


Addressing Diverse Online Learner Needs with the R2D2 and TEC-Variety Models (+Bonus on Shared Online Video Ideas)

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

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



Old companies teach new tricks

Microsoft, Dell, Apple face up to the old age of 30

September 14, 2009



Some Notable Moments in Recorded Life

- 1946: President Truman... (text partially obscured)
- 1947: President Truman... (text partially obscured)
- 1948: President Truman... (text partially obscured)

Vannevar Bush

Technology of the 1980s




Radio Shack TRS-80 Model III	
Introduced:	July 1980
Price:	US \$699 base model US \$2,499 w/ 5.25" disk drives
CPUs:	Z80 2.00, 2.00 MHz
RAM:	4K, 48K max
Ports:	Cassette tape, expansion, serial
Storage:	3.2-inch 5.25" cassette, 5.25" 5 1/4" hard
Storage:	0, 1, or 2 internal 5.25" floppy drives External cassette @ 500 / 1500 baud
OS:	BASIC in ROM, TRS-DOS on disk





Things That Became Obsolete This Decade

December 11, 2009, Silicon Alley Insider




Gadgets that Changed Everything This Decade

December 9, 2009, Jay Yarow, Silicon Alley Insider



As the Web Goes Mobile, Colleges Fail to Keep Up, Chronicle of Higher Ed, Josh Keller, January 23, 2011

<http://chronicle.com/article/Colleges-Search-for-Their/126016/>




Percentage of Students Who Use Mobile Devices Daily to Access the Internet

Year	Percentage
2008	10.2%
2009	26.6%
2010	43.2%

"I used it to sign up for classes. I used it to check e-mails," says Laura Patterson, a junior at Nevada State College, about her iPhone. "I used it all the time, for everything." More than 40 percent of all college students, like Nevada State's Laura Patterson, used mobile devices to get on the Internet every day last year, compared with 10 percent in 2008.

Online Learning: By the Numbers, Chronicle of HE, Oct 31, 2010

<http://chronicle.com/article/Online-Learning-Enrollment/125202/>



Online Learning: By the Numbers

GROWTH AND TYPE OF ONLINE ENROLLMENT

Growth and Forecast for Online-Only Enrollment

Year	Enrollment (Millions)
2008	0.9
2009	1.0
2010	1.2
2011	1.4
2012	1.6
2013	1.8
2014	2.0
2015	2.2

Enrollments of Online-Only Students Pursuing Bachelor's Degrees, by Field, 2010

Field	Percentage
Business	22%
Education	18%
Health care	15%
Humanities	12%
Life and physical sciences	10%
Mathematics	8%
Physical and social sciences	7%
Unspecified	6%

Growth in Enrollments of Students Taking at Least One Online Course

Year	Percentage of all enrolled students
2008	10%
2009	12%
2010	15%
2011	18%
2012	20%
2013	22%
2014	24%
2015	26%

SELECTED DEMOGRAPHICS

Age of Students

Age Group	Percentage
18-24	45%
25-34	35%
35-44	15%
45-54	5%


Gender

Gender	Percentage
Male	55%
Female	45%

Percent of Students Enrolled by Type of College, 2009

College Type	Percentage
Public	65%
Private	35%

July 25, 2010, Professors' Use of Technology in Teaching, Jeffrey Young, Chronicle of Higher Education



Percent of faculty who:

- Never use it: 25%
- Use it at least once: 75%

Course management systems: 40% use Blackboard, WebCT, Canvas, Blackboard, etc.

Plagiarism detection tools: 30% use Turnitin, iParagon, etc.

Collaborative editing software: 15% use Ning, Edmodo, etc.

Slips: 10% use Prezi, etc.

Student response systems: 35% use Clicker, iClicker, etc.

Videoconferencing or Internet phone chat: 10% use Skype, etc.

Web 2.0 sites, podcasts, or virtual worlds: 5% use YouTube, Second Life, etc.


New technologies hit us everyday!



Poll #1: Who finds it hard to keep track of all the technology-related changes today???



It's Nature (i.e, technology) and Nurture (i.e., pedagogy)!



