Innovative, Interactive, and Easy to Implement Ideas for Teaching and Learning: A Five-Part Masterclass

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

Masterclass Part 1: Adding Some Jumbo Motivation to Online Courses and Activities 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!

Jumbo Motivation is Needed!

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...

Framework #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

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Low Risk   High Risk

1. Risk

Easy to Embed   Extensive Planning

2. Time

Free or Inexpensive   Enterprise Licenses

3. Cost

Instructor-Focus   Student-Focus

4. Student-Centered   Low   High

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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.

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1. Tone/Climate: C. Video Course Intros from Instructors.
Yun Yun Chow, Open U Malaysia
Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=BO9rqJD1GXo

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2. Encouragement, Feedback, etc.: A. Blog and Website Polling
(e.g., BlogPolls, BlogPoll, MicroPoll, etc.)

2. Encouragement, Feedback, etc.:
**B. Tutorials with Screen Capture
(e.g., Jing, Screenr)**

2. Encouragement, Feedback, etc.:
C. Vocab Sushi ($25 for 3 months)
http://www.vocabsushi.com/

2. Encouragement, Feedback, etc.:
**D. Video Scenario Learning Accounting Interviews
and Preparatory Course Review Modules (Franklin
University, cost and forensic accounting course)**
http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior-player.html
http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html

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

3. Curiosity, Fun:
B. Games (e.g., Redistricting Game)
http://www.redistrictinggame.org/

3. Curiosity, Fun:
**C. Online Social Networking Games
(e.g., scrabble, hangman, etc.)**

3

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

3. Curiosity, Fun: E. Cross-Cultural 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: F. Track a Scientist, Scholar, Celebrity, Writer (e.g., Biography.com, biography online, FamousPeople.com)

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

4. Variety, Novelty: B. Synchronous Session with Guest Expert...MM

4. Variety, Novelty, Fun, Fantasy: C. Timers (Stopwatches, Countdown Timers, Stopwatch Bombs, etc.; http://www.online-stopwatch.com/countdown-timer/)

4. Variety, Novelty, Fun, Fantasy:
D. Random Lists (Random.org—clocks, coins,
playing cards, dice, integers, passwords, jazz
scales, lists, sequences, etc.)

Arlington Racetrack

Jockey's are Important

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5. Autonomy, Choice: A. Online Literature
Search (Class Google Jockeys)
(links to text, soundtracks, video clips, etc.)

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5. Autonomy, Choice:
B. Web Exploration Assignments

1. Complete Works of Charles Darwin Online: http://darwin-online.org.uk/
2. The Complete Works of William Shakespeare: http://shakespeare.mit.edu/
3. Edgar Allan Poe Society of Baltimore: http://www.eapoe.org/
4. Einstein Archives Online: http://www.alberteinstein.info/
5. Federal Resources for Educational Excellent project: http://free.ed.gov/
6. Global Text Project: http://globaltext.org/
7. iBerry (Open Courseware Directory): http://iberry.com/
8. Jane Austen: http://www.janeausten.org/
9. The Jane Goodall Institute: http://www.janegoodall.org/
10. Timeless Hemmingway: http://www.timelesshemingway.com/

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6. Relevance, Meaningfulness:
A. Online Cases (e.g., Mark Braun, IU)

6. Relevance, Meaningfulness:
B. 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:
C. Tour an Online Oil Drilling Site or Role
Play Situations (i.e., BP)
http://www.youtube.com/watch?v=ts45BkAnqTs

7. Interactive, Collaborative: A. Open
Study; http://openstudy.com/

7. Interactive, Collaborative:
B. Collaborative Documents (Google Docs)

8. Engagement, Effort:
A. Timeline of Technology for Teaching, NY Times
http://www.nytimes.com/interactive/2010/09/19/magazine/classroom-technology.html?ref=magazine

8. Engagement, Effort: B. We the People
(interactive timeline from the Constitution Center)
http://constitutioncenter.org/timeline/flash/cw.html

8. Engagement, Effort: C. Arab spring: an interactive timeline of Middle East protests, The Guardian, Garry Blight, and Sheila Pulham, July 12, 2011
http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline

