

Prepare for Natural Disasters and Outbreaks with Blended Learning

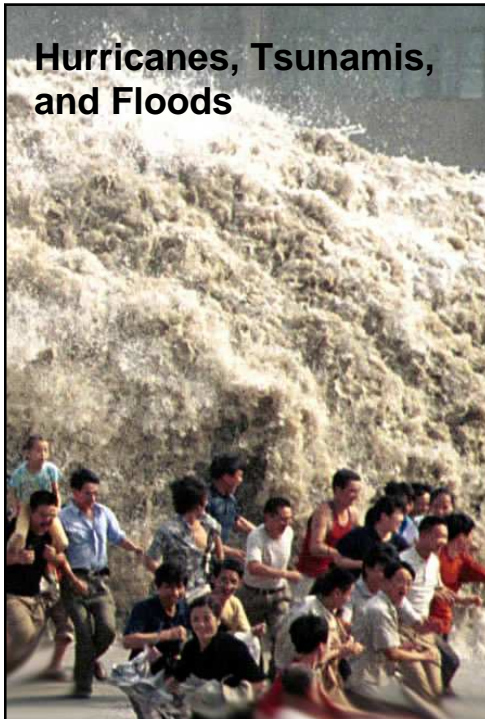


Curt Bonk, Professor, Indiana University

President, SurveyShare, Inc.
cjbok@indiana.edu
<http://mypage.iu.edu/~cjbok/>
<http://SurveyShare.com>

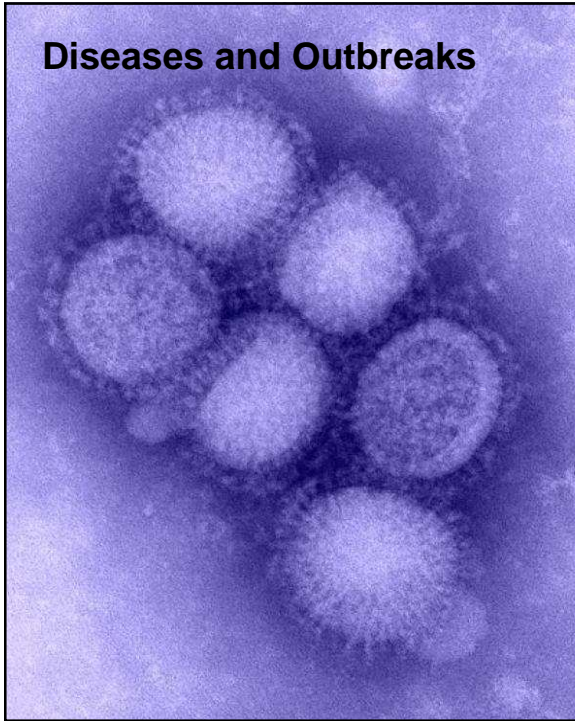
1

Hurricanes, Tsunamis, and Floods



2

Diseases and Outbreaks



Blizzards and Ice Storms





Reflection: Which of these have you experienced?

- 1. SARS**
- 2. Earthquake**
- 3. Tsunami**
- 4. Winter Blizzard or Ice Storm**
- 5. Major Flood**
- 6. Hurricane, Typhoon, or Serious Tropical Storm**
- 7. Swine Flu, Asian Flu, or Similar**
- 8. Tornado**
- 9. Near death weather-related situation**
- 10. Other (not listed above)**

School Closings



CDC's Swine Flu Toll: 4,000 Dead



November 13, 2009

9

Steps to Prepare for Outbreaks and Disasters

- **Work on a crisis plan**
- **Use online resources**
- **Evaluate the telecommunications infrastructure**
- **Make sure teachers are prepared**

10



Had this happened five or 10 years ago, we'd probably say, 'School is closed, see you in three weeks.'

11

How Schools and Parents Can Prepare for Swine Flu



How Schools and Parents Can Prepare for Swine Flu

Strategies could be built around anything:

1. Take-home course packets
2. Online materials
3. Listservs
4. DVD and MP3 players
5. Conference calls
6. Internet-based, webinar-style classes

13

What can you do?

- Post syllabus and content online
- E-books and other resources
- Fully online courses



(EdWeek.org)

14

What can you do?

- **Phone conferencing (e.g., Skype, Google Talk, VOIP)**
- **Web conferencing**
- **Learning management systems to track progress**



(EdWeek.org)

15

What can you do?

- **Videotape master teachers**
- **Learning packets to be sent home**
- **Check out laptops to younger students**
- **Phone hotline for homework**



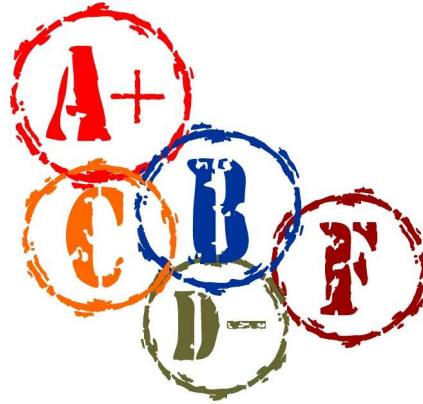
(EdWeek.org)

16

What can you do?

- Interactive study guides online
- Online grading and assignment-posting programs
- Online resources, textbooks, instructional websites, online databases, and Google Docs

(EdWeek.org)



17

What can you do?

- Post assignments
- Develop plan for file or assignment uploading and downloading as well as a system for feedback

(EdWeek.org)



18

What can you do?

- **Develop plan for hard copies of assignments for students lacking computer access**

(EdWeek.org)

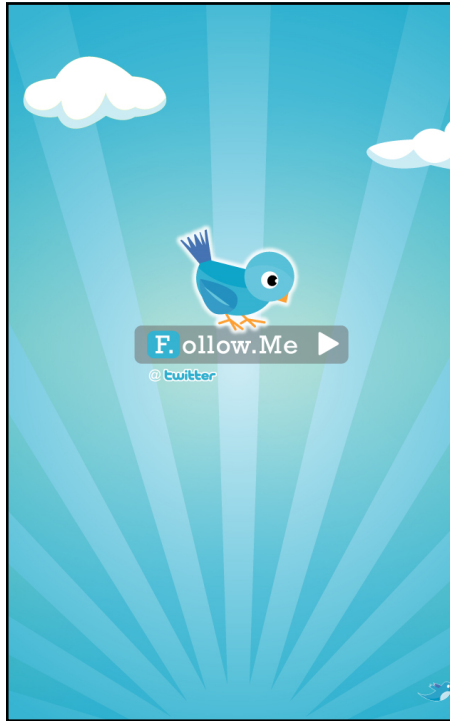


What Can You Do?

- **Elementary:** Use website, cable TV programming, create teaching videos to show over TV, blogs, wikis, email to communicate.

(EdWeek.org)





What Can You Do?

- **Middle School:** add Twitter for district messages.

