


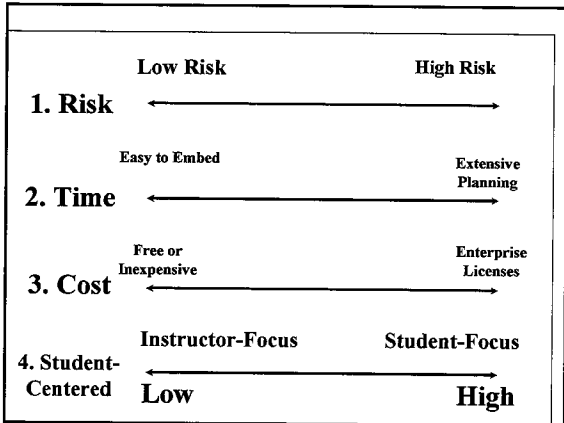
**Active Collaborative Learning with Technology**

**Curtis J. Bonk, Professor, Indiana University**  
 President, SurveyShare  
 cjbonk@indiana.edu  
<http://mypage.iu.edu/~cjbonk/>





## Task

- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)




## Part I: 10 Learning Centered Technology Ideas

Experience. The difference.


### 1. Learner-Centered Learning Principles (American Psychological Association, 1993)

<p><u>Cognitive and Metacognitive Factors</u></p> <ol style="list-style-type: none"> <li>1. Nature of the learning process</li> <li>2. Goals of the learning process</li> <li>3. Construction of knowledge</li> <li>4. Strategic thinking</li> <li>5. Thinking about thinking</li> <li>6. Context of learning</li> </ol> <p><u>Motivational and Affective Factors</u></p> <ol style="list-style-type: none"> <li>7. Motivational and emotional influences</li> <li>8. Intrinsic motivation to learn</li> <li>9. Effects of motivation on effort</li> </ol>	<p><u>Developmental and Social Factors</u></p> <ol style="list-style-type: none"> <li>10. Developmental influences on learning</li> <li>11. Social influences on learning</li> </ol> <p><u>Individual Differences</u></p> <ol style="list-style-type: none"> <li>12. Individual differences in learning</li> <li>13. Learning and diversity</li> <li>14. Standards and assessment</li> </ol>
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**1. 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.



**2. Cool Resource Provider**   
 (Bonk, 2004) (L = Cost, M = Risk, M = Time)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class via synchronous meeting or asynchronous discussion post.



**3. Library Day**  
 (L = Cost, M = Risk, M/H = Time)  
 (Bonk, 1999)

- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.



**4. Jigsaw** 

(L = Cost, M = Risk, H = Time)

- Form home or base groups of 4-6 students.
- Student move to expert groups—discussion ideas in a chat.
- Share knowledge in expert groups and help each other master the material in an online forum.
- Come back to base group to share or teach teammates.
- Students present in group what learned.

**5. 99 Second Quotes** 

(L = Cost, M = Risk, M = Time)

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum

**6. Structured Controversy and Instructor (or student) Generated Virtual Debates**

(L = Cost, M = Risk, M = Time)

1. Select controversial topic (with input from class)
2. Divide class into subtopic pairs: one critic and one defender.
3. Assign each pair a perspective or subtopic
4. Critics and defenders post initial position statements in an online thread
5. Rebut person in one's pair
6. Reply to 2+ positions with comments or q's
7. Formulate and post personal positions.



**7. Scavenger Hunt**

(L = Cost, L = Risk, M = Time)

**1. Create a 20-30 item scavenger hunt**



**2. Post scores**



## 8. Pruning the Tree (i.e., 20 questions)



- During a synchronous chat or videoconference, have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



## 9. Numbered Heads Together

- Assign a task and divide into groups (perhaps 4-6/group).
- Perhaps assign group names across class or perhaps some competition between them.
- Count off from 1 to 4.
- Discuss problem or issue assigned.
- Instructor calls on groups & numbers.
  - e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, etc.



## 10. Human Graphs



- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).
- Debrief



## Part II: 24 Blended Learning Solutions



## Ok, Million Dollar Question: How can you blend learning?



## Blended Solution #1. Video Streamed Lectures and Expert Commenting

Streamed Class Sessions for 546

Department	Course ID	Section	Date	Part	Media Type	Stream (click to play)	Download
EDUC-P	546	00600	01/22/2005	Real	Real Player	<a href="#">Download (641.91M)</a>	
EDUC-P	546	00600	01/15/2005	Real	Real Player	<a href="#">Download (894.24M)</a>	

### Blended Solution #2: Warm-ups Online Just-In-Time-Teaching (JiTT)

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

### Blended Solution #3: Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University)

<http://www.sfu.ca/mediapl/news/2001/S...>

### Blended Solution #4. Online Simulation: Financial Accounting; (University of Calgary)

### Blended Solution #5. Concept Mapping Tools

Ratio Analysis - Mind Map

Mind Maps have been produced to introduce topics and give students an overview of key to page or, for those who prefer a more linear approach, as a topic review.

