
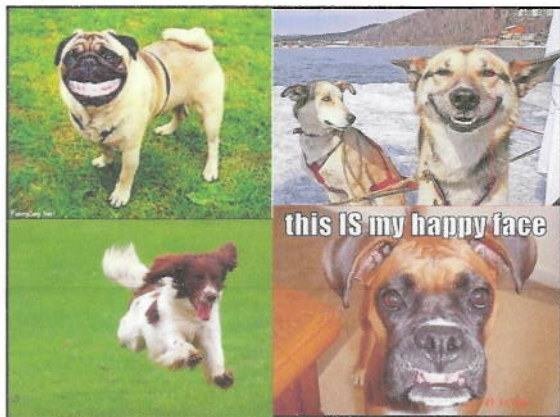
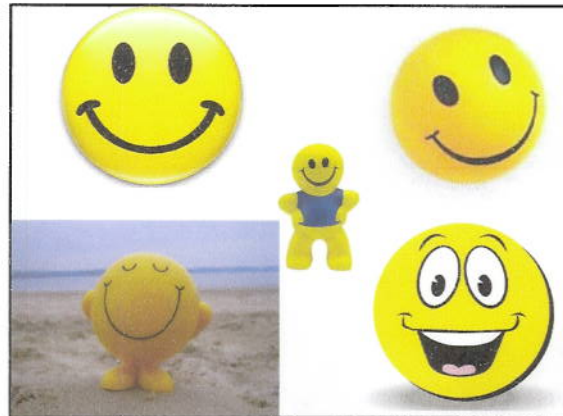



A Five-Part Masterclass for Technology-Enhanced Teaching and Learning: Sampling across a Scrumptious Smorgasbord

**Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University**

**Dog Gets MBA,
The Chronicle of Higher Ed, Unmuzzling Diploma Mills: Dog Earns M.B.A. Online, Marc Parry**

Unmuzzling Diploma Mills: Dog Earns M.B.A. Online
By Marc Parry



**February 16, 2011
How Bill Gates' Favorite Teacher Wants to Disrupt Education, Gregory Ferenstein, Fast Company**

YouTube
Khan Academy on the Gates Notes



CNNMoney.com News, Markets, Technology, Personal Finance, Small Biz

FORTUNE
Innovation in Education
Bill Gates' favorite teacher



**February 16, 2011
Bill Clinton in Surprise Talk on Tech: It's the Institutions, Stupid, David Zax, Fast Company**

FAST COMPANY INNOVATION UNCENSORED

Bill Clinton in Surprise Talk on Tech: It's the Institutions, Stupid



March 3, 2011
Bill Gates Promotes Professor's Online Course at TED, Chronicle of HE, Jeff Young, The History of Everything
<http://www.bihistoryproject.com/>

But I am not Content!!!

May 24, 2010
Author Nicholas Carr, The Web Shatters Focus, Rewires Brains, Wired
http://www.wired.com/magazine/2010/05/ff_nicholas_carr/

January 23, 2011
As the Web Goes Mobile, Colleges Fail to Keep Up, Chronicle of Higher Ed, Josh Keller
<http://chronicle.com/article/Colleges-Search-for-Their/126016/>

Year	Percentage
2008	10.2%
2009	23.8%
2010	43.8%

"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.

February 17, 2011
US internet access still a problem: Gov't says up to 10 pct in US lack good Internet, Joelle Tesslar, AP Technology Writer

US Internet access still a problem
 Gov't says up to 10 pct in US lack good internet

JOELLE TESSLAR, AP Technology Writer

WASHINGTON (AP) — As many as one in 10 Americans lack adequate connections that are fast enough to download music or viewing videos, video and games, and the kinds of schools have broadband connections that are the size of dial-up speeds, are some of the conclusions from the Commerce Department's first-ever study of broadband, interactive and streaming web types of high-speed Internet service availability — or lack thereof — in every part of the country.

Nature AND Nurture: Technology

Video

Calling/Conferencing/Webcaming

December 20, 2010: Skype for iPhone adds two-way video calling, CNet Reviews

WATCHING VIDEO ONLINE

Google's YouTube dominates online video viewing, but its four competitors combined had more.