(EdWeek.org)

21

What Can You Do?

- **High School:** add laptops to take home, Blackboard to teach online.



Blackboard

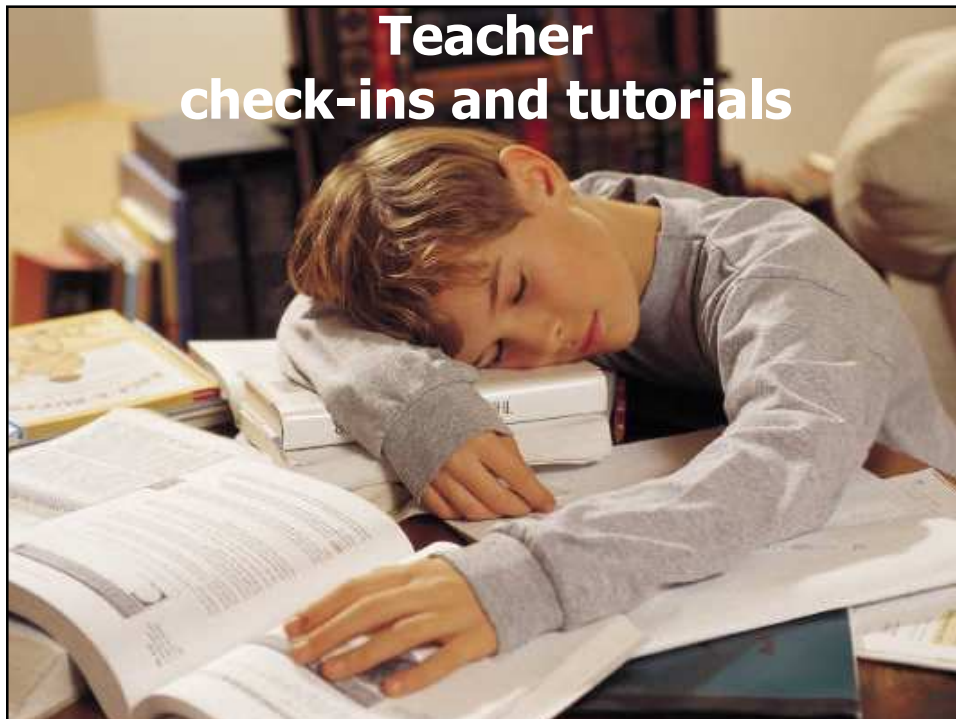
(EdWeek.org)

22



Recorded class meetings

23



Teacher check-ins and tutorials

Blending Online Is the Solution!



25

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
→ 30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.



Who is demanding fully-online and blended learning?

Fully Online and Blended Learning Advantages

- 1. More time to reflect**
- 2. Increased Learning (better papers, higher scores)**
- 3. More effective pedagogy and interaction**

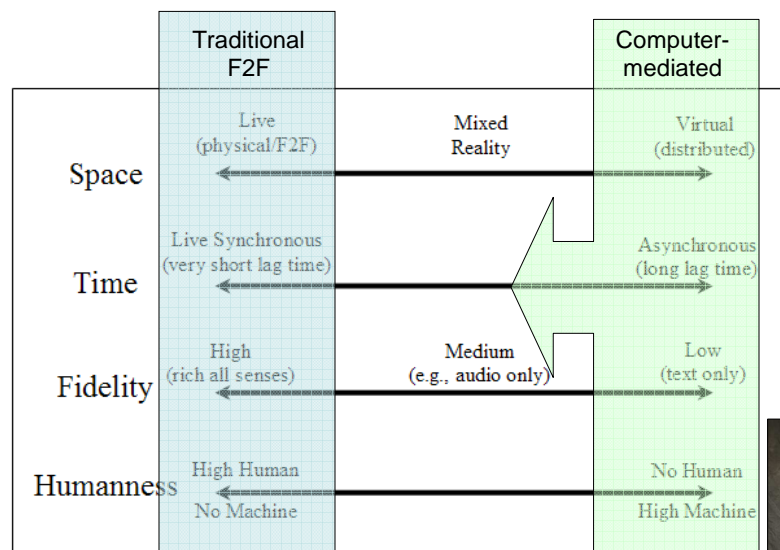


Fully Online and Blended Learning Advantages

4. Convenient and flexible
5. Lower costs
6. Increased human interaction and communication
7. Introverts participate more



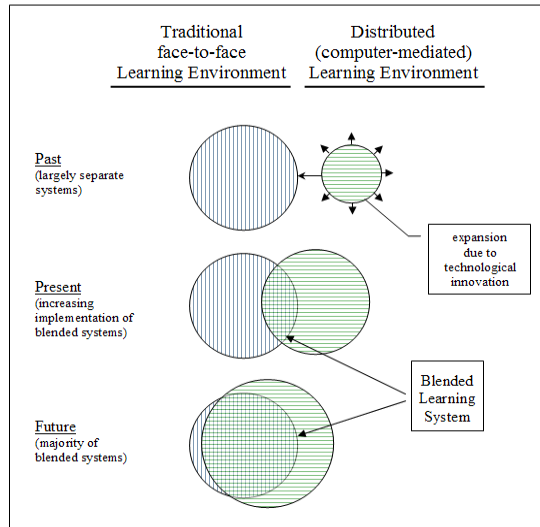
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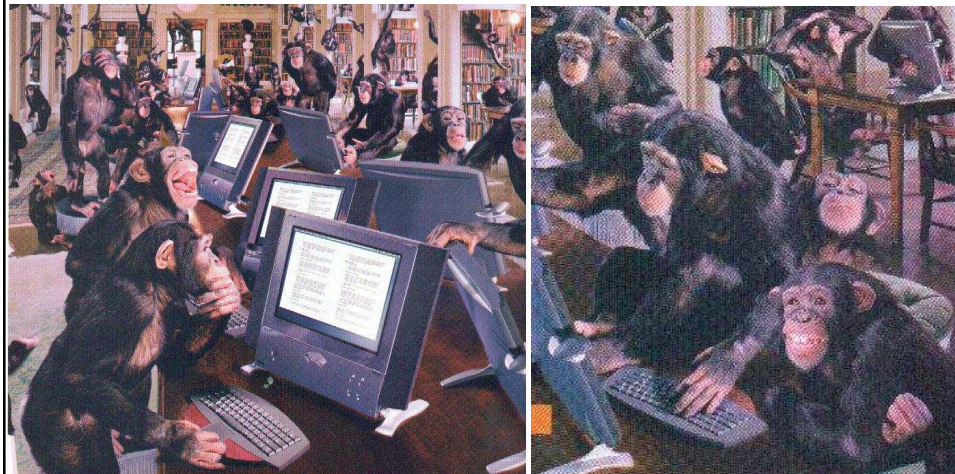
(Graham, 2006)



The Historical Emergence of Fully Online and Blended (Graham, 2006)



Part II: 10 Teaching Problems and 40 Blended Learning Solutions



Problem Situation #1: Many Students Are Missing



33

Blended Solution #1 Webinars (Elluminate, Dimdim, WebEx, Adobe Connect Pro)

Screenshot of the Elluminate website. The page features a navigation menu on the left with links for About Us, Products, Accessibility, Services, Support, Training, Partners, Request Info, Buy Now, and Community. The main content area includes a featured testimonial from an educator, a "Learn More!" button, and a section for "Elluminate Solutions" with a "Train more. Spend less. Take your professional development online with Elluminate." message. The website header includes the Elluminate logo and navigation icons for Home, My Elluminate, Events, and Demo.

