

## Masterclass Part One: The Flat World Swung Open: How Web Technology Is Revolutionizing Education

**Curtis J. Bonk, Professor, Indiana University**  
President, CourseShare, LLC  
cjbonk@indiana.edu  
<http://php.indiana.edu/~cjbonk>



## September 15, 2010 Timeline of Technology for Teaching, NY Times

<http://www.nytimes.com/interactive/2010/09/15/magazine/classroom-technology.html?ref=magazine>



## Technology of the 1980s



### Radio Shack TRS-80 Model III

Introduced July 1980  
Price: US \$999 base model  
US \$1499 w/ 20K, dual drives.  
CPU: Z80 2.00, 2.00 MHz  
RAM: 4K, 48K max.  
Ports: Cassette tape, expansion, serial  
Display: 12 inch SMD monitor 64 x 16 text  
Storage: 0, 1, or 2 internal 170K floppy drives  
External cassette @ 500 / 1500 baud  
OS: BASIC in ROM, TRS-DOS on disk



## Mark Weiser, Scientific American, 1991, The Computer for the 21st Century

<http://sandbox.xerox.com/want/papers/ubi-sciam-sep91.pdf>

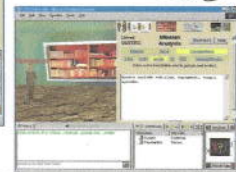
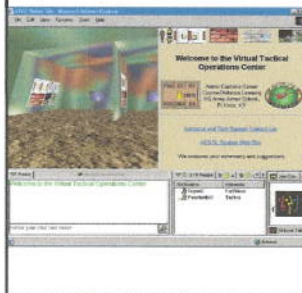


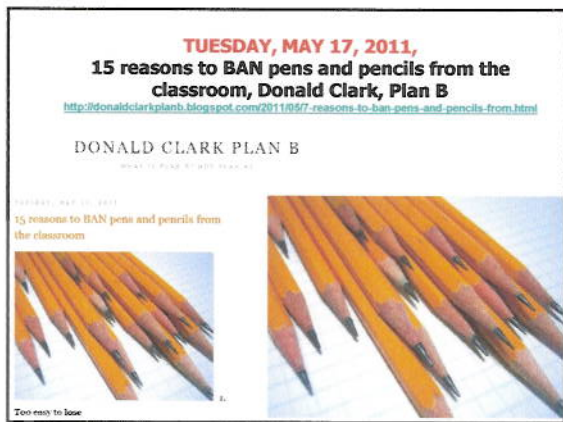
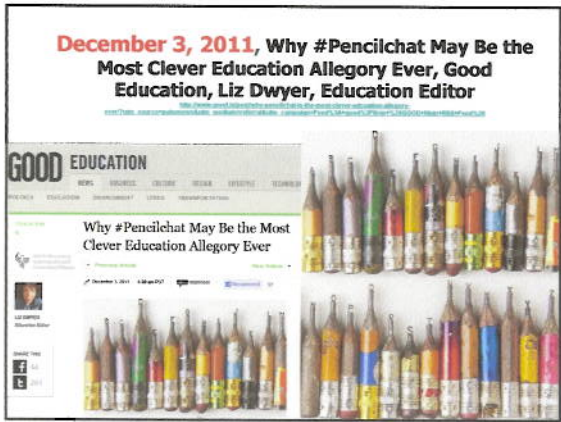
COMPUTER RESEARCHERS suggest the conventional view of the office as the Silicon Valley Research Center. These type jobs are tied to conventional computers that rely on a limited set of screen windows have been built.

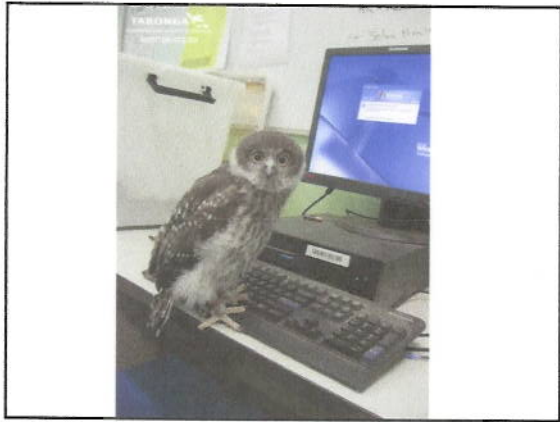
## Let's Reflect Back 10 Years...



## Virtual Tactical Operations Center (VTOC)







## Is the World Flat?

**The World Is Flat**  
 A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY  
 Thomas L. Friedman

**The World Is Flat Broke**  
 A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY  
 Thomas L. Friedman

## Is it spiky?

**WHO'S YOUR CITY?**  
 HOW THE CREATIVE CLASS IS REMAKING AMERICAN CULTURE  
 RICHARD FLORIDA

**THE FLIGHT OF THE CREATIVE CLASS**  
 WHY AMERICA'S BRAINIEST AND MOST CREATIVE PEOPLE ARE LEAVING THE COUNTRY  
 RICHARD FLORIDA

## Or is it Open?

**OPENING UP EDUCATION**  
 The Collective Advancement of Education Through Open Technology, Open Content, and Open Knowledge  
 Edited by Peter Dinkler and M. S. Khan  
 Foreword by Sir Tim Berners-Lee

**OPENING UP EDUCATION**  
 The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge  
 Edited by Peter Dinkler and M. S. Khan  
 Foreword by Sir Tim Berners-Lee

## It is very open!

(May 2011, Norway & June 2011 the Philippines)

 A collage of photos showing people at conferences and events. The photos include individuals speaking at podiums, groups of people standing together, and large audiences in a hall.

## February 21-24, 2011

### Graphic Facilitation, E-Learning and Distance Learning (ELI) Conference in Riyadh (Sir Tim Berners-Lee and Jimmy Wales)

 A collage of photos from the conference in Riyadh. The photos show speakers at podiums, presentations on screens, and people interacting during the event.

## Question: What is the Web?

- An entertainment system?
- A writing aid?
- A communications system?
- A means to handle commercial transaction?
- A social networking device?



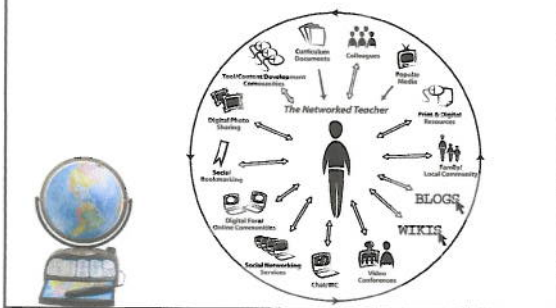
=====

**No, it is a learning tool!**

## Answer: The Web of Learning



## The Web of Learning



## Today we have the Web 2.0



## We are entering a jumping off point...



## I'm an Armchair Indiana Jones...



**Summer 2009**  
**Michael Perham & Zac Sunderland,**  
 (each age 17, youngest person to sail solo around the world..and blog on it, use Skype, YouTube, take videos, post pictures, Minoru Saito, age 75, oldest solo sailor)

Perhaps people learning online are akin to the alien archaeologists in the 2008 movie, *Indiana Jones and the Kingdom of the Crystal Skull*, Indy said, **"Their treasure wasn't gold, it was knowledge. Knowledge was their treasure."**

**Charles Wedemeyer,**  
**University of Wisconsin**

**Some Educational and Psychological Heroes:**  
**John Dewey, Seymour Papert, John Seely Brown, Ivan Illich, Stephen Heppell, Henry Jenkins**

**Our New Heroes are not Theoretical or Psychological**

**Framework #1: WE-ALL-LEARN:**  
**Ten Forces that Opened the Learning World**

- **W**eb Searching in the World of e-Books (i.e., Darwin)
- **E**-Learning and Blended Learning
- **A**vailability of Open Source and Free Software (e.g., Moodle)
- **L**everaged Resources and OpenCourseWare (e.g., MIT)
- **L**earning Object Repositories and Portals (i.e., shared content)
- **L**earner Participation in Open Info Communities (YouTube)
- **E**lectronic Collaboration and Interaction (sync and async)
- **A**lternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)
- **R**eal-Time Mobility and Portability (e.g., iPhone)
- **N**etworks of Personalized Learning (Blogs, RSS)

# Audience Participation!

**1. WE**

**2. ALL**

**3. LEARN!!!**




## Triple Learning Technology Convergence of "WE-ALL-LEARN"



- Pipes:** The availability of tools and infrastructure for learning.
- Pages:** The availability of free educational content and resources (OER—Open Educational Resources).
- Participatory Learning Culture:** A move towards a culture of open access to information, international collaboration, and global sharing.