Masterclass Part 1: Online Motivation with the TEC-VARIETY Model

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

Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?

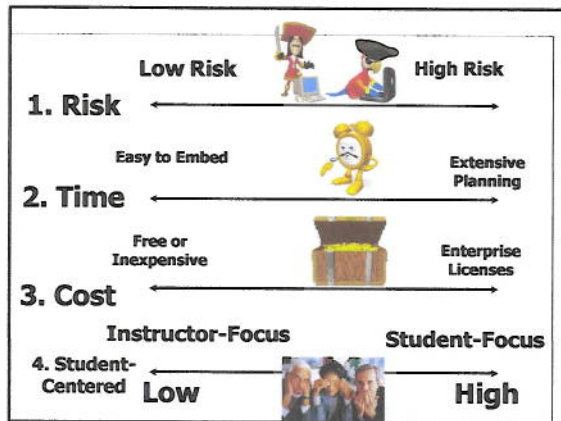
Motivation Research Highlights
 (Jere Brophy, Michigan State University)

1. Supportive, appropriate challenge, meaningful, moderation/optimal.
2. Teach goal setting and self-reinforcement.
3. Offer rewards for good/improved performance.
4. Novelty, variety, choice, adaptable to interests.
5. Game-like, fun, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, peer interaction.
7. Allow to create finished products.
8. Provide immediate feedback, advance organizers.
9. Show intensity, enthusiasm, interest, minimize anxiety.
10. Make content personal, concrete, familiar.

I even reflected on this for a moment...and then something magical happened...

Magic #1: 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)
 Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=BO9rJD1GXo>

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, fulsome, available

B. non-plucky, mild, person

C. certain, withhold, long, bold

D. make happy, cheer, amuse, please

E. smaller, least, minimum, lesser

A B C D

1 / 20

2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture
 (e.g., Jing, Screnr)

2. Encouragement, Feedback, etc.:
C. Video Scenario Learning Accounting Interviews and Preparatory Course Review Modules
 (Franklin University, cost and forensic accounting course)
<http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior/player.html>
<http://video.franklin.edu/Franklin/acct/342/common/travelScenario02.html>

Cost Behavior

3. Curiosity, Fun: A. Online News (Giant jellyfish, Tiny T. rex, and Ardi)

This collage features several news snippets. On the left, a CNN article titled 'Protesters rally against, for planned National Center in New York' shows a group of people. In the center, a news article titled 'Human origin takes a new track' includes a photo of a man and text about genetic changes. On the right, there are images of a tiny T. rex and Ardi, a small hominid.

3. Curiosity, Fun: B. Videoconference (e.g., Global Nomads Group, Int'l Studies for Indiana Schools (i.e., ISIS); Mandarin Chinese, Niger, Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture of Mexico)

This collage shows various videoconference sessions. It includes screenshots of a 'Welcome to International Studies for Indiana Schools' banner, a person in a green shirt, a woman in a white lab coat, and several other participants in different settings.

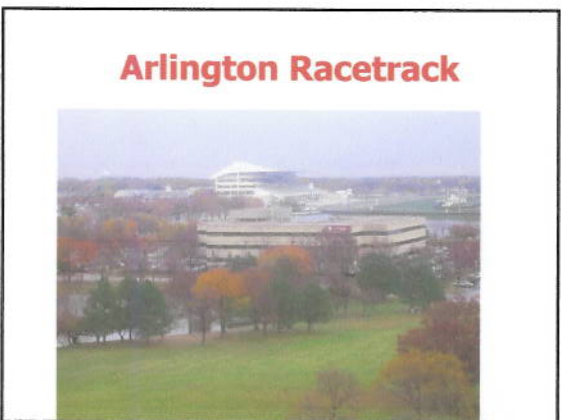
4. Variety, Novelty: A. Cool Resource Provider or Tech Demos...MM

- 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.

The block contains a 'PS-40 Cool Resource Provider and Moderator Sign Up Sheet' with a sun icon. Below it is a photo of students in a classroom setting, some looking at a screen.

