

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

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Masterclass Part 1: Adding Some Jumbo Motivation to Online Courses and Activities with the TEC-VARIETY Model

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

1. Risk ← Low Risk (Easy to Embed) → High Risk (Extensive Planning)

2. Time ← Free or Inexpensive → Enterprise Licenses

3. Cost ← Instructor-Focus → Student-Focus

4. Student-Centered ← Low → High

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.

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>

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, Screnr)

2. Encouragement, Feedback, etc.: C. Vocab Sushi (\$25 for 3 months) <http://www.vocab sushi.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/acc27/manager/Accounting/cost_behavior_player.html <http://video.franklin.edu/franklin/acc27/acc27/common/franvideo02.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. Curiosity, Fun: D. WolframAlpha (access knowledge)

<http://www.wolframalpha.com/>

The image shows a screenshot of the WolframAlpha website. At the top, there's a search bar and navigation links. Below that, there's a section titled 'A Quick Introduction to WolframAlpha by Stephen Wolfram'. The page features several images of Stephen Wolfram and various data visualizations and search results.

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)

A collage of photos from a videoconference. It includes several small images of participants in a virtual meeting, a banner that says 'Welcome to International Studies for Indiana Schools', and a larger photo of a woman speaking. The images show a diverse group of people engaged in a cross-cultural exchange.

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

A screenshot of the Biography.com website. The page features a profile for a scientist, with a photo and text describing their work. The website has a clean, professional layout with a navigation menu at the top.

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

PS40 Cool Resource Provider and Moderator Sign Up Sheet

Enough people are working with the Cool demonstrations if it possible to coordinate someone about a meet that would make you are trying to use some. Make sure you are working with the latest version of the sign up sheet by adding your business student before you save your name and click the Update button.

Instructions:
 Please get your name in the list for the **ONE WEEK** that you want to be the moderator. Only complete one line unless for 8:15 or 8:30 Learning. **2011** only.

When complete, please click the green Update button before making the entries.

Week: 8:15 Education Learning 8:30 Education Learning

1. Submitters for Tech Demos:

2. Moderators:

3. Social Learning Theory

A photo showing a classroom or computer lab where several students are seated at desks, working on their computers. The room is brightly lit and has a modern educational feel.

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

A Call to Antarctica

Jean Pennycuik is an educator from California, and she has been working with 24 years during the Antarctic summer studying Adèle penguins and their habitat. Dr. Wilson was part of a phone conversation with Jean to discuss her work in Antarctica across Great America's (G). Through the use of satellite phones, they conversed as below illustrates their conversation.

The block contains two main images. On the left, a photo of Jean Pennycuik in a red jacket standing in a snowy, mountainous landscape in Antarctica. On the right, a screenshot of a videoconference session showing a grid of participants and a video feed of a person speaking.

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

A screenshot of an online stopwatch website. The main feature is a large digital display showing a countdown timer at 00:01:39. Below the display are buttons for 'Start', 'Restart', and 'Clear'. The website has a simple, functional design with a blue and white color scheme.

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

RANDOM.ORG **RANDOM.O**

Coin Flipper
 You flipped 2 coins of type 1 (S-A-K-E)

 Timestamp: 2011-08-13 04:43 UTC

Dice Roller
 You rolled 2 dice:

 Timestamp: 2011-08-13 01:10

List Randomiser
 There were 10 items in your list. Here they are in random order:
 1. Bill
 2. Arthur
 3. 10 Thomas
 4. 2 Stanley
 5. 7 Stacy
 6. 3 Stanley
 7. 3 Sule
 8. 8 Stephen
 9. 4 Neil
 10. 3 Brian
 Timestamp: 2011-08-13 0

Random Sequence Generator
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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=ts458kAnqTs>

Open newsroom learning

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

Make the World Your Study Group
 Can't help from other students. Be a hero to your peers.

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

Google docs

Create and share your work online

- Collaborate in real time
- Automatic version control
- No file size or storage constraints
- Share documents privately
- Share documents publicly
- No software to install
- No updates

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/12/middle-east-protest-interactive-timeline>

The image shows an interactive timeline for the year 2011, specifically focusing on the Arab Spring protests. The timeline is a vertical axis with a central line and branching paths. It features numerous colored icons representing different events and locations, such as '14 Jan', '17 March', and '13 March'. The interface includes a search bar and a legend for different categories of events.