View larger version of the mind map.

- Liquidity
  - How solvent is the business?
  - Add Test

### Blended Solution #6. Educational Simulations, Scenarios, and Manipulations

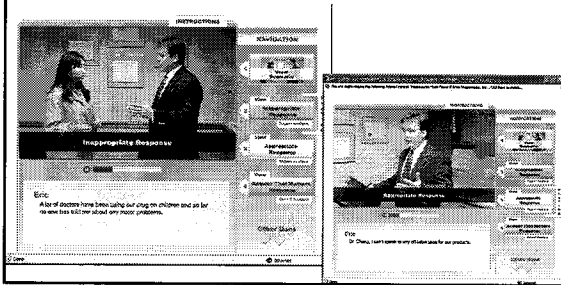
### Blended Solution #7. Real World Problems (PBL online): Real-time Cases

REALTIME case method

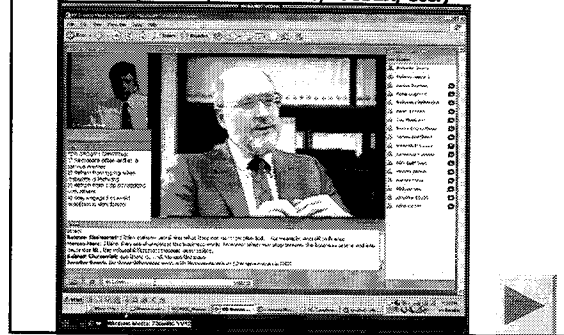
Supercharging the case method, making it more realistic and engaging

Professor James Thomas  
Davis Professor of Entrepreneurship,  
University of Massachusetts, Amherst

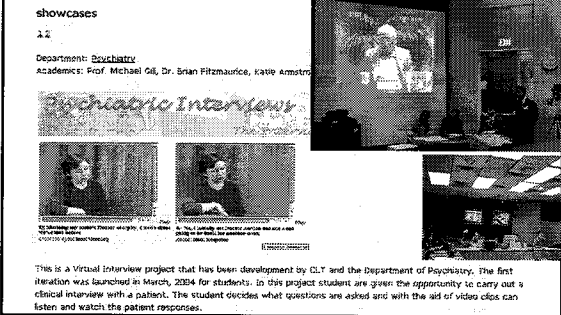
**Blended Solution #8.  
Video Scenario Learning  
(Option 6, Arjuna Multimedia, Bloomington, IN)**



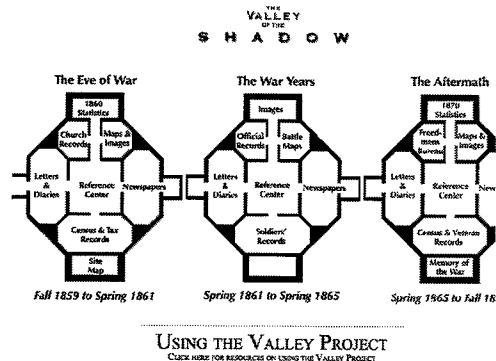
**Blended Solution #9. Instructor  
Presentation in Synchronous Sessions  
(Breeze, Elluminate, WebEx, etc.)**



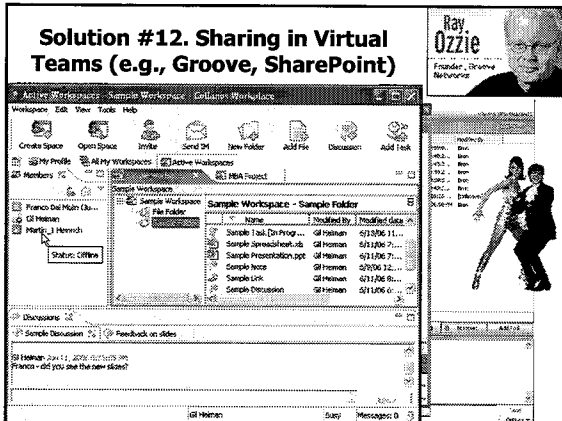
**Blended Solution #10.  
Video Observations (e.g., Virtual Psychiatric  
Interview, Trinity College, Dublin)**



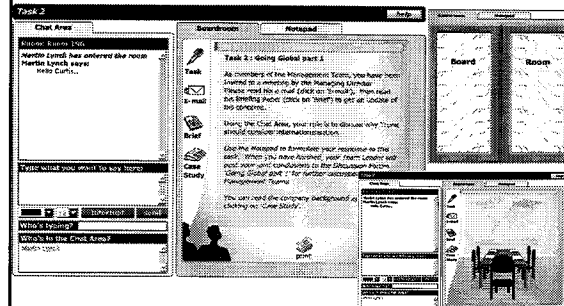
**Solution #11. Instructor Portal:**