4. Variety, Novelty: B. Synchronous Session with Guest Expert...MM

This collage features a photo of a guest expert, Joan Penoyak, and several screenshots from a synchronous session. One screenshot shows a slide with the text: 'Finally, we have been learning to people and places that have been ignored by many'.



5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)
(links to text, soundtracks, video clips, etc.)



5. Autonomy, Choice: B. Online Cases (e.g., Mark Braun, IU)

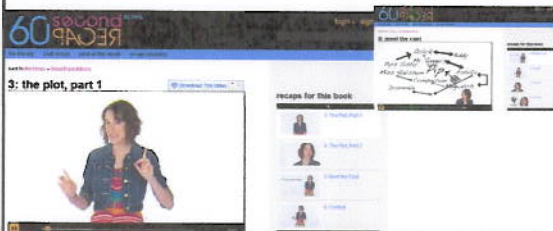


5. Autonomy, Choice: C. Explore Online Museums, Zoos, Library Exhibits



6. Relevance, Meaningfulness: A. 60 Second Recap, Jenny Sawyer

<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



6. Relevance, Meaningfulness: B. Tour an Online Oil Drilling Site or Role Play Situations (i.e., BP)



7. Interactive, Collaborative: A. Online Language Learning (Skype, MSN, ECpod, Mixer, Livemocha, Babbel, KanTalk etc.)



**7. Interactive, Collaborative:
B. Collaborative Documents (Google Docs)**

The image shows two screenshots of the Google Docs web interface. The top screenshot displays a list of document types and a small video player. The bottom screenshot shows a Google Docs spreadsheet with columns for 'Cheese', 'Sausage', and 'Crackers', and a presentation slide with a pie chart.

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

A collage of images illustrating online engagement. It includes several video chat windows showing participants in a virtual meeting, a presentation slide with the text 'A Link Between International Studies', and a screenshot of a forum or discussion board.

**8. Engagement, Effort:
B. Flash, 3-D Visualization, & Laboratory Software**

A collage of educational software screenshots. It features 3D anatomical models of the human body, data visualizations like bar charts and line graphs, and various interactive educational interfaces.

**9. Tension, Challenge, etc.:
A. Ethical Debates**

A collage of news articles and images related to ethical debates. It includes headlines like 'South Korea demands apology, reparations from Japan over colonization', 'Students to protest human body exhibit', and 'Body Worlds'.

**10. Yields Products, Goals:
A. Student YouTube Products**

<http://www.youtube.com/watch?v=xjwS1ryPzsQ>
http://www.youtube.com/watch?v=x3FJy4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

A collage of YouTube video thumbnails and player interfaces. The thumbnails show various student-created content, including a woman speaking, a person in a green shirt, and a person in a red shirt.

**10. Yields Products, Goals:
B. Video Blogs...MM**

A collage of video blog thumbnails and player interfaces. The thumbnails show various video bloggers, including a person in a red shirt and a person in a blue shirt.

**10. Yields Products, Goals:
C. Photo Festivals and
Competitions (e.g., COFA at UNSW,
Scrapblog, flickr, etc.)**

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

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

**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.

**99 seconds: What have you
learned so far?**

- Solid and Fuzzy in groups
of two to four

**Masterclass Part 2: Addressing
Learning Styles and Diverse
Learners with the R2D2 Model**


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**Magic
#2:
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. Reading from 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
Alabama University

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




Poll 2: Podcast Questions

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





Read 1c. Podcast Paper Reflections



2. Reflective and Observational Learners

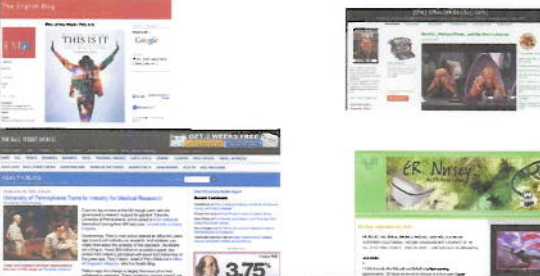
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Critical Friend Blog Postings...MM



