
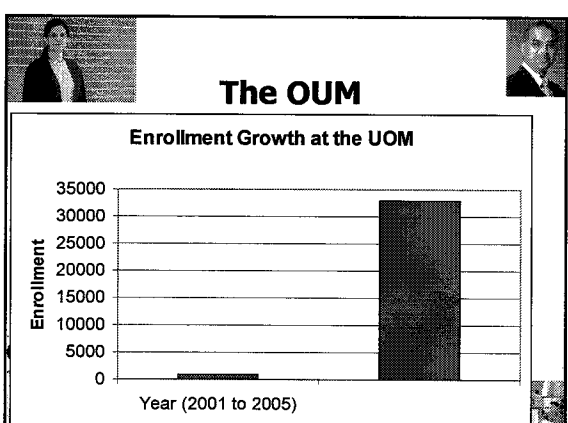
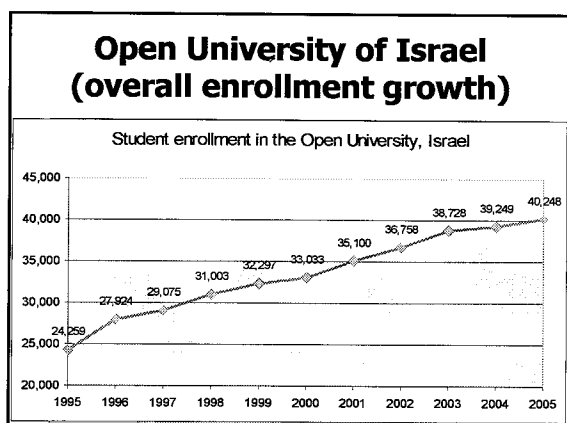
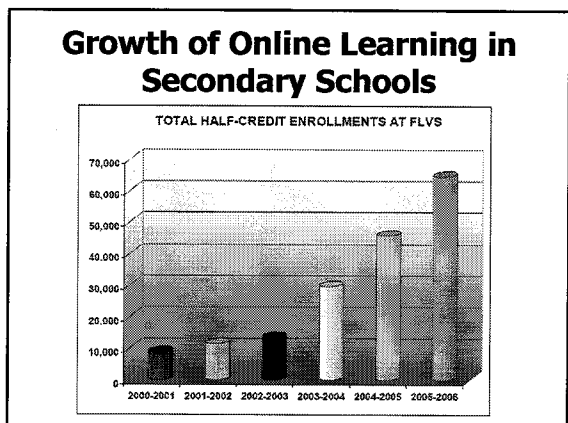
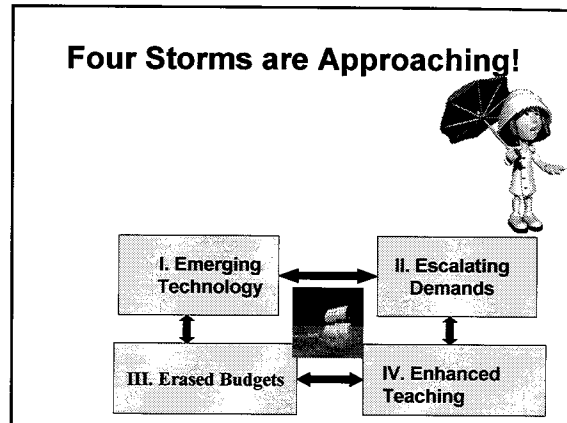


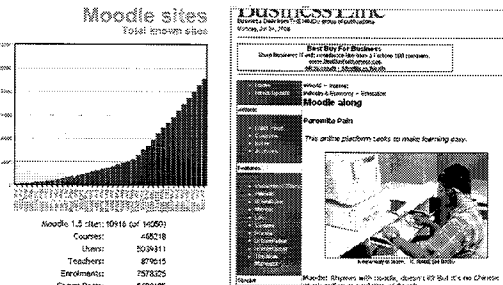
R2D2 on the Matrix: A Galaxy of Online Learning Style, Motivational, Blended Learning, and Learner-Centered Examples

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

Open Source Courseware

Moodle sites



Total enrolment sites: 10916 (of 14061)

- Courses: 468218
- Users: 2034311
- Teachers: 479015
- Enrolments: 757325
- Forum Posts: 1482145
- Resources: 4136706
- Quiz questions: 2951167

Accessible Technology

The project aims to build peer-to-peer communications

Negroponce says the new laptop is designed to be kid-friendly

OLPC aims to turn the tide of urban poverty

The CM1: Taking technology to the developing world
A revolution in a laptop
 By Greg Norman
 Sunday 13 August 2006, 18:49
 Makka Time, 15:49 GMT

All learning in one's own hands?

Wired for safety, late-night snacks

A Different Generation??? Multitasking...

