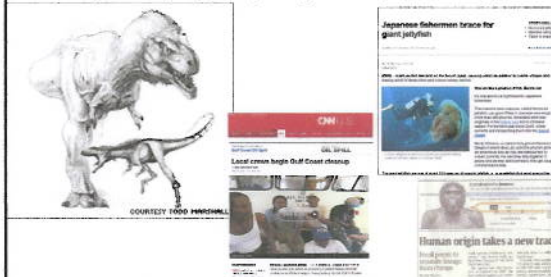
2. Encouragement, Feedback, etc.:
C. Instructor Presentation in Synchronous Sessions (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

2. Encouragement, Feedback, etc.:
c. Video Scenario Learning Forensic Accounting Interviews (interpret both the verbal and the nonverbal communication), Franklin University
http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html

3. Curiosity, Fun:
A. Online News
(Giant jellyfish, Tiny T. rex, and Ardi)

3. Curiosity, Fun: B. Online Games
(e.g., public health; the POD game Points-of-Dispensing (PODs))

3. Curiosity, Fun: C. Multimedia Documents (e.g., Adding voice to email, docs with Yack Pack, VoiceThread, etc.)

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

3. Curiosity, Fun: E. Solo Sailing
(e.g., Michael Perham & Zac Sunderland, Summer 2009 (each age 17, youngest person to sail solo around the world...meet Minoru Saito, age 75, oldest solo sailor)

May 2010, Jessica Watson became the youngest person ever to sail solo, non-stop and unassisted around the world.

Abby Sunderland's blog

3. Curiosity, Fun: F. Videoconference (e.g., Global Nomads Group, Int'l Studies for Indiana Schools (i.e., ISIS); Mandarin Chinese, Niger, Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture of Mexico)

3. Curiosity, Fun: G. Oceanographer touts deep sea web surfing (e.g., Nautilus Live allows people to not only learn about the expeditions but watch them live and listen to the scientists in the control rooms as discoveries are made, eSchool News, June 2010

3. Curiosity, Fun: H. Virtual Tours and Field Trips

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

4. Variety, Novelty:
B. Expert Chats
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. Variety, Novelty: C. Synchronous
Session with Guest Expert
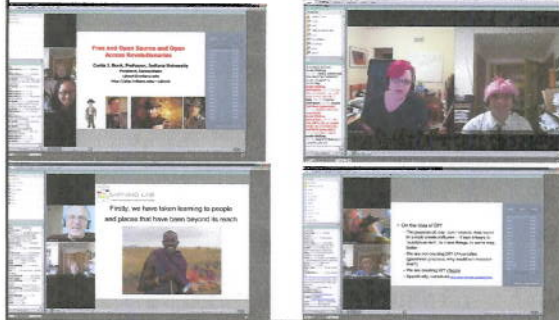
4. Variety, Novelty:
D. Online Referenceware
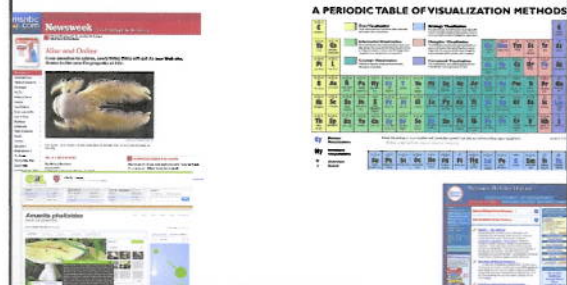
Arlington Racetrack

Jockey's are Important

5. Autonomy, Choice: A. Online Literature
Search (Class Google Jockeys)
(links to text, soundtracks, video clips, etc.)
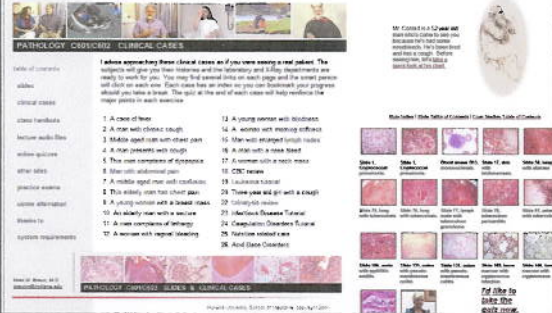
5. Autonomy, Choice:
B. Famous Person Web Explorations,
Searches, Twitter Tracking, and Interviews
(e.g., Thomas Friedman, NY Times reporter)

