




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


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Technology
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?)



Poll #1: How many ideas did you write down?

- a. None—my brain malfunctioned.
- b. 1 (and it is a lonely #).
- c. 2 (it can be as bad as one).
- d. 3-5
- e. 6-10
- f. Higher than I can count!

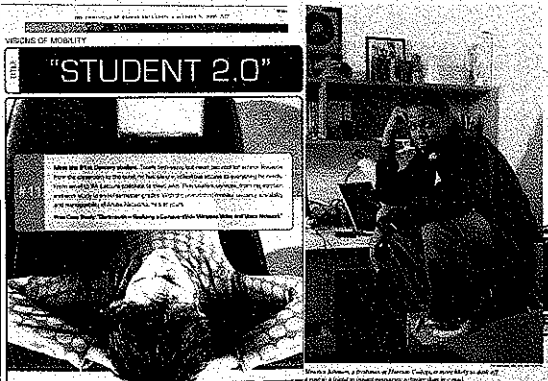


Teach the Modern Way!
 Examining the historical aspects of technology in education.

Digital and Dumber?

INFORMATION TECHNOLOGY

"STUDENT 2.0"

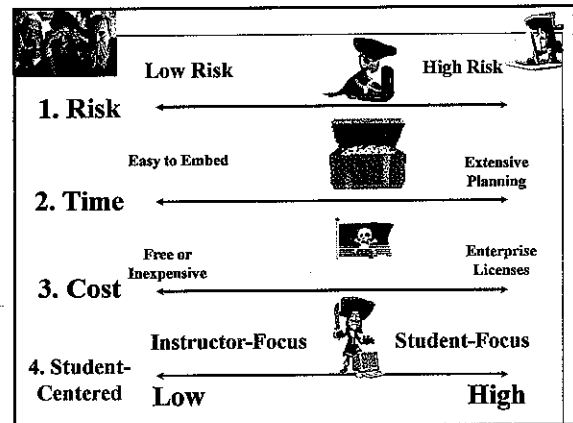
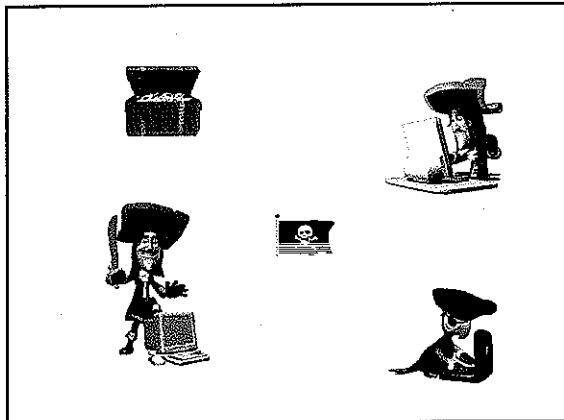
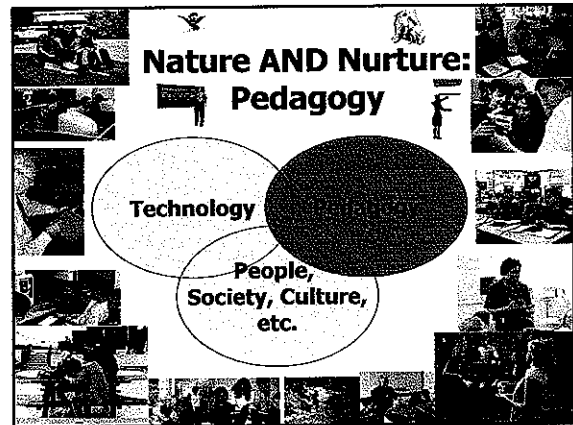


Yahoo News
Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

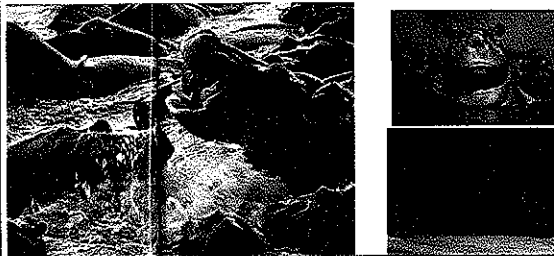
- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among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

Bonk's Addiction Q'er

1. Who has 2 or more cell phones with Internet access?
2. Who has 2 or more laptop computers with wireless connections?
3. Who is on email in the morning? At noon? Who does it at night?
4. Who suffers from nervous tension when you cannot get on email?
5. Who is on the Web right now?



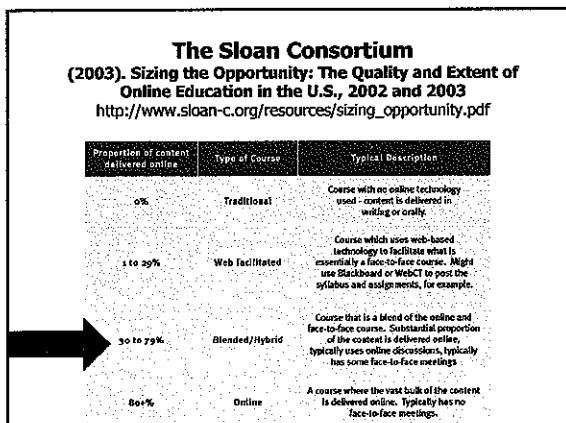
Part I: Blended Learning



This part of the talk will cover:

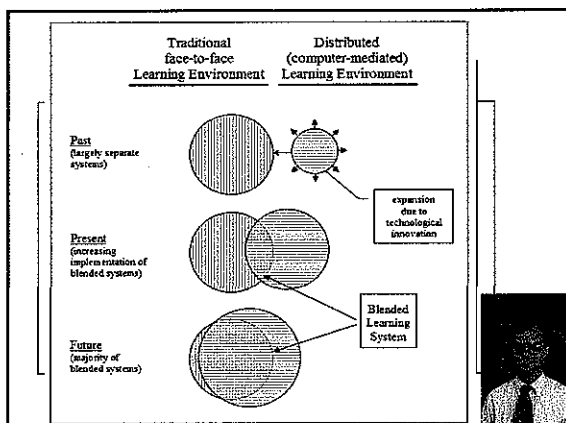
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning





Definition:
Blending Online and F2F Instruction

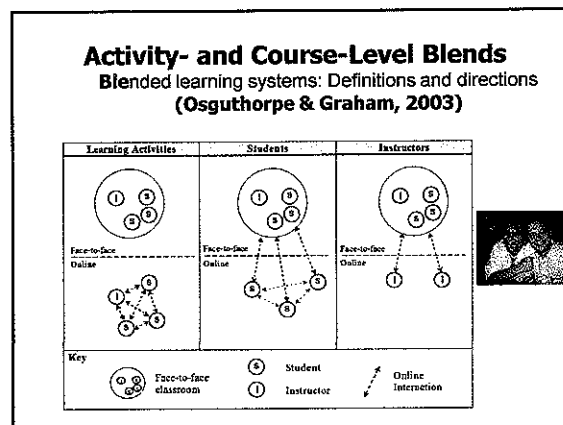
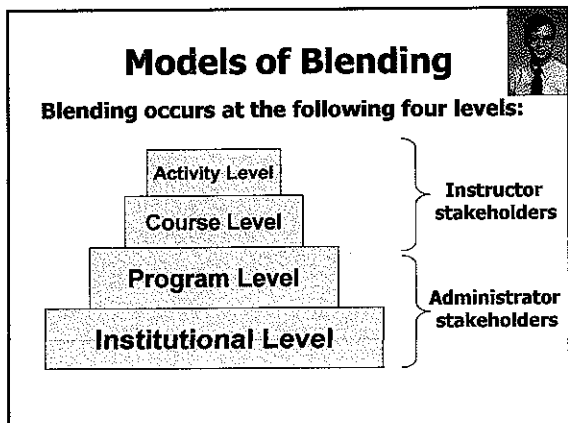
- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



- Fully Online and Blended Learning Advantages**
1. Increased Learning (better papers, higher scores)
 2. More effective pedagogy and interaction
 3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
 4. Reduction in physical class or space needs, commuting, parking
 5. Increased opportunities for human interaction, communication, & contact among students
 6. Introverts participate more
-

- Where is Blended Beneficial?**
<http://www.center.rpi.edu/PewGrant/ProjDesc.html>
- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
 - Classes with working students
 - Students spread over a distance
 - Classes with certification
 - Classes with need for standardization
 - New requirements for a profession
 - Writing intensive classes
 - Theory classes
-

- Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002**
- Put assessments/reviews online
 - Follow-up in community of practice
 - Put reference materials on Web
 - Deliver pre-work online
 - Provide office hours online
 - Use mentoring/coaching tool
 - Access experts live online
 - Use e-mail and instant messaging
-



AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Igneri, 2006)

AMA at Work: lifelong learning, lifelong growth

Source: American Management Association, AMA at Work

Institutional-level Blending (Brian Linquist, 2006)

Example 2: University of Phoenix

- Completely online courses
- Residential F2F courses
- Blended Courses
 - Local Model = 5 week courses with first and last week F2F
 - Distance Model = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

Institutional-level Blending (Abtar Kaur & Ansary Ahmed, 2006, Open U Malaysia)

FIGURE 22.1. OPEN UNIVERSITY MALAYSIA'S BLENDED LEARNING MODEL

Enrollment Growth at the OUM

Year (2001 to 2005)	Enrollment
2001	~10,000
2002	~15,000
2003	~20,000
2004	~25,000
2005	~30,000

Blending Live Field & Online Class National University (Reynolds & Greiner, 2006)

- 12,000 Enrolled Students
- Since 2004 More than 50% of Candidates Enrolling as Online rather than On-site
 - They will take a majority of classes online
- Each Candidate Takes 7 Credential Classes
- Each Class Contains 2 Field-based Exp.
- 500 Classes/Yr. & 20 Students/Class =
- 20,000 Field-based Experiences/Year

13 Fully Online and Blended Learning Problems and 24 Solutions



Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.

Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

Blended Solution #2. Video Streamed and Webcast Lectures



Problem Situation #3: Facilities and Time



- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

Blended Solution #3.

Divide Online and Class Experiences: English Classes Online

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

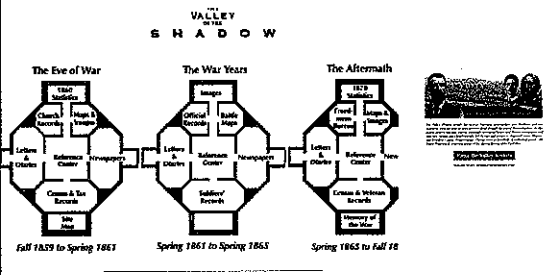
- **Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).**

Problem Situation #4: Web Supplemental Activities

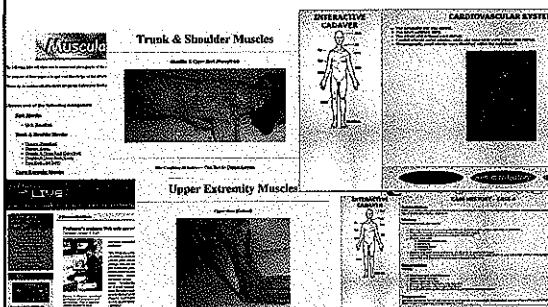
- **Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.**

Blended Solution #4. Online Portals & Resources (Civil Rights Digital Library and Amistad, history, science, literature, etc.)



USING THE VALLEY PROJECT
Click here for resources on using the Valley Project.

Blended Solution #5. Online Self-Testing (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)




Problem Situation #5: Student Learning Control

- **Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.**

Blended Solution #6: Student Podcast (in schools—kids have power!)

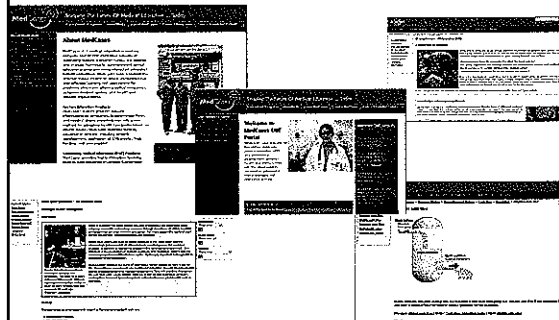
"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."
"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)



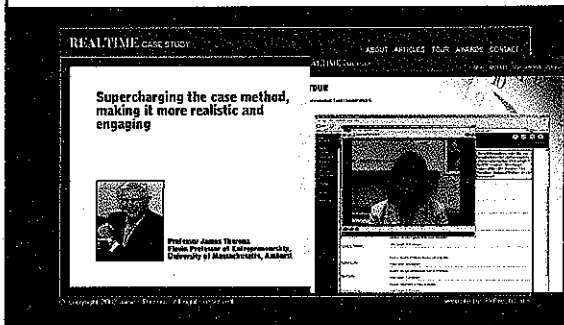
**Problem Situation #6:
Preparedness for the Profession**

- **Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.**

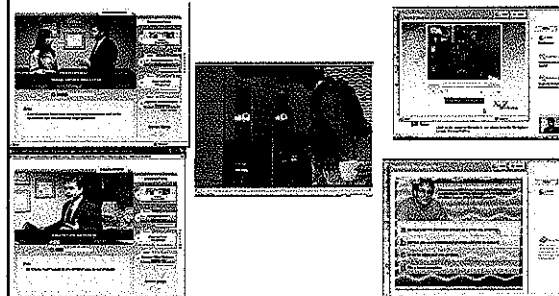
Blended Solution #7. Community of Learners: Medical and Business Cases Online (problems, solutions, etc.)