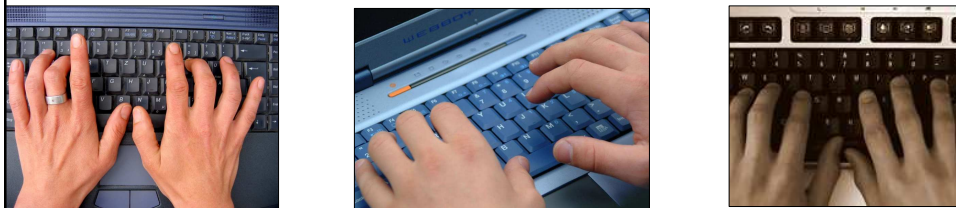
34

Blended Solution #2 Public TV

e.g., Mongolia teachers addressing H1N1
(Otgo Okhidoi, Nov 10, 2009)



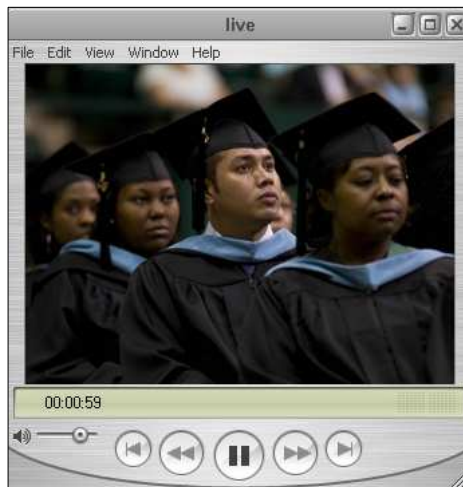
Blended Solution #3 Create Online Class Space for H1N1 (e.g., Microsoft Office Live, Google Sites)



Microsoft Office Live

The screenshot shows the Microsoft Office Live website interface. At the top, there is a navigation bar with the Microsoft logo, a search bar, and a Bing logo. Below this is a blue header with the word 'Education'. A secondary navigation bar includes links for Home, Educators, Students, Administrators, Newsletters, Events and Webcasts, and Contact Us. On the left side, there is a search box and a sidebar menu with categories like 'At School', 'Lesson Plans', 'Solutions', 'Product Center', 'How to Buy', 'Partners in Learning', 'Education Programs', 'Worldwide Community', 'Education Partners', 'Education News & Announcements', and 'Contact Us'. The main content area features a yellow banner titled 'Create a Class Workspace' with the sub-heading 'Address the classroom challenge of H1N1'. The text below explains that if the H1N1 flu virus keeps students away from the classroom, learning can continue online using Office Live Workspace. A bulleted list includes: share assignments, distribute handouts, post presentations, and enable group collaboration. To the right of the text is a 'Share this page' section with social media icons for Digg, Facebook, del.icio.us, StumbleUpon, and an 'E-mail to a friend' option. At the bottom of the article, there is a call to action: 'Watch these short videos to see how you can start using Office Live Workspace with your classes today.' and a 'Get Started - Free!' button.

Blended Solution #4 Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)



Problem Situation #2: Typical Student Absenteeism



39

Blended Solution #5 Class Site (e.g., Google Sites)

Google sites

Thinking of creating a website?

Google Sites is a free and easy way to create and share webpages. [Learn more.](#)

Create
rich web pages easily

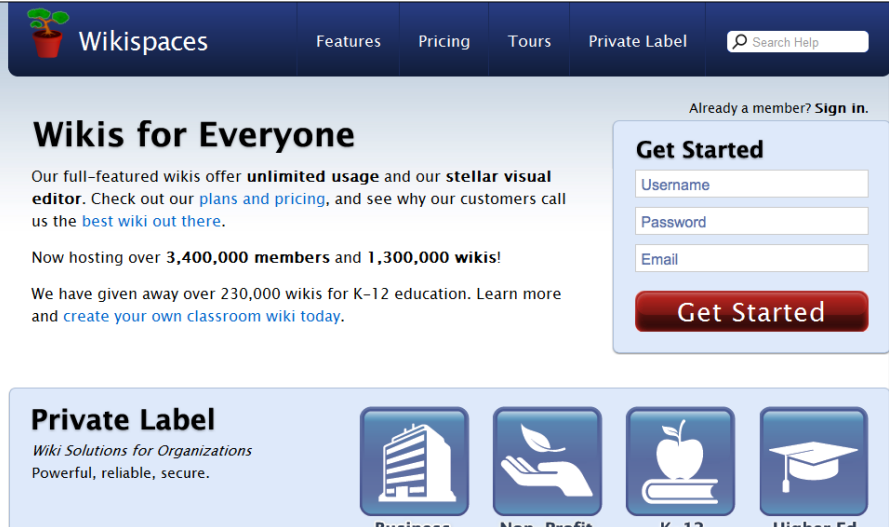
Collect
all your info in one place

Control
who can view and edit



New! [Create a site from dozens of pre-built templates](#)

Blended Solution #6 Wiki Collaboration Site (e.g., Wikispaces)



The screenshot shows the Wikispaces website homepage. At the top is a dark blue navigation bar with the Wikispaces logo on the left and links for Features, Pricing, Tours, and Private Label on the right. A search bar is also present. Below the navigation bar, the main content area features a large heading "Wikis for Everyone" followed by a paragraph describing the service's features: "Our full-featured wikis offer **unlimited usage** and our **stellar visual editor**. Check out our [plans and pricing](#), and see why our customers call us the [best wiki out there](#)." Below this, it states "Now hosting over **3,400,000 members** and **1,300,000 wikis!**" and "We have given away over 230,000 wikis for K-12 education. Learn more and [create your own classroom wiki today](#)." To the right of the main text is a "Get Started" sign-in form with fields for Username, Password, and Email, and a red "Get Started" button. Above the form is the text "Already a member? [Sign in](#)." Below the main content is a "Private Label" section with the text "Wiki Solutions for Organizations" and "Powerful, reliable, secure." To the right of this text are four blue icons representing different sectors: Business (a building), Non-Profit (a hand holding a leaf), K-12 (an apple on a book), and Higher Ed (a graduation cap).