8. Engagement, Effort: D. Time Tracker (e.g., Indy Race Tracker) May 29, 2011
<http://www.indykar.com/news/indycar/2011/05/29/indycar1150211-indy500-race-tracker>

The image displays the '2011 INDY 500 RACE TRACKER' interface. It features a central 3D visualization of a race car on a track, with a progress bar and lap information (Lap: 200). Below the main visualization, there is a list of drivers and their positions, along with a detailed view of a specific driver's performance. The interface is designed to be interactive and engaging for race fans.

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

The image shows the 'Prehistoric Time Line' interface from National Geographic. It features a central timeline with various prehistoric events and species, such as 'Dinosaurs' and 'Early Man'. The interface includes a search bar and a detailed view of a specific event or species. The design is clean and informative, suitable for educational purposes.

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

The image displays two YouTube video thumbnails. The first thumbnail shows a 3-D visualization of a biological or chemical process, with a central figure and surrounding text. The second thumbnail shows a laboratory software interface, featuring a 3-D model of a laboratory setup and various data points. Both videos are presented in a standard YouTube format with view counts and upload dates.

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

The image shows the iCivics interface, which is a simulation tool for understanding government funding. It features a central character and a 'FUNDING' section with various financial data, such as 'Proposed Bill Cost', 'Cost to US', and 'Bill Total'. The interface is designed to be interactive and educational, helping users understand the complexities of government budgeting.

10. Yields Products, Goals: A. Student YouTube Products
<http://www.youtube.com/watch?v=xiw5IryPzsQ>
http://www.youtube.com/watch?v=x3FJy4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>
http://www.youtube.com/watch?v=BF7B6Nkyc78&feature=player_profilepage
http://www.youtube.com/watch?v=x3FJy4Pn_E

The image displays three YouTube video thumbnails. The first thumbnail shows a student presenting a product or project. The second thumbnail shows a video titled 'FREEDOM' with a blue background and white text. The third thumbnail shows a video titled 'The world's open with the Web 2.0 technologies' with a yellow background and black text. All videos are presented in a standard YouTube format.

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

The image shows two screenshots. On the left is the GoAnimate website with the headline "Make Your Own Animated Videos!" and a "Sign Up Now" button. On the right is a YouTube video player showing a cartoon character on a stage with a blackboard that says "The world is open with the Web 2.0 technologies".

10. Yields Products, Goals: C. Video Blogs

A collage of several video blog screenshots. One shows a man speaking into a microphone. Another shows a woman in a red shirt. A third shows two people sitting at a table. There are also smaller thumbnails of various video content.

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

<http://www.youtube.com/watch?v=im7GQM9fzbc>

The image shows screenshots of two photo-related websites. On the left is the OMNIUM website with a blue header and several photos. On the right is a Flickr page titled "Open Source Photography (OSP)" with a grid of various photographs.

TEC-VARIETY Model for Online Motivation and Retention

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Illustration of a person sitting at a desk with a computer. Below it is a yellow character holding a blue sign that says "PLAY SKY".

Do you feel JUMBO MOTIVATION?

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

Two images: on the left, a person wearing a headset with a microphone; on the right, a herd of elephants in a savanna setting.

Pick a Letter You Feel Comfortable with Today


Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products


Illustration of a person sitting at a desk with a computer. Below it is a yellow character holding a blue sign that says "PLAY SKY".

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




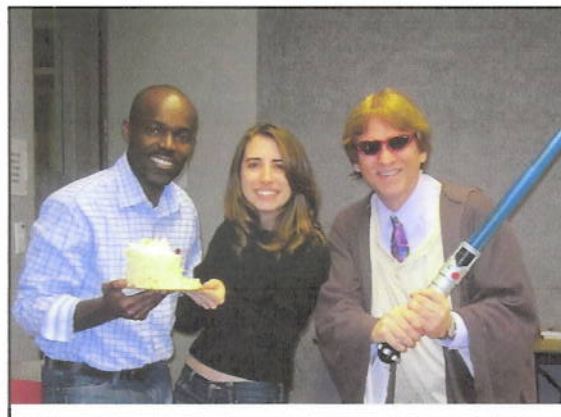
Frame work: #2: The R2D2 Model



Curtis J. Bonk | Ye 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 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

- Who has listened to a podcast?
- Who listens to a certain podcast on a regular basis?
- Who has created a podcast?
- Who has created a vodcast?
- Who thinks podcasting is simply more talking heads?