## Opener #1. Web Searching (e.g., Google, MSN, Yahoo!) in the World of e-Books (i.e., Darwin, Shakespeare, etc.)








## Trend #1. Web Searching in the World of e-Books. What happens then?

**WE**

**ALL**




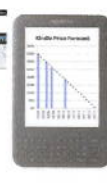
**LEARN!!!**

## E-Book Readers

**January 28, 2011: Amazon: Kindle Books Finally Eclipse Paperbacks, Doug Aamoth**

**March 2, 2011: Why Amazon would be smart to give away the Kindle, March 4, 2011, CNN Tech, Amy Gahrn**

Whether a surge in e-book sales can be sustained and what effect it could have on traditional bookstores remains to be seen.

## Nook Tablet, November 8, 2011, USA Today

<http://www.hispanicbusiness.com/news/2011/11/8/nook-tablet-makes-a-great-first.htm>





**Nook Tablet Makes a Great First Impression**  
Nov. 8, 2011  
Edward C. Ruiz





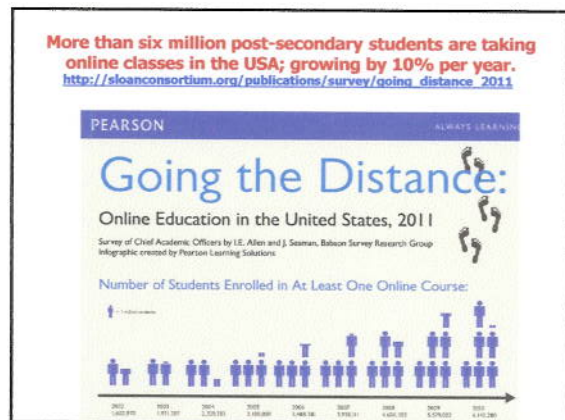
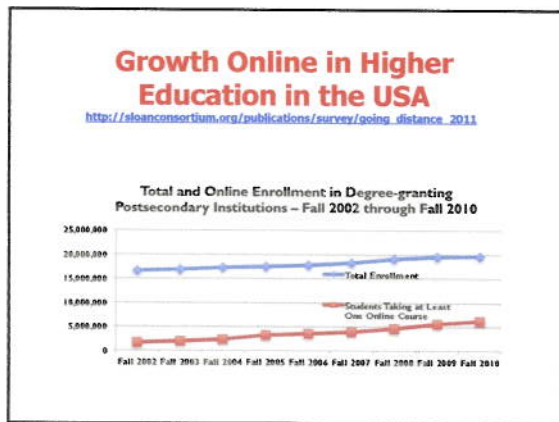

**July 6, 2011**  
**Pocket Dictionaries and Digital Textbook Projects (Korea)**, Husna Haq, In South Korea, all textbooks will be e-books by 2015, Speeding past the US, South Korea will be digitizing reading material in all public schools by 2015. Christian Science Monitor.

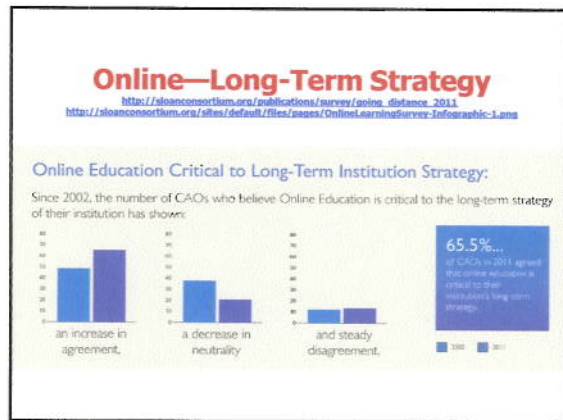
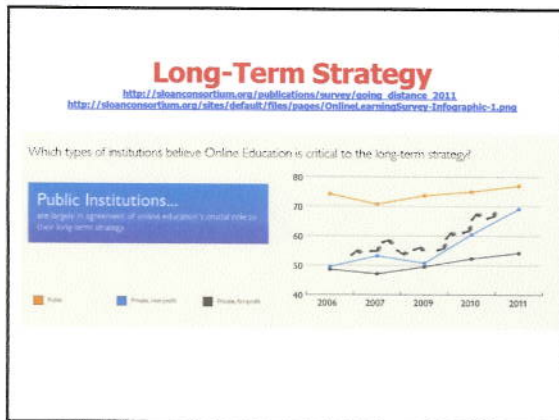
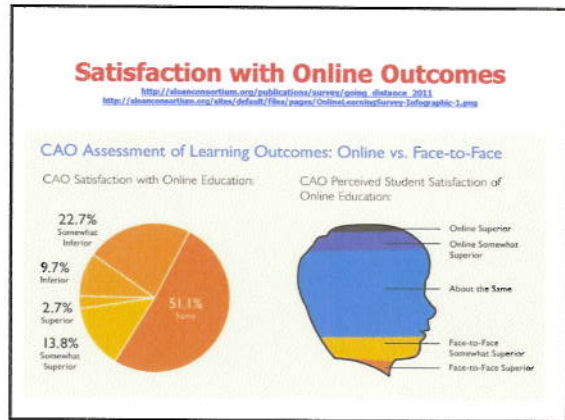
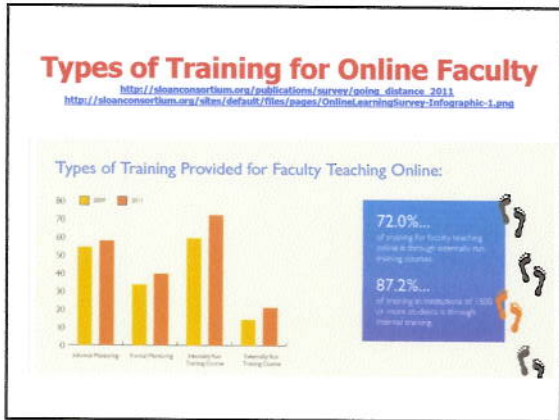
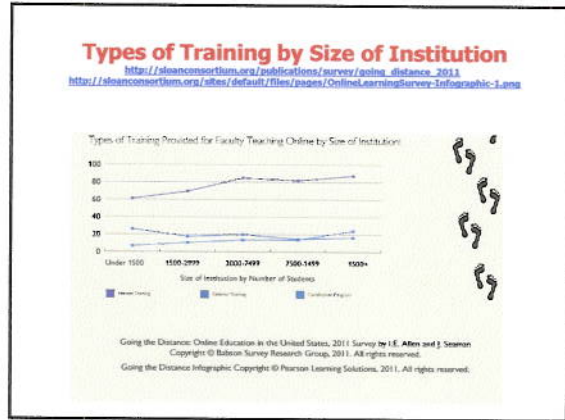
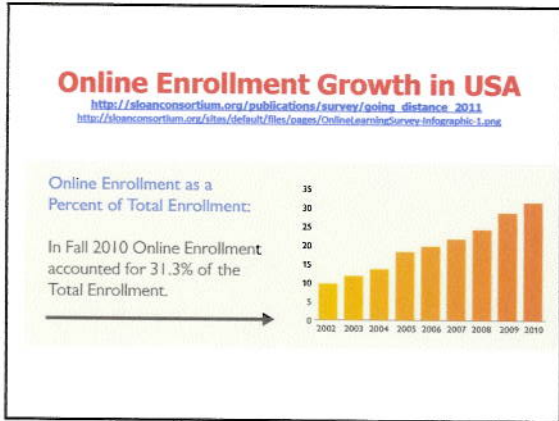
**August 3, 2011**  
**Inkling opens textbooks on the iPad**  
 USA Today, Jefferson Graham, August 3, 2011  
<http://www.usatoday.com/story/technology/2011-08-02/inkling-read-e-textbooks-a-181>  
**Some \$4.5 billion worth of textbooks were sold in 2010, (Assoc. of American Pub). Digital textbooks = 3% of sales in 2011 and growing to 44% by 2017.**

**Inking opens textbooks on the iPad**  
 By Jefferson Graham, USA TODAY

**Worldreader, August 22, 2011**  
**What Makes Ed Tech Successful in the Developing World?, ReadWriteWeb, David Risher**  
[http://www.readtheweb.com/archives/what\\_makes\\_educational\\_technology\\_successful\\_in\\_the\\_world/](http://www.readtheweb.com/archives/what_makes_educational_technology_successful_in_the_world/)  
<http://www.worldreader.org/>

