

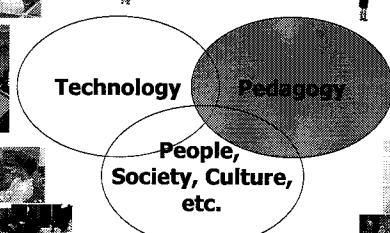




R2D2 on the Matrix: A Galaxy of Online Learning Style, Motivational, Blended Learning and Learner-Centered Examples

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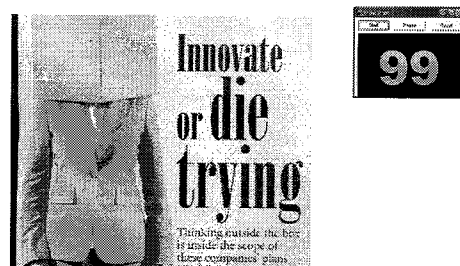



Nature AND Nurture: Pedagogy


	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

Let's Think Outside the Box!
 (For 99 Seconds—what technologies that you might not think about using for learning, might students today prefer to use?)

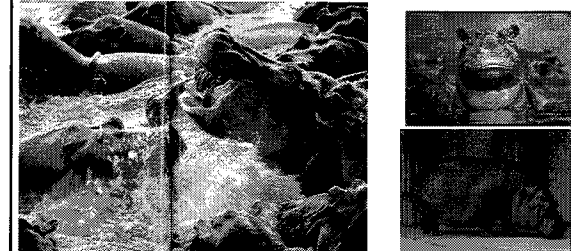


Task

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



Part I: 10 Learner-Centered Technology Ideas



1. Learner-Centered Learning Principles (American Psychological Association, 1993)

Cognitive and Metacognitive Factors Developmental and Social Factors

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Nature of the learning process 2. Goals of the learning process 3. Construction of knowledge 4. Strategic thinking 5. Thinking about thinking 6. Context of learning | <ol style="list-style-type: none"> 10. Developmental influences on learning 11. Social influences on learning |
|--|---|

Individual Differences

12. Individual differences in learning
13. Learning and diversity
14. Standards and assessment

Motivational and Affective Factors

7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort



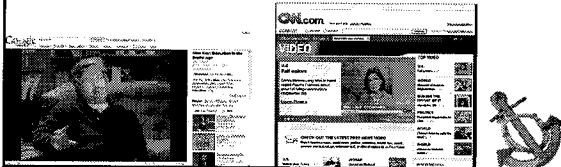
2. Constructivistic Teaching Principles (Brooks, 1990)

1. Build on student prior knowledge.
2. Make learning relevant.
3. Give students choice in learning activity.
4. Student autonomy & active learning encouraged
5. Use of raw data sources & interactive materials
6. Encourage student dialogue
7. Seek elaboration on responses and justification
8. Pose contradictions to original hypothesis
9. Ask open-ended questions & allow wait time
10. Encourage reflection on experiences



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

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



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

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class via synchronous meeting or asynchronous discussion post.



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

- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.



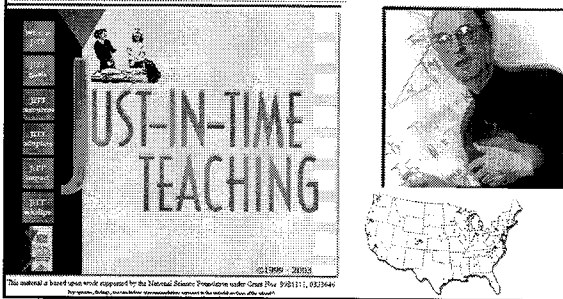
4. 99 Second Quotes (L = Cost, M = Risk, M = Time)