Read 1e. Listen to Open Access Podcast Shows (and write papers)

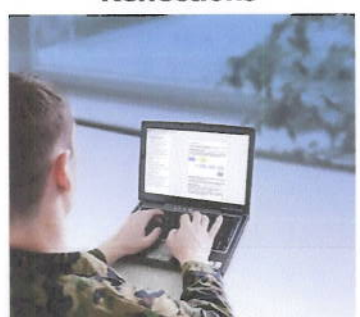
2. Reflective and Observational Learners

- 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)

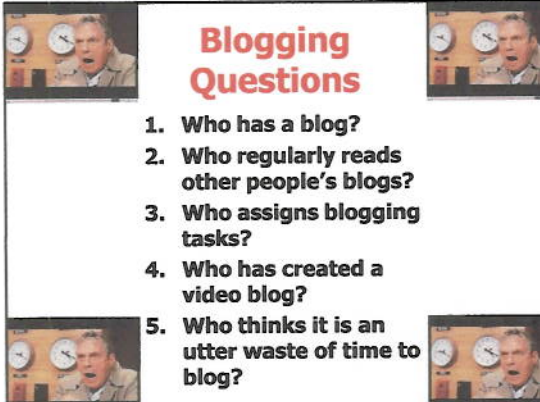


Reflect 2d. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)




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/ihmh159xd46/is-the-world-open/>
<http://prezi.com/8h7grdyaymv/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)

WORLDMAPPER Search for a map: Go

Home | Map Categories | Thematic Index | A-Z Map Index | About WorldMapper | Help

Previous Map | **Science Growth** | Map No. 208 | Open PDF poster | Search Map

The map shows the growth in scientific research of territories between 1980 and 2001. If there were no increase in scientific publications that territory was to stay the same color.

In 1990, 81 scientific papers were published per million people living in the world. This increased one hundredfold in territories with strong scientific capacity. However, the United States, with the highest total publications in 2001, experienced an average increase of only 1.04 per million. Japan, China, Germany and the Republic of Korea, Singapore had the greatest per person increase in scientific publications.

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3826, 3827, 3828, 3829, 3830, 3831, 3832, 3833, 3834, 3835, 3836, 3837, 3838, 3839, 3840, 3841, 3842, 3843, 3844, 3845, 3846, 3847, 3848, 3849, 3850, 3851, 3852, 3853, 3854, 3855, 3856, 3857, 3858, 3859, 3860, 3861, 3862, 3863, 3864, 3865, 3866, 3867, 3868, 3869, 3870, 3871, 3872, 3873, 3874, 3875, 3876, 3877, 3878, 3879, 3880, 3881, 3882, 3883, 3884, 3885, 3886, 3887, 3888, 3889, 3890, 3891, 3892, 3893, 3894, 3895, 3896, 3897, 3898, 3899, 3900, 3901, 3902, 3903, 3904, 3905, 3906, 3907, 3908, 3909, 3910, 3911, 3912, 3913, 3914, 3915, 3916, 3917, 3918, 3919, 3920, 3921, 3922, 3923, 3924, 3925, 3926, 3927, 3928, 3929, 3930, 3931, 3932, 3933, 3934, 3935, 3936, 3937, 3938, 3939, 3940, 3941, 3942, 3943, 3944, 3945, 3946, 3947, 3948, 3949, 3950, 3951, 3952, 3953, 3954, 3955, 3956, 3957, 3958, 3959, 3960, 3961, 3962, 3963, 3964, 3965, 3966, 3967, 3968, 3969, 3970, 3971, 3972, 3973, 3974, 3975, 3976, 3977, 3978, 3979, 3980, 3981, 3982, 3983, 3984, 3985, 3986, 3987, 3988, 3989, 3990, 3991, 3992, 3993, 3994, 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002, 4003, 4

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

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

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.