Blended Solution #8. Real World Problems (PBL online): Real-time Cases



**Blended Solution #9.
Video Scenario Learning
(Option 6, Bloomington, IN)**

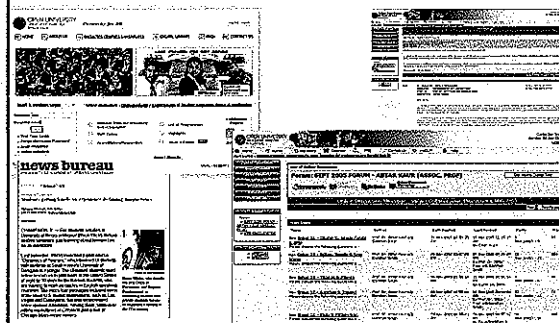


**Problem Situation #7:
Collaborative Skill Deficit**

- **Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.**

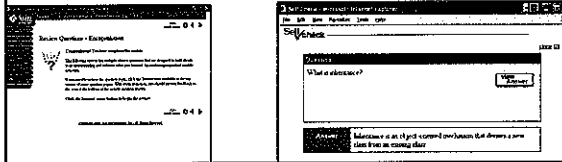


**Blended Solution #10. Cross-Class Collab
(Indiana University and Open U of Malaysia; Univ of Illinois Tourism class)**

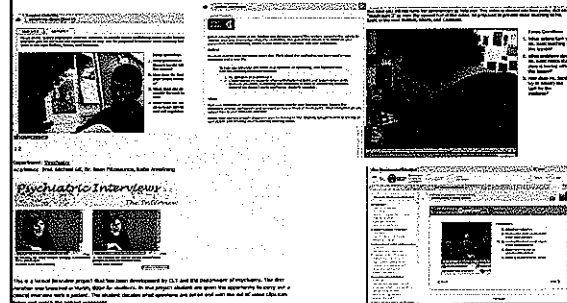


**Problem Situation #8:
Student Reflections and Connections**

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.



Blended Solution #11. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)



**Blended Solution #12.
Workplace and Field Reflections**

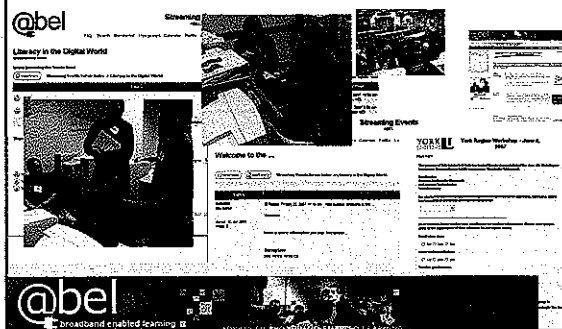
1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts



**Problem Situation #9:
Learning Community**

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #13. Combining Live and Online Experiences in Teacher Training



**Problem Situation #10:
Need to Visualize Content**

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.



Blended Solution #14. Flash, 3-D Visualization, & Laboratory Software

Blended Solution #15. Visual Resources (e.g., Periodic Table of Visualization; Visual Thesaurus
<http://www.visualthesaurus.com/>; http://www.visual-literacy.org/periodic_table/periodic_table.html)

A PERIODIC TABLE OF VISUALIZATION METHODS

Blended Solution #16. Electronic Cameras and Maps (e.g., Google Earth/Maps)

Blended Solution #17. Vodcast for Medical Training
 (e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training,"
By Eric Fettes, Herald Writer, Everett, WA, Sept 25, 2006)

Blended Solution #18. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

Blended Solution #19. Scanned Original Works (e.g., Turning The Pages, British Library)

**Problem Situation #11:
Need for Hands-On Learning**

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

**Blended Solution #20.
Educational Simulations**
(Medical Traumas from TD Magazine, August 2006)

**Blended Solution #21. Video Supported
Language Learning (e.g., ECPod)**

**Blended Solution #22. Demonstration Videos
with Commenting (e.g., Viddler)**

**Problem Situation #12:
Preference for Auditory Learning**

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

**Blended Solution #23.
Basic Acoustics of Musical Instruments**
2005 MERLOT Classics Award

**Problem Situation #13:
Lack of Instructor Presence**

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

Blended Solution #24. Breeze in Higher Education

Implications and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

99 seconds: What have you learned so far?

- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.

Part II. Addressing Learning Styles

Why Address Learning Styles?

- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation

Poll 2: Which learning style do you prefer?

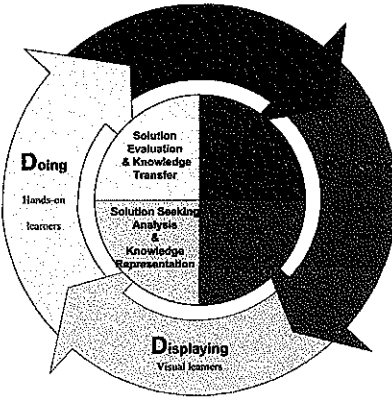
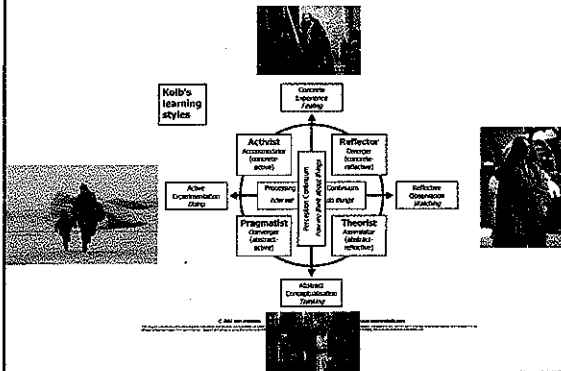
- a. Read (Auditory and Verbal Learners)
- b. Reflect (Reflective Learners)
- c. Display (Visual Learners)
- d. Do (Tactile, Kinesthetic, Exploratory Learners)



VARK learning styles (Fleming & Mills (1992a, 1992b). Four types of learners and learning styles

- 1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).
- 2. Auditory learners prefer to hearing directions, lectures, or verbal information.
- 3. Reading and writing learners prefer text passages, words, and written explanations.
- 4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.

The Blending of Learning Styles

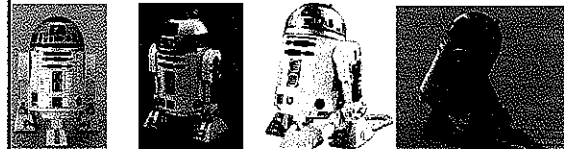


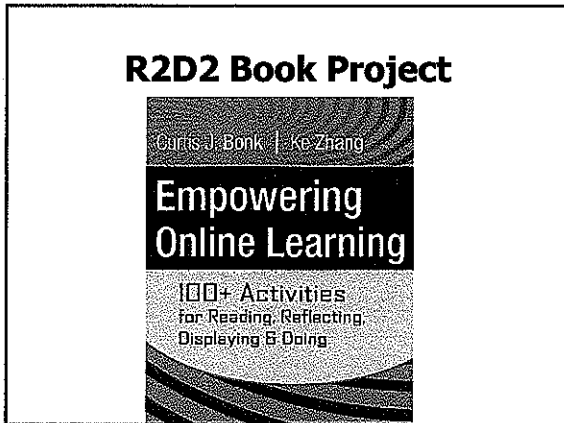
Dean of IU School of Education



The R2D2 Method

- 1. Read (Auditory and Verbal Learners)
- 2. Reflect (Reflective Learners)
- 3. Display (Visual Learners)
- 4. Do (Tactile, Kinesthetic, Exploratory Learners)