**Opener #2. E-Learning and Blended Learning**







### Who is demanding fully online and blended learning?

### March 11, 2011

#### Those Preparing for Exams and Needing Remediation, Bill Gates, Salmon Khan, NBC Special

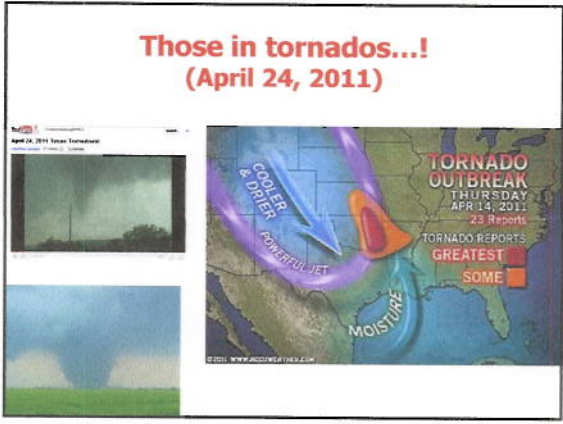
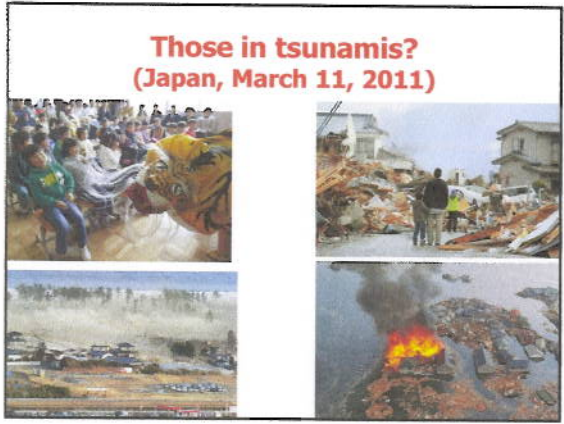
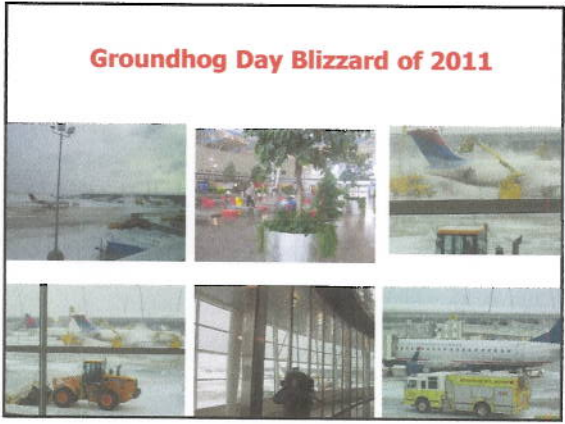
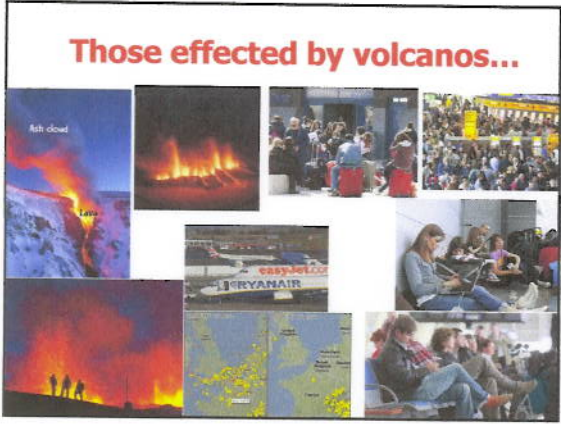
<http://www.msnbc.msn.com/id/21134540/vp=42018991&#42018991>

### E LEARNING

### Those in hurricanes!

### Those where there are diseases and outbreaks...

### Those in earthquakes!



## Why should we be content?

**CONTENTMENT**  
IF YOU HAVE IT, IT'S ALL YOU NEED TO BE ALIVE AND HAPPY.  
SOME YEARS.

## Adora Svitak, age 13, World's Youngest Teacher

**TED**  
Adora Svitak: What adults can learn from kids

## Indiana University High School (4,000 students and 1,400 enrolled in diploma programs)

## April 2011 Departments Stay Afloat with new Online Ventures (new Ed.D. in IST/Ed Tech) (e.g., <http://iuconnected.iu.edu/>)

**IUconnectED**

Welcome!

## July 2010 North Carolina Virtual Public Schools (growing 79% per year) (per Dr. Bryan Setser, Executive Director, North Carolina Virtual Public School Learn and Earn Online)

**NCVPS Predicted Growth**

Academic Year	Actual Enrollment	Projected Enrollment at 79% Growth Rate
2007-08	~10,000	~10,000
2008-09	~15,000	~15,000
2009-10	~20,000	~20,000
2010-11	~30,000	~30,000
2011-12	~45,000	~45,000
2012-13	~65,000	~65,000
2013-14	~90,000	~90,000
2014-15	~125,000	~125,000

North Carolina Virtual Public School

## February 4, 2011 New Enrollment History Chart: Florida Virtual School (Julie Young, President & CEO)

**FLVS Completion History**  
As of June 30, 2010

Academic Year	Completion
2001-2002	13,550
2002-2003	12,731
2003-2004	24,130
2004-2005	36,072
2005-2006	56,130
2006-2007	84,843
2007-2008	114,033
2008-2009	154,125
2009-2010	213,874

Julie Young, President & CEO

**April 12, 2011**  
**NCTM Conference Session, Free Online Degrees; iSMART: Integration of Science, Mathematics, and Reflective Teaching (iSMART), University of Houston**

You see the big picture. You find the connections. Make it official - become iSMART.

**Jen Chauvot and Mimi Lee, Univ of Houston**

**TOTAL AND ONLINE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS - FALL 2002 THROUGH FALL 2008**

Year	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	9.7%	19.6%
Fall 2007	17,975,830	1.2%	3,938,111	12.9%	21.9%
Fall 2008	18,199,020	1.2%	4,606,353	16.9%	25.3%

**Open U of Malaysia, March 25, 2010**

Year 2001	763
Year 2002	7822
Year 2003	16988
Year 2004	26666
Year 2005	36996
Year 2006	53248
Year 2007	64489
Year 2008	76425
Year 2009	88409
Year 2010	91223

**August 11, 2011**  
**Unleashing the Potential of Technology in Education, The Boston Consulting Group, Allison Bailey, Tyce Henry, Lane McBride, & J. Pucket**  
<http://www.bcg.com/documents/file82603.pdf>

**Enrollment in U.S. Postsecondary Distance Courses Has Grown More Than Tripled Through 2008**

**February 16, 2012**  
**University of Illinois at Springfield, Ray Schroeder**  
<http://sites.google.com/site/rayschroeder/>

**UIS Online & Blended Enrollment**

**February 16, 2012**  
**University of Illinois at Springfield, Ray Schroeder**  
<https://sites.google.com/site/opencontinuinged/>


**CPI: College Tuition vs. U.S. Home Prices vs. CPI: All Items, 1978 to 2010**

**May 9, 2011**  
**Defense Acquisition University, Training Courses: Reaching the Workforce**

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
<b>Classroom</b>	28,859	25,489	24,368	28,192	29,684	34,587	35,697	33,191	35,861	39,568	45,884
<b>Web</b>	13,380	21,031	36,117	43,649	58,290	75,079	77,582	90,600	116,391	154,399	192,968
<b>Total</b>	42,239	46,520	60,485	71,841	87,974	109,666	113,279	123,791	154,252	193,967	238,832

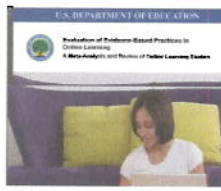
As of 30 Sep 10

**September 15, 2010**  
**Study: Online learning might be less effective for some, eSchool News, Dennis Carter**



**Classroom students scored 84.5 percent on the first exam in the economics course, and online students scored 83.3 percent.**

**September 2010**  
**Meta-Analysis Update: Blended and Fully Online Still Best!**



**Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies**

Prepared by  
 Barbara Means  
 Yukie Toyama  
 Robert Murphy  
 Marianne Baksa  
 Karla Jones

U.S. Department of Education  
 Office of Planning, Evaluation, and Policy Development  
 Policy and Program Studies Service

Revised September 2010

**Opener #3. Availability of Open Source and Free Software (e.g., Linux, Apache, Moodle, Sakai)**



**The Learning World is Open**

**January 8, 2012**  
**Moodle (58 million users in 223 countries, 73,696 sites, 5.9 million courses)**



**Opener #4. Leveraged Resources and OpenCourseWare (OCW) (e.g., free courses from MIT, Utah State, CORE, OOPS)**



**The Learning World is Open**

**Sample OpenCourseWare Projects (Tufts, Johns Hopkins)**



**Opensource Opencourseware Prototype System (OOPS) funded by, the Foundation of Fantasy, Lucifer Chu, Chairman and Janitor of OOPS, Taipei)**

**The Biggest OCW Localization Volunteer Group in the World**

**OOPS** Opencourseware Prototype System  
The Foundation of Fantasy, Lucifer Chu, and Fan

**OOPS** Opencourseware Prototype System  
開放式課程計劃

**August 2, 2011**  
**Massive Open Online Courses (MOOC) and Graded Free OCW,**  
**Stanford U. Offers Free Online Course in Artificial Intelligence, Jie Jenny Zou, Chronicle of Higher Education (over 135,000 sign up as of August 27)**  
<http://www.ai-class.com/>