8. Engagement, Effort: D. Time Tracker (e.g., Indy Race Tracker, May 29, 2011)
http://www.indystar.com/interactive/article/99999999/SPORT0010101/99990474/2011-Indianapolis-500-Race-Tracker

8. Engagement, Effort: E. National Geographic Prehistoric Timeline
http://science.nationalgeographic.com/science/prehistoric-world/prehistoric-time-line.html

8. Engagement, Effort: F. Flash, 3-D Visualization, & Laboratory Software

9. Tension, Challenge: A. iCivics; http://www.icivics.org/

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
http://www.youtube.com/watch?v=BP7Bj0NKyzY&feature=player_profilepage
http://www.youtube.com/watch?v=x3FJyi4Pn_E

10. Yields Products, Goals:
B. Animated Movie Creations

10. Yields Products, Goals:
C. Video Blogs

10. Yields Products, Goals:
D. Photo Festivals and Competitions
(e.g., COFA at UNSW, Scrapblog, flickr, etc.)
http://www.youtube.com/watch?v=im7GQM9fzhc

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

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Do you feel JUMBO MOTIVATION?

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

Pick a Letter You Feel
Comfortable with Today
Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Masterclass Part 2: Where Are You R2D2?: Addressing Learning Styles and Diverse Learners with the Read, Reflect, Display, and Do Model

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

Frame work: #2: The R2D2 Model

Curtis J. Bonk | Ke Zhang

Empowering Online Learning
100+ Activities for Reading, Reflecting, Displaying & Doing
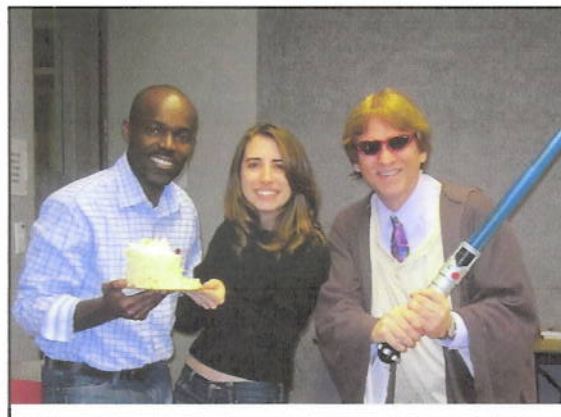
The R2D2 Method

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

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1. Auditory or Verbal Learners

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

Read 1. **Online Article Portals and Text Databases** (e.g., Chronicling America: Historic American Newspapers)
(http://chroniclingamerica.loc.gov/)

Read 1b. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

Read 1c. Reading from Open Access Journals (e.g., PLOS)

Read 1d. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging)

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 1e. Listen to Open Access Podcast Shows (and write papers)
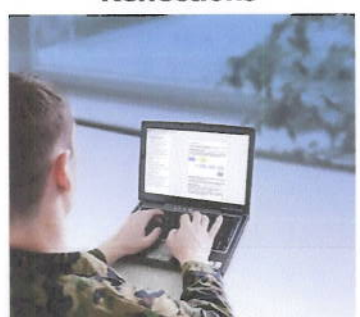
2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Scientist Blog Reflections (The LAST OCEAN Website and The Last Ocean Project; Cassandra Brooks)

Reflect 2b. Individual Blogging Reflections

Reflect 2c. Critical Friend Blog Postings (e.g., Kristen and Susan)
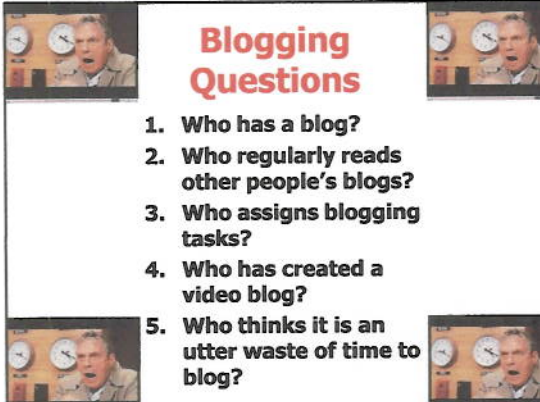
Reflect 2d. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; http://comeandseeafrica.blogspot.com/)

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?