Article	Student Critique	Student Peer Review
Arthur, T.B. (2007). Does the Consensus of Inquiry Framework Predict Outcomes in Online JBL Courses?	Stephan Moses Caroline Parrella Lin Yu Alex Bielecky	Laraine Ryan Karin Leonard Flora Liu Lori Adams
Meyer, K.A. (2003). Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking	Laraine Ryan Harri Dhanraj Nancy Agre Karin Leonard Francine Whitman	Paul Anderson Yusuf Tamer Carolyn Perreault Lin Yu Alex Bielecky
Sles, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Heather Dhanraj Daryl Wilson	Stefan Rasporich Nancy Agre

Do 4f. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>

Daily warm-ups
GEOMETRY

Do 4g. Medical Simulations in YouTube and Second Life

University of Kansas Medical Center's Use of Second Life

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

Mobile Devices & Learning
How mobile devices are re-shaping the field of education

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

Stomach, endoscopic examination and biopsy:
Poorly differentiated tubular adenocarcinoma

Pituitary adenoma:
Advanced gastric carcinoma with multiple long metastases with lymphovascular growth

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=D4uBhZN9Qos>

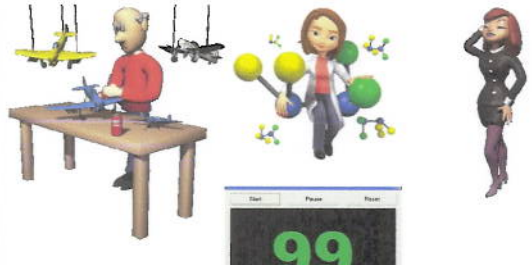
Castro Salvador

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



WE WERE REDUCED TO STARTING SHADOW PUPPETS.

"I'm a Tinker. How about I Tinker?"

tinkering things

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




Magnetic Disks

What are tracks and sectors?

Tracks in learning: remembering based on the number of items. Sectors: items up to 712 bytes of data.

Tegrity

Tinker #2. Reading from Open Access Journals (e.g., PLOS)



PLOS

EQ

Journal of Interaction Online Learning

Learning Spaces


Featured Articles

The International Review of Research in Open and Distance Learning

A refereed e-journal to advance research, theory and best practice in open and distance learning worldwide

Athabasca University


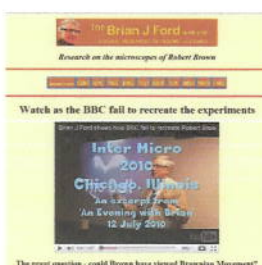
Tinker #3. Timeline Tools (e.g., SIMILE from MIT (<http://simile.mit.edu/>), Learning Tools from UBC)



Gates through the

Timeline Tools

Tinker #4. Track Life of a Scientist or Famous People (e.g., Brian J Ford, independent scientist)
<http://www.youtube.com/user/valtymonitor#p/a/u/1/UhGeApsKjaer>






Watch as the BBC fail to recreate the experiments




Inter Micro 2010
Clijneeb. H. H. H.
 An excerpt from
 An Evening with Brian
 12 July 2010

The great question - could Brown have viewed Brownian Movement?
 On the next page you can see what Brown saw


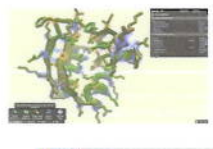
Tinker #5. Online Portals of Rich Data
 United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)

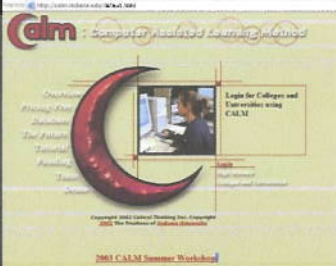

Tinker #6. Online Experiments (e.g., psychology)







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=E21XuOkmuE6> (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

A collage of video thumbnails and a TED Talk slide. The TED slide features a man speaking and the text "TED TALKS IDEAS WORTH SPREADING". Other thumbnails show various video content, including a person at a desk and a person pointing at a screen.

Tottering

Two images illustrating the concept of tottering. On the left, a group of children are playing on a blue totter pole in a park. On the right, a cartoon illustration shows a red totter pole with a person and a dog on each end, balancing on a single point.

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

A collage of various online content. It includes a map of Australia, a photo of a person in a red jacket, a video thumbnail of a person in a headset, and several other smaller images and thumbnails representing online conferences and expert interviews.

Totter #2. Global Class Videoconferencing Guests

A collage of videoconferencing sessions. It shows multiple windows with different participants, including a person in a green shirt, a person in a white shirt, and a person in a blue shirt, all engaged in videoconferencing.