**Artificial Intelligence**

**Stanford U. Offers Free Online Course in Artificial Intelligence**

**September 15, 2011, Graded Free OCW**  
**Welcome to Stanford Engineering, Everywhere (SEE), <http://see.stanford.edu/>**  
**A computer and an Internet connection are all you need. View lecture videos, access reading lists and other course handouts, take quizzes and tests, and communicate with other SEE students, all at your convenience.**

**stanford engineering everywhere**

**what is stanford engineering everywhere?**

**October 2, 2011**  
**The University of Wherever, NY Times, Bill Keller,**  
<http://www.nytimes.com/2011/10/03/opinion/the-university-of-wherever.html>

**The Opinion Pages**

**INDIANA WESLEYAN**

**The University of Wherever**

**November 2, 2011, Take a Test, Get a Job, or Your Money Back, Forbes, James Marshall Crotty**  
<http://www.forbes.com/sites/jamesmarshallcrotty/2011/11/02/take-a-test-get-a-job-or-your-money-back/>

**Forbes**

**James Marshall Crotty**

**Take a Test, Get a Job, or Your Money Back**

**January 23, 2012**  
**University 2.0 - Sebastian Thrun (Livestream)**  
<http://new.livestream.com/accounts/50648/events/698/videos/117950/>  
<http://www.youtube.com/watch?v=SkneoRrfadk>

**University 2.0 - Sebastian Thrun**

**3-D SEPARATION**

**January 23, 2012**  
**University 2.0 - Sebastian Thrun (Livestream)**  
<http://new.livestream.com/accounts/50648/events/698/videos/112950/>  
<http://www.youtube.com/watch?v=SkneoNrfadk>

I work 40+ hours a week. This is a single mother of 2, and my daughter (DLD) is only 7 months old. I have no time to concentrate, or to dedicate, and I've still been hanging onto the class by my fingertips, working to learn, and to feel a sense of accomplishment. And before that, I was a different mother, a different person, a different person in my life. My job has been threatened by the economic climate. My personal life sort of exploded. I got on my own with the children. The baby has been sick, a family member suddenly sick, another losing their home, the list goes on and on.

Why am I telling you why I do so much personal stuff? Because on November 13, I gave up. I said myself that I was not going to think I could finish this class. Taking this time, given all the other problems that surrounded me.

And then that Monday morning, I checked my email, and I saw the note you sent, Sebastian. And I looked at it for awhile. And then I replied, and told myself "I can't quit now."

I took the children (the weekend, mostly while holding a laughing infant, none of my other kids have gone away. But I feel more determined than ever to see this through...for myself. Because I want to. Because it makes me feel good.

University 2.0 - Sebastian Thrun



**January 23, 2012**  
**Udacity- Sebastian Thrun**  
<http://www.udacity.com/>

**UDACITY**  
 We believe university-level education can be better, higher quality and less cost. Using the resources of the Internet, we've recruited some of the greatest teachers to hundreds of thousands of students all over the world.

CS 101: BUILDING A SEARCH ENGINE  
 Douglas Eric Broese van Groenou, Sebastian Thrun

CS 273: PROGRAMMING A ROBOTIC CAR  
 Sebastian Thrun, Andrew Ng



**February 15, 2012**  
**Guess what! You just got into MIT! Free ride! Kind of!**  
**Marketplace Tech Report, John Moe,**  
<http://www.marketplace.org/shows/marketplace-tech-report>

AMERICAN PUBLIC MEDIA  
**Marketplace**


Guess what! You just got into MIT! Free ride! Kind of!



**February 16, 2012**  
**Ray Schroeder, U of Illinois at Springfield Guest Speaker on Open Education Movement**  
<http://breeze.lsu.edu/p94lec5su62/>

MIT news

What is MITU?  
 MITU is a new MIT initiative to support the development of open educational resources (OER) and to provide a platform for sharing and reusing these resources.



**February 16, 2011**  
**Khan Academy (over 2,700 videos)**  
<http://www.khanacademy.org/>

Watch, Practice  
 Learn almost anything for free.

Watch, Practice  
 Learn almost anything for free.



**February 16, 2012**  
**Online Badges and Certifications from OER**  
**University of Illinois at Springfield, Ray Schroeder**  
<https://sites.google.com/site/opencontinuinged/>

Badges and other alternative certifications

Some sample badges:

Microsoft CERTIFIED Systems Engineer  
 CERTIFIED INSTRUCTOR Digital Marketing Suite  
 WEB 2.0 CERTIFIED Professional Search Engine Marketer  
 LEARNING PROFESSIONAL HORTICULTURIST CERTIFIED

How Will Mozilla's Open Badges Project Affect Higher Ed? by Audrey Watters, Vice | Higher Education - Inside Higher Ed

The Open Badges Project is a recognition that "learning looks very different today than traditionally imagined. Legitimate and interest-driven learning occurs through a multitude of channels outside of formal education, and yet much of that learning does not "count" in today's world. There is to be commensurate that learning and transfer it appropriate to use it for real results," Mozilla's Eric Knight told me in an interview for "Reality."



## Badges for Online Learning

(e.g., Khan Academy,  
<http://www.khanacademy.org/badges/view>)

The image shows two screenshots from the MacArthur Digital Media & Learning Commission website. The left screenshot is titled 'Badges for Lifelong Learning' and features a diagram with three main components: 'Badge Content and Programs', 'Badge Design and Tools', and 'Tracking and Trust'. The right screenshot is titled 'DIGITAL MEDIA & LEARNING competition 4' and displays various digital learning resources and competition details.

## National Repository for Online Courses (NROC) Commons

The image is a screenshot of the NROC Commons website. It features a search bar at the top, a navigation menu, and a main content area with several course listings. The listings include course titles, descriptions, and options to view or download content. The website has a clean, professional layout with a blue and white color scheme.

## Opener #5. Online Learning Object Repositories and Portals (shared content)

The Learning World is Open

A Single Group Helps Trigger an Online-Publishing Explosion

The Public Knowledge Project, a nonprofit group, estimates that the online-publishing software it offers free has given rise to more than 5,000 open-access academic journals around the world. Below is their geographic distribution, by continent, as of last month.

The image shows a world map with different continents highlighted in various colors to represent the geographic distribution of open-access academic journals. The map includes labels for North America, South America, Europe, Africa, Asia, and Oceania. To the right of the map is a small screenshot of a journal website.

## The Complete Works of Charles Darwin

(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)

The image is a screenshot of the Darwin Project website. It features a header with the title 'The Complete Works of Charles Darwin' and a list of associated authors and historical events. Below the header are several images, including portraits of historical figures and a scene from a historical setting. The website has a classic, scholarly appearance.

## February 8, 2011

### Online Portals and Open Educational Resources (OER)

**Google Art Project, Chronicle of HE** (new Google project that allows visitors to explore museums around the world and view hundreds of artworks) <http://www.googleartproject.com/>

The image is a screenshot of the Google Art Project interface. It shows a grid of various artworks and museum information. The interface includes a search bar, a list of artworks, and a large image of a painting. The website has a clean, modern design with a white background and blue accents.

## February 18, 2011

### Ten great sites with free teacher resources

**eSchool News, Jenna Zwang,**  
<http://www.eschoolnews.com/2011/02/18/ten-great-sources-of-free-teacher-resources.html>

The image is a collage of logos for various educational resource websites. The logos include Khan Academy, Curriki, PBS Teachers, Library of Congress, NSDL, teachersdomain, Thinkfinity, and connexions. The logos are arranged in a grid-like pattern, with each logo accompanied by a small image or icon.