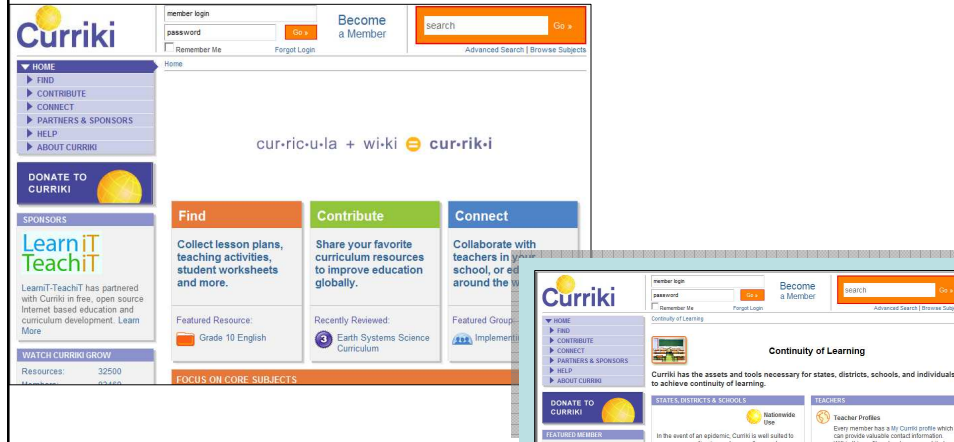
Problem Situation #3: Web Supplemental Activities



Blended Solution #7

Use Open Educational Resources

National Flu Readiness Initiative Taps Curriki for E-Learning,
Educ Week, Katie Ash on August 28, 2009



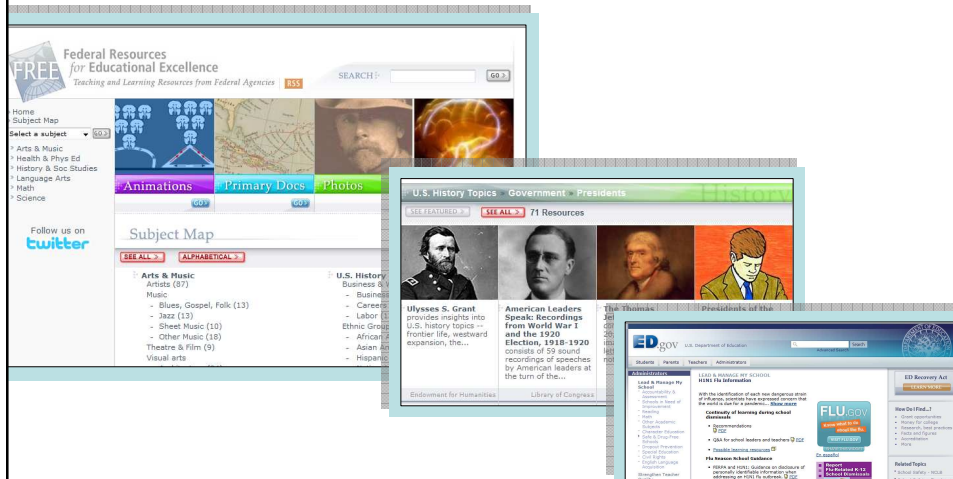
Companies help schools survive swine flu



Blended Solution #8

Department of Education free lesson plans

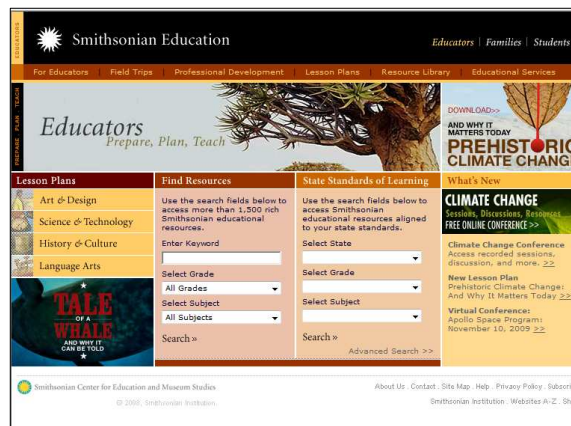
<http://www.free.ed.gov/>



Blended Solution #9

Free Lessons from Smithsonian Education

<http://www.smithsonianeducation.org/educators/>



Blended Solution #10 Practice Skills (e.g., A Grain of Rice)



47

Blended Solution #11 Online Reading Programs (See free-Reading.net)

A screenshot of the free-reading.net website. The website has a yellow and orange color scheme. The main header says "free-reading.net" and "an open resource center and community for early literacy teachers". Below the header, there are several columns of links and resources, including "Find Specific Activities", "Featured Resources", and "Teach the Full Program". At the bottom, there are featured vocabulary tutors with book covers for "RUBY the COYOTE", "A POCKET FOR CONROUD", "Alexander, Who Used to Be Rich Last Sunday", and "ALPHABET". Overlaid on the bottom right of the screenshot is a video player showing a group of children sitting around a table, engaged in a reading activity. The video title is "Letter Sound and Letter Combination Accuracy, Sound Search Game".

48

Blended Solution #12 Online Referenceware



49

Blended Solution #13 Visual Resources (e.g., Periodic Table of Visualization; Visual Thesaurus)

A PERIODIC TABLE OF VISUALIZATION METHODS

Data Visualization
Visual representations of quantitative data in schematic form (color web or without color)

Information Visualization
The use of interactive visual representations of data to amplify cognition. This means that the data is transformed into an image, it is mapped to screen space. The image can be changed by users as they proceed working with it.

Concept Visualization
Methods to abstract (visually) qualitative concepts, ideas, plans, and analyses.

Strategy Visualization
The representation of complex visual representations in the analysis, development, formulation, communication, and implementation of strategies in organizations.

Metaphor Visualization
Visual Metaphors position information graphics to an abstract and structure information. They also convey an insight about the represented information through the key characteristics of the metaphor that is employed.

Compound Visualization
The complementary use of different graphic representation forms in one single scheme or frame.