Top video content streams:

Google (YouTube)	14.3 billion
Facebook	757 million
Yahoo	660 million
Vevo	455 million
Viacom	437 million
Netflix	405 million
AT&T	248 million
Blockbuster	247 million
Five Interactive (iVox.com)	208 million
CBS	197 million

* Includes Comedy Central and MTV Source: ComScore Media Metrics, November

Free music video site Vevo eyes iPad, other mobile possibilities

Skype for iPhone adds two-way video calling

Social Networking Gaming

December 24, 2010: 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"

PLAY NOW

E-Book Readers

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

http://www.usatoday.com/life/books/news/2011-01-25-1Abooksales05_ST_11.htm

Amazon unveils 3rd generation Kindle e-book reader

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

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

http://articles.cnn.com/2011-03-04/tech/amazon.free.kindle.1_business.mobile.e-reader.e-book-market?_s=PM:TECH

Why Amazon would be smart to give away the Kindle

Kindle Price Forecast

Artificially Intelligent Computers

February 18, 2011: Watson dominated at 'Jeopardy!' — but what else can it do? As IBM seeks new uses, man still has edge over machine, Dan Fergano, USA Today.

Computer vs. brain

Feeling a little computer envy? Don't let IBM's Watson, the champ-crushing computer on 'Jeopardy!', get you down. A comparison with your own human brain.

Watson		Human brain
1,190 pounds	Weight	3 pounds
4 years	Development time	6 million years
2,800 processors	Processors	1 billion neurons
200 trillion	Computations (per second)	100,000 trillion
10 trillion	Memory (in bytes)	1 trillion

Note: According to IBM, Watson spent about 1.5 hours (total of 100,000 hours) on the game. It is not a single piece of software, but a collection of programs.

Computer ties human as they square off on 'Jeopardy!'

Group Video Chat, February 28, 2011: SocialEyes delivers group video chat, USA Today, Feb 28, 2011, Jon Swartz, <http://www.socialeyes.com/>

SocialEyes delivers group video chat

SAN FRANCISCO — The brains behind digital media pioneer again — with a new, two-way video service on Facebook.

SocialEyes, which searches for smart people at once, so they can collaborate on interests or even learn to play.

"It's a way to connect to the social graph," says co-founder Robert Williams, who has worked for about 20 years in the venture space. He stepped down last year. He remains chairman.

"This is a nifty way to close the 10-person start-up gap. The 10-person start-up gap is a million in funding, mostly to Partners."

iPad 2, March 2, 2011: Steve Jobs' surprise appearance a 'big deal', CNN Tec, Mark Milian, March 2, 2011,
<http://www.cnn.com/2011/TECH/gaming.gadgets/03/02/steve.jobs.ipad2/index.html?ref=NS1>

Steve Jobs' surprise appearance a 'big deal'

Apple's Jobs unveils the iPad 2

Whatever health concerns prompted Steve Jobs' leave didn't seem to affect his flair Wednesday as an Apple pitchman.

March 3, 2011: What Apple hopes you didn't notice about iPad2, Chris Taylor, CNN Tech
<http://www.cnn.com/2011/TECH/gaming.gadgets/03/03/milssing.from.ipad2.taylor/index.html?ref=NS1>

What Apple hopes you didn't notice about iPad 2

Nature AND Nurture: Pedagogy

Nature (Technology)

Nurture (Pedagogy)

People, Society, Culture, etc.

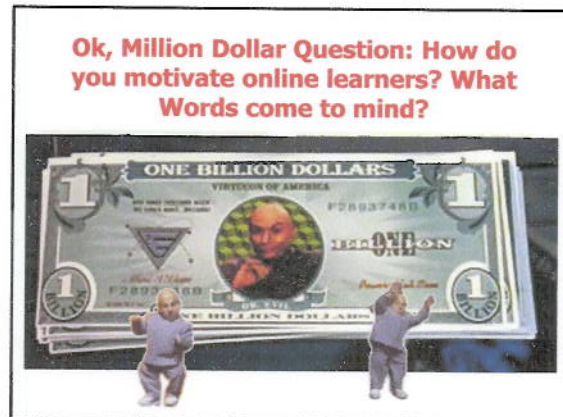
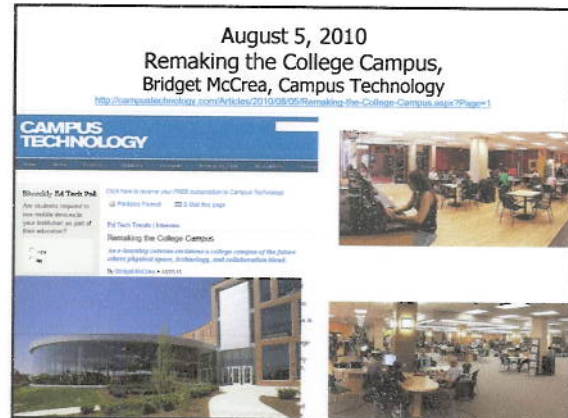
Masterclass Part 1: Online Motivation with the TEC-VARIETY Model