**How about rich video portals?**  
**Most of the Websites below did not exist 5 or 10 years ago.**


1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



**July 22, 2011**  
**GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)**  
<http://www.youtube.com/user/GETideas#g/u>



**October 2010, The V-PORTAL (Bonk, IU)**  
**"Video Primers in an Online Repository for e-Teaching and Learning" V-PORTAL, TravelinEdMan (27 free/open YouTube videos)**  
<http://www.youtube.com/user/TravelinEdMan>




**April 29, 2011**  
**(e.g., YouTube and the Royal Channel)**



**More Shared Online Video: TED, Academic Earth, TV Lesson, and Fora TV**



**Curriki, Connexions, OpenCourseWare (e.g., MIT OCW Highlights for High School)**

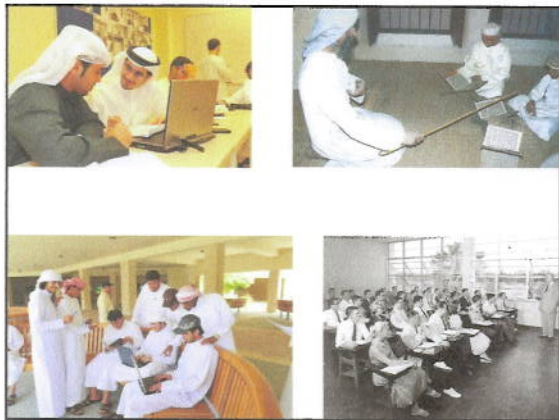




### Scribd: Documents on Web

(<http://www.scribd.com>); 50 million unique visitors per month, 10's of millions of documents, April 2010)

### Opener #7. Electronic Collaboration and Interaction (synchronous & asynchronous)



### 7 Tips for Building Collaborative Learning Spaces, Campus Technology, Matt Villano, June 2010

Technology and design can work together to reimagine the requirements of new learning environments. By Matt Villano

#### 7 TIPS FOR BUILDING COLLABORATIVE LEARNING SPACES

### Aces of Spaces, Campus Technology, June 2011, Jennifer Demski

**CAMPUS TECHNOLOGY**

**LIGHTS! CAMERA! ACTION!**

**January 14, 2011**  
**South African teens get virtual mentoring from all over the world, By Danielle Berger, CNN**  
<http://www.cnn.com/2011/LIVING/01/13/cnnheroes.stokes/index.html?hpt=T2>

The image shows a screenshot of a CNN Living article titled "South African teens get virtual mentoring from all over the world" by Danielle Berger. Below the article is a video player showing a virtual mentoring session with multiple participants in a grid layout.

**Synchronous Conferencing Presentations**

The image shows a screenshot of a synchronous conferencing interface. It features several video feeds of participants in a grid layout, with a central text area displaying the text: "Firstly, we have taken learn and places that have been b".

**June 29, 2011**  
**Google+ Hangouts**  
<http://www.youtube.com/watch?v=H1DjyK7A8m0&list=PL985284e9a54c4e4c>

The image shows a screenshot of a YouTube video player. The video is titled "First Look at Google+ Hangouts" and has 36,714 views. The video content shows a Google+ Hangout session with two participants in a video call.

**July 6, 2011**  
**Facebook introduces video calling**  
**Eric Stoller, Inside Higher Ed**  
[http://www.insidehighered.com/blogs/student\\_affairs\\_and\\_technology/facebook\\_introduces\\_video\\_calling](http://www.insidehighered.com/blogs/student_affairs_and_technology/facebook_introduces_video_calling)

The image shows a screenshot of a YouTube video player. The video is titled "Facebook introduces video calling" and has 36,714 views. The video content shows three separate video feeds of people using Facebook's video calling feature.

**February 8, 2012**  
**Peter Smith, VP, Kaplan University**

The image shows a screenshot of a video player. The video is titled "Peter Smith, VP, Kaplan University" and features a video call with Peter Smith. The video player interface shows the video title, a URL (<http://petersmith.blogspot.com/>), and a thumbnail image of Peter Smith.

**February 14, 2012**  
**Alex Bonk in Dar es Salaam**

The image shows a screenshot of a video player. The video is titled "Alex Bonk in Dar es Salaam" and features a video call with Alex Bonk. The video player interface shows the video title, a URL (<http://petersmith.blogspot.com/>), and a thumbnail image of Alex Bonk.

**February 14, 2012**  
 Per Paul Kim, Director, Seeds for Empowerment: "Children in Newala, Tanzania learning English with mobile videos and writing stories. (Mobile Task Based Learning Workshop - Seeds of Empowerment). No electricity for 3 straight days, but we keep going!!"

**Opener #8. Alternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)**

The Learning World is Open

**April/May 2011**  
 Dr. Monica Rankin's class, UT Dallas, Cuban Revolution  
<http://www.youtube.com/watch?v=ocQMf1kPo98>

**December 24, 2010:**  
**Social Networking Gaming**  
*CityVille* 16.8 million daily users, *FarmVille*'s 16.4 million. *CityVille* 61.7 million monthly users, *FarmVille* 56.8 million users. Mashable.  
 "CityVille" is Now Bigger than "FarmVille"

**August 18, 2011**  
 HowStuffWorks, iPhone App, USA Today, Marc Saltzman

**August 18, 2011**  
 Eco Mania and Face the Waste (iPhone/iPod), Green games gain in popularity, USA Today, Mike Snider

**Augmented Reality, May 17, 2011: USA**  
**Today, Edward Baig, May 17, 2011, Augmented reality has potential to reshape our lives.**  
 (e.g., ZooBurst, Craig Kapp, NYU, pop-up books)  
 Verily Tan, Recollections from R685, Fall 2011, <http://vimeo.com/33090599/>

Augmented reality has potential to reshape our lives

Recollections from R685, Fall 2011

ZooBurst

Augmented reality has potential to reshape our lives

**Opener #9. Real-Time Mobility and Portability (e.g., iPhone, low cost wireless devices)**

**15m people/month India**  
**40,000/week Rwanda**  
**60,000 earthlings/hour**

The Learning World is Open

**(Paul Kim, 2010)**  
**We Are Going Global Mobile!**

Gain Mobile

IN SERVICE  
 COMMITTED

**April 2010**  
**"A" is for App, Anya Kamenetz, Fast Company**

FAST COMPANY

The REAL SMART PHONE REVOLUTION

**December 16, 2010**  
**Introducing Word Lens**  
<http://www.youtube.com/watch?v=h2OFQdYrHRs>

YouTube

Introducing Word Lens

Word Lens - iPhone App

3,807,753


**April 7, 2011**  
**Expert Tutors as Mobile Apps (e.g., Tutor.com)**

tutor.com

Tutor.com To Go™ Releases the First Education App that Connects Students to an Expert Tutor


Tutor.com To Go™ for iPhone, iPad & iPod Touch

**March 13, 2011**  
**iPad Apps for Calculus, Math, Biology, etc.**  
 Chronicle of HE, Ben Wieder  
[http://chronicle.com/article/iPads-for-College-Classroom/1126817?cid=arkfm\\_source=arkfm\\_medium=cn](http://chronicle.com/article/iPads-for-College-Classroom/1126817?cid=arkfm_source=arkfm_medium=cn)




**At Pepperdine U. Timothy Lucas, an assistant professor of mathematics, shows a class how to use iPads for calculus. Linda Johnson, an assistant professor of biology at Chatham U., for her plant-physiology**

**May 27, 2011**  
**Math and Spelling games on iPads**  
 eSchool News



**Miss Spell's CLASS** by Melissa Carter  
 This is a fun and educational app for students to use in the classroom. It features a variety of spelling games and activities that can be used in a variety of ways. The app is easy to use and has a clean, simple interface. It is a great resource for teachers and students alike.

**June 13, 2011**  
**Massachusetts School Issues iPads to Every Student in Grade 6**  
<http://thejournal.com/articles/2011/06/13/massachusetts-school-issues-ipads-to-every-student-in-grade-6.aspx>



**the JOURNAL**  
 Massachusetts School Issues iPads to Every Student in Grade 6  
 For Andrew Stolpe  
 The Cambridge Rindge Latin School in Massachusetts has issued iPads to each of its sixth-grade students. The school's two sixth-grade teachers, Barbara Rippe and Brooke Davidson, have been using the iPads to support project-based learning as part of a pilot program.

**July 20, 2011**  
**Smart phones driving lecture capture growth**  
 eCampus News, Dennis Carter  
<http://www.ecampusnews.com/technology/smart-phones-driving-lecture-capture-growth/>



**eCAMPUS NEWS**  
 July 20th, 2011  
**Smart phones driving lecture capture growth**  
 A leading lecture capture developer says use of the technology has skyrocketed in recent months.  
 By Dennis Carter, Assistant Editor  
 Read more by Dennis Carter

Viewing replays of a professor's lecture anytime anywhere on a smart phone has ballooned lecture capture use in higher education, as surveys show the technology remains popular campus.

Watching and re-watching lectures online has long been among college students' favorite educational technology, and makes those

**October 5, 2011**  
**Apple Founder Steve Jobs Dies, CNN**  
[http://www.cnn.com/2011/10/05/tech/sftv.steve-jobs/index.html?ref=BN1&hp\\_hp\\_11](http://www.cnn.com/2011/10/05/tech/sftv.steve-jobs/index.html?ref=BN1&hp_hp_11)



**CNN**  
**Apple founder Steve Jobs dies**  
 Visionary built leading tech firm  
 Steve Jobs, the original Apple co-founder, died of pancreatic cancer at age 56. He was a visionary leader who built a multi-billion-dollar company that revolutionized the way we use technology. He died Wednesday at St. Paul's Hospital.