- 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



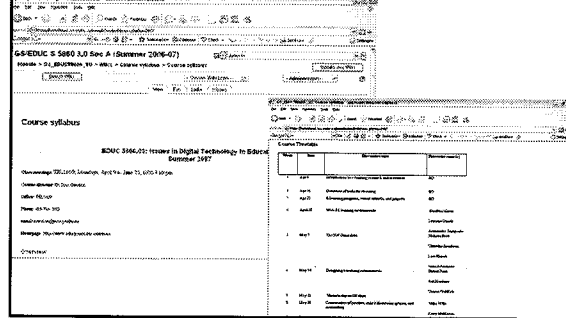
5: Online Warm-ups Activities Just-In-Time-Teaching (JITT)

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



6. Syllabus, Glossary, etc. in wiki: Students sign up for tasks

(Ron Owston, York University)



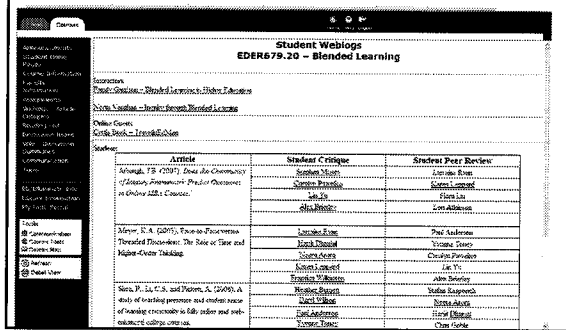
7. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media) (L = Cost, M = Risk, M = Time)

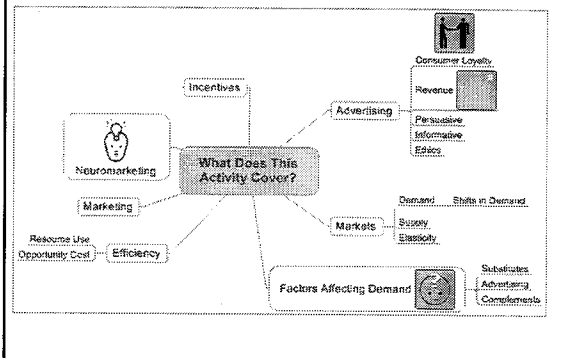
- **White Hat:** Data, facts, figures, info (neutral)
- **Red Hat:** Feelings, emotions, intuition, rage...
- **Yellow Hat:** Positive, sunshine, optimistic
- **Black Hat:** Logical, negative, judgmental, gloomy
- **Green Hat:** New ideas, creativity, growth
- **Blue Hat:** Controls thinking process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

Note: technique was used in a business info systems class where discussion got too predictable!

8. Paired Weblog Critiques

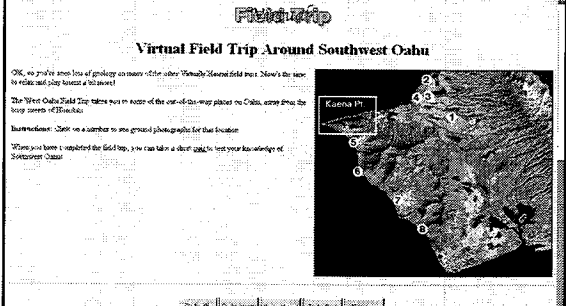


9. Concept Mapping Tools



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

<http://www.mit.edu>

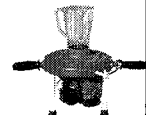
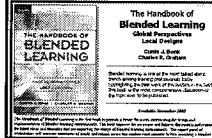


Part II: 10 Blended Learning Solutions



Blending Online and F2F Instruction

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

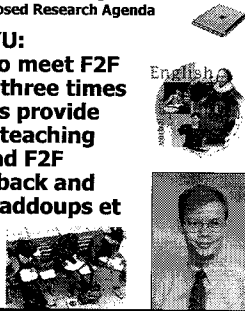


Blended Solution #1.