5. Autonomy, Choice:
B. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews Continued (e.g., famous Australian actors)

5. Autonomy, Choice:
C. Online Cases (e.g., Mark Braun, IU)
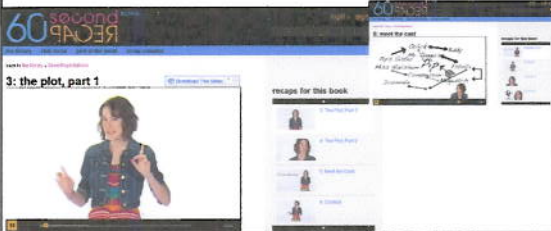
5. Autonomy, Choice: **D. Explore supplemental Health Resources (portals, referatories, & repositories)**
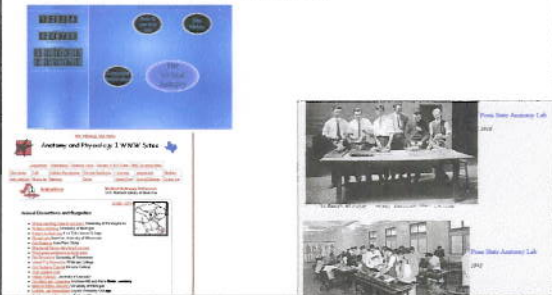
5. Autonomy, Choice:
E. Explore Online Museums, Zoos, Library Exhibits

6. Relevance, Meaningfulness:
A. 60 Second Recap, Jenny Sawyer
http://www.60secondrecap.com/
Actress to students: Lend me your earbuds!
English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009

6. Relevance, Meaningfulness:
B. Online Simulations and Demonstrations
(e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)

6. Relevance, Meaningfulness:
C. Shared Online Video (e.g., TED:
technology, entertainment and design)

**More and More Shared Online
Video** (e.g., Link TV, TED Conference,
Edutopia Videos)

6. Relevance, Meaningfulness:
D. Virtual Tours and Timelines
(i.e., HyperHistory; http://simile.mit.edu/timeline/)

6. Relevance, Meaningfulness:
E. Tour an Oil Drilling Site (i.e., BP)

7. Interactive, Collaborative:
A. Online Language Learning
(Skype, MSN, etc.)

7. Interactive, Collaborative:
B. Collaborative Documents (Google Docs)
and Bookmarking (Diigo, Delicious)

7. Interactive, Collaborative:
C. Real World Problems (PBL online): Real-time Cases
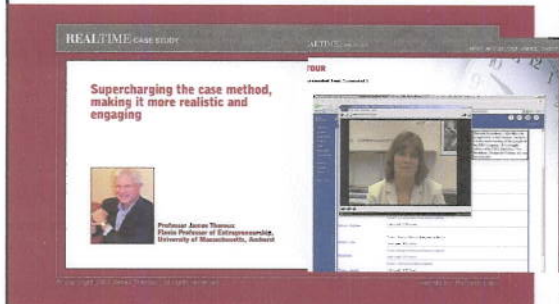
7. Interactive, Collaborative:
D. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.