**Steve Jobs, Apple founder, dies**  
 Steve Jobs, Apple founder, dies

**October 5, 2011**  
**Apple co-founder Steve Jobs dies, USA Today**  
<http://www.usatoday.com/tech/news/story/2011-10-05/steve-jobs-dies/50672488/1>



**USA TODAY**  
**Apple co-founder Steve Jobs dies**  
 Steve Jobs, Apple co-founder, dies

Steve Jobs, Apple co-founder, dies





**January 29, 2012**  
**Apple's new electronic textbook initiative just another chapter in a developing story, Herald Times, Mike Leonard**  
<http://www.heraldtimesonline.com/stories/2012/01/29/news-apples-new-electronic-textbook-initiative-just-another-chapter-in-story.sto?print=1>

## Predictions

1. **Five Billion "Have-Nots" Have at It!**
2. **Emergence of Lifelong Super E-Mentors/Coaches**
3. **Quarter-Century Learning Clubs**
4. **Terabyte Learning Access Points**
5. **The Veneration of Learning**
6. **Personalization+ Portfolios**
7. **The Selection of Global Learning Partners**
8. **The Shared Learning Era**
9. **Teaching-Learning Perpetuities**
10. **Teachers, Teachers**
11. **The Rise of the Super Blends**
12. **Self-Determined Humans**
13. **Free Learning Zones**
14. **Authentic Learning Al amalgamations**
15. **Alexandrian Aristotles**

### Decisions for this Open Ed World...

- **Technology & Administrator Decisions:**
  - What do to about OER, open sources, E-books, mobile, etc.?
- **Instructional Designer & Trainer decisions:**
  - Act as Concierge, Counselor, Course facilitator, Credit manager?
- **Formal Learner & Informal Lrnr decisions:**
  - Should I attend traditional university or create your own degree path?
  - How to report use of OER on resumes?

- **This book is an attempt to reveal a wide range of learning options in front of you while also offering you a framework to make sense of them. As the Grail Knight said in the 1989 movie, *Indiana Jones and the Last Crusade*, "choose wisely." If you do, WE-ALL-LEARN. The world is now open to you!**

### Is this a revolution?

**Slides at: TrainingShare.com**  
**Papers: PublicationShare.com**  
**Book: <http://worldisopen.com/>**  
**The World is Open.**  
**What happens then?**


**WE**

**ALL**


**LEARN!!!**




## Masterclass Part Two:

### Where Are You R2D2?: Addressing Diverse Learner Needs with the Read, Reflect, Display, and Do Model




**Dr. Curtis J. Bonk**  
 Professor, Indiana University  
<http://php.indiana.edu/~cjbonk>  
[cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)








### Ok, Million Dollar Question: What words come to mind when I say that I want to motivate learners?




### Framework #2: TEC-VARIETY 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



### What words come to mind for addressing diverse learner needs?






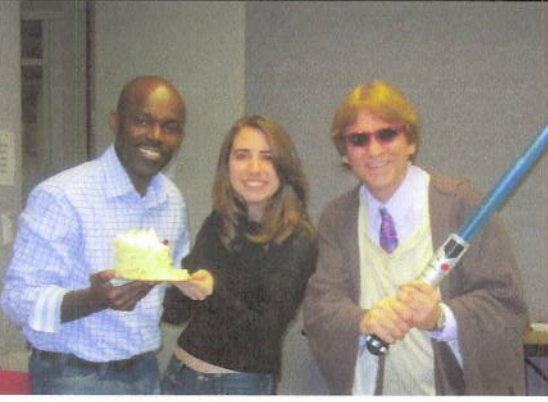
## Frame work: #3: The R2D2 Model

Curtis J. Bonk | Ke Zhang

### 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. Wikibook or Wikipedia Editing or Critiques

- **Ask students to critique a wikibook or page from Wikipedia**



## Read 1b. Reading from Open Access Journals (e.g., PLOS)



## Read 1c. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging)



## Read 1d. Listen to Open Access Podcast Shows (and write papers)



### Read 1e. Interactive Glossary

Umida Khikmatillaeva, Dec. 2011, P540  
<http://learningplanet.shutterfly.com/>

### Read 1f. Online Article Portals and Databases

<http://r685articledatabase.weebly.com/>  
<http://ella.slis.indiana.edu/~bahaloc/r685/>  
[http://php.indiana.edu/~cibonk/Syllabus\\_R685\\_Spring\\_of\\_2011.htm](http://php.indiana.edu/~cibonk/Syllabus_R685_Spring_of_2011.htm)

### 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

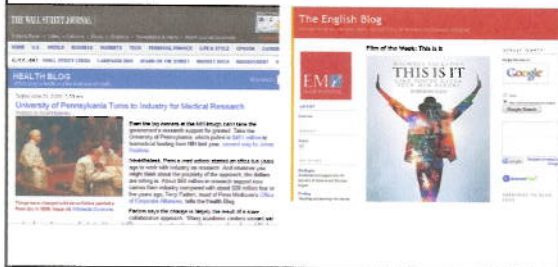
### Reflect 2a. Individual Blogging Reflections

### Reflect 2b. Critical Friend Blog Postings (Kristen and Susan)

### Blogging Questions

- Who has a blog?
- Who regularly reads other people's blogs?
- Who assigns blogging tasks?
- Who has created a video blog?
- Who thinks it is an utter waste of time to blog?

### Reflect 2c. Expert and Domain Specific Blog Reflections (English, Health, Business, etc. blogs)



### Reflect 2d. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)



### Reflect 2e. Workplace and Field Reflections



### Reflect 2f. Scenario Learning (Option 6, Bloomington, IN)



### Reflect 2g. Case and Online Discussion (Kelley Direct, IU)



## 3. Visual Learners

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



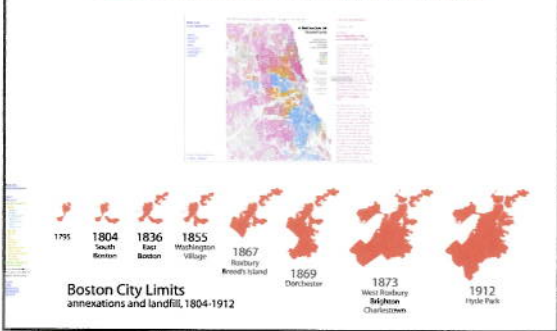
**Display 3a. Videos for clinical education**  
(Sungkyunkwan University School of Medicine,  
[www.mededu.or.kr](http://www.mededu.or.kr))



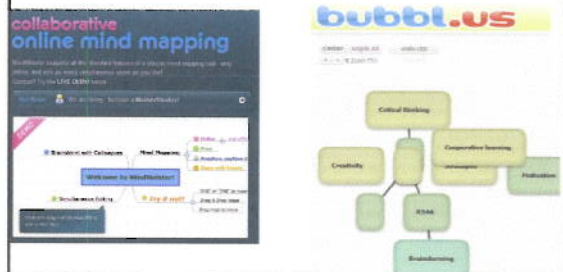
**Display 3b. Online Video Demonstrations**  
(e.g., 3D Printer at Masie Learning LAB)  
<http://www.masie.com/3dprinter>



**Display 3c. Radical Cartography**  
<http://www.radicalcartography.net/index.html?chicago0dots>



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



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



**Display 3f. Medical Animations and Videos**  
(e.g., YouTube, CNN, BBC)



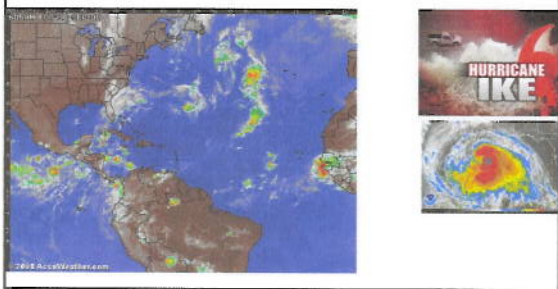
### Display 4g. Medical Simulations in YouTube and Second Life



### Display 3h. Download and Use Online 3D Sketches (Google SketchUp; download <http://sketchup.google.com/3dwarehouse>)



### Display 3i. Weather-Related Visuals and Animations



### Display 3j. Interactive Biology

<http://www.interactive-biology.com/2659/062-pressure-changes-during-breathing/>



### Display 3k. Wordle

APedagogy of Abundance or a Pedagogy to Support Human Beings? Participant Support on Massive Open Online Courses, IIRRODL, Kop, Fournier, & Sui Fai Mak, November 2011

<http://www.iirrod.org/index.php/iirrod/article/view/1041/2025>

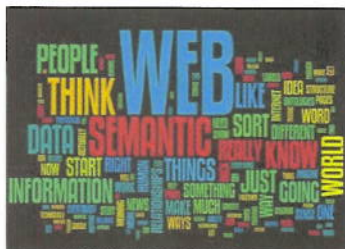
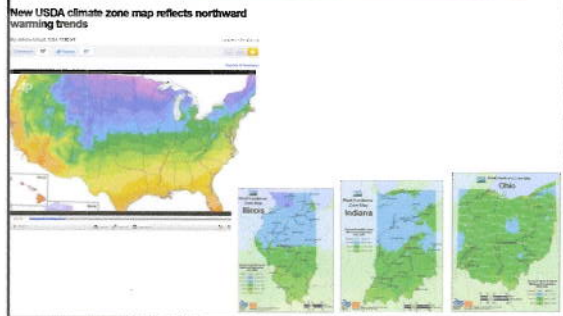


Figure 4. PLENK2010 Wordle.