Reflect 2e. Scenario Learning (Option 6, Bloomington, IN)

Reflect 2f. Workplace and Field Reflections

3. Visual Learners

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

Display 3a. Medical Animations and Videos (e.g., YouTube, CNN, BBC)

Display 3b. Visual presentations (e.g., Prezi)
http://prezi.com/ihmhhl59xd46/is-the-world-open/
http://prezi.com/8h7grxlyaymv/the-world-is-open/

Display 3c. Concept Mapping Tools
(VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)

Display 3d. Visual Depictions (e.g., Visual History of the Democratic Party)
http://timeplots.com/dem/

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

Display 3f. Radical Cartography
http://www.radicalcartography.net/index.html?chicagodots

Boston City Limits
annexations and landfill, 1804-1912

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

Display 3h. Online History Portals and Resources (Civil Rights Digital Library and Amistad)

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 Tech (The WELT))

Do 4b. Simulations, Animations, and Role Play

Do 4c. Podcast Productions and Shows (give kids the power!)

Do 4d. Virtual Worlds

Do 4e. Paired Article Critiques in Blogs

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

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

Do 4g. Medical Simulations in YouTube and Second Life

Do 4h. Uploading Mobile Books (e.g., BookRix, http://www.bookrix.com/

Do 4i. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

Do 4j. Virtual Quizzes (www.mededu.or.kr)

Do 4k. Virtual Worlds (e.g., Dr. Monica Rankin's class, UT Dallas, Cuban Revolution)
http://www.youtube.com/watch?v=D4uBhZN9Oos
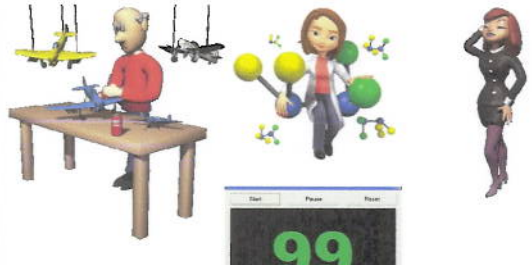
The R2D2 Method:
Select One Comfortable With Today

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

Flip Card/Paper....What about in 5 years?

99 Second Break for questions or reflections on models...

99

Masterclass Part 3: Tinkering, Tottering, or Totally Extreme Learning

Tinkering

Tinker #1. Webcast Lectures
(Tegrity, Echo360, Mediasite, etc.)

Tinker #2. Reading from Open Access Journals (e.g., PLOS)
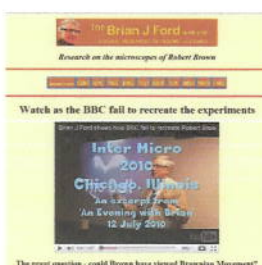
Tinker #3. Timeline Tools
(e.g., SIMILE from MIT (http://simile.mit.edu/), Learning Tools from UBC)

Tinker #4. 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
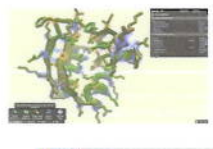
Tinker #5. Online Portals of Rich Data
United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)
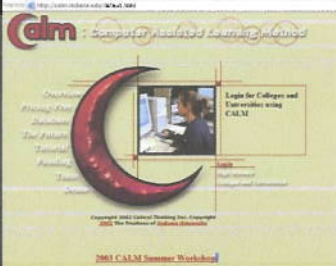
Tinker #6. Online Experiments (e.g., psychology)

Tinker #7. Educational Simulations
(e.g., 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_sUVzSI (visual excerpt interview: 1.23 minutes)
http://www.youtube.com/watch?v=EZ1XuOgknuE&feature=fvw (Stanford interview: 5 mins)

Tinker #8. Online Self-Testing (e.g., self study in accounting, vocabulary, anatomy, chemistry, dissection, etc.)

