

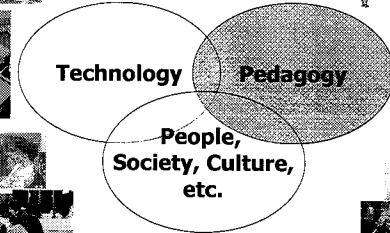
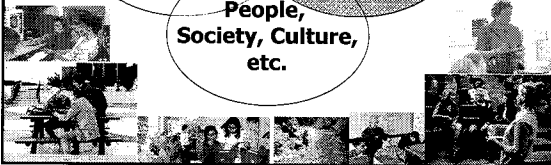



**R2D2 to the Matrix: A Galaxy of Online Learning Style, Motivational, and Blended Learning Examples**

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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** ←————→ **High**


Low

## 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)

**Connecting the Digital Dots: Literacy of the 21st Century**  
 Barbara R. Jones-Kavalier and Suzanne L. Flannigan  
 Educause Quarterly (2006), 29(2)

**“The greatest challenge is moving beyond the glitz and pizzazz of the flashy technology to teach true literacy in this new milieu. Using the same skills used for centuries—analysis, synthesis, and evaluation—we must look at digital literacy as another realm within which to apply elements of critical thinking.”**



**Part I: 25 Learner-Centered Technology Ideas**



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

- |  |  |
|--|--|
| <b>Cognitive and Metacognitive Factors</b> | <b>Developmental and Social Factors</b>  |
| 1. Nature of the learning process          | 10. Developmental influences on learning |
| 2. Goals of the learning process           | 11. Social influences on learning        |
| 3. Construction of knowledge               |  |
| 4. Strategic thinking                      | <b>Individual Differences</b>            |
| 5. Thinking about thinking                 | 12. Individual differences in learning   |
| 6. Context of learning                     | 13. Learning and diversity               |
|  | 14. Standards and assessment             |
- Motivational and Affective Factors**
- Motivational and emotional influences
  - Intrinsic motivation to learn
  - Effects of motivation on effort



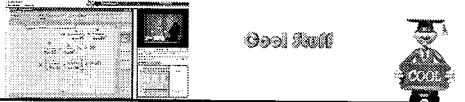
## 1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)

- 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 (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.

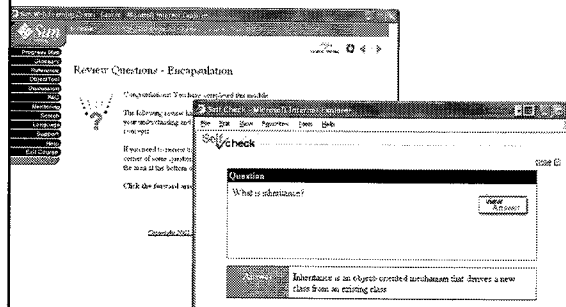


## 4. 99 Second Quotes (L = Cost, M = Risk, M = Time)

- 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. Learner-Self Interactions and Reflections



### 6. Use Google Maps Mashups

By Jeffrey Branzburg, May 15, 2006  
<http://www.techlearning.com/story/showArticle.html?articleID=187002846>

### 7. Problem-Based Learning (PBL) ((Going EAST to Edutopia?; George Lucas Educational Foundation, 2003)

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1 communicate

### 8. Best 3 (Thiagi, personal conversation, 2003)

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

### 9. Creative Writing or Story Telling and Roundrobins (using email)

a. Tell a Tall Tale:

- One person starts a story and everyone adds something to it. You might throw a ball to the person who is to add to it or the instructor might decide or the next person could just jump in. Could be done via e-mail.

### 10. Reverse Brainstorming (using chat) (L = Cost, L = Risk, M = Time)



- Generating ideas to solve the reverse of a particular problem, issue, situation, or concern. Once again, more is better and the wilder the better. The hitchhiking or piggybacking as well as combination of ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we decrease the use of active learning ideas in college settings?

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

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

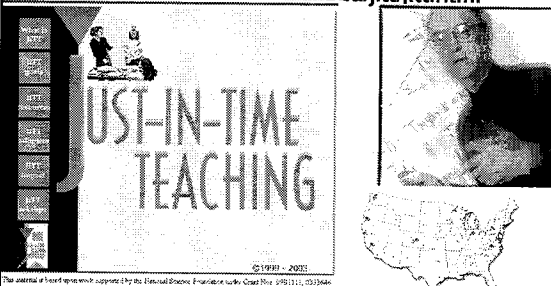
## 12. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

## 13: Online Warm-ups Activities Just-In-Time-Teaching (JiTT)


(M = Cost, M = Risk, M = Time)  
<http://webphysics.iupui.edu/jitt/jitt.html>



## 14. Jigsaw

(L = Cost, M = Risk, H = Time)

- Form home or base groups of 4-6 students.
- Student move to expert groups—discussion ideas in a chat.
- Share knowledge in expert groups and help each other master the material in an online forum.
- Come back to base group to share or teach teammates.
- Students present in group what learned.





## 15. Six Hats (Role Play):

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

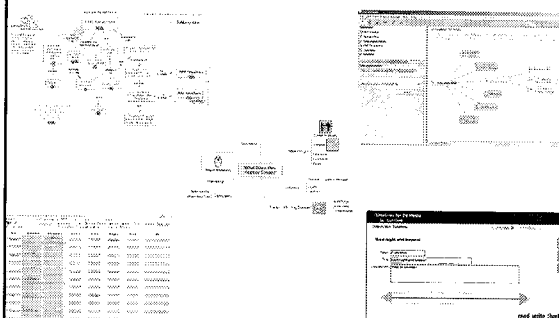
- **White Hat:** Data, facts, figures, info (neutral)
- **Red Hat:** Feelings, emotions, intuition, rage...
- **Yellow Hat:** Positive, sunshine, optimistic
- **Black Hat:** Logical, negative, judgmental, gloomy
- **Green Hat:** New ideas, creativity, growth
- **Blue Hat:** Controls thinking process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

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

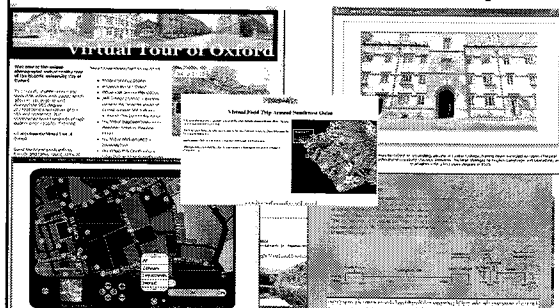
## 16. Concept Mapping and Timelining Tools

(M = Cost, M = Risk, H = Time)



## 17. Exploration and Demonstration: Virtual Fieldtrip, Tours, etc.

(L-H = Cost, M = Risk, M = Time)



## 18. Numbered Heads Together

- a. Assign a task and divide into groups (perhaps 4-6/group).
- b. Perhaps assign group names across class or perhaps some competition between them.
- c. Count off from 1 to 4.
- d. Discuss problem or issue assigned.
- e. Instructor calls on groups & numbers.
  - a. e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, etc.



## 19. Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News:  
<http://www.sfu.ca/mediapr/news/2001/Sept6/hightech.html>)



## 20. Value Lines

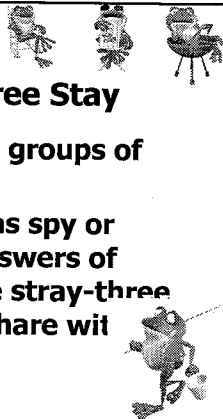
- Pose question or issue
- Students mark down their feelings or votes
- Share votes and rationale with class
- Recast votes

## 21. Think-Pair-Share or Turn To Your Partner and Share

- Assign a topic for reflection or writing.
- Have share their responses with someone next to them.
- Share with another team.
- Ask to share 1-2 ideas with class.
- Alternatively, ask students to volunteer something they heard from a peer.

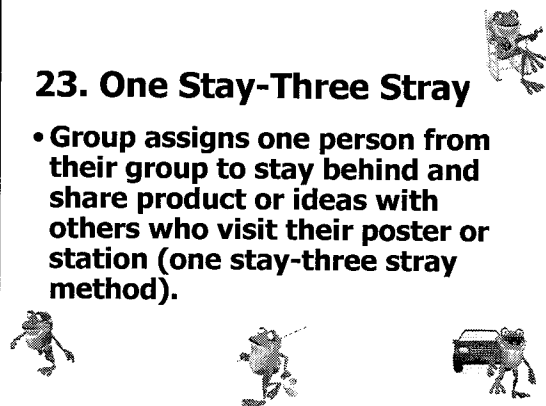
## 22. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.



## 23. One Stay-Three Stray

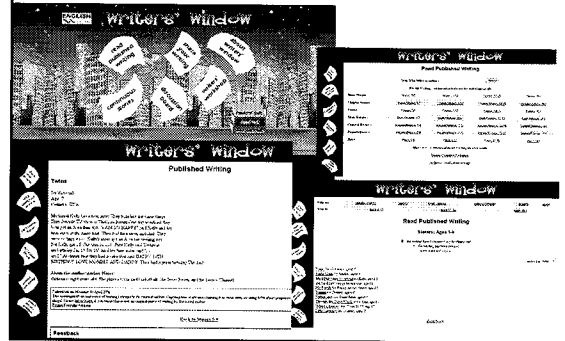
- Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).



## 24. Product and Project-Based Learning (and Gallery Tours)

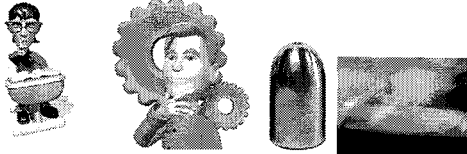
- Students decide on a project to pursue from a list.
- Must design something—a poster, poem, song, presentation, radio or TV show, report, advertisement, research report, glossary, website, Wikibook.
- Presentation is made at the end of the unit or semester (perhaps post products on walls in room).
- Evaluation is made by experts and/or the instructor.

## 25. Collaborative Writing



## 99 Seconds: Think-Pair-Share... What have you learned so far? What is Solid and What is Fuzz?

- If no partner, stray to another group.
- Share with group



## What can we say about educational technology in education then???

- It is everywhere!!!!!!!
- Resistance is futile!!!!!!!

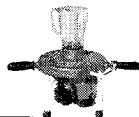
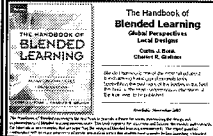


## Part II: 25 Blended Learning Solutions

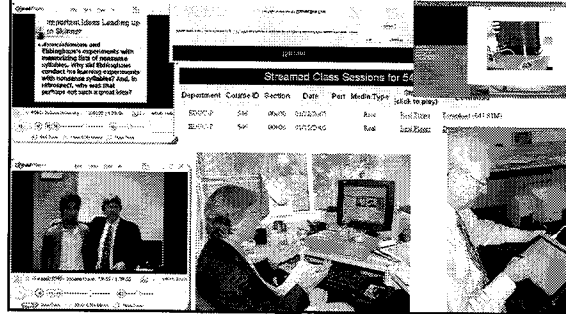


## Blending Online and F2F Instruction

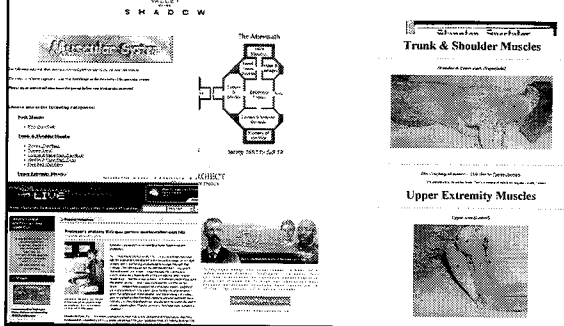
- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



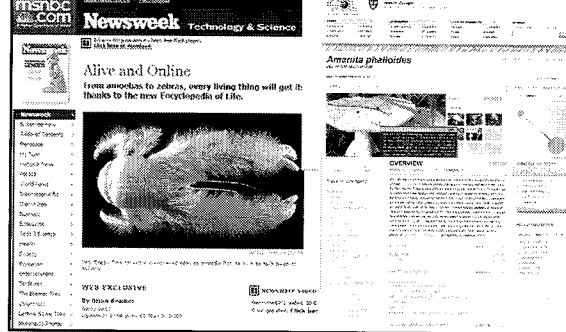
## 26. Video Streamed Lectures and Expert Commenting



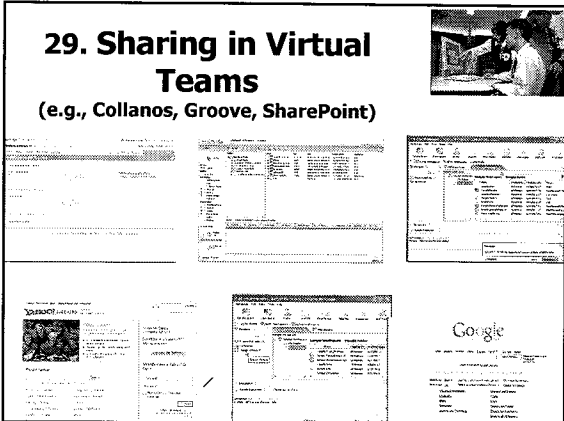
## 27. Instructor Portal: e.g., Valley of the Shadows



## 28. Referenceware and Terminology Exercises Online (puzzles, games, etc.)



## 29. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)



## 30. Podcasts of Art and History Exhibits