Process Visualization
Structure Visualization
Overview
Detail

Note: Depending on your location and connection speed it can take some time to load a pop-up picture.
© Ralph Lengler & Martin J. Eppler, www.visual-thesaurus.org version 1.5

C cylinder	Tb table	Ca carbon cardboard	Pi pie chart	L line chart	B bar chart	Ac area chart	R radar chart (spider)	Pa parallel coordinates	Hy hypocycle view	T tornado diagram	Ve venn diagram	Mi matrix diagram	Sq square to rectangle	Ce concentric circle	Ar argument side	Sw swirl line diagram	Gc ghost chart	Pm perspective diagram	D diamond diagram	Pr prism view	Mn knowledge map											
Hi hologram	Sc sample	Sa satellite diagram	In information flow	E entity relationship diagram	Pt point view	Fl flow chart	Cl clustering	Le layer chart	Py pyramid diagram	Ge geo-effect class	Ti technique map	Dt decision tree	Ep epitaxial path method	Gp group map	Ef concept map	Co concept map	Br bridge	Fu funnel	Ri rock picture	Kn knowledge map												
Th thru plot	Sp scatter plot	Da data map	Tp tree	Cn cyclic view	Sy system diagram	Df data flow diagram	Se semantic network	So social system diagram	Sn snowflake diagram	Fo force field diagram	Ib information map	Pr prism view	Po point chart	Ev evolutionary map	V view diagram	Hh hollow ball chart	I interval	Tc technology mapping	Su supply demand curve	Pc performance charting	St strategy map	Oc organization chart	Ho hour of month	Fd feedback diagram	Ft feature view	Mq metric matrix	Ld life-cycle diagram	Po partner's line items	S s-cycle	Sm skill-based map	Is influence diagram	Tc technology mapping

50

Blended Solution #14

Use Free Shared Online Videos Lessons

(How-to lessons from experts: 1,000's of instructional videos and articles; <http://www.tvlesson.com/>)

51

Blended Solution #15

Online Portal & Resource Explorations

(Encyclopedia of Life, history, science, poetry, literature, etc.)

Blended Solution #16 Science Portals (e.g., Complete Works of Charles Darwin, Einstein, etc.)



The Complete Works of Charles Darwin Online

[Publications](#) | [Manuscripts](#) | [Biography](#) | [Credits](#) Search: [Advanced search](#)

Contributors
and
Acknowledgements

Contributors

Director: Dr [John van White](#) (CRASSH, Christ's College & Department of History and Philosophy of Science, University of Cambridge)

Research Associate: Dr [Kees Rookmaaker](#) (Museum of Zoology, University of Cambridge, Director and Chief Editor [The Rhino Resource Centre](#))

Technical Director: Dr [Anirang Basman](#) (Lucendo Development Ltd.)

AHRC Principal Investigator: Professor [James Secord](#) (Department of History and Philosophy of Science, University of Cambridge)

AHRC Co-Investigator: Professor [Janet Browne](#) (Department of the History of Science, Harvard University)

Associate editors (honorary)

[Sue Asscher](#)

Dr [Gordon Chancellor](#)


Contributors of introductions

Dr Robert Brown



53

Blended Solution #17. Species Portals Ida (a transitional species); 47-Million-Year-Old Darwinius Masillae Fossil the Missing Link? (wowOwow, May 20, 2009)




THE CHRISTIAN SCIENCE MONITOR

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horizons blog




Paleontologist as rock star: How

By [Walter Dzierz](#) 14/04/08

Dr. Joan Van der Meulen of the University of Cambridge and the University of Oxford were part of a team that discovered a 47-million-year-old primate fossil named Ida. It is the earliest of its kind ever found. The fossil, which is the only one of its kind, was discovered in the Eocene of Germany. It is the earliest of its kind ever found. The fossil, which is the only one of its kind, was discovered in the Eocene of Germany. It is the earliest of its kind ever found.

THE LINK WHO IS IDA? IDA'S WORLD THE DISCOVERY THE IMPLICATIONS MORE ABOUT IDA




UNCOVERING OUR EARLIEST ANCESTOR

HOW? FROM DISCOVERING THE FOSSIL, A 47-MILLION-YEAR-OLD PRIMATE Fossil, TO IDENTIFYING ITS SPECIES AND RECONSTRUCTING OUR HISTORY

Ida's World

Explore the rare fossil Ida shared with the animals of the Eocene 47 million years ago

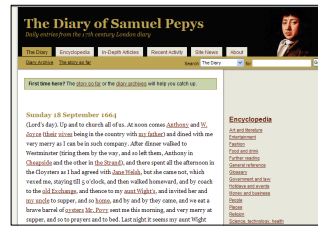


Dr. Jörn Hurnum
University of Oslo

Blended Solution #18 Science Live (Live Internet Thawing of Colossal Squid)



Blended Solution #19 Online English Literature (e.g., The Carlyle Letters Exploring Victorian World Through Letters and The Diary of Samuel Pepys) (Great Plague, Great Fire, Charles Dickens, Erasmus Darwin, Mary Wollstonecraft Shelley, Robert Browning, John Stuart Mill, Ralph Waldo Emerson, Elizabeth Barrett Browning, and Alfred Tennyson)



Problem Situation #3: Collaborative Skill Deficit



57

Blended Solution #20 Paired Article Critiques in a Blog

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephen Moses	Lorraine Ryan
	Carolyn Pawelko	Karen Leppard
	Lin Yu	Flora Liu
	Alex Brierley	Lori Atkinson
Meyer, K.A. (2003). Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking.	Lorraine Ryan	Paul Anderson
	Harjit Dhanjal	Yvonne Toney
	Neera Arora	Carolyn Pawelko
	Karen Leppard	Lin Yu
	Francica Wilkinson	Alex Brierley
Shea, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Heather Burnett	Stefan Rasporich
	Daryl Wilson	Neera Arora

58

Problem Situation #4: Student Reflections and Connections



59

Blended Solution #21 Student Blogging

The image is a screenshot of the Blogged website interface. At the top, there is a search bar with the text "find better blogs" and "Submit a Blog" and "Sign" links. Below the search bar are navigation tabs for "Home", "Technology", "Entertainment", "Sports", "Politics", "Business", "Humor", and "World News". The main content area shows a "Blog Directory > Education > K-12 Education > High School" path. It lists three blogs: 1. "The Courier" (News from James Logan High School), 2. "Webmaths" (A smorgasboard of problems, less experiences), and 3. "Room 611" (This blog is the class site for Mr. Andrew Young, teacher at Georges. P. Vanier Secondary School in Courtenay B.C. Canada. The daily Geography and Earth Science class information along with links are posted on the blog site). A "Blog Detail" sidebar for "Room 611" is visible, showing a rating of 8.3, related blogs, and a featured post from Wednesday, November 18, 2009. The page number "60" is located in the bottom right corner.

Problem Situation #5: Learning Community



61

Blended Solution #22 Online Community and World Teams in Ning, Google Groups, or Yahoo Groups

Yahoo! My Yahoo! Mail Make Yahoo! your home page

YAHOO! GROUPS Sign In New User? Sign Up

Search: Search

Group: Home - Help

Yahoo! Groups
The easiest way for groups of people to communicate on the Internet.

- Stay in touch with friends, family and colleagues.
- Discuss sports, health, news, and more.
- Connect with people who share your interests.

To view My Groups... you need a Yahoo! ID.

Don't have a Yahoo! ID?
Signing up is easy.