Divide Online and Class Experiences (e.g., English Classes Online)

Graham, Ure, & Allen (2003, July). Blended Learning Environn
A Literature Review and Proposed Research Agenda

- **Freshman English at BYU:** Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



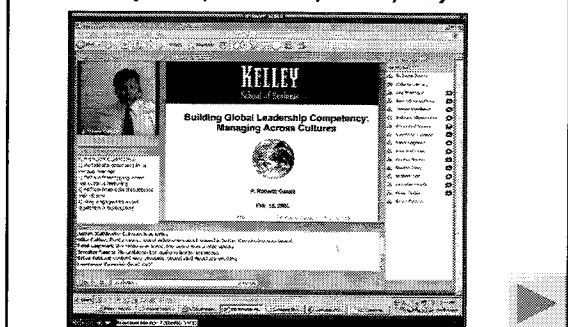
Blended Solution #2. Video Streamed Lectures and Expert Commenting



Blended Solution #3. Apprenticeship: Electronic Guests & Mentoring



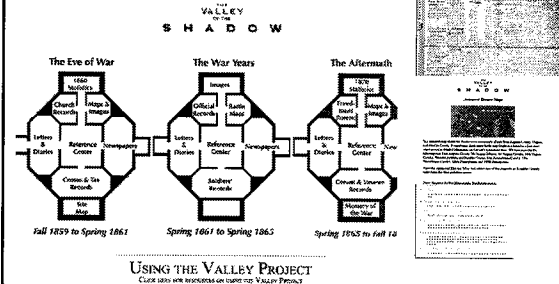
Blended Solution #4. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEX, etc.)



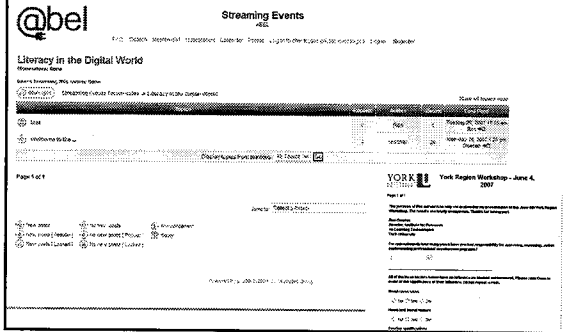
Blended Solution #5. Online Literature Search (Class Google Jockeys)
The Electronic Literati, in Search of a Voice,
June 1, 2007, Chronicle of Higher Education,
Jeffrey Young
(links to text, soundtracks, video clips, etc.)



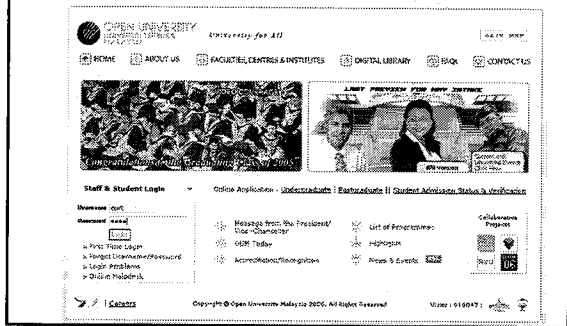
Solution #6. Instructor Portal:
e.g., self study in anatomy



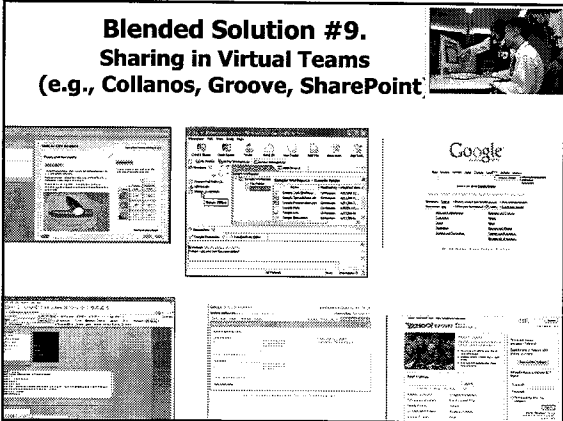
Solution #7. Online Surveys and Discussions Prior to Meeting



Solution #8. Cross-Class Collab (Indiana Univ and Open U of Malaysia)



Blended Solution #9. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)



Blended Solution #10. Art and History Exhibits



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