1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

Read 1a. Course Announcements (e.g., Teaching with Twitter)



Read 1b. Podcast for Language Learning (ChinesePod—learn Mandarin)

Read 1b. Podcast for Language Learning (EnglishPod—learn Mandarin)

FrenchPod

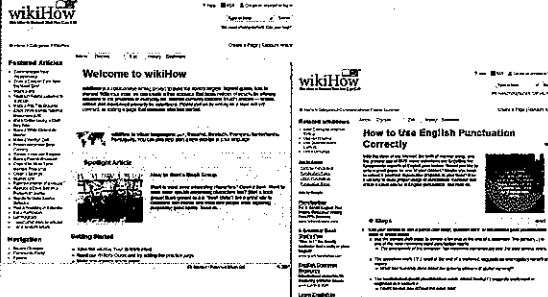
Read 1c. Educational Applications of Podcasting (Essex, 2006, Leftwich, 2007)

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





Read 1d. Wiki Steps on How to do Something: WikiHow

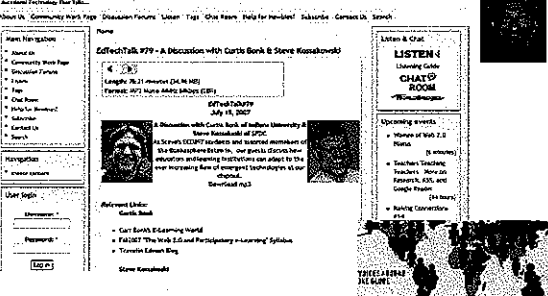
<http://www.wikihow.com/>



Read 1e. Indexing Sounds in Cities with Google Maps

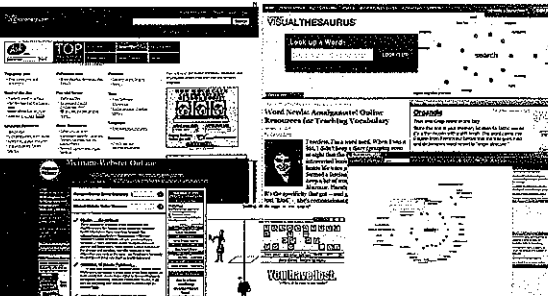


Read 1f. Podcasts for Peace (Jeff Lebow, World Bridges and EdTechTalk)

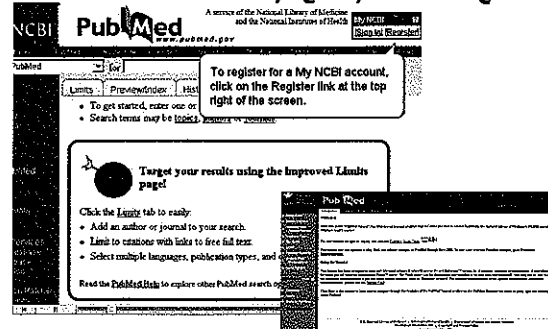


Read 1g. Referenceware and Terminology Exercises Online (e.g., Websters, Visual Thesaurus)

<http://www.visualthesaurus.com/>
(\$2.95/month; \$19.95/year)

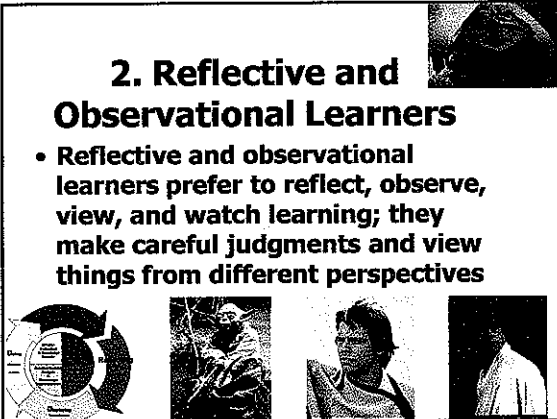


Read 1h. Online Tutorials, Help, Announcements, Q&A, and FAQs




2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

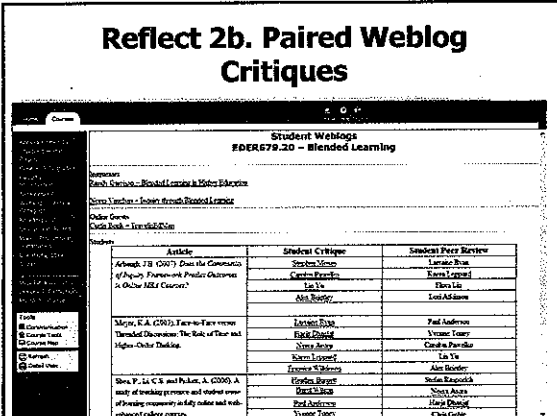


Reflect 2a. ORL or Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

- 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.

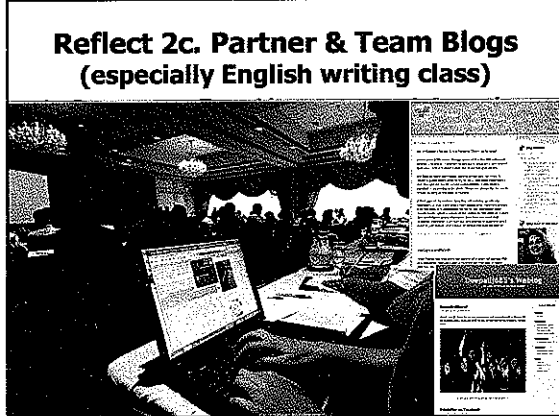


Reflect 2b. Paired Weblog Critiques

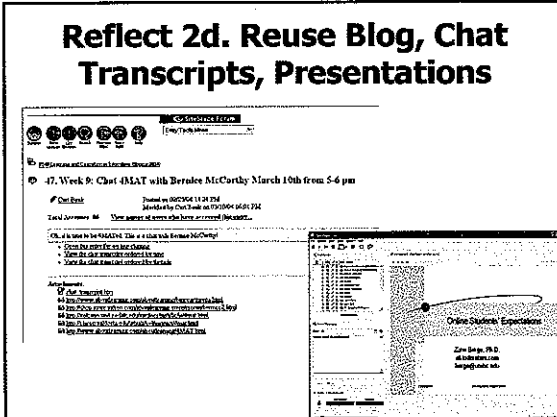


Article	Student Critique	Student Peer Review
Adriana, J.B. (2007). Does the Generation of Aquatic Plants and Animals Outcomes in Other AER Courses?	Stephen Simon Carmen Parada Eli Ye Alex Roney	Laraine Burt Karin Lopez Eli Ye Lori Adams
Meyer, K.A. (2007). Face-to-Face versus Blended Discussion: The Role of Their and Higher-Order Thinking	Laraine Burt Eli Ye Ying Anne Karin Lopez Alex Roney	Paul Anderson Karin Lopez Cynthia Parada Eli Ye Alex Roney
Shin, P., A.C. & Pukart, A. (2005). A study of teaching presence and student perceptions of teaching responsibility in fully online and web-enhanced college courses	Paul Anderson Eli Ye Ying Anne	Steph Adams Karin Lopez Hany Elmaghrabi Eli Ye

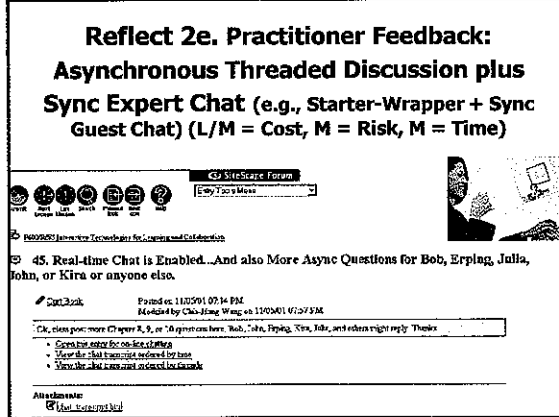
Reflect 2c. Partner & Team Blogs (especially English writing class)



Reflect 2d. Reuse Blog, Chat Transcripts, Presentations



Reflect 2e. Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)



Half-Way...Brief Intermission Please Share Best Idea so far with neighbor

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

Display 3a. Pubcasts! (videos of scientific papers and science)

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee <http://www.scivee.tv/>

Display 3b. OpenCourseWare Video BROWSER (New Ways to Find Lectures)

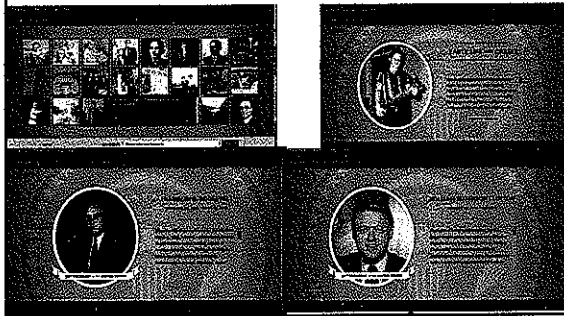
Display 3c. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- 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.

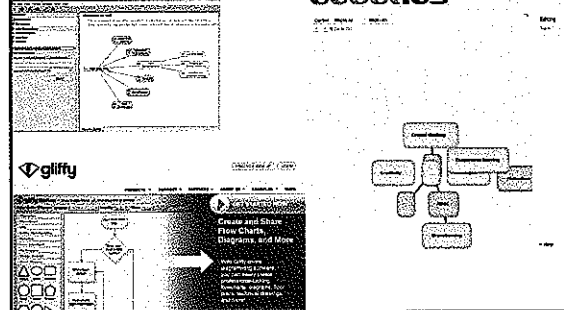
Display 3d. Map Mash-ups

(e.g., Shakespeare's Global Globe; PopSci, June 13, 2008, Michael Behar
GOOGLE EARTH ENVIRONMENT GUIDE THE FREE SOFTWARE FROM GOOGLE
GIVES SCIENTISTS A NEW WORLD VIEW)

Display 3e. Online Timelines (US Presidents)



Display 3f. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)

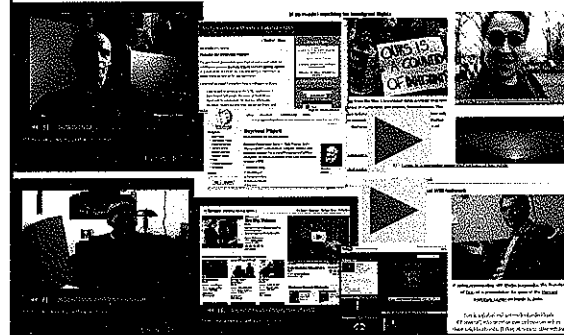


Display 3g. Historical Documents discoverbabylon.org

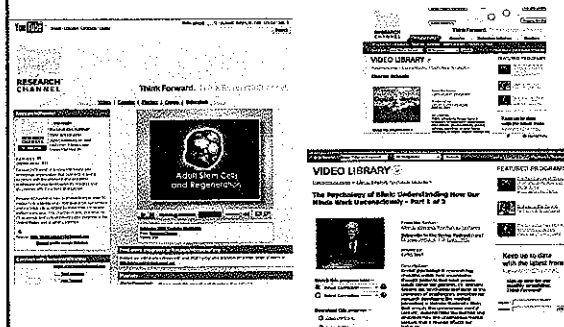
- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Iron Age empire of Assyria...offers three-dimensional walk-throughs of sites in the Valley of the Kings.



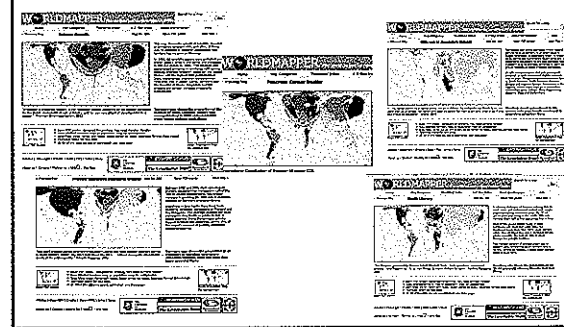
Display 3h. Vlogging (Video Blogging) e.g., Andy Calvin's Waste of Bandwidth Michael L. Wesch, Kansas State, The Machine is Using Us



Display 3i. Online Research Channels (Research Channel, UChannel)



Display 3j. World Trends and Indices (e.g. Worldmapper)



Display 3k. Cluster Maps (who is reading your blog or using your product); Blog of Will Richardson, famous K-12 blogger (left) and Learning Theories Book of Michael Orey, Univ of Georgia (right)

Networks of Learning
Should schools promote online networking?
Will Richardson, author of 'The Power of Learning Theories' and 'The Power of Learning Theories: A Book of Learning Theories'.

Display 3L. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

Display 3m. Broadcast Surgeries

Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

Duana Stevens
CSIRO ICT Centre &
Department of Computer Science, Australian National University
GPO Box 664, Canberra, Australia, 2601
duana.stevens@csiro.au

Display 3n. Videostreamed Conference Presentations

US - China Virtual Symposium

Building Virtual Global Communities
November 19th - April 20th, 2008

Display 3o. Animations Online

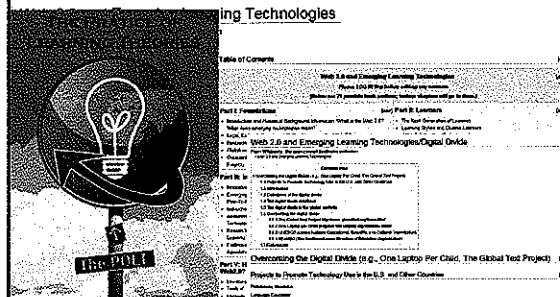
Display 3p. Human Embryology Animations (Valerie O'Loughlin, Indiana University)

4. Tactile/Kinesthetic Learners

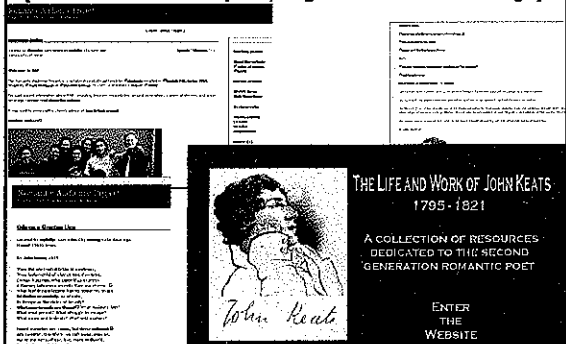
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



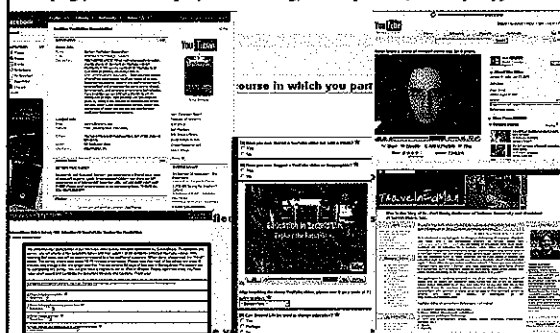
Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))



Do 4b. Wiki: Romantic Poetry Project (Professor Mike Phillipson, English at Bowdoin College)



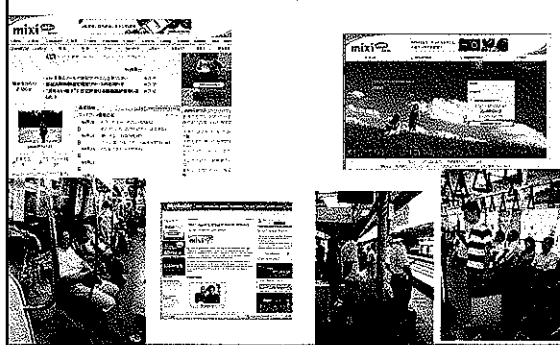
Do 4c. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)



Do 4d. Virtual Worlds/Virtual Reality/MMOG Wednesday, August 30, 2006 Harvard Law School (Charles & Rebecca Nesson) Chronicle of Higher Ed (open to the public) http://chronicle.com/daily/2006/08/2006083001t.htm



Do 4e. Mobile Learning and Social Networking (e.g., Mixi, Yayoi Anzai, Professor Japan)



Do 4f. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

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

The material is based upon work supported by the National Science Foundation under Grant No. 9951111, 0326346.

Do 4g. Syllabus, Glossary, etc. in wiki: Students sign up for tasks (Ron Owston, York University)

Do 4h. Cool Resource Provider (Bonk, 2004) Capture and Videostream Lectures (e.g., Apresso CourseCaster)

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.

Do 4h. Multi-Technology Tasks (e.g., Second Life, Blogging, and Photo Posting) Stephen Mandelbrot


Do 4I. Virtual Crime Scene: Explore Murder Evidence (Arjuna Multimedia, Bloomington, IN)

Do 4J. Student Produced Video

In the year since its invention, the Flip has taken 13 percent of the camcorder market, according to its maker, Pure Digital. Its size and simplicity mean it can go where most camcorders can't.

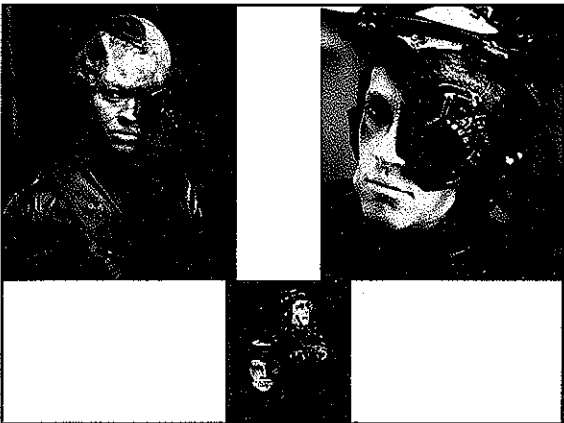
Next up: The MATRIX!!!!!!!!!!!!

- **Mobile**
- **Auditory**
- **Thought-stimulating**
- **Reflective/Real-World**
- **vIsually Interactive**
- **eXtremely Hands-on**

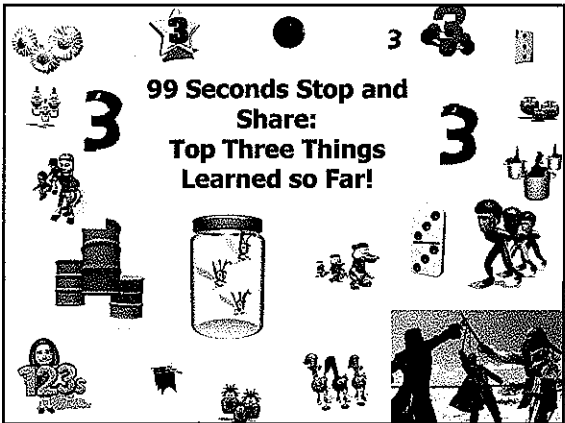


What can we say about the Read-Reflect-Display-Do Model then???

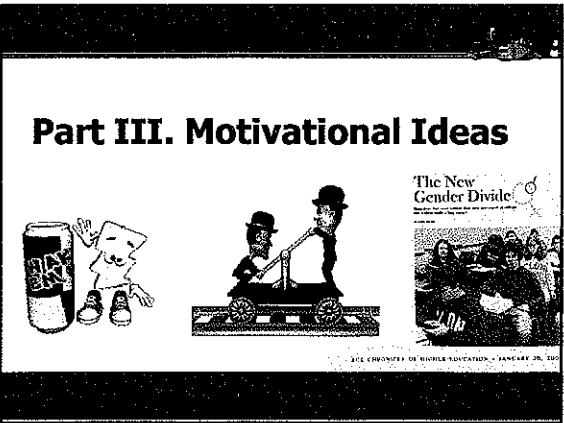
- **It is everywhere!!!!!!!!!!!!**
- **Resistance is futile!!!!!!!!!!!!**



99 Seconds Stop and Share: Top Three Things Learned so Far!



Part III. Motivational Ideas



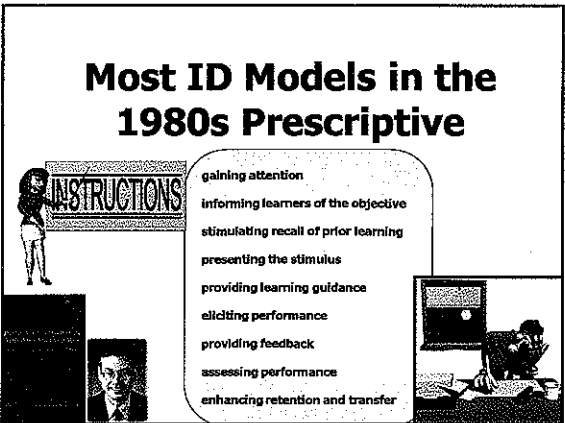
The New Gender Divide

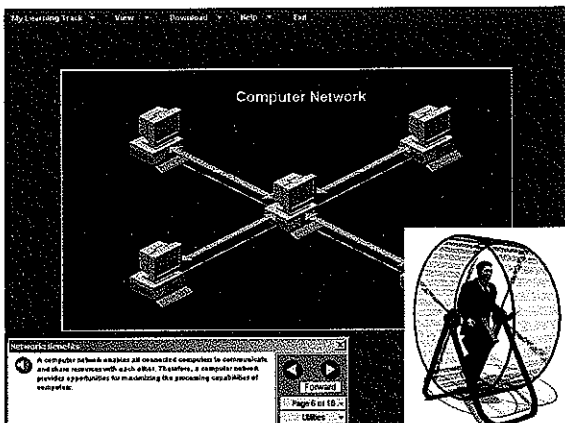
AGE ENTRIES OF HIGH EDUCATION, JANUARY 20, 200

Most ID Models in the 1980s Prescriptive

INSTRUCTIONS

- gaining attention
- informing learners of the objective
- stimulating recall of prior learning
- presenting the stimulus
- providing learning guidance
- eliciting performance
- providing feedback
- assessing performance
- enhancing retention and transfer






Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)



Ok, Million Dollar Question: How do you motivate online learners?

I even reflected on this for a moment...I thought about the people I met


A Theory of Critical Inquiry in Online Distance Educ

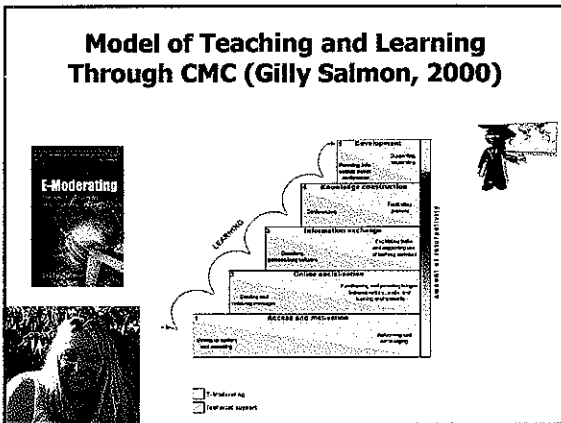
Randy Garrison, Terry Anderson, & Walter Archer
2003, Handbook of Distance Education, Moore & Anderson (Eds.)
garrison@ucalgary.ca; terrya@athabascau.ca

Factors in Creating any Community (Rick Schwier)

- (1) membership/identity
- (2) influence
- (3) fulfill of indiv needs/rewards
- (4) shared events & emotional connections

(McMillan & Chavis, 1986).
History, stories, expression, identity, participation, respect, autonomy, celebration, team building, shape group, Rick Schwier, 1999; University of Saskatchewan, richard.schwier@usask.ca





- ### TEC-VARIETY Model for Online Motivation and Retention
1. **Tone/Climate:** Psych Safety, Comfort, Belonging
 2. **Encouragement, Feedback:** Responsive, Supports
 3. **Curiosity:** Fun, Fantasy, Control
 - ...
 4. **Variety:** Novelty, Intrigue, Unknowns
 5. **Autonomy:** Choice: Flexibility, Opportunities
 6. **Relevance:** Meaningful, Authentic, Interesting
 7. **Interactive:** Collaborative, Team-Based, Community
 8. **Engagement:** Effort, Involvement, Excitement
 9. **Tension:** Challenge, Dissonance, Controversy
 10. **Yields Products:** Goal Driven, Products, Success, Ownership

Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)
See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.

- ### 1. Tone/Climate:
- A. Coffee House Expectations**
 1. Have everyone post 2-3 course expectations
 2. Instructor summarizes and comments on how they might be met
 - B. Public Commitments:** Have students share how they will fit the coursework into their busy schedules

- ### 1. Tone/Climate: Social Ice Breakers
- C. Eight Nouns Activity**
 1. Have everyone post 8 nouns that represent them.
 2. Comment on nouns of 1-3 peers might be met
 - D. Favorite Websites**
 1. Everyone posts 1-2 of their favorite medical Websites and explain why.
 2. Peers comment on or rate them.

1. Tone/Climate: E. Video Course Intros

(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

2. Encouragement, Feedback, etc.:
A. Instructor Presentation in Synchronous Sessions
 (Breeze, Elluminate, WebEx, etc.)

3. Curiosity, Fun:
A. Exploration and Demonstration:
Virtual Tours and Timelines (HyperHistory)
<http://simile.mit.edu/timeline/>

3. Curiosity, Fun:
B. Virtual Field Trips

With virtual field trips, students can have a personal tour of Hawaii Volcanoes National Park.

4. Variety, Novelty:
A. Video Streamed Lectures & Expert Commenting

5. Autonomy, Choice: A. 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.)

5. Autonomy, Choice:
B. Volunteer Technology Demos (Bank, 1996)

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

5. Autonomy, Choice:
C. Clickers; Innovation is but one click away...

Iclicker
 A two-way RF polling system

Interactive tech transforms the cl

5. Autonomy, Choice:
D. Multiple Topic Forums or Task Options

- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

6. Relevance, Meaningfulness: A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch

Connected (Part 1/2) from Abilene Christian Univ: <http://www.youtube.com/watch?v=Tr8H-tp0thU>

Mobile
 A new way to take your news with you on the iPhone and iPod touch

6. Relevance, Meaningfulness:
B. 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

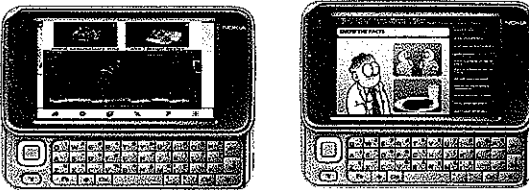
6. Relevance, Meaningfulness: C. Real Explorer or Teacher Interaction
Jean Pennycook (Geographical blogging)

Jean Pennycook


Press Release

6. Relevance, Meaningfulness: C. Reflection on Online Contents: The Carlyle Letters Exploring Victorian World Through Letters and The Diary of Samuel Pepys, John Evelyn

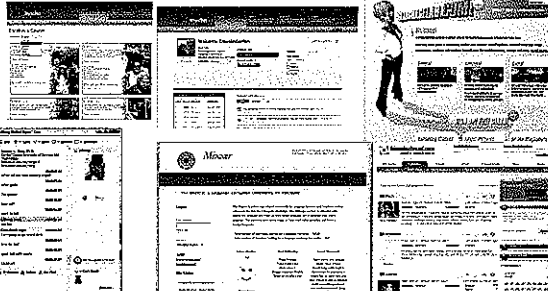
**6. Relevance, Meaningfulness:
D. Mobile Health and Medical Education**
(Courtesy of Paul Kim, Stanford University)




**6. Relevance, Meaningfulness:
E. Online Professional Development (e.g.,
STARLINK, www.starlinktraining.org)**



**7. Interactive, Collaborative:
A. Online Language Learning**
(Mixer, Livemocha, Friends Abroad)



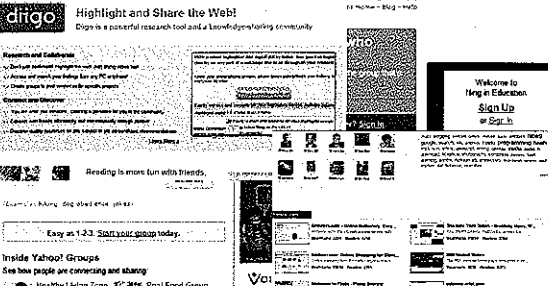
**7. Interactive, Collaborative:
B. Discussion: Starter-
Wrapper** (Hara, Bonk, & Angeli, 2000)



1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).


C. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)
Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

**7. Interactive, Collaborative:
D. Google Docs, Ning, Google Groups,
MSN Groups, Yahoo Groups, Diigo, etc.**




**7. Interactive, Collaborative:
E. Online Peer Mentoring Sessions**

1. Have students sign up online for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class or online.
3. Debrief on how it went.

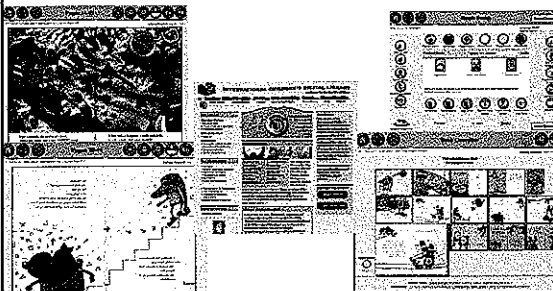


7. Interactive, Collaborative: F. Human Graph

- **Class lines up: (1-5)**
- 1 = Strongly agree,
- 3 = neutral,
- 5 = strongly disagree
- e.g., this workshop is great!
- 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).

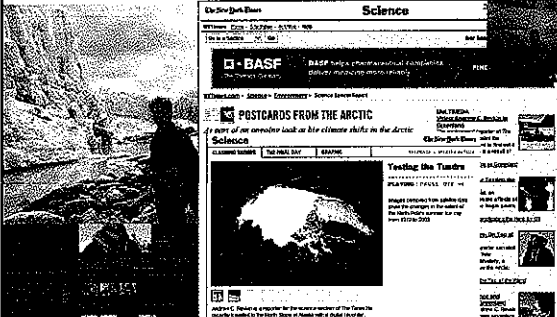


7. Interactive, Collaborative: G. International Children's Digital Library (ICDL) project (Univ. of Maryland, *Black Beauty*, *Aesop's Fables*, *Little Red Riding Hood*, *Grimm's Fairy Tales*, *Robinson Crusoe*, and *Mother Goose*.)



8. Engagement, Effort: A. Adventure Blogging

(Ben Saunders, Mark Fennell, Andrew Revkin)




8. Engagement, Effort: B. Just-In-Time Syllabus

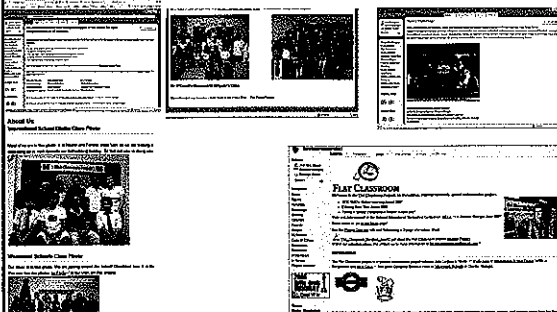
(Raman, Shackelford, & Sosin) <http://ecedweb.unomaha.edu/its.htm>
<http://ecedweb.unomaha.edu/its.htm>

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)

e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.

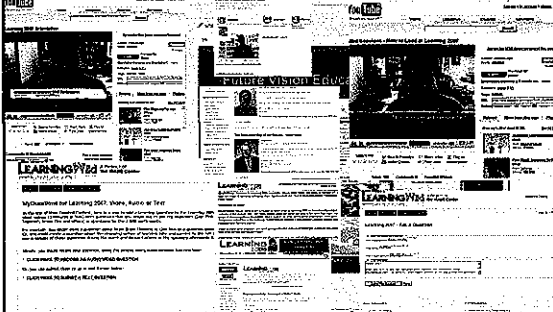


8. Engagement, Effort: C. Flat Classroom Projects!!! (combine blogs, videoconferencing, chat, async discussion, etc.)



8. Engagement, Effort: D. Interactive Online Conferences

<http://itunes.stanford.edu/>



9. Tension, Challenge, etc.:

A. Online Role Play of Famous People, Mock Trial, Debates, etc.

- Enroll famous people in your course
- Students assume voice of that person for one or more sessions

24.3. I am so wise, so listen. Aristotle 11/25/03 05:49 PM

74.5. He ain't heavy - he's my brother. Mother Theresa 04/22/04 11:14

6. HAPPY ARBOR DAY Jane Goodall 04/23/04 12:46 PM

I hope that everyone has been feeling wonderful today.

9. Tension, Challenge, etc.:

B. Electronic Guests & Mentoring

(Simon Fraser University News: <http://www.sfu.ca/media/pris/news/2001/Sept8/hightech.html>)

10. Yields Products, Goals:

A. Produce a Podcast

JapanesePod, Arabic online, etc.

10. Yields Products, Goals:

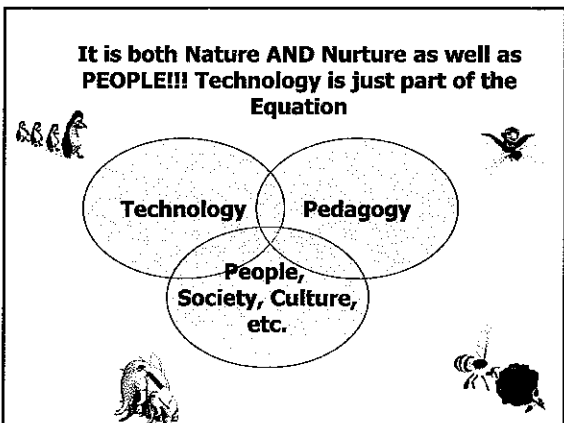
B. Produce a YouTube Video

10. Yields Products, Goals:

C. Online Portfolios or Galleries (Flickr, Omnium)

10. Yields Products, Goals:

D. Film Festivals and Competitions



Poll #3: How many ideas did you get from this workshop so far?

- a. None—you are an idiot.
- b. 1 (and it is a lonely #).
- c. 2 (it can be as bad as one).
- d. 3-5
- e. 6-10
- f. Higher than I can count!

**Try Blended Learning
Try the R2D2 Method!!!
Try TEC-VARIETY!!!**

Sample papers at: <http://www.publicationshare.com/>
Archived talks at: <http://www.trainingshare.com/>

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____

Blended Learning
Experience. The difference.

The Handbook of Blended Learning
The Handbook of Blended Learning
The Handbook of Blended Learning