


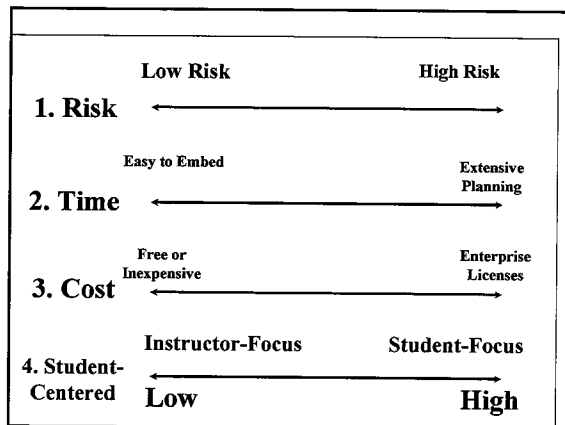
**Active Collaborative Learning with Technology**

**Curtis J. Bonk, Professor, Indiana University**  
 President, SurveyShare  
 cjbonk@indiana.edu  
<http://mypage.iu.edu/~cjbonk/>





## 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 Learning Centered Technology Ideas







Experience. The difference.

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

<p><u>Cognitive and Metacognitive Factors</u></p> <ol style="list-style-type: none"> <li>1. Nature of the learning process</li> <li>2. Goals of the learning process</li> <li>3. Construction of knowledge</li> <li>4. Strategic thinking</li> <li>5. Thinking about thinking</li> <li>6. Context of learning</li> </ol> <p><u>Motivational and Affective Factors</u></p> <ol style="list-style-type: none"> <li>7. Motivational and emotional influences</li> <li>8. Intrinsic motivation to learn</li> <li>9. Effects of motivation on effort</li> </ol>	<p><u>Developmental and Social Factors</u></p> <ol style="list-style-type: none"> <li>10. Developmental influences on learning</li> <li>11. Social influences on learning</li> </ol> <p><u>Individual Differences</u></p> <ol style="list-style-type: none"> <li>12. Individual differences in learning</li> <li>13. Learning and diversity</li> <li>14. Standards and assessment</li> </ol>
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1. 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.



**2. Cool Resource Provider**   
 (Bonk, 2004) (L = Cost, M = Risk, M = Time)

- 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. 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. 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.

**5. 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

**6. Structured Controversy and Instructor (or student) Generated Virtual Debates**

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

1. Select controversial topic (with input from class)
2. Divide class into subtopic pairs: one critic and one defender.
3. Assign each pair a perspective or subtopic
4. Critics and defenders post initial position statements in an online thread
5. Rebut person in one's pair
6. Reply to 2+ positions with comments or q's
7. Formulate and post personal positions.



**7. Scavenger Hunt**

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

**1. Create a 20-30 item scavenger hunt**



**2. Post scores**



### 8. Pruning the Tree (i.e., 20 questions)



- During a synchronous chat or videoconference, have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



### 9. Numbered Heads Together

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



### 10. Human Graphs



- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).
- Debrief



### Part II: 24 Blended Learning Solutions



### Ok, Million Dollar Question: How can you blend learning?

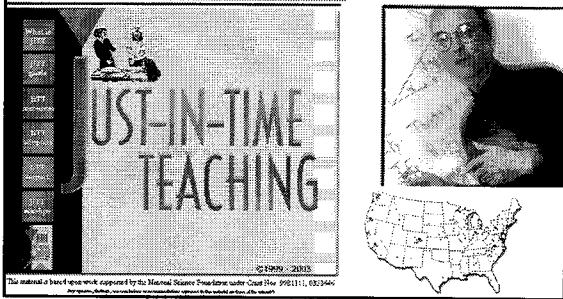


### Blended Solution #1. Video Streamed Lectures and Expert Commenting

Streamed Class Sessions for 546

Department	Course ID	Section	Date	Part	Media Type	Stream (click to play)	Download
EDUC-P	546	00600	01/22/2005	Real	Real Player	<a href="#">Download (641.91M)</a>	
EDUC-P	546	00600	01/15/2005	Real	Real Player	<a href="#">Download (894.24M)</a>	