Tinker #9. Collaborative Groups
(Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups)

Tinker #10. Anchored Instruction with Shared Online Video

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. Global Class Videoconferencing Guests

Totter #3. Global Classes

Totter #4. Personal Podcasting

Totter #5. Wikibooks, Wikipedia editing, wiki syllabi, wiki glossaries

Totter #6. Combining Asynchronous and Synchronous Events

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

Totter #7. Online Language Learning and Conversations (e.g., PalTalk, iTalki, Palabea, Babbel)

Totally Extreme Learning

Totally Extreme #1. Live Science
(Nautilus Live allows people to watch expeditions live & listen to scientists in control rooms a discoveries made)

Totally Extreme #2. Immediate Science
Ida (a transitional species) *47-Million-Year-Old Fossil the Missing Link?* (May 20, 2009)

Totally Extreme #3. On-Demand Multi-Participant Synchronous Conferencing

Totally Extreme #4.
Telepresence and Teleportec Systems (e.g., Cisco and HP)

Totally Extreme #5. Adventure Learning
(e.g., GeoThentic, Earthducation, Polar Husky, GoNorth; Aaron Doering, Univ of Minnesota; cars and bikes--Dan Grec and Mark Beaumont)

Poll: Is your brain mush?

1. Yes.
2. No.
3. Not sure yet...

Poll: 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 in Part 3...

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

Part 4: The Rise of Shared Online Video, the Fall of Traditional Learning

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

YouTube Growth

Randy Pausch's last lecture

April 2008	October 2008	May 29, 2011
~2 millions	~7.5 millions	~13.3 millions

January 2008
~79 million viewers watched more than 3 billion user-posted videos on YouTube
(Yen, 2008)

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Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.

Why Use Video?

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.

Why Use Video?

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.

Why Use Video?

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
7. Anchored instruction and macrocontexts: John Bransford and colleagues.
8. Multimedia theory: Richard Mayer.

Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong

Video

TEDxRedmond: Interview with Rethinking Education Speaker Priya Ganesan

November 24, 2010, Ardith Davis Cole, teacher, author, literacy consultant
http://www.youtube.com/watch?v=0BVZRNAY-IA&feature=channel

Videos of the Periodic Table

Edutopia

Too Late to Apologize: A Declaration

http://www.youtube.com/watch?v=uZfRaWAtBVg

An Animated Introduction to Social Science
http://www.youtube.com/user/soomopublishing#p/c/DBEA8
A3B8C5B1B2C/0/DSIdaTSG2Gg

Link TV
(Television without Borders)

1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.

Learning and Memory Videos
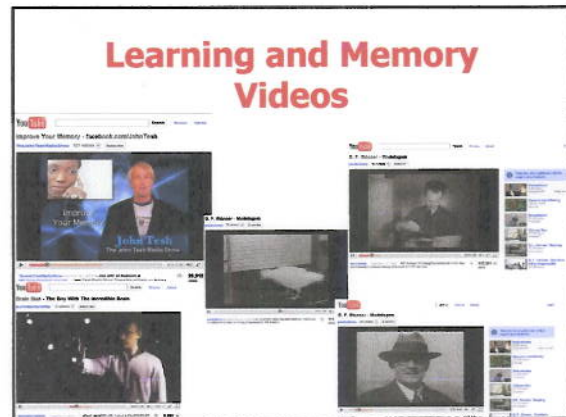
2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.

3. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.

4. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.

Ten Anchors and Enders: Student Centered

1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.

2. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.
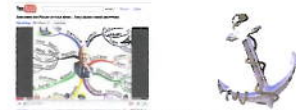
3. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.

4. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.

CREATING ANCHORS
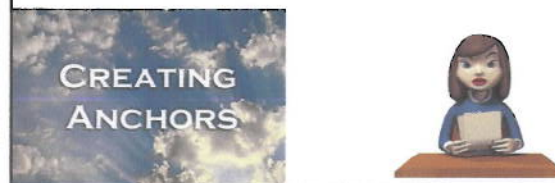
5. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.

6. Anchor Creator Interviews

Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.

Karl Fisch, Did You Know?
Shift Happens—Globalization, Information Age

Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.

Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Considering offering online video creation as an option—can foster student creativity.