Totter #3. Global Classes

A collage of classroom scenes. It shows students sitting at desks in a classroom, looking at large screens displaying content. One screen shows a person in a white shirt, and another shows a person in a blue shirt. The text "Overcoming Barriers" is visible in the bottom left corner.

Totter #4. Personal Podcasting

A collage of a podcast cover and a blue text box. The podcast cover features a woman in a yellow shirt and the text "I D - blowcat 妮妮 - Theresa 妮妮 - 高雄市 訂閱 | 好友 | 人氣 | 簡介 文章分類 文章 廣播 樂商 入門 輕 行". The blue text box contains the text "Hey Jude, don't make it bad Take a sad song and make it better".

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

The collage includes a fossil of a creature with the text "UNCOVERING OUR EARLIEST ANCESTOR", a person's face, and a website snippet with the text "Ida's World" and "Dr. Jens Storch".

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

The image shows a grid of many small video windows, each containing a different participant in a virtual meeting environment.

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

The collage features a person sitting at a desk with multiple large monitors displaying remote participants, and a separate image of a person dressed as Yoda.

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)

The collage includes a person on a bicycle, a car, and various educational content such as "The road chose me" and "DAILY UPDATE: 1-13-11".

Poll: Is your brain mush?

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

The cartoon shows a person climbing a ladder to reach the top of their head, with the words "HELLO HELLO" written above. A speech bubble says "Pick my brain to learning into mind. Gotta take some time off".

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.

The collage includes a gold medal, a person climbing a ladder, and a "TOP 10" sign.

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



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




TEDxRedmond: Interview with Rethinking Education Speaker Priya Ganesan,


November 24, 2010, Arditth Davis Cole, teacher, author, literacy consultant
<http://www.youtube.com/watch?v=6BVZRNYA-IAS&feature=channel>



Videos of the Periodic Table



Edutopia



Too Late to Apologize: A Declaration

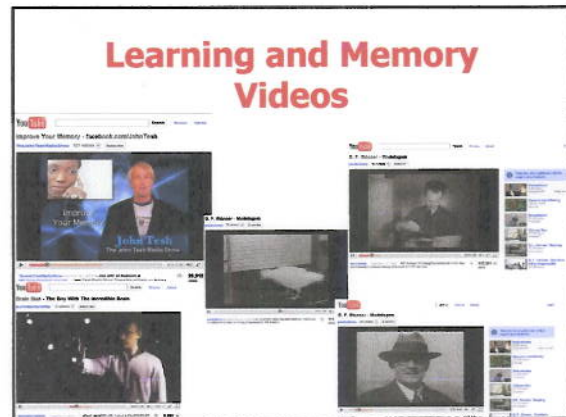
<http://www.youtube.com/watch?v=uZfRaWAT8Vg>





1. Online Video Anchoring

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



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



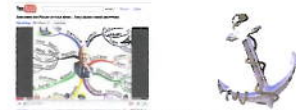
1. Course Resource Provider Handouts

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.



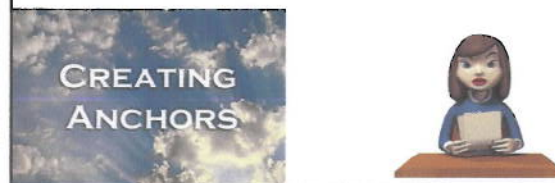
3. Student Anchor Demonstrations

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.



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

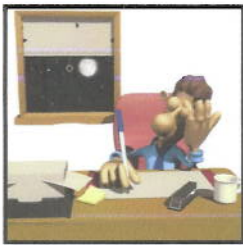
5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
6. Watch and approve all videos before selecting.



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?