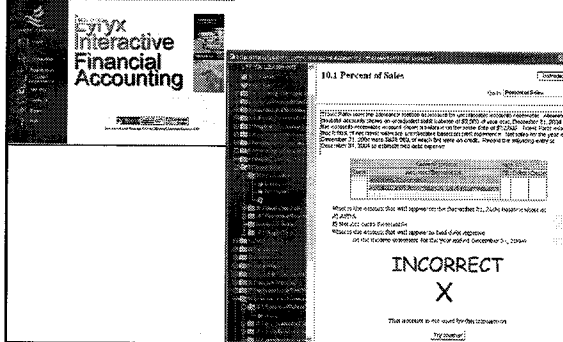
**Blended Solution #2: Warm-ups Online  
Just-In-Time-Teaching (JiTT)**  
<http://webphysics.iupui.edu/jitt/jitt.html>



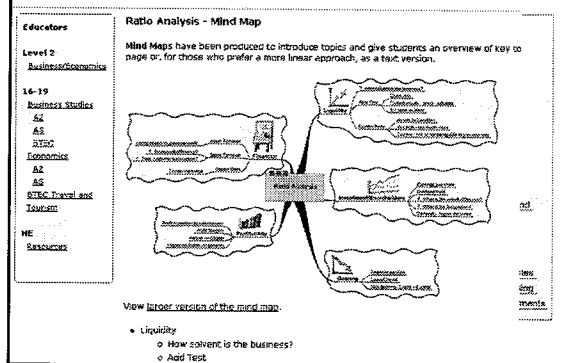
**Blended Solution #3. Apprenticeship:  
Electronic Guests & Mentoring**  
(Simon Fraser University)  
<http://www.sfu.ca/mediapl/news/2001/S>



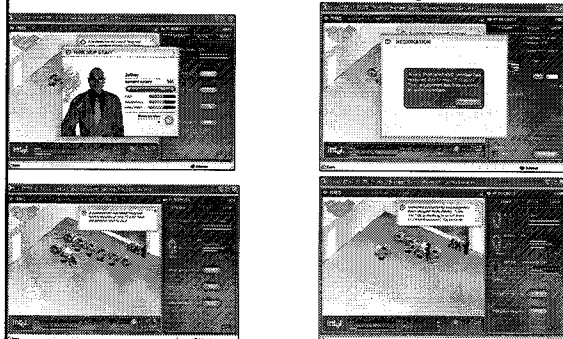
**Blended Solution #4. Online Simulation:  
Financial Accounting; (University of Calgary)**



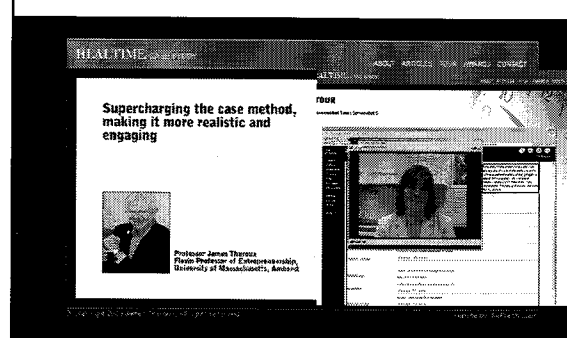
**Blended Solution #5. Concept Mapping Tools**



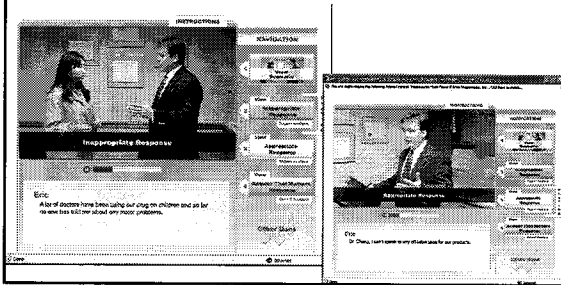
**Blended Solution #6. Educational  
Simulations, Scenarios, and Manipulations**