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

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

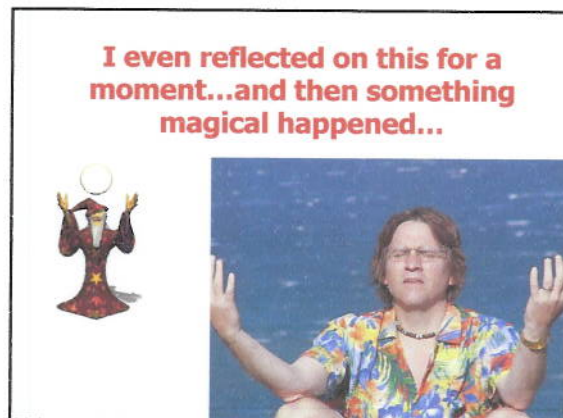
BORED

MOTIVATION



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.

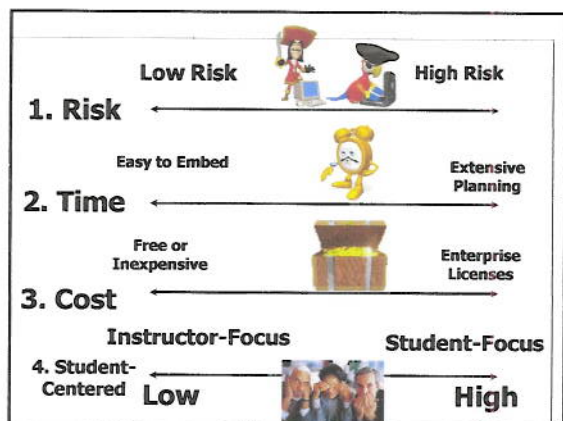


Magic #1: TEC-VARIETY Model for Online Motivation and Retention

- 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

Feb 1, 2011: Self-Organized Learning from Sugata Mitra, Teacher-Replacing Tech: Friend or Foe?, Gregory Ferenstein, Fast Company

The image shows a screenshot of a Fast Company article. The main headline is "Teacher-Replacing Tech: Friend or Foe?". Below the headline is a video player showing a TED talk by Sugata Mitra. The video title is "TED | How much schooling?". The article text below the video discusses how the Internet replaced traditional education and the implications for the future of learning.



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=BO9rgJD1GXo>

The image is a collage of several video course intro screenshots. It shows various instructors in different settings, including a woman in a blue shirt, a man in a suit, and a woman in a white lab coat. The screenshots are arranged in a grid-like fashion.

2. Encouragement, Feedback, etc.:

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

The image shows a screenshot of an online self-testing interface. The title is "Upper Extremity Muscles". It asks the user to identify the ANTONYM for the word MAXIMUM. The options are: A. clear, undetectable, fathomable, amiable; B. non-phony, intifid person; C. retain, withhold, keep, hold; D. make happy, cheer, amuse, please; E. smallest, least, minimum, little. Below the options are buttons labeled A, B, C, D, E. The page number "1 / 20" is visible at the bottom.

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

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/sect/ManagerialAccounting/cost-behavior-quiz.html>
<http://video.franklin.edu/Franklin/sect/352/common/traufscenarios2.html>

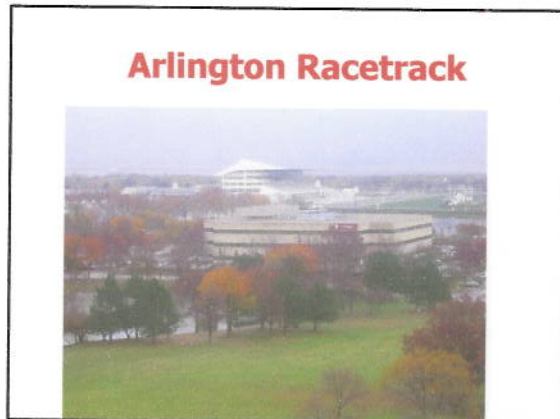
3. Curiosity, Fun: A. Online News (Giant jellyfish, Tiny T. rex, and Ardi)

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)

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.

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



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/>
Access 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, Mixxer, Livemocha, Babel, KanTalk etc.)

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

	Cheese	Stagnant	Crackers
1	Muenster	Stanger	Raz
2	Cheddar	Breakfast	Tourist
3	Swiss	Yofussa	Sabine
4	Mozzarella	Mortadella	Melba Toast
5	Edam	Sabini	Wheat Thins
6	Gouda	Sweet Italian	Gardich

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

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

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

10. Yields Products, Goals:
A. Student YouTube Products
<http://www.youtube.com/watch?v=xiwSiNyPzsQ>
http://www.youtube.com/watch?v=x3FJyI4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

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

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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 cjbonk@indiana.edu


Magic #2: 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. Reading from Open Access Journals (e.g., PLOS)



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


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



follow us on **twitter**  **Follow me!**

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

3. Visual Learners

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

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

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

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

The map shows the growth in scientific research of countries between 1990 and 2000. It shows a massive increase in scientific publications that territory has no area on the map.