8. Engagement, Effort:
A. Synchronous Learning

8. Engagement, Effort:
B. Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

8. Engagement, Effort:
C. Flash, 3-D Visualization, & Laboratory Software
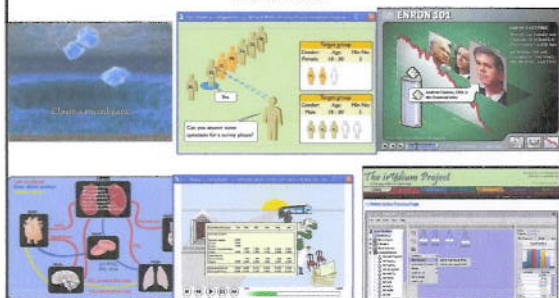
8. Engagement, Effort:
D. Tour a Museum (e.g., British Museum, Smithsonian, Louvre)
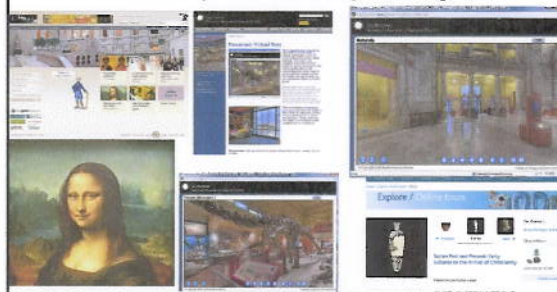
9. Tension, Challenge, etc.:
A. Ethical Medical Debates

Students to protest human body exhibit

Maggie Ybarra
Issue date: 3/5/08 Section: News

---

9. Tension, Challenge, etc.:
B. Electronic Guests & Mentoring
(Simon Fraser University News:
http://www.sfu.ca/mediapr/sfnews/2001/Sept6/hightech.html)

---

9. Tension, Challenge, etc.:
C. Controversial Science (e.g., Ida (a transitional species) *47-Million-Year-Old Darwinius Masillae Fossil the Missing Link?* (wowOwow, May 20, 2009)

---

10. Yields Products, Goals:
A. Student YouTube Products

http://www.youtube.com/watch?v=xiwSIryPzsQ
http://www.youtube.com/watch?v=x3FJyi4Pn_E
http://www.youtube.com/watch?v=eD1awpaSuP0

---

10. Yields Products, Goals:
B. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

---

10. Yields Products, Goals:
C. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)

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

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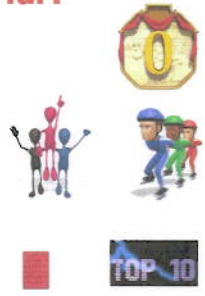
Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Poll #1: How many ideas did you get so far?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.
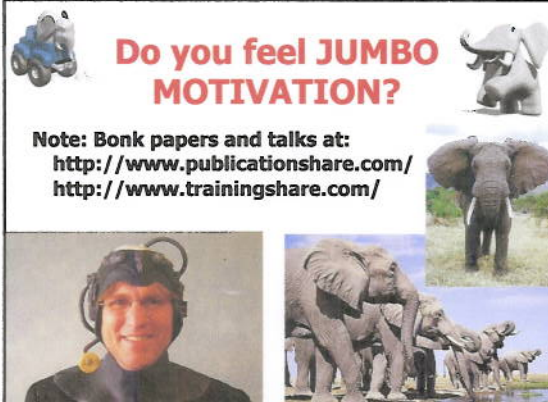
99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four

Do you feel JUMBO MOTIVATION?

Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/

Masterclass Part 2: Addressing Learning Styles and Diverse Learners with the R2D2 Model

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

Magic #2: The R2D2 Model

Curtis J. Bonk | Ke Zhang
Empowering Online Learning
100+ Activities for Reading, Reflecting, Displaying & Doing

The R2D2 Method

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

1. Auditory or Verbal Learners

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

Read 1a. Publishing in Open Access Journals (e.g., PLOS)

Read 1b. Course Announcements
(e.g., Teaching with Twitter)

Poll: Podcast Questions

a. Who has listened to a podcast?
b. Who listens to a certain podcast on a regular basis?
c. Who has created a podcast?
d. Who has created a vodcast?
e. Who thinks podcasting is simply more talking heads?