"YOUNG AND WIRED," Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Always online -- and always talking when three days without a word in 21 states

Gloria Kwan listens to her iPod while text messaging a friend who's in class.
 Chronicle photo by Mike Kepka

"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages -- how will the sheer amount of time spent plugged in affect our kids?"

Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Harker student Stephanie Lil (wearing a false nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Kepka

Top 5 "In" Things on Campus

June 7, 2006, USA Today

iPods knock over beer mugs

Rank	Item	Percentage
1	iPod	48%
2	Beer mug	25%
3	Instant Messaging	21%
4	Webcam	18%
5	Handout/Reuter's	12%

Yahoo News

Love me, love my blog," as Netorati couple-surf
 BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A blog is a Web journal containing dated entries on a given topic or scheme. They can include search, feedback from readers and links to other sites. They can be written by one person or a group. Blogs can be used to share a viewpoint, enable collaborative discussion, present new product ideas, or explain ongoing news or changes."

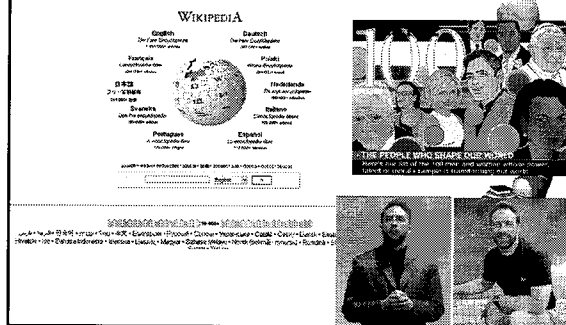
Blogging Questions

1. Who has a blog? Any for a specific class?
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?

**Use of Weblogs
(especially English writing class)**

1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

Wikis



For Teachers New to Wikis

- Wikis are a writing space
- Writers build upon, edit, and revise
- Power and authority reside in the community not in an individual
- Permissions can be set to limit readers and writers who participate

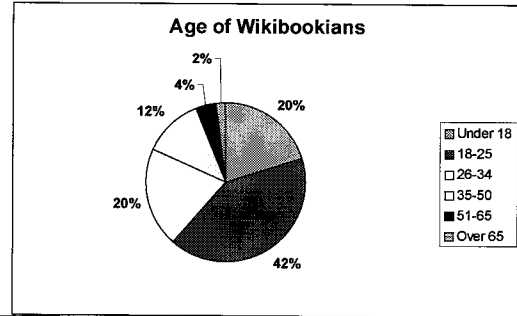
How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook

Wiki Questions

1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Wikibook Research



Podcasting, Webcasting, and Coursecasting (Adam Curry; www.dailysourcecode.com)

THE NEWS-OBSERVER
newsobserver.com

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B City & State
Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday

Students download complete lectures
Professors start using new technology to motivate work outside class

ABERLYNE, Staff Writer
College students who decide to learn something rather than make a mad dash for a morning class might soon find it easier to hear what they missed — word for word.

A small but growing number of professors are turning class lectures into podcasts, free audio computer files that students can download to their PCs or other portable MP3 players.

College instructors have posted written materials and video online for years. It is only recently, though, that professors have started making the whole shebang — the lecture and subsequent question-and-answer — available to their classes at the tap of a computer key.

“The general consensus here at Duke is it’s going to change higher education, maybe ultimately very dramatically,” said Richard Luce, a professor of the practice of computer science.

Story Tools
Print | Share

Podcast Questions

1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

Webcasts: WorldBridges Goals

What is Worldbridges?

- Worldbridges is a network of individuals and organizations that use live, interactive webcasting and other new media technologies to help people connect, learn, & collaborate. (Webheads, Koreabridge, Worldbridges Tibet, EdTechTalk, etc.)

Goals & Values

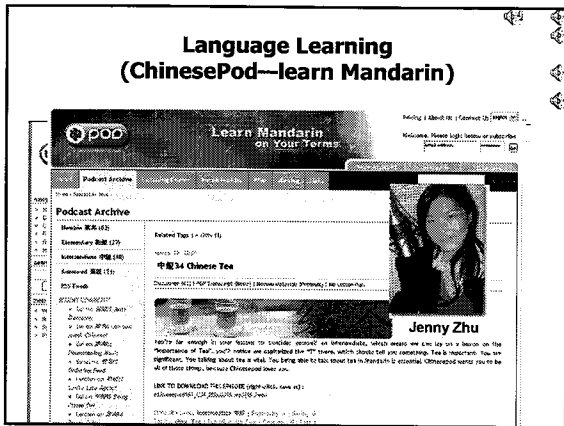
- Our primary goal is to foster understanding and cooperation amongst the citizens of the world. We value civility and respect, open source collaboration, fair distribution of income, and a sense of world identity.