### Display 3L. Interactive Maps

(e.g., New USDA climate zone map reflects northward warming trends, By Janice Lloyd, USA TODAY, January 26, 2012)


<http://www.usda.gov/news/releases/pressroom/story/2012-01-26/usda-climate-zone-map-52287432/>



**Display 3m. Virtual Bones**  
**The Virtual Zooarchaeology of the Arctic Project (VZAP)** is a virtual, interactive, osteological reference collection for the study of northern vertebrates...examine the complete skeletal anatomies of multiple bird, mammal, and fish species in both 2D and 3D.  
 (Anthropologist Puts an Idaho Museum's Many Bones Within Virtual Reach, Peter Monaghan, July 10, 2011, Chronicle of HE)  
<http://vzap.lri.lsu.edu/ViewPage.aspx?id=230>



**Display 3n. Online History Portals and Resources**  
 (e.g., Civil Rights Digital Library and Amistad)



**Display 3o. Virtual Tours and Timelines**  
 (i.e., HyperHistory; <http://simile.mit.edu/timeline/>)

**Virtual Tour of Oxford**

Welcome to the latest photographic virtual reality tour of the historic university city of Oxford.

This visually stunning resource uses interactive web pages which allow you to explore and manipulate 350 degree photographic panoramas of the city and university. It is constructed from hundreds of high quality photographs of Oxford.

Go to the Virtual Tour of Oxford

Send address coordinates to friends and family using some of the great photographs found on this web site.

Take a "Virtual History Tour" around Oxford

- A Virtual Walk up St Giles
- Inspector Mearns's Oxford
- Sit at the end of the Big Ben
- John Tulner's Oxford - explore some of the favorite places of Oxford resident Sir Tulner, author of "The Land of the King"
- The Virtual Magazine Club - from Register Street to Magdalen Bridge
- The Virtual Walk around the University Park
- The Virtual Pub Crawl - take a virtual look at all of Oxford's pubs.



**Display 3p. Online News Stories**  
 Frontier Airlines employees sharing concerns over impending layoffs, WTMJ News, Feb 14, 2012  
<http://www.todaystmj4.com/news/local/139325383.html>



**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. Podcast Productions and Shows**





### Poll: Podcast Questions

- Who has listened to a podcast?
- Who listens to a certain podcast on a regular basis?
- Who has created a podcast?
- Who has created a vodcast?
- Who thinks podcasting is simply more talking heads?



### Do 4b. Paired Article Critiques in Blogs



- Students sign up to give feedback on each other's article reviews posted to their blogs.

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007) Does the Cohesivity of Output Promote Product Outcomes in Online MBA Courses?	<a href="#">Stefan Mosen</a> <a href="#">Caroline Pavlovka</a> <a href="#">Lin Yu</a> <a href="#">Alan Beards</a>	<a href="#">Lorraine Ryan</a> <a href="#">Karin Leonard</a> <a href="#">Flora Liu</a> <a href="#">Lori Alkison</a>
Meyer, K.A. (2003), Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking	<a href="#">Lorraine Ryan</a> <a href="#">Hagit Chanael</a> <a href="#">Nicola Arora</a> <a href="#">Karin Leonard</a> <a href="#">Francine Wilkerson</a>	<a href="#">Paul Anderson</a> <a href="#">Yvesse Talar</a> <a href="#">Caroline Pavlovka</a> <a href="#">Lin Yu</a> <a href="#">Alan Beards</a>
Shea, P., Li, C.S. and Pickett, A. (2006) A study of teaching presence and student sense	<a href="#">Heather Barrett</a> <a href="#">Daryl Wilson</a>	<a href="#">Stefan Raspopich</a> <a href="#">Nicola Arora</a>

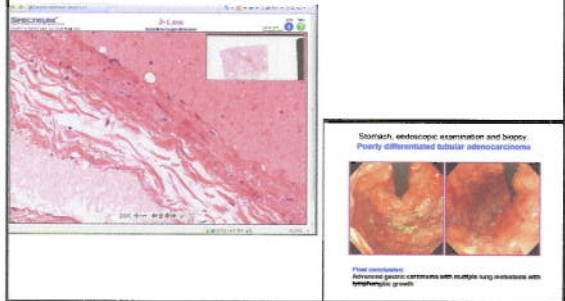


### Poll: Wiki Questions

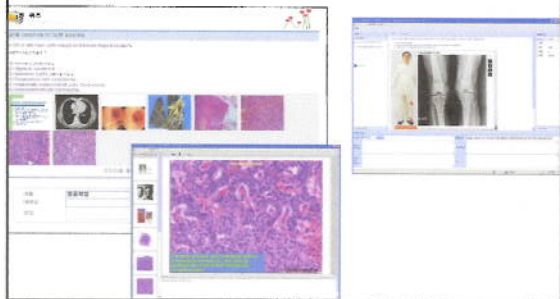
- Who regularly reads Wikipedia articles just for fun?
- Who regularly reads Wikibooks?
- Who seeks Wikipedia for content?
- Who has edited or written new articles on Wikipedia or Wikibooks?
- Who thinks it is ok for students to cite from Wikipedia?



### Do 4c. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)



### Do 4d. Virtual Quizzes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)



### Do 4e. Virtual Worlds (e.g., Second Life)



**Do 4f. Virtual Worlds with Video Archive**  
 (e.g., Dr. Monica Rankin's class, UT Dallas, Cuban Revolution)  
<http://www.youtube.com/watch?v=D4uBhZN9Oos>

The image shows a YouTube video player interface. The video title is "Castro Salvado" and it has 10 views. The video content shows a virtual world with a large ship on the water and a person standing on a platform. The video is from the channel "Blanca Ramirez" and is titled "The Cuban Revolution".

**Do 4g. Simulation Games**

The image is a collage of simulation game screenshots. It includes a soldier in a virtual environment, a person in a virtual world, and a virtual world with a ship. The text "From: students contact each other for security" is visible. There are also small images of a soldier and a person in a virtual world.

**Do 4h. Singing YouTube Summaries**  
 Daniel Halluska, P540, Fall 2011  
<http://www.youtube.com/watch?v=tOL7lrGsqnw>

The image shows a YouTube video player interface. The video title is "I don't actually teach math, it was..." and it has 178 views. The video content shows a person playing a guitar and singing. The video is from the channel "Daniel Halluska" and is titled "I don't actually teach math, it was...".

**Do 3i. Visual presentations**  
 (e.g., Prezi)  
<http://prezi.com/ihmhh159xd46/is-the-world-open/>  
<http://prezi.com/8h7arxlyvnmv/the-world-is-open/>  
[http://prezi.com/3xaqzbycdhf/learning-theories-in-p540/?auth\\_key=fcccd8640794bd2158267616e1796a0dd54a701](http://prezi.com/3xaqzbycdhf/learning-theories-in-p540/?auth_key=fcccd8640794bd2158267616e1796a0dd54a701)  
<http://prezi.com/ihmhh159xd46/is-the-world-open/>

The image shows a Prezi presentation interface. The title is "Is The World Open?". The presentation content includes a red banner with the text "Is The World Open?" and a circular diagram. The Prezi logo is visible in the top left corner.

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

The image is a collage of survey research and market analysis websites. It includes SurveyShare.com, Mister Poll, MicroPoll, and Zoomerang. The text "Create Your Web Poll - Free" is visible. The image shows various survey forms and results.

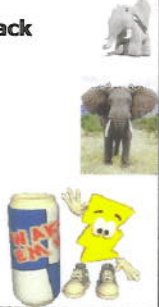
**Do 4k. Uploading Mobile Books**  
 (e.g., BookRix, <http://www.bookrix.com/>)

The image shows the BookRix website interface. The title is "Mobile Devices & Learning" and the subtitle is "How mobile devices are re-shaping the field of education". The image shows a book cover and a person using a mobile device.

### Recap Framework #2: The TEC-VARIETY Model


**Tone/Climate**  
Encouragement, Feedback  
Curiosity

**Variety**  
Autonomy  
Relevance  
Interactive  
Engagement  
Tension  
Yields Products



### Recap Framework #3: The R2D2 Method

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




### Poll #1: How many ideas did you get so far?

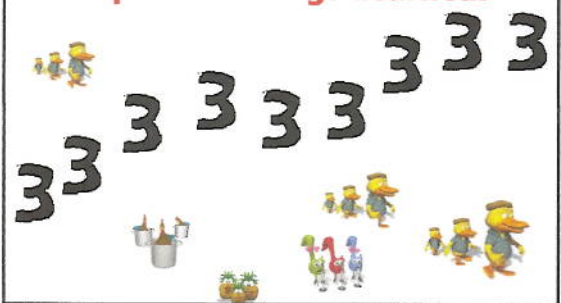
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.