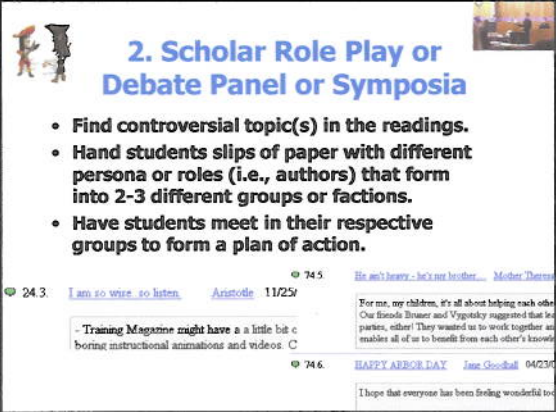
1. Online Role Play Personalities

- 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



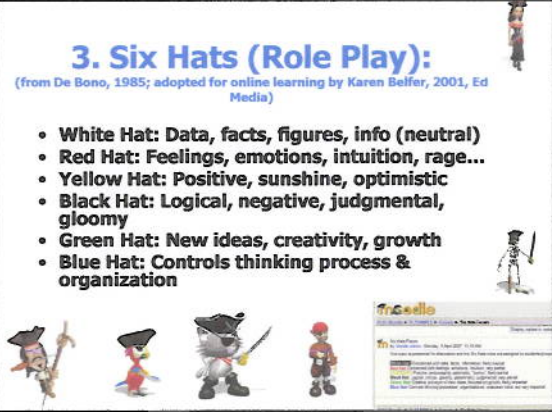
2. Scholar Role Play or Debate Panel or Symposia

- 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.



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.



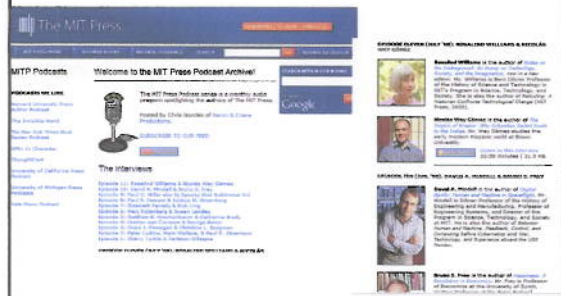
15. Online Book Reviews

(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.

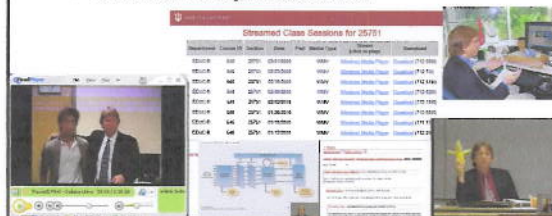


16. Listen and Reflect on Book Author Podcasts



17. Webstreamed Lecture Reflections

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



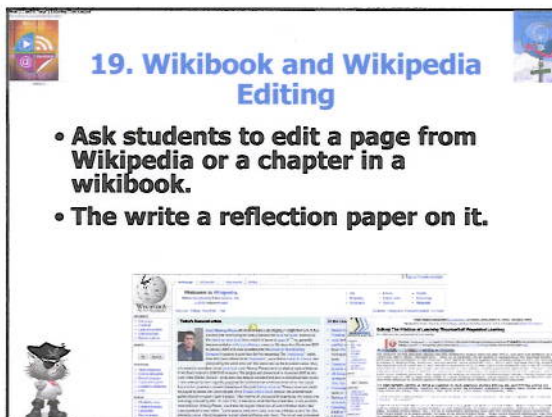
18. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- 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



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

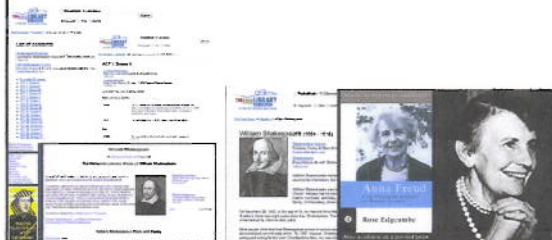
26. Set Time Presentations (L = Cost, M = Risk, M = Time)



- 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

- Have students leave you or their classmates questions online.
- Answer as many as you can.
- 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.



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.



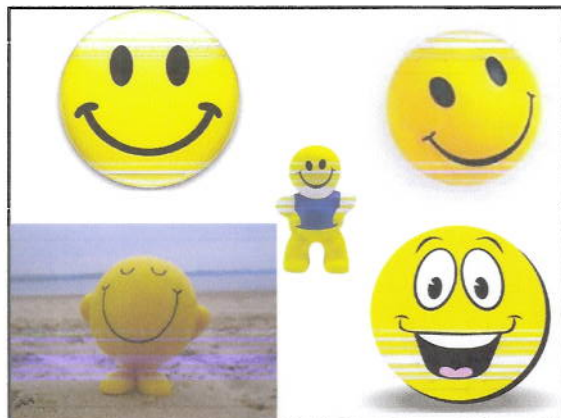
How many ideas did you get from this talk?

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