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

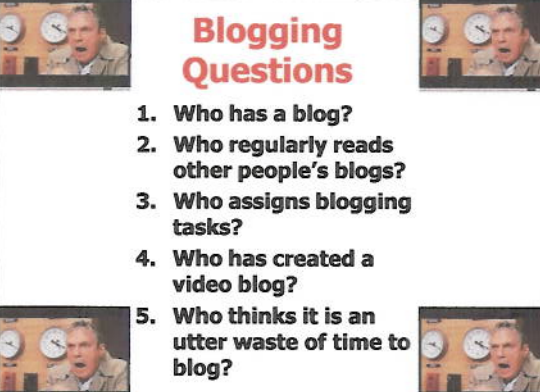


Reflect 2c. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)

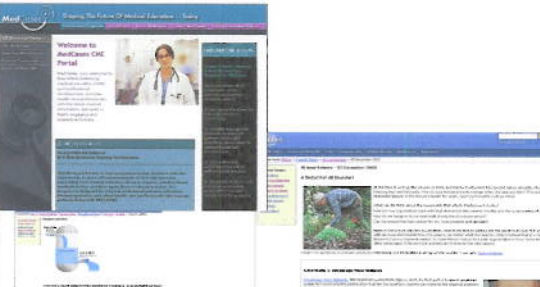


Blogging Questions

1. Who has a blog?
2. Who regularly reads other people's blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?



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



Reflect 2e. Workplace and Field Reflections...MM

This display features a central collage of images illustrating diverse workplace and field settings. The images include medical staff in a hospital, an elderly woman being cared for, a teacher interacting with students, and various children in educational or recreational activities.

3. Visual Learners

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

The slide includes a circular diagram with four colored quadrants labeled 'Visual', 'Auditory', 'Reading/Writing', and 'Kinesthetic'. To the right, there is a diagram of the 'Death Star II' and a photograph of an astronaut in a space helmet.

Display 3a. Scenario Learning (Option 6, Bloomington, IN)

This display shows several screenshots from a scenario learning application. The interface includes text-based scenarios, video clips, and interactive elements designed for a virtual learning environment.

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

This display features screenshots of online mind mapping software. On the left is a screenshot of 'Mindmeister!', and on the right is 'bubbl.us'. Below these is a sample concept map with several interconnected nodes.

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

The screenshot shows the 'WORLDMAPPER' website interface. It features a world map with color-coded regions, a search bar, and several text-based data points and indices, such as 'Science Growth' and 'Territory size'.

Display 3d. Online Portals of Rich Data United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)

This display is a collage of screenshots from various digital libraries and online portals. It includes the United Nations World Digital Library, the British Library's digital collections, and other platforms offering rich data in history, culture, literature, and art.

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

This display features a central YouTube video player showing a medical procedure. To the right is a 3D anatomical model of a human torso. Below the video are two smaller images: one showing a close-up of a medical procedure and another showing a fetal development diagram.

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

The screenshot shows the Google 3D Warehouse interface. It features a search bar, a navigation menu, and a main display area showing a 3D model of a bridge structure. The model is labeled 'Roosevelt Island Bridge & Motorgate Parking'. There are buttons for 'Download Model' and 'Image 3D View'.

Display 3g. Weather-Related Visuals and Animations

This display includes a satellite map of the Americas showing weather patterns, a graphic for Hurricane Ike with the text 'HURRICANE IKE', and a weather radar image showing precipitation levels.

Display 3h. Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)

The collage features a complex timeline diagram with various icons and text, a news article snippet titled 'Gates through the', and a software interface with various controls and a video player.

Display 3i. Online History Portals and Resources (Civil Rights Digital Library and Amistad)

The screenshot shows the Civil Rights Digital Library website. It features a search bar, a list of resources, and a section titled 'AMISTAD' with a portrait of a man.