Advice and Guidelines
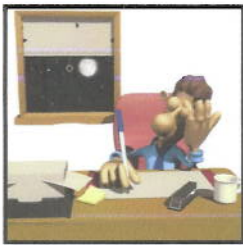
5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting.

Advice and Guidelines

7. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
8. Have back-up videos in case do not work or are taken down.

Final Thoughts

It is important for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results.

Experiment

Poll: How many ideas did you get from the fourth 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!

**Stop and Share:
Top Three Things Learned!**

Part 5: 35+ Hyper-Engaging Instructional Ideas: Critical, Creative, Cooperative (time to be a pirate)

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

	Low Risk	High Risk
1. Risk		
	Easy to Embed	Extensive Planning
2. Time		
	Free or Inexpensive	Enterprise Licenses
3. Cost		
	Instructor-Focus	Student-Focus
4. Student-Centered	Low	High

35 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))

Ok, who is falling asleep and needs a little chocolate?
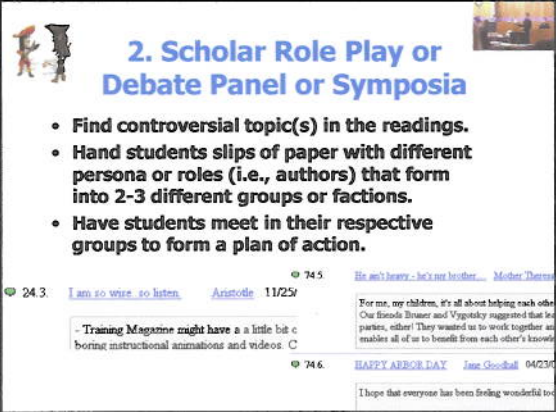
1. Online Role Play Personalities

- 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
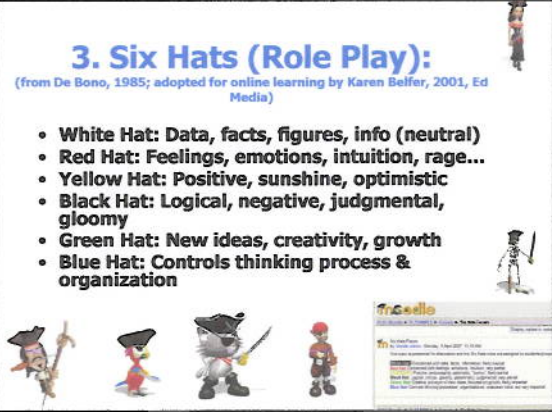
2. Scholar Role Play or Debate Panel or Symposia

- 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.

24.3.   I am so wise so listen.   Aristotle   11/25/

— Training Magazine might have a a little bit of boring instructional animations and videos. C

74.5   He ain't heavy - he's my brother...   Mother Theresa

For me, my children, it's all about helping each othe Our friends Bruner and Vygotsky suggested that lea parties, either! They wanted us to work together an enables all of us to benefit from each other's knowle

74.6.   HAPPY ARBOR DAY   Jane Goodall   04/23/

I hope that everyone has been feeling wonderful too

3. 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

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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

10. 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.

11. 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.

12. 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.

13. 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.

14. Reuse Expert Blog Posts, Chat Transcripts, Conference Interviews, Online Presentations

- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.

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

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

16. Listen and Reflect on Book Author Podcasts
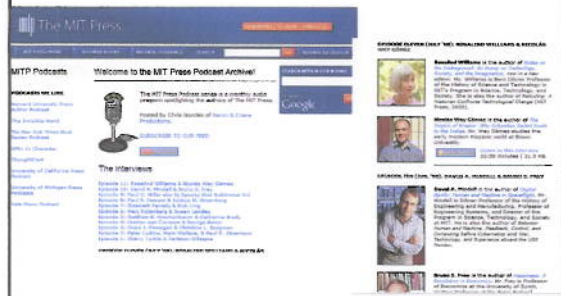
17. Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors helps moderate it.
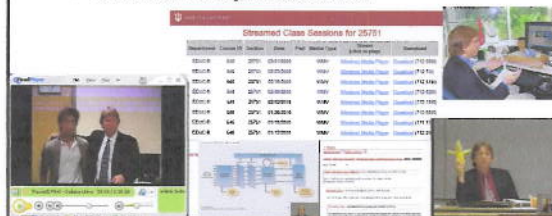
18. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- 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.