[Sign up for Yahoo!](#)

Already have a Yahoo! ID?
[Sign In](#)

Find a Group

Search

(Example: fly fishing, vintage trains, bonsai plants)

Business & Finance **Computers & Internet**
Cultures & Community **Entertainment & Arts**
Family & Home **Games**
Government & Politics **Health & Wellness**
Hobbies & Crafts **Music**
Recreation & Sports **Religion**

Santa Fe High School
For Students & Graduates of Santa Fe High School in Alachua, Florida

Main My Page Members Photos Videos Forum Blogs Events Groups HS Herald Subscribe Chat



If You're New To The Site, Please Read This

Hello from The High Springs Herald. We have created this Website for students and graduates of Santa Fe High School to use as a meeting place. Teachers, faculty and administrators are welcome, too.

You can upload photos and videos. You can create groups for your graduating class year. You can start forums, even chat with one another, either publicly or one on one.

When you add yourself as a member to this group, please make sure to say in what year you graduated or will graduate.

You also can add events, such as times and dates for upcoming school events and reunions.

And don't forget that if you're an alumnus who no longer lives in the area, you can subscribe to [The High Springs Herald](#) and keep up to date on the latest news.

Welcome to Santa Fe High School

[Sign Up](#) or [Sign In](#)

Ads by Google

Classmates.com
Search Millions of Names from Over 200,000 Schools. Start Looking...
[www.classmates.com](#)

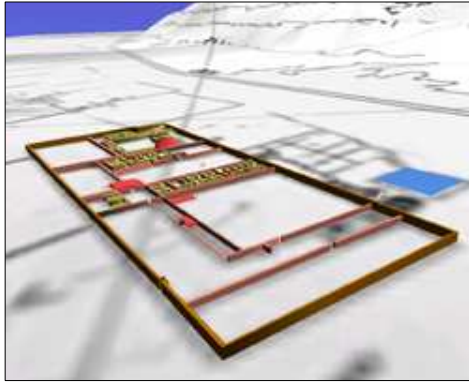
Santa Fe vs. Equinox
See How Equinox Outperforms the

Members



Photos

Problem Situation #6: Need to Visualize Content



Blended Solution #23 Shared Online Video (WatchKnow, Monkeysee)

monkeysee .NET
See how the experts do it.

Home | Food & Drink | American | How to Make Home Style Meatloaf

How to Make Home Style Meatloaf

Expert: **Shannon Overmiller**
<http://www.meatloaf.com/>
P: (703) 837-9137

Overmiller began her professional career as a bartender and waitress at Proximo Restaurant Group's Austin Grill in Washington, DC. Realizing she craved more experience in the kitchen, she then made the shift to Cafe Atlantico, also part of Proximo, where she worked as a line cook while attending the esteemed L'Academie de Cuisine in Maryland. In 2002, she graduated and accepted a position at Ristorante Tosco under More...

About This Video
In this video Chef Shannon Overmiller demonstrates how to make a delicious home style meatloaf complete with a tomato glaze, whipped potatoes and macular gravy.

This expert: 1791 views
This video series: 1089 views
This video segment: 376 views

Tags: Meatloaf, Home style, Gravy, Whipped potatoes, Veal, Beef, Pork, Tomato glaze

Comments: 0 (Read Comments) (Add)

Embed: `<script src='\"/\"' type='\"text/javascript\"'></script>`

Bookmark this: Facebook, MySpace, Digg, StumbleUpon, Twitter, LinkedIn, YouTube

Share This Video: Flag as Inappropriate, Save to My Favorites, Download to Portable Device

Other Videos

- How to Make Cranberry Orange Bread
- How to Check your Meatloaf's Seasoning
- Forming Meatloaf into Loaves
- How to make Tomato Glaze

WatchKnow
Videos for kids to learn from. Organized.

HOME ABOUT CONTACT PRESS
LEADER BOARD DISCUSS CHANGE LOG

Search Our Directory

Age Filter: 3 | 3-18 | 18+

Search

Language Arts (1094)

Blended Solution #24

Videos of the Periodic Table (University of Nottingham)

THE PERIODIC TABLE OF VIDEOS



YouTube

0:52 / 4:41

ELEMENT: Sodium
SYMBOL: Na
ATOMIC NUMBER: 11

THE PERIODIC TABLE OF VIDEOS

Li	Be											B	C	N	O	F	Ne
Na	Mg											Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	
Fr	Ra	Rf	Db	Sg	Bh	Hs	Mt	Cn	Uu	Uub	Uut	Uuq	Uuq	Uuq	Uuq	Uuq	Uuq
		La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu	
		Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr	

THE PERIODIC TABLE OF VIDEOS

Element: Sodium

Atomic number: 11

Symbol: Na

www.periodicvideos.com

THE PERIODIC TABLE OF VIDEOS

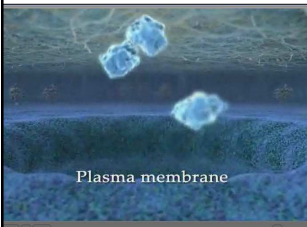


YouTube

65

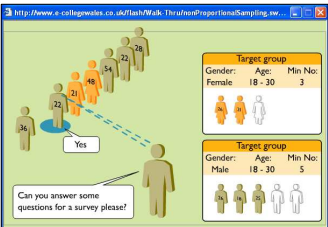
Blended Solution #25

Flash, 3-D Visualization, & Laboratory Software




Plasma membrane

http://www.e-college.co.uk/flash/flash/ThurstonProportionalSampling.swf



Can you answer some questions for a survey please?

ENRON 101



ENRON'S KEEPERS Kenneth Lay, founder and chairman of the board, is the company's public face. Jill Skilling, CEO and daughter, is "very direct, very abrasive," says Stolt.

Andrew Fastow, CFO, is the financial whiz.

Blended Solution #26

Shared Online Videos for Anchoring or Ending Instruction



Blended Solution #27

Explore Online Human Body and Museum Exhibits



Blended Solution #28

Adventure Learning

(e.g., Aaron Doering, Discovery Channel)

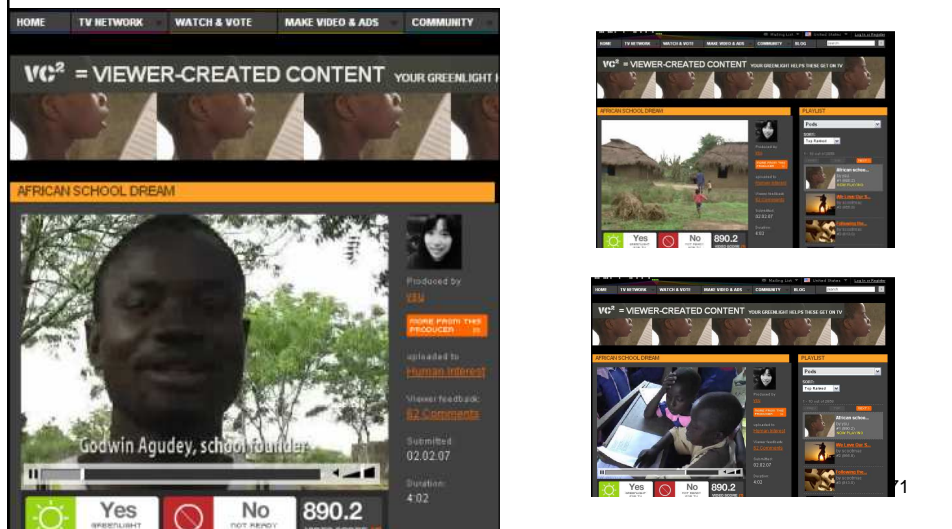
Blended Solution #29

Religious, Political, and Historical Video Portals

(e.g., YouTube and the Royal Channel)

Blended Solution #30

Individual Produced Videos (e.g., African School Dream in Current TV)



Blended Solution #31

Link TV & Fora TV



Did you realize all the freely shared online video resources you can use today that did not exist 5 or 10 years ago?