Display 3j. Radical Cartography (<http://www.radicalcartography.net/index.html?chicago0dots>)

The display shows a series of maps illustrating the expansion of Boston city limits over time. The maps are labeled with years and corresponding areas: 1795 (South Boston), 1804 (East Boston), 1836 (Waltham village), 1855 (Roxbury, Fresh Pond), 1867 (Roxbury, Fresh Pond), 1869 (Dorchester), 1873 (West Roxbury, Brighton, Charlestown), and 1912 (Hyde Park). Below the maps is the text: 'Boston City Limits annexations and landfill, 1804-1912'.

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.

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 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 collect. Table of Contents

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 Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Suzanne Nixon Carolina Parvulescu Lin Yu Alan Boudry	Lorraine Ryan Karen Lippard Flora Liu Lori Adelman
Morre, S.A. (2005). Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking	Lorraine Ryan Hilary Chantel Nora Anara Karen Lippard	Paul Anderson Yvesse Tourn Carolina Parvulescu Lin Yu
Shea, P., Li, C.S. and Pickett, A. (2006). A study of teaching presence and student sense	Franklin Wikstrom Heather Swanson David Wilson	Sofia Resposito Nora Anara

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

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

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

Do 4e. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)

Do 4f. Medical Simulations in YouTube and Second Life

Do 4g. International and Global Education and Competitions (e.g., Global Game Jams, online role play, Global Videoconferencing)

99 Seconds Stop and Share and Stand: Top Three Things you can use!


Masterclass Part 3: The Rise of Shared Online Video, the Fall of Traditional Learning

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Skype for iPhone adds two-way video calling
cnet Reviews, December 20, 2010
http://reviews.cnet.com/8301-19512_7-20026803-233.html

Why Use Video?

- 1. Importance of shared online video:** educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
- 2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.**




Why Use Video?

- 3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.**
- 4. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.**


Why Use Video?

- 5. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.**
- 6. Anchored instruction and macrocontexts: John Bransford and colleagues.**
- 7. Multimedia theory: Richard Mayer.**



Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. For a 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




Academic Earth

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ACADEMIC EARTH Subjects Universities Instructors Playlists Search

Free online video courses from leading universities.



LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.

<http://www.learning2010.com/Videos/jonathankopp.htm>



TV Lesson (expert videos)

The screenshot shows the TVLesson website interface. At the top, there's a navigation bar with 'Home', 'About', 'Contact', and 'Help'. Below that, a main banner features a video thumbnail of a man speaking. To the left, there are sections for 'Featured', 'Top in 24 Hr', and 'Recent'. Below these are 'Featured on Expert' and 'Featured Members' sections, each with small video thumbnails and text descriptions.

Pubcasts! (videos of scientific papers and science; e.g., SciVee) NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers.

The screenshot displays the SciVee website. The header includes the SciVee logo and navigation links like 'Home', 'Upload', 'Community', and 'Help'. The main content area is a grid of video thumbnails, each with a title and a small image of the presenter. The thumbnails show various scientific topics, including a woman in a lab coat and a man in a white shirt.

Topical Lectures from Famous People (e.g., Big Think; Academic Earth)

The screenshot shows the Big Think website. It features a grid of video thumbnails for various lectures. Two prominent thumbnails are visible: one for Tal Ben-Shahar titled 'Five Ways to Become Happier Today' and another for Leonard Guarente titled 'Anti-Aging Genes'. The website has a clean, modern layout with a navigation bar at the top.

Videos of the Periodic Table

The screenshot shows a website titled 'THE PERIODIC TABLE OF VIDEOS'. It features a large periodic table of elements where each element's cell contains a small video thumbnail. The thumbnails show various scientific experiments and demonstrations related to the elements. The website has a dark background and a navigation bar at the top.