### Cards and Commitments: Stop and Share: Which Phase of the R2D2 model do you use the most?




### 99 seconds: Stop and Share: Top Three Things Learned!



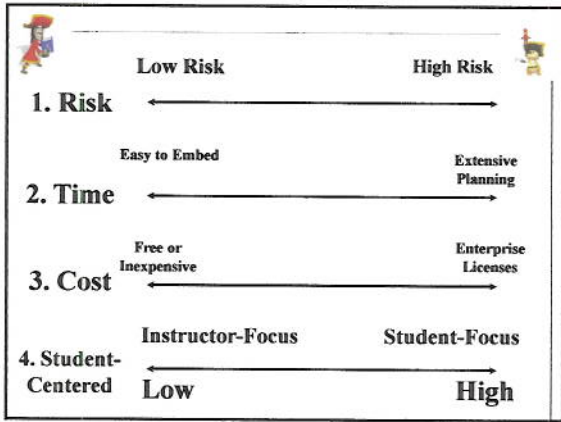
### Any Questions? Try the R2D2 Model!

 Slides at: [TrainingShare.com](http://TrainingShare.com)  
 Papers: [PublicationShare.com](http://PublicationShare.com)  
 Book: <http://worldisopen.com/>  
 Email: [curt@worldisopen.com](mailto:curt@worldisopen.com)

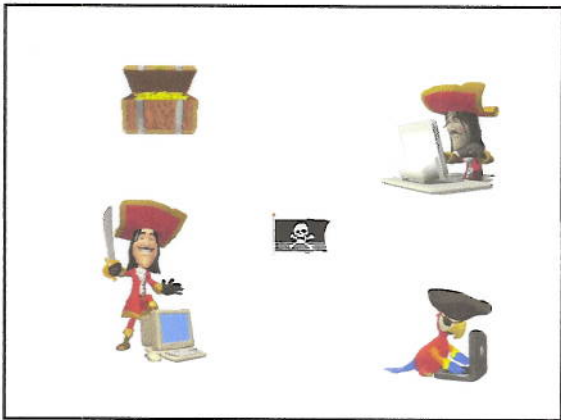


**Masterclass #3.**  
**100+ Hyper-Engaging Instructional Ideas for Any Class Size: Low Risk, Low Cost, Low Time**

**Dr. Curtis J. Bonk**  
 Professor, Indiana University  
<http://php.indiana.edu/~cjbbonk>,  
[cjbbonk@indiana.edu](mailto:cjbbonk@indiana.edu)



**100 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))**



**Even trained monkeys can do these!**

**1. Eight Nouns Activity**

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.

nouns

sun, moon, tree, man, woman

## 2. Online Café Question Exchange

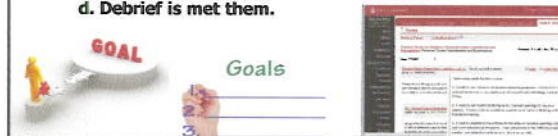
- Have students leave you or their classmates questions online.
- Answer as many as you can.
- Peer to peer café for exchanging resources and sharing information.



## 3. Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

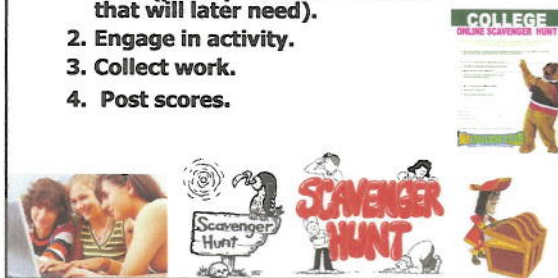
What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

- Write short and long terms goals down on goal cards that can be referenced later on. **Post these to a discussion forum.**
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum): share of 1-2 of these...
- Debrief is met them.



## 4. Scavenger Hunt

- Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
- Engage in activity.
- Collect work.
- Post scores.



## 5. Course Readings are All Web Resources (and Free!)

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
- Turn in final reflection papers.



## 6. Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors helps moderate it.



## 7. Case-Based Learning: Student Cases

- Model how to write a case and practice answering.
- Generate 2-3 cases during semester based on field experiences.
- Link to the text material—relate to how how text author or instructor might solve.
- Respond to 6-8 peer cases.
- Summarize the discussion in their case.
- Summarize discussion in a peer case. (Note: method akin to storytelling)



## 8. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
  - Read, research, and produce different materials
  - Hold debate (present conflicting positions)
  - Argue strengths and weaknesses
  - Switch sides and continue debate
  - Come to compromise
- Online Option: hold multiple forums online and require to comment on other ones.



## 9. Online Role Play Personalities

- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting



## 10. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.

For me, my children, it's all about helping each other. Our friends Brainer and Vygotsky suggested that we partner, either! They wanted us to work together and enables all of us to benefit from each other's knowledge.

Training Magazine might have a little bit of better instructional animations and videos. C

I hope that everyone has been feeling wonderful to

## 11. Scholar Role Play or Debate Panel or Symposia Continued

- Role play perhaps with alternating views being presented with 4-6 students.
  - Tap students in the audience on the shoulder to take the place of someone on panel or have them decide when to replace someone.
- Could also be done online or rotated.



## 12. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization



## 13. Just-In-Time Syllabus

(Raman, Shackelford, & Sosin)  
<http://ecedweb.unomaha.edu/jits.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.



## 14. Just in Time Teaching (online warm-up activities)

- Assign a problem before class.
- Evaluate solutions.
- Change class based on results.



## 15. Free Text Chats (...and Chat Reflection Papers)

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.
4. Consider having papers be written across various guest speakers.
5. Advantages:
  1. Text chats involve all learners in real time.
  2. Can use different fonts, styles, colors, capital letters, images.
  3. Transcript of the discussion can be saved and reused.



## 16. Reuse Online Discussion Transcripts

- Have students bring in their online discussions or to class.
- Look for key concepts embedded in the transcripts.
- Share or have competitions.



## 17. 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.



## 18. Virtual Conference Attendance and Reflection Papers

- Have students attend an online conference.
- Ask them to write a reflection paper on the keynotes or other sessions.
- Share in online drop box or discussion forum.



## 19. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.



## 20. 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.



## 21. Listen and Reflect on Book Author Podcasts



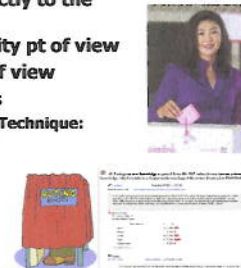
## 22. Cool Resource Provider (Bonk, 2004)

- 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.



## 23. Class Voting and Polling (perhaps electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
  2. Instructor pulls our minority pt of view
  3. Discuss with majority pt of view
  4. Repoll students after class
- (Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus Rick Kulp, IBM, 1999)



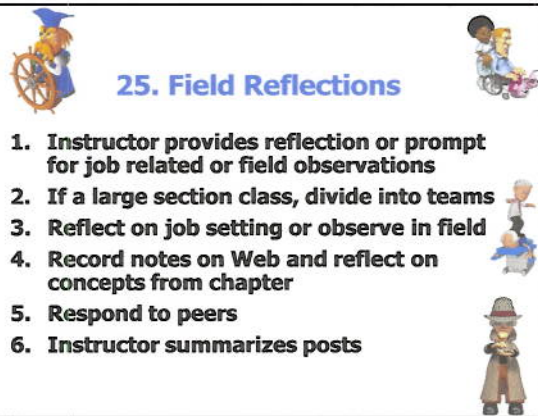
## 24. Volunteer Technology Demos (Bonk, 1996)

- 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




## 25. Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts






### 26. 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

### 27. Set Time Presentations (L = Cost, M = Risk, M = Time)

- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.




### 28. ORL or Library Day (e.g., The Thompson Library at Ohio State University)




### 29. Questioning Options (Morten Flate Pausen, 1995)

- **Shot Gun:** Post many questions or articles to discuss and answer any—student choice.
- **Hot Seat:** One student is selected to answer many questions from everyone in the class.




### 30. Poster Sessions and Gallery Tours

- Have students create something--flowchart, timeline, taxonomy, concept map.
- Have half of the students present for 15-20 minutes and then reverse roles.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



### 31. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.



### 32. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.



### 33. One minute papers or muddiest point papers (L = Cost, M = Risk, M = Time)

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.



### 34. PMI (Plus, Minus, Interesting) (L = Cost, L = Risk, M = Time)

- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.



Cool Stuff

### 35. Best 3

(Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).
- Work with another who has 3 as well and decide on best 3 (or 4).
- Those pairs work with another dyad and decide on best 3 (or 4).
- Report back to class.



### 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.



**3 Stop and Share:  
Top Three Things  
Learned! 3**