Read 1c. Podcasting Medical Lectures
(School of Dentistry, Univ of Michigan)

Read 1d. Podcast Show Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

Read 1e. Podcast Research Reviews

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

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

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

Poll: Blogging Questions

a. Who has a blog?
b. Who regularly reads other people's blogs?
c. Who assigns blogging tasks?
d. Who has created a video blog?
e. Who thinks it is an utter waste of time to blog?
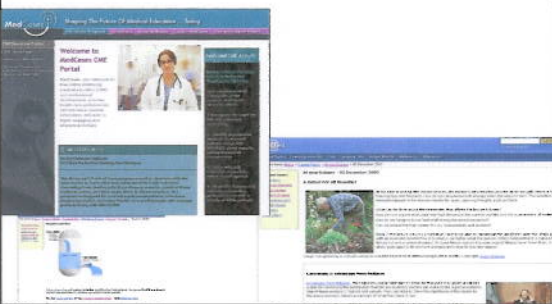
Reflect 2a. Expert and Domain Specific Blog Reflections

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

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

Reflect 2d. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts

Reflect 2e. Student Created Online Resource Library (ORL) or Library Day

- Students find 20 online articles in 1 week.
- Summary them in a discussion forum.
- Peer assigned to give feedback.
- Write summary paper of what learned.

Reflect 2f. Videos on Book Websites (e.g., Brain Rules, John Medina)

Reflect 2g. Big Think (short topical videos from famous people)

Reflect 2h. Free OpenCourseWare of Open Educational Resources (e.g., watch or Listen to Online Courses or Programs on Disaster Preparedness and other areas)

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

Display 3b. Anchored Instruction Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV)

- 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.

Display 3c. Adventure Learning
Australian adventurer Don McIntyre and teenage circumnavigator
Mike Perham to re-enact Capt William Bligh's epic mutiny on the
Bounty open boat voyage, September 9, 2009

**Display 3d. Concept Mapping and
Timeline Tools** (VUE, Bubbl.us, Cmap, Freemind,
Gliffy, Mindmeister, or Mindomo)

**Display 3e. World Trends and
Indices (e.g. Worldmapper)**

**Display 3f. United Nations Opens World
Digital Library, April 21, 2009**
Chronicle of Higher Ed, http://www.wdl.org/en/

Display 3g. Shared Online Video
(e.g., Howcast, WonderHowTo, Clip Chef,
Link TV, Fora TV, etc.)

Display 3h. Online Historical Document
(e.g., Turning The Pages, British Library)

Display 3i. Medical Animations and Videos
(find anchoring event: YouTube, CNN, BBC, TeacherTube, CurrentTV)

Display 3j. Online Timelines
(US Presidents)

Display 3k. Videos of the Periodic Table

Display 3L. Video Blog (Vlog) and Vodcasts

Display 3m. Human Embryology Animations
(Valerie O'Loughlin, Indiana University)

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

Display 3o. Indexing Sounds in Cities with Google Maps

Display 3p. Map Mash-ups

Display 3q. Shared Online Video Demonstrations
(e.g., Monkey See, doFlick)

Display 3r. Vodcast for Medical Training

Display 3s. Weather-Related Visuals and Animations

Display 3t. Tour the U.S. Capital

Display 3u. Virtual Archaeology
(e.g., ARCHAVE from Brown University)

Display 3v. Timeline Tools
(e.g., SMILILE from MIT, Learning Tools from UBC)

4. Tactile/Kinesthetic Learners

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

Poll: Wiki Questions

a. Who regularly reads Wikipedia articles just for fun?
b. Who regularly reads Wikibooks?
c. Who seeks Wikipedia for content?
d. Who has edited or written new articles on Wikipedia or Wikibooks?
e. Who thinks it is ok for students to cite from Wikipedia?

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

Web 2.0 and Emerging Learning Technologies

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

Do 4c. Medical Community Wikis

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

Do 4e. Preparatory Course Review Modules
(Franklin University, MBA accounting course)
http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior-player.html

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

Do 4g. Podcasts for students of pronunciation class
(e.g., Tzu-Su Chen, Taiwan)

Do 4h. Create Video Blogs

- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.

Do 4i. Virtual World and Podcast Reenactments

Do 4j. Medical Simulations in YouTube and Second Life

Poll: How many ideas did you get from the second part of this talk?

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!

99 Seconds Stop and Share:
Top Three Things you can use!

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

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

Masterclass Part 3: Blended Learning

Curt Bonk, Professor, Indiana University
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk/
http://SurveyShare.com