In 1990, 80 scientific papers were published per million people living in the world. This increased to 300 per person by 2000. This increase was accompanied by a decrease in territory with strong scientific research. However, the United States, with the highest total publications in 2000, experienced a similar increase since 1990. Other countries in Japan, China, Germany and the Republic of Korea. Singapore had the greatest per person increase in scientific publications.

Temporary one shows the proportion of the number of scientific papers that were published in 2000 compared with 1990, unless authors work there.

Temporary one shows the proportion of the number of scientific papers that were published in 2000 compared with 1990, unless authors work there.

Temporary one shows the proportion of the number of scientific papers that were published in 2000 compared with 1990, unless authors work there.

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.)

ONLINE GALLERY

ONLINE GALLERY

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

Health Media: Health System Support

Health Media: Health System Support

Health Media: Health System Support

Health Media: Health System Support

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

Google 3D Warehouse

Roosevelt Island Bridge & Motorgate Parking

Image 3D View

Download Model

Display 3g. Weather-Related Visuals and Animations

HURRICANE IKE

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

Gates through the

The Learning Tools

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

The screenshot shows the homepage of the Civil Rights Digital Library. It features a header with the site's name, a main content area with a welcome message, and a sidebar with navigation links. The Amistad logo is also visible on the right side.

Display 3j. Radical Cartography

<http://www.radicalcartography.net/index.html?chicagodots>

The map illustrates the expansion of Boston's city limits over time. Red outlines represent the city's boundaries at various dates: 1795 (South Boston), 1804 (Boston), 1836 (East Boston), 1855 (Westchester Village), 1867 (Boston), 1869 (Dorchester), 1873 (West Roxbury, Brighton, Charlestown), and 1912 (Hyde Park). The area between the outlines represents landfills.

4. Tactile/Kinesthetic Learners

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

The diagram shows a cycle of learning styles: Visual, Auditory, Reading/Writing, and Kinesthetic/Tactile. The Kinesthetic/Tactile section is highlighted in red. Below the diagram is a collage of images showing students engaged in various activities like role-play, dramatization, 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?

The slide includes a stylized 'WIKI' logo with figures holding up the letters and a small photograph of a man, likely the author of the poll.

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

Web 2.0 and Emerging Learning Technologies
From Wikibooks, the open content textbooks collection

The screenshot shows the Wikibooks website interface, featuring a search bar, navigation tabs for 'Part I: Foundations', 'Part II: Learners', and 'Part III: Emergentists', and a list of book titles.

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
Atkins, J.D. (2007). <i>Does the Constructivist of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephen Moses Carolin Parvoko Lin Yu Alex Bradley	Lorraine Ryan Karen Leonard Flora Liu Loni Adelson
Meyer, R.A. (2001). <i>Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking</i>	Lorraine Ryan Hank Chantal Nora Anne Karen Leonard Francis Williams	Paul Anderson Yvonne Toany Carolin Parvoko Lin Yu Alex Bradley
Shen, P., Li, C.S. and Proben, A. (2006). <i>A study of teaching presence and student sense</i>	Hannah Bauman David Wilson	Sofia Rasporich Nora Anne

A small photograph of a man is located in the top right corner of the slide.

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

The image shows three screenshots of online survey platforms. The top left is SurveyShare.com, the top right is Mister Poll, and the bottom left is Zoomerang. Each screenshot displays the user interface for creating and managing online surveys.

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

The image features the 'Just-In-Time Teaching' logo on a yellow background. To the right is a black and white photograph of a man looking at a map of the United States. Below the photo is a small map of the USA with several locations marked.

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

A collage of images related to podcasting and virtual performance. It includes screenshots of software like Audacity and Podomatic, as well as social media posts and audio waveforms.

Do 4f. Medical Simulations in YouTube and Second Life

Two screenshots of YouTube videos. The left one shows a virtual world with a sign for 'Exam Rooms' and a heart diagram. The right one shows a medical simulation of a hand being examined.

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

A collection of photos showing people engaged in various activities. The central image is labeled 'Global Game Jam' and shows a group of people gathered around a table. Other photos show people in virtual environments and participating in online activities.