1. **BBC News Video and Audio**
2. **CNN.com Video**
3. **Current TV**
4. **Fora TV**
5. **Google Video**
6. **Link TV**
7. **MIT World**
8. **MSNBC.com**
9. **NASA TV**
10. **TeacherTube**
11. **YouTube**
12. **YouTube Edu**

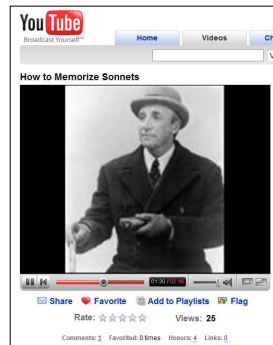
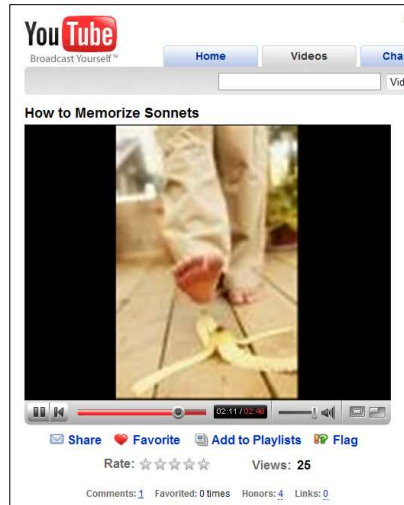
73

Problem Situation #7: Need for Hands-On Learning



74

Blended Solution #32. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems



75

Blended Solution 33. Wikis in the Classroom

304sophs home page discussion history notify me guest Join Help Sign in wikispaces

Welcome to the home of the 304 Sophs! Protected

This website is an ongoing project being built by School. While it is primarily for use by these students and their families, we hope that teachers or students who find their way here can utilize some of what we create in their own teaching or study of these works.

What's on this wiki?

The English II curriculum centers around the exploration of various social issues via four core texts: Harper Lee's *To Kill a Mockingbird*, Arthur Miller's *The Crucible*, William Shakespeare's *Macbeth*, and J.D. Salinger's *The Catcher in the Rye*. This wiki will act as a repository for weekly class discussion & lecture notes, as well as a "digital bulletin board" for students' literary analysis, research, discussions, and creative projects. Parents, teachers, and community members are invited to stop by and browse the site periodically (you can also subscribe to updates via RSS on the "Notify Me" tab).

Can I add to this wiki?

Wikis are a type of website known for their ease of editing by multiple users (e.g., [Wikipedia](#)); however, due to the academic nature of this project, only invited members of this site (and his English II students) may make changes to the content or layout of this site (at least until the course is over in Jan. 2008). If you would like to ask a question of the group or suggest information to add, please feel free to click on the "Discussion" tab at the top of any page to leave your thoughts.

Any other questions or comments can be sent directly to

A Message from England!

Hi folks. As if you people didnt already know, you are very lucky to have such as great teachers! Mr Bariexca kindly donated his 'old' England football shirt (soccer jersey) to our [Panini Project](#) and we would like to thank him. It was our first trans atlantic donation and we really appreciated it. Ours thanks

About English II

- Twitter
- Discussions
- Due Dates

To Kill a Mockingbird

- Historical Context
- TKAM Class Notes

The Crucible

- Dramatic Readings
- Crucible Class Notes

Macbeth

- Macbeth Class Notes

The Catcher in the Rye

Wiki tools from the Wikimedia Foundation

1. Wikibooks
2. Wikicommons
3. Wikinews
4. Wikipedia
5. Wikiquote
6. Wikisource
7. Wikispecies
8. Wikiversity
9. Wiktionary

77

Blended Solution #34 Wikibook and Wikipedia Editing

The screenshot shows a Wikipedia article for *Kaposuchus*. At the top, there is a navigation bar with links for 'article', 'discussion', 'edit this page', and 'history'. A 'Try Beta' button and a 'Log in / create account' link are also visible. Below the navigation bar is a banner for Wikipedia's fundraising drive, stating 'Wikipedia is there when you need it — now it needs you.' with a progress bar showing \$0.9M USD raised and a 'Donate Now' button.

The article title is *Kaposuchus*, with a subtitle 'From Wikipedia, the free encyclopedia'. The main text describes *Kaposuchus* as an extinct genus of mahajangasuchid crocodyliform, known from a single nearly complete skull collected from the Upper Cretaceous Echkar Formation of Niger. The name means "boar crocodile" from the Greek *kapros* ("boar") and *souchos* ("crocodyliform") in reference to its unusually large caniniform teeth which resemble those of a boar.^[1] It has been nicknamed "BoarCroc" by Paul Sereno and Hans Larsson, who first described the genus in a monograph published in *ZooKeys* in 2009 along with other Saharan crocodyliformes such as *Anatosuchus* and *Laganosuchus*.^[2] The type species is *K. saharicus*.

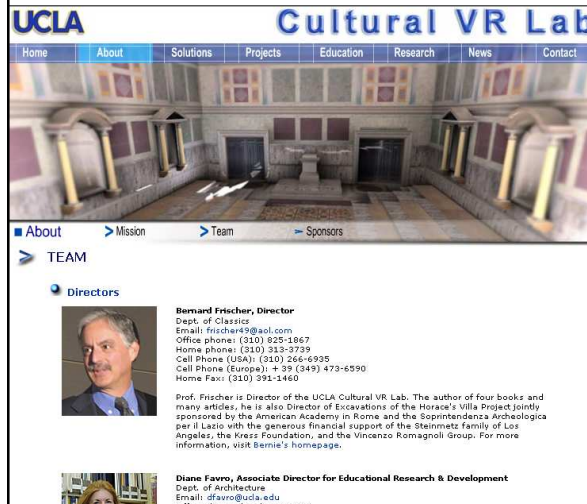
On the right side, there is a 'Scientific classification' box. It includes a 'Fossil range' of 95 Ma, a geological time scale bar (PreЄ,Є, S, D, C, P, T, J, K, PgN), and a 'Cenomanian' label. Below this is an image of the skull of *Kaposuchus saharicus*. The classification box lists the Kingdom as Animalia and the Phylum as Chordata.