Podcasting and Coursecasting (Adam Curry; www.dailysourcecode.com)

“Just the word ‘podcast’ scares a lot of teachers away,” Ms. Schrock said. “There are a lot of misconceptions.”


“All you need is a computer, access to the Internet and a microphone that you can buy at Toys ‘R’ Us,” Mr. Warlick said. “I listen to podcasts on my computer.” (NY Times, Jan 25, 2006)





Educational Applications of Podcasting

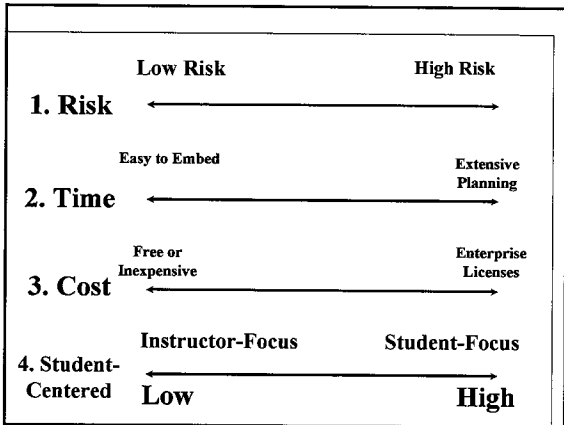
1. Recordings of lectures (Coursecasting)
2. Supplemental textbook or entire book
3. Student projects
4. Interviews
5. Language lessons
6. Oral reports
7. K-12 classroom interactions
8. Downloadable library of resources
9. Recordings of performances




So many emerging technologies to use and research!


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)

- | | |
|--|--|
| Cognitive and Metacognitive Factors | Developmental and Social Factors |
| 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 | Individual Differences |
| 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

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



Learner-Centered on the Web (Bonk & Cummings, 1998)

1. Safe Lrng Community: 6, 11
2. Foster Engagement: 1- 6, 11.
3. Give Choice: 8, 9, 12
4. Facilitate Learning: 2, 9, 11.
5. Offer Feedback: 3, 6, 8, 11, 13.
6. Apprentice Learning: 3, 6, 7-9, 11, 13.
7. Use Recursive Tasks: 1, 3, 8-9, 10, 13.
8. Use Writing & Reflection: 3, 8, 12-13.
9. Build On Web Links: 2-4, 8-9, 12-14.
10. Be Clear & Prompt Help: 2, 9, 11, 14.
11. Evaluate Dimensionally: 1-5, 14.
12. Personalize in Future: 6, 8, 10-13.

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 lrng 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. 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.



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

Cool Stuff

- 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.



4. 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.



5. 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.



6. 99 Second Quotes

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

99

- 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



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. 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.



9. Best 3 Activity

(Thiagi, personal conversation, 2003)

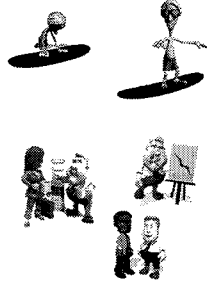
(L = Cost, L = Risk, L/M = Time)

- 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.



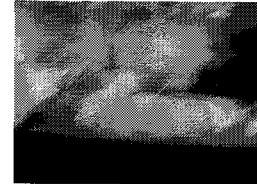
10. Scavenger Hunt
(L = Cost, L = Risk, M = Time)

1. Create a 20-30 item scavenger hunt
2. Post scores



99 seconds: What have you learned so far?

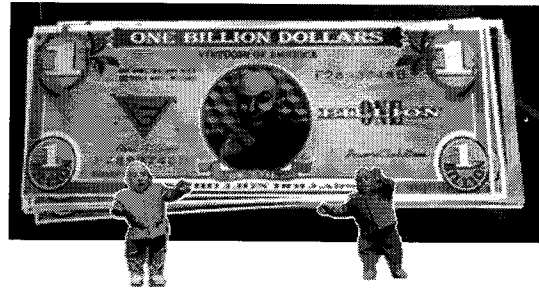
- Solid and Fuzzy in groups of two to four



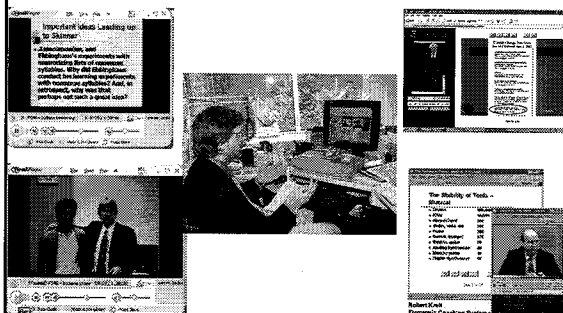
Part II: 10 Blended Learning Solutions



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



Blended Solution #1: Video Streamed Lectures and Expert Commenting



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