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

A collage of various 3D objects and icons, including a jar of bees, a stack of orange blocks, a globe, and several cartoon characters. The text '99 Seconds Stop and Share and Stand: Top Three Things you can use!' is prominently displayed in the center.

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

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









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. 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



Academic Earth

Free online video courses from leading universities.

The screenshot shows the Academic Earth homepage with a navigation bar at the top. Below the main heading, there are three video thumbnails: 'Introduction to Biology', 'JavaScript', and 'Evolution: Natural Selection'. A sidebar on the left lists 'Subjects' and 'Featured Courses'. At the bottom, there are social media icons for Facebook, Twitter, and YouTube.

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

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

The screenshot displays the LearningTalks website. At the top, it says 'LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.' Below this is a navigation menu and a list of video topics. A prominent video player shows an interview with Jonathan Kopp, with the title 'Jonathan Kopp: Business Digital - The Power of Video Storage and Social Media in Corporations'.

TV Lesson (expert videos)

The screenshot shows the TV Lesson website. It features a large video player in the center displaying a lesson. To the left, there are sections for 'Featured' and 'Top in 24 hr'. Below the main video, there are several smaller video thumbnails and a 'Featured Mentors' section.

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 shows the SciVee website. It has a dark-themed header with the SciVee logo and navigation links. The main content area features several video thumbnails, including one titled 'Molecular Pathway 2008: Sally Temple, immunologist'.

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

The screenshot shows the Big Think website. It features a large video player with a lecture by Tal Ben-Shahar titled 'Five Ways to Become Happier Today'. Below the video, there are sections for 'Related Videos' and 'Anti-Aging Genes'.

Videos of the Periodic Table

The screenshot shows a collection of video thumbnails related to the periodic table. One prominent video is titled 'THE PERIODIC TABLE OF VIDEOS' and shows a grid of elements. Other videos include 'THE PERIODIC TABLE OF PEOPLE' and 'THE PERIODIC TABLE OF SCIENCE'.

Life of a Scientist or Famous People Website
 (e.g., Brian J Ford, independent scientist)
<http://www.youtube.com/user/Teftymonitor#a/u/1/LiGeAosKiaer>

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

More and More Shared Online Video (e.g., Link TV, TED Conference, Edutopia Videos)

ClipChef

Still More Shared Online Video (e.g., Howcast, WonderHowTo, Clip Chef, Link TV, Fora TV, etc.)

Five Anchors and Enders: Instructor Centered

1. Online Video Anchoring

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

Learning and Memory Videos



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.



Animation of Videos (e.g., RSA Animate - Drive: The surprising truth about what motivates us)

<http://www.youtube.com/watch?v=u6XAPnuFj2c>
<http://comment.rsablogs.org.uk/videos/>



Graphic Facilitation of Speeches (e.g., ImageThink)

<http://www.imagethink.net/>
<http://imagethink.squarespace.com/line-by-line/2011/3/1/second-international-conference-of-e-learning-and-distance-e.html>



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.



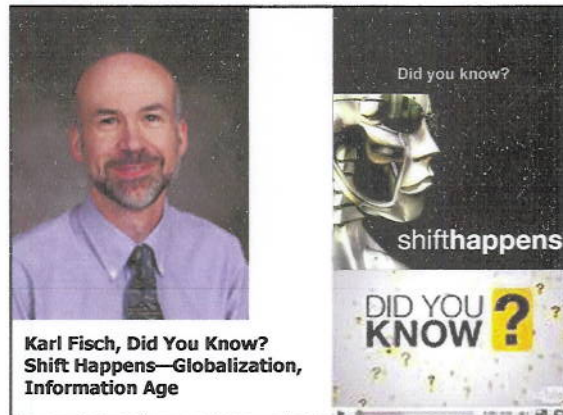
4. Video Anchor Debates

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.



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.



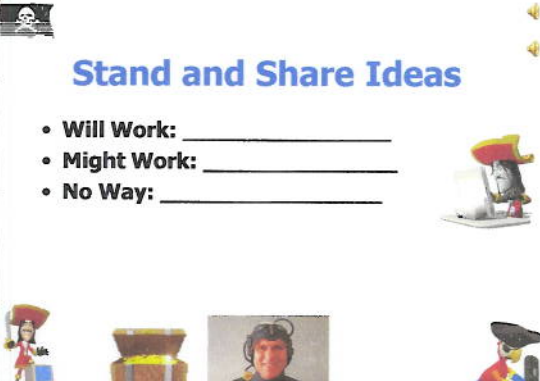
Poll: How many ideas did you get from the second part of this talk?

- 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: _____



**Try the R2D2 Method!
Try TEC-VARIETY!
And hope for some magic!!!**

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