19. Wikibook and Wikipedia Editing

- Ask students to edit a page from Wikipedia or a chapter in a wikibook.
- The write a reflection paper on it.
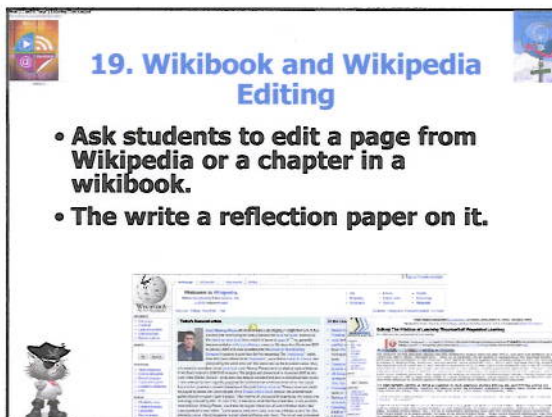
20. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)

21. 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.

22. Virtual Conference Attendance and Reflection Papers

- Have students attend an online conference.
- Ask them to write a reflection paper on the keynotes or other sessions.
- Share in online drop box or discussion ~~forum~~

23. 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.

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

25. 99 Second Quotes
(L = Cost, M = Risk, M = Time)

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

26. Set Time Presentations
(L = Cost, M = Risk, M = Time)

- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
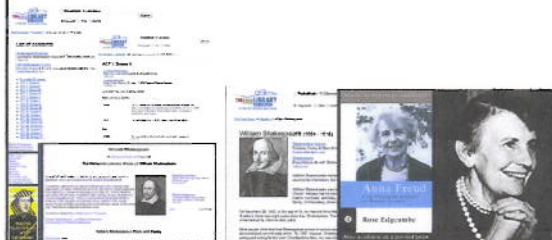- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.

27. Read e-Books and e-Papers
(e.g., Shakespeare, Anna Freud, etc.)

- Find free e-books and read them.
- Turn in reviews and critiques.

28. Add to a Wiki on a Famous Person (e.g., Shakespeare)

- Students can edit a wiki on a literary figure.

29. Nominate Quotes (e.g., Shakespeare, Jane Austin, Mother Theresa)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.

30. Podcasts of Famous People (e.g., Crazy Horse, Buffalo Bill, Shakespeare)

- Students can listen to podcasts of famous literature and reflect on it.

31. Virtual World Reenactments (e.g., Cast of Shakespeare)

http://visit.slshakespeare.com/

- Students can explore Shakespearean plays acted in Second Life.

32. Online Café Question Exchange

a. Have students leave you or their classmates questions online.
b. Answer as many as you can.
c. Peer to peer café for exchanging resources and sharing information.

33. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.

34. Podcasted Lecture Reflections and Solve Problems

- Ask students to listen to online lectures and reflect on them prior to class.
- Conduct problem solving activities in class.

PodCast

35. Readings All Web Resources

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
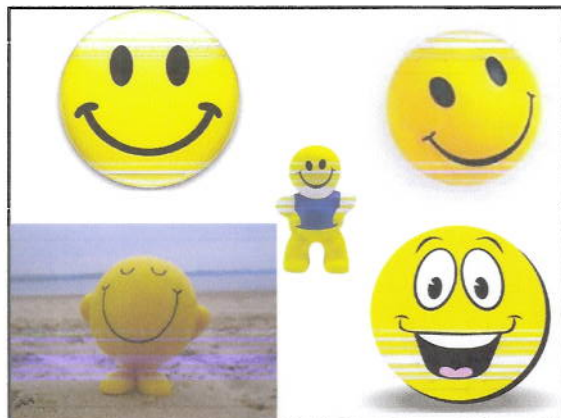- Turn in final reflection papers.

How many ideas did you get from this talk?

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.

Stand and Share Ideas

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

Any Extreme Questions and Comments?

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com

The Future