At the bottom left, there is a 'Contents' table of contents with links to Description, Classification, Paleobiology, 3.1 Diet, References, and External links. Below this is a 'Description' section with an '[edit]' link. The text in the description states: 'Kaposuchus is estimated to have been around 6 metres (20 feet) in length.^[3] It possesses three sets of tusk-like caniniform teeth that project above and below the skull, one of which in the lower jaw fits into notches in upper jaw. This type of dentition is not seen in any

78

Blended Solution #35

Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)



The screenshot shows the website for the UCLA Cultural VR Lab. At the top, there is a navigation menu with links for Home, About, Solutions, Projects, Education, Research, News, and Contact. Below the menu is a large image of a virtual reconstruction of an ancient Roman interior. On the left side, there is a sidebar with a 'TEAM' section. Under 'Directors', there is a profile for Bernard Frischer, Director, with his contact information and a brief biography. Below that, there is a profile for Diane Favro, Associate Director for Educational Research & Development.

UCLA Cultural VR Lab

Home About Solutions Projects Education Research News Contact

About Mission Team Sponsors

TEAM

Directors

Bernard Frischer, Director
Dept. of Classics
Email: frischer@ucla.com
Office phone: (310) 825-1867
Home phone: (310) 313-3739
Cell Phone (USA): (310) 266-6935
Cell Phone (Europe): + 39 (349) 473-6590
Home Fax: (310) 391-1460

Prof. Frischer is Director of the UCLA Cultural VR Lab. The author of four books and many articles, he is also Director of Excavations of the Horace's Villa project jointly sponsored by the American Academy in Rome and the Soprintendenza Archeologica per il Lazio with the generous financial support of the Steinmetz family of Los Angeles, the Kress Foundation, and the Vincenzo Romagnoli Group. For more information, visit Bernie's homepage.

Diane Favro, Associate Director for Educational Research & Development
Dept. of Architecture
Email: dfavro@ucla.edu



79

Problem Situation #8:

Preference for Auditory Learning



80

Blended Solution #36 Podcasts of Famous Literature (e.g., Shakespeare)

The screenshot shows the ShakespeareCast.com website on the left and a Big Contact Feed Player on the right. The website features a navigation menu with 'Home', 'Romeo & Juliet', 'The Sonnets', and 'Midsummer'. The main content area displays an episode titled 'Intermission' from March 29th, 2008, by Seanjay. It includes a direct link to the episode, a description, and a 'Play Channel Now' button with a cartoon character icon. The Big Contact Feed Player on the right shows a list of episodes including 'HH4 - By Indirections: Find Directors Out', 'HH3 - Your Father Lost a Father', 'HH2 - A Documentary In Madness', 'Hamlet's Head #001', 'Intermission', and several 'R&J Act' episodes.

Blended Solution #37 Online Language Learning: Practice (ECpod, Mixxer, Livemocha, KanTalk,)

This block contains three screenshots of online language learning platforms. The first screenshot on the left is for ECpod, showing a 'Share Your World' section with video thumbnails. The middle screenshot is for Livemocha, featuring a 'Social Language Learning - Online!' section with a video of a woman and a 'Livemocha Challenge' button. The third screenshot on the right is for Mixxer, displaying 'The Mixer - a free educational website for language exchanges via Skype' with a graphic of people in speech bubbles and a 'User Login' section.

Blended Solution #38

Self-Paced Language Programs: Listen (JapanesePod, SpanishPod, Arabic online)



83

Problem Situation #9:

Lack of Instructor Presence



84

Blended Solution #39 Tutorials with Screen Capture (e.g., Jing, Screenr)

The image shows two overlapping website screenshots. The top screenshot is for the Jing website, which features a navigation bar with 'Jing Site', 'Jing Blog', and 'Help Center'. The main content area includes the Jing logo, navigation links for 'Home', 'Free Version', and 'Jing Pro', and three main features: 'Snap a picture of your screen.', 'Record video of onscreen action.', and 'Share instantly over the web, IM, email.'. A 'Download now! Jing is free.' button is present, with options for 'Windows' and 'Mac OS X'. The bottom screenshot is for the Screenr website, featuring a blue header with 'screenr' and navigation links for 'RECORD', 'MY SCREENCASTS', and 'PUBLIC STREAM'. The main content area includes the text 'Instant screencasts for Twitter.' and a list of features: 'Web-based recorder - nothing to download', 'Record on your Mac or PC', 'Plays everywhere on the web, even iPhones', and 'Start now - it's completely FREE'. A 'Record your screencast now!' button is also visible.

Blended Solution #40 Experts and Scientists

(e.g., Exploratorium-Sponsored Ice Stories Project from Antarctica)

The image shows a screenshot of the 'ICE STORIES' website and three photographs. The website screenshot features the title 'ICE STORIES' and the subtitle 'DISPATCHES FROM POLAR SCIENTISTS'. The main text reads: 'Welcome to Ice Stories: Dispatches from Polar Scientists, where you'll meet penguin biologists, glaciologists, cosmologists, geologists, and marine scientists working in Antarctica and the Arctic. We've given them cameras and asked them to document their adventures, in real time, so you can follow their research, ask questions, and share in their discoveries as they occur. The experiment, in celebration of the International Polar Year (2007-08), gives you an up-close-and-personal look at research in extreme environments through the thoughts and experiences of the scientists working there. We'll post their photos, videos, and blogs on this site. The adventure begins in Antarctica in November 2007 with a series of Webcasts from the South Pole and the McMurdo and Palmer research stations. It continues for two years, shifting polar locations to the Arctic in summer. In winter 2008-09, we'll return to Antarctica. Join us and see what it's really like to be a research scientist at the top or bottom of the world.' Below the text is a 'Check out the dispatches' link. At the bottom, there are 'LINKS:' and 'Exploratorium: Science from the Poles' and 'US Antarctic Program (USAP) News site' and 'International Polar Year'. The three photographs show scientists in various settings: one using a microscope, one in a red jacket in a snowy environment, and one in a red jacket holding a fish.

Trends and Challenges for Blended Learning

- 1. Teachers and students are more mobile.**
- 2. Students more choices.**
- 3. Student expectations rise.**
- 4. Greater self-determined learning.**



87

Trends and Challenges for Blended Learning

- 5. More cross-school partnerships**
- 6. Courses increasingly modular.**
- 7. Less predefined schedules.**
- 8. When teaching less clear; when learning less clear.**



88

How many ideas did you get from this talk?

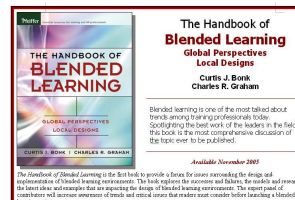
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.



89

Questions and Comments

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



90