
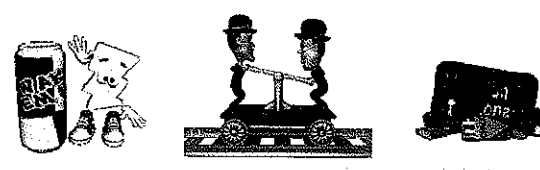
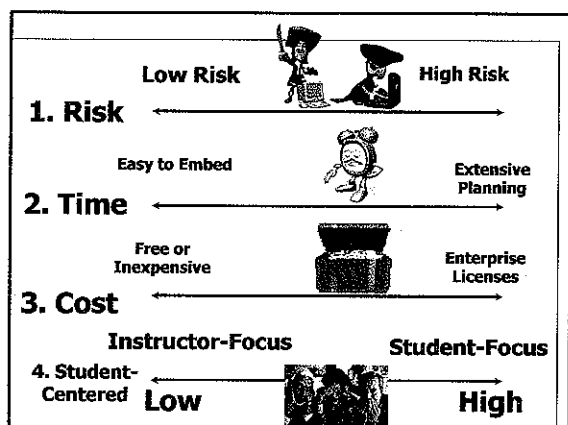


**Part 2 (Micro View).
Creatively Engaging Online Students:
Models and Activities**


Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
<http://php.indiana.edu/~cjbbonk>,
cjbbonk@indiana.edu



**Part I: Some Online
Motivational Ideas**


**We are not motivating students with
the technologies that they love**



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.



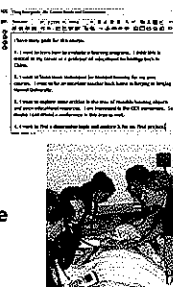
**TEC-VARIETY Model for
Online Motivation and Retention**

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

1. Tone/Climate: Social Ice Breakers


A. Public Commitments:
 Have students share how they will fit the coursework into their busy schedules

B. Favorite Websites
 1. Everyone posts 1-2 of their favorite Websites and explain why.
 2. Peers comment on or rate them.



1. Tone/Climate: C. Video Course Intros


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



2. Encouragement, Feedback, etc.:

A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)


Upper Extremity Muscles



Which of the following are ANTONYMS for the word MAXIMUM?

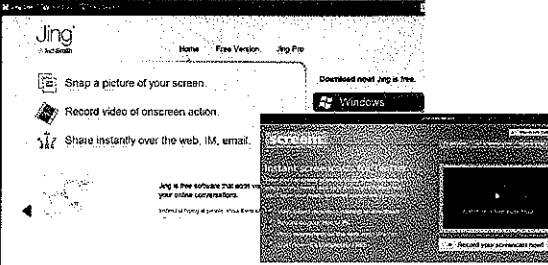
- A. clear, understandable, fathomable, bright
- B. non-player, joyful person
- C. certain, withhold, keep, hold
- D. make happy, cheer, assess, please
- E. smaller, least, minimum, lesser

A B C D E



2. Encouragement, Feedback, etc.:

B. Tutorials with Screen Capture (e.g., Jing, Screen)




3. Curiosity, Fun:

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



3. Curiosity, Fun:

B. Online News (Giant jellyfish, Tiny T. rex, and Ardi)



4. Variety, Novelty: A. Cool Resource Provider

- 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.

PS40 Cool Resource Provider and Moderator Sign Up Sheet

If multiple people are working with this form (classroom) it is possible to create multiple sheets, using the link below to create your own. Make sure you are working with the latest version of the sign-up sheet by refreshing your browser window before you enter your name. Just click the Update button.


Introduction:

Please post your name in this box for the ODE WCCU chat you want to be the moderator. Only complete one box (either for K-12 or Adult Learning, NOT both).

When completed, please click the green Update button before exiting the system.


Work:

K-12 Educational Learning	Adult Educational Learning
1. Introduction to the Study of Learning	
2. Introduction	
3. Social Learning Theory	




4. Variety, Novelty: B. Volunteer Technology Demos

- 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




4. Variety, Novelty: C. Adding voice to email, docs (Yack Pack, VoiceThread)




4. Variety, Novelty: D. Free Text Chats (Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.

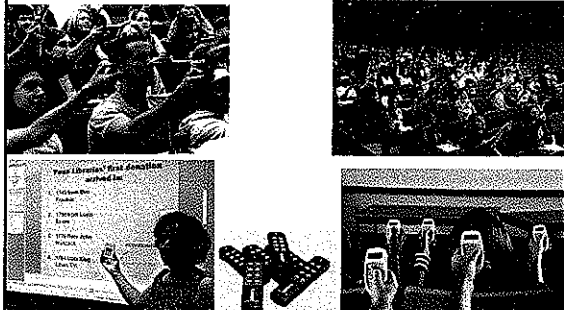


5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)

(links to text, soundtracks, video clips, etc.)