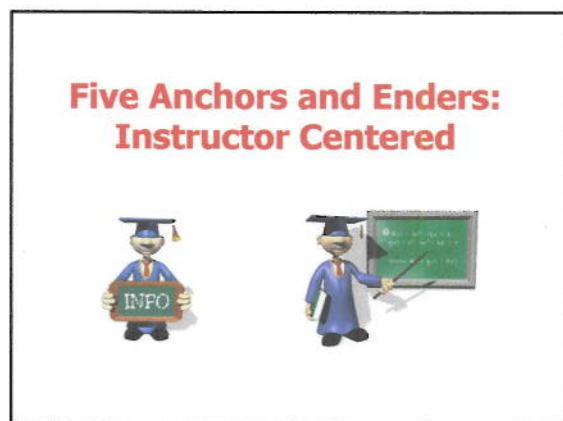
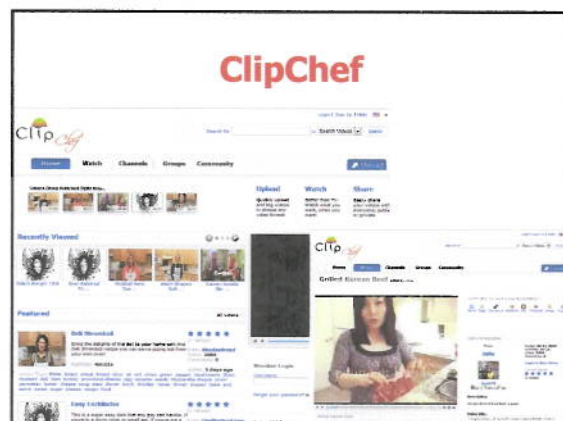
Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)

<http://www.youtube.com/user/btelymonfor?e/a/z/1/LhGnAgmJsnr>

The screenshot shows a YouTube channel page for Brian J Ford. The page includes a channel banner, a profile picture, and a list of video uploads. The thumbnails show various scientific experiments and lectures. The channel name 'Brian J Ford' is visible at the top.

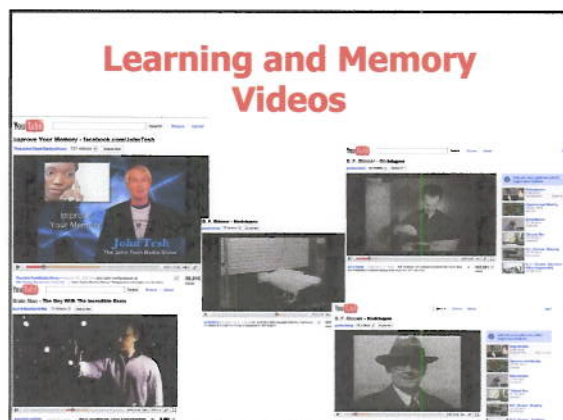
Videos on Book Websites (e.g., Brain Rules, John Medina)

The screenshot shows the 'brain rules' website by John Medina. It features a large video player in the center showing John Medina speaking. To the right, there's information about the book 'Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School'. The website has a dark background and a navigation menu on the left.



1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.



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.



2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.



3. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.



4. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.



RSA Animate - Drive: The surprising truth about what motivates us

<http://www.youtube.com/watch?v=u6XAPnuFJc>



5. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.



Five Anchors and Enders: Student Centered



1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



2. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



3. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



4. Video Anchor Debates

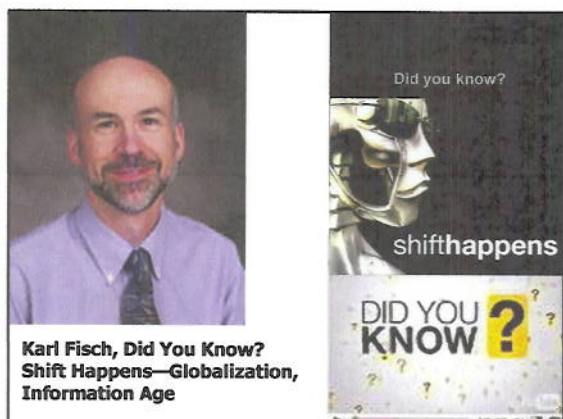
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



5. Anchor Creator Interviews

Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.






Did you know?
shifthappens
DID YOU KNOW?

**Karl Fisch, Did You Know?
Shift Happens—Globalization,
Information Age**


Advice and Guidelines

1. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
2. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.




Advice and Guidelines

3. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
4. Have back-up videos in case do not work or are taken down.




Poll: How many ideas did you get from the second part of this talk?

- 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!



Stand and Share Ideas

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



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