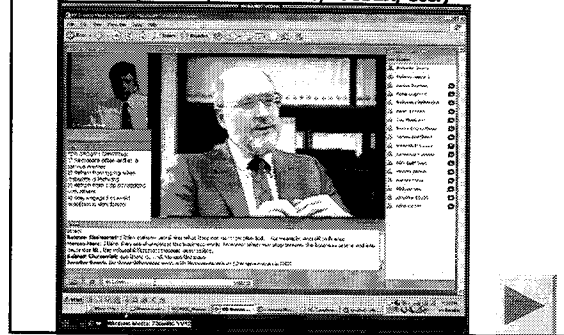
**Blended Solution #7. Real World  
Problems (PBL online): Real-time Cases**



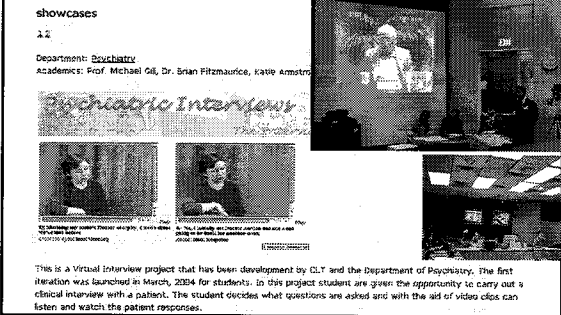
**Blended Solution #8.  
Video Scenario Learning  
(Option 6, Arjuna Multimedia, Bloomington, IN)**



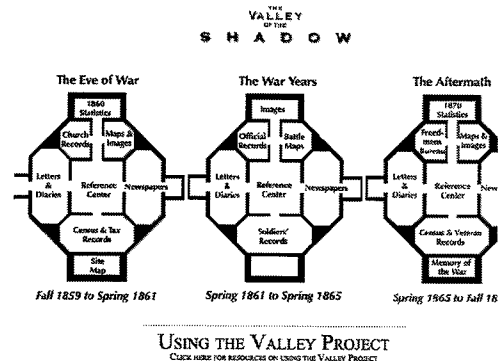
**Blended Solution #9. Instructor  
Presentation in Synchronous Sessions  
(Breeze, Elluminate, WebEx, etc.)**



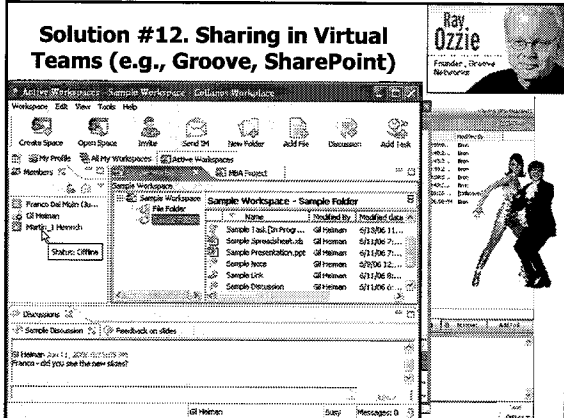
**Blended Solution #10.  
Video Observations (e.g., Virtual Psychiatric  
Interview, Trinity College, Dublin)**



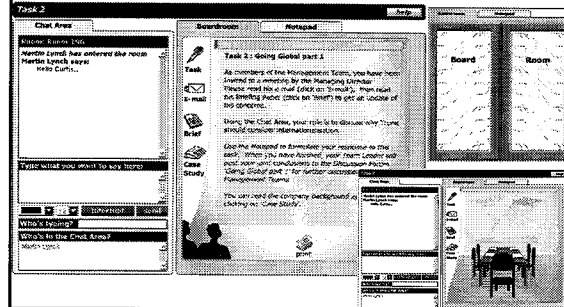
**Solution #11. Instructor Portal:**



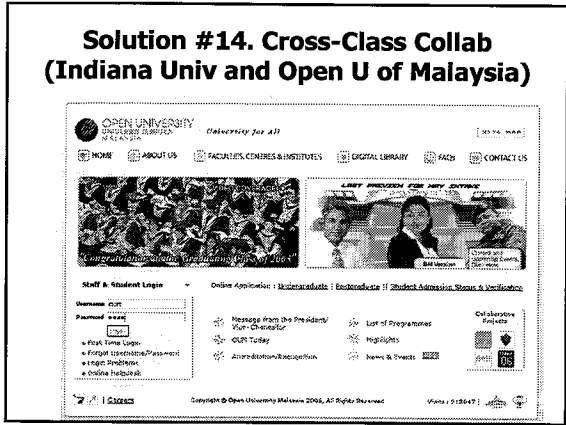
**Solution #12. Sharing in Virtual  
Teams (e.g., Groove, SharePoint)**



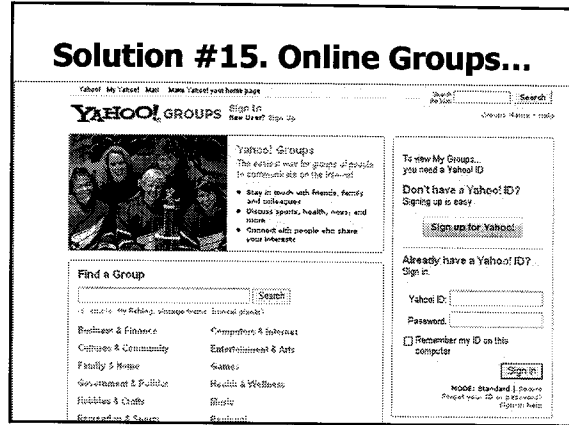
**Solution #13. Online Synchronous Cases and  
Teams; Simulated Boardroom Chat; College Wales,  
Univ. of Glamorgan**



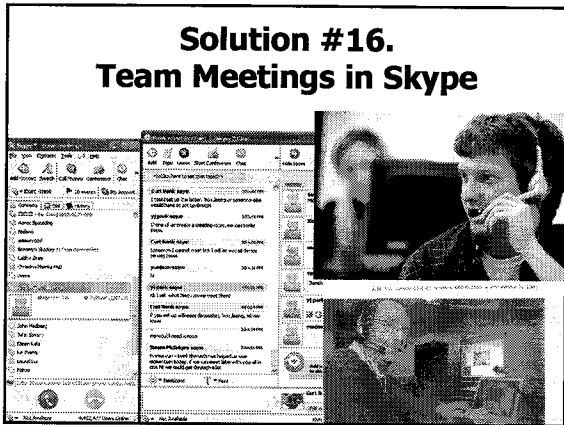
### Solution #14. Cross-Class Collab (Indiana Univ and Open U of Malaysia)



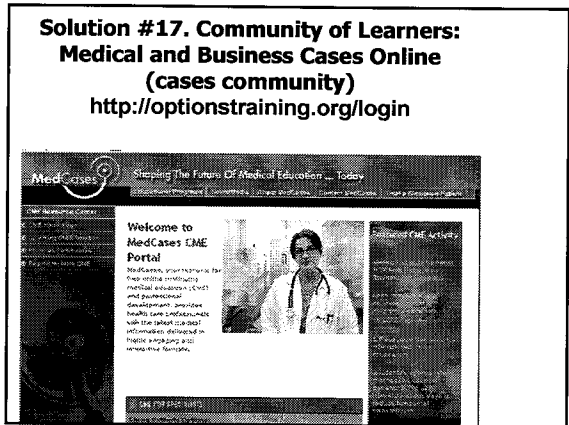
### Solution #15. Online Groups...



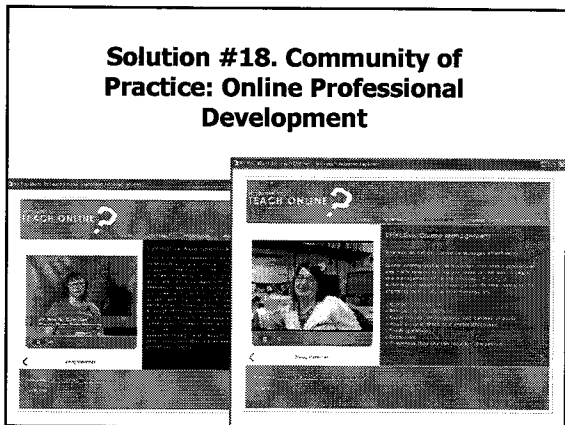
### Solution #16. Team Meetings in Skype



### Solution #17. Community of Learners: Medical and Business Cases Online (cases community) <http://optionstraining.org/login>



### Solution #18. Community of Practice: Online Professional Development



### Solution #19. Anchored Instruction: News Content Videos (CTGV, 1990?)