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



5. Autonomy, Choice: C. Famous Person Homepage Explorations (e.g., Thomas Friedman, NY Times reporter)

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

6. Relevance, Meaningfulness: B. 60 Second Recap <http://www.60secondrecap.com/> Actress to students: Lend me your earbuds! English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009

7. Interactive, Collaborative: A. Online Language Learning (ECpod, Mixxer, Livemocha, Babbel, KanTalk)

7. Interactive, Collaborative: B. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo)

Ning in Education

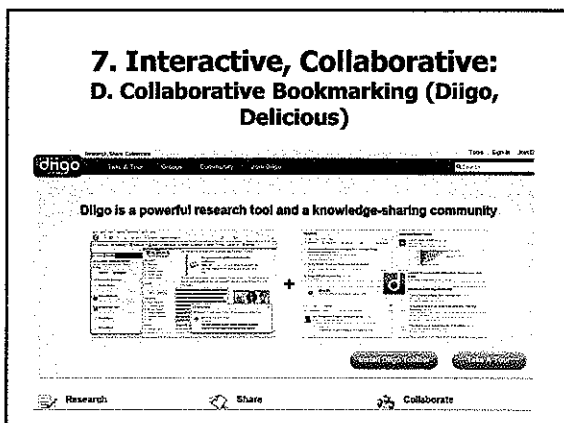
7. Interactive, Collaborative: C. Collaborative Documents (Google Docs)

Google docs

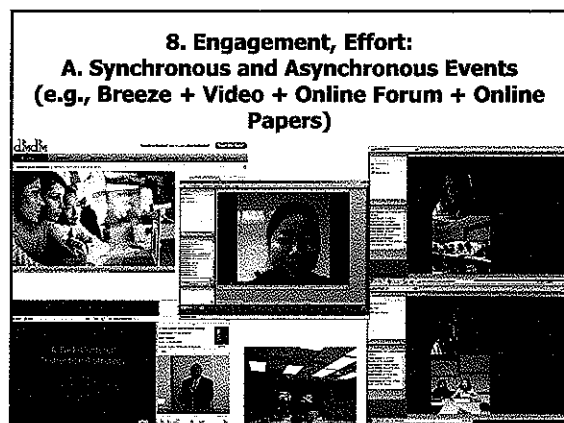
Create and share your work online

- Upload files and save to your desktop
- Edit anytime, from anywhere
- Pick who can access your documents
- Slides changes in real time
- Files are saved securely online
- It's free!
- JAMA and IBM/Exocortex

**7. Interactive, Collaborative:
D. Collaborative Bookmarking (Diigo, Delicious)**

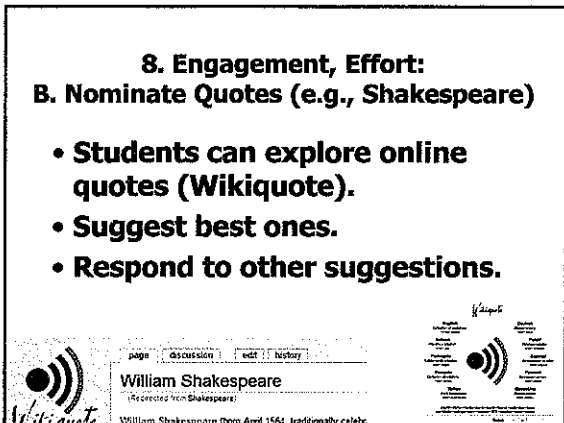


**8. Engagement, Effort:
A. Synchronous and Asynchronous Events
(e.g., Breeze + Video + Online Forum + Online Papers)**



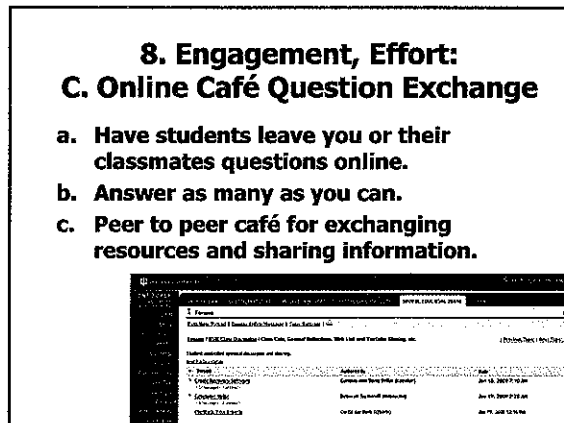
**8. Engagement, Effort:
B. Nominate Quotes (e.g., Shakespeare)**

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.



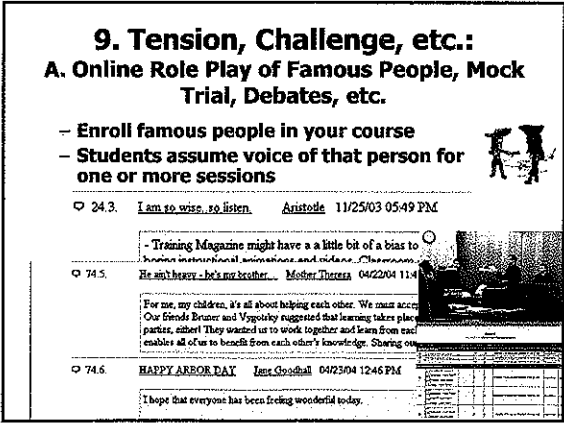
**8. Engagement, Effort:
C. Online Café Question Exchange**

- Have students leave you or their classmates questions online.
- Answer as many as you can.
- Peer to peer café for exchanging resources and sharing information.



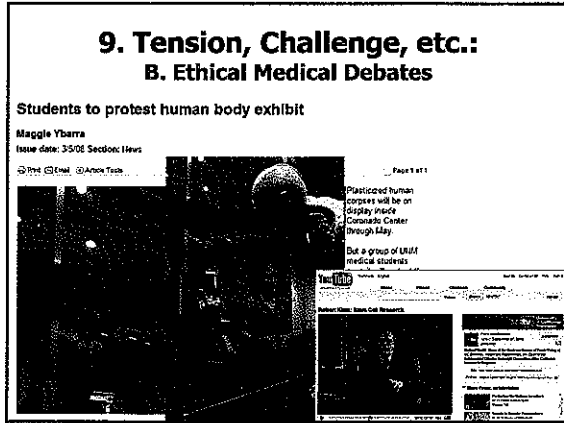
**9. Tension, Challenge, etc.:
A. Online Role Play of Famous People, Mock Trial, Debates, etc.**

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



**9. Tension, Challenge, etc.:
B. Ethical Medical Debates**

Students to protest human body exhibit



10. Yields Products, Goals:
A. Movie Festivals, Concept Maps, Video Papers, Virtual Timelines, Digital Movies

Educational Uses of Digital Storytelling

Flip Mino
 MSRP \$179.99

Sleek and Fun

CAMPUS MOVIEFEST

10. Yields Products, Goals:
B. Video Blogs

- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.

Part II: Addressing Learning Styles

The R2D2 Model

Empowering Online Learning
 100+ Activities for Reading, Reflecting, Displaying & Doing

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. Publishing in Open Access Journals (e.g., PLOS)

The International Review of Research in Open and Distance Learning
A refereed journal to advance research, theory and best practice in open and distance learning worldwide

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

Read 1c. Podcast Paper Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

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

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

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. Blogs Uses

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

Reflect 2b. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.



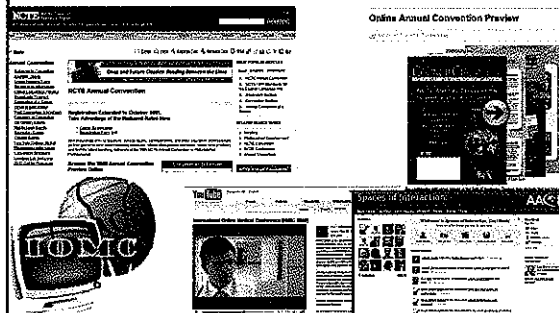
Reflect 2c. Critical Friend Blog Postings



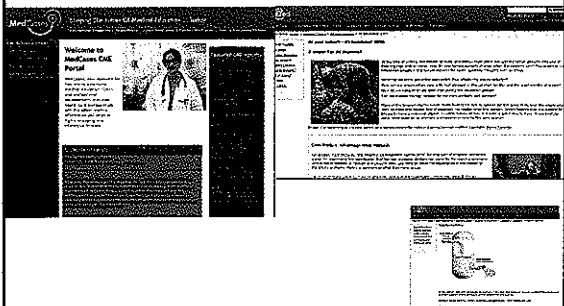
Reflect 2d. Expert and Domain Specific Blogs (English Teacher Blogs)



Reflect 2e. Watch or Listen to Online Conferences



Reflect 2f. Analyze Online Cases (problems, solutions, etc.)



Reflect 2g. Reuse Blog, Chat Transcripts, Interviews, Presentations

- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.



Reflect 2h. Wikibook Critique

- Ask students to critique a wikibook or page from Wikipedia

The screenshot shows a web browser window with the URL 'http://www.wow-wiki.org/wiki/Preliminary_Work:_Critiques_of_Learning_Theories_Wikibook_(COLT-W)'. The page content includes a title '6. Preliminary Work: Critiques of Learning Theories Wikibook (COLT-W)' and a paragraph of text starting with 'These critiques are collaborative efforts of graduate students from Indiana University at Bloomington and University of Houston at Clear Lake...'. The left sidebar contains navigation links such as 'Home', 'About WOW', 'Contact Us', 'Privacy Policy', 'Terms of Use', 'Help', 'Feedback', 'Site Map', and 'Helping Long 88'.

3. Visual Learners

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

The collage features three distinct visual elements: a circular flowchart with arrows indicating a process, a globe with various lines and markers, and a close-up photograph of a person's face, likely representing a learner or instructor.

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

The screenshot shows the SciVee website interface. It features a search bar at the top, a navigation menu, and a central video player area. Below the video player, there are search results and a list of video thumbnails.

Display 3b. Anchored Instruction Discussions (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.

The collage consists of several overlapping screenshots of video players from different sources, including CNN Video and YouTube. The videos appear to be news or educational segments related to science or technology.

Display 3c. Follow Online Adventure

Australian adventurer Don McIntyre and teenage circumnavigator Mike Perham to re-enact Capt William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009

The screenshot shows a website for the 'Bounty' open boat voyage. It has a search bar at the top and a main content area with a video player and text. The text describes the adventure of Don McIntyre and Mike Perham re-enacting the 1791 mutiny on the HMS Bounty.

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Glify, Mindmeister, or Mindomo)

The collage shows two screenshots of concept mapping tools. On the left is a screenshot of the Freemind software interface, displaying a hierarchical concept map. On the right is a screenshot of the Bubbl.us website, showing a web-based concept mapping tool with a central node and several connected nodes.

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

The map shows the growth in search for research of various forms from 1994 and 2004. It shows that research is growing in many areas of the world.

In 2004, the research growth was dominated by the United States and the United Kingdom. The United States had the highest number of research papers published in 2004, followed by the United Kingdom. The United Kingdom had the highest number of research papers published in 2004, followed by the United States.

Research is growing in many areas of the world. The United States and the United Kingdom are the leading countries in research. The United States has the highest number of research papers published in 2004, followed by the United Kingdom.

WorldMapper is a mapping service that provides a visual representation of the number of research papers published in various fields. The map shows the growth in search for research of various forms from 1994 and 2004. It shows that research is growing in many areas of the world.

Display 3f. United Nations Opens World Digital Library, April 21, 2009

Chronicle of Higher Ed, <http://www.wdl.org/en/>

The World Digital Library is a project of the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is a digital library of universal access to digitized texts, images, and audio and video resources. The library is available in multiple languages and is accessible to anyone with an internet connection.

Display 3g. Shared Online Video (e.g., Howcast, WonderHowTo, Clip Chef)

Howcast is a website that provides video tutorials for a wide range of topics, from cooking to home improvement. WonderHowTo is a website that provides video tutorials for a wide range of topics, from technology to travel. Clip Chef is a website that provides video tutorials for a wide range of topics, from cooking to home improvement.

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.

The diagram shows a cycle of 'Doing' and 'Thinking'. A person in a white suit is shown in a dynamic pose, suggesting movement and activity. The cycle is represented by a circular arrow pointing from 'Doing' to 'Thinking' and back.

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

Web 2.0 and Emerging Learning Technologies

From Wikibooks, the open-content textbooks collection

The page is titled 'Web 2.0 and Emerging Learning Technologies' and is part of a collection of open-content textbooks. It discusses the impact of Web 2.0 and emerging learning technologies on education. The page includes a table of contents and a list of chapters.

Do 4b. Survey Research and Market Analysis (e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

SurveyShare is a website that provides online survey tools. Mister Poll is a website that provides online survey tools. MicroPoll is a website that provides online survey tools. Zoomerang is a website that provides online survey tools.

**Do 4c. Online Warm-ups Activities
Just-In-Time-Teaching (JiTT)**
<http://webphysics.iupui.edu/jitt/jitt.html>

**Do 4d. Online Performances
Virtual Worlds/Reality/MMOG**
 (e.g., Shakespeare plays reenacted)

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

**Read 1f. Podcasts for students of
pronunciation class
(e.g., Tzu-Su Chen, Taiwan)**

Do 4g. Wiki: Poetry Projects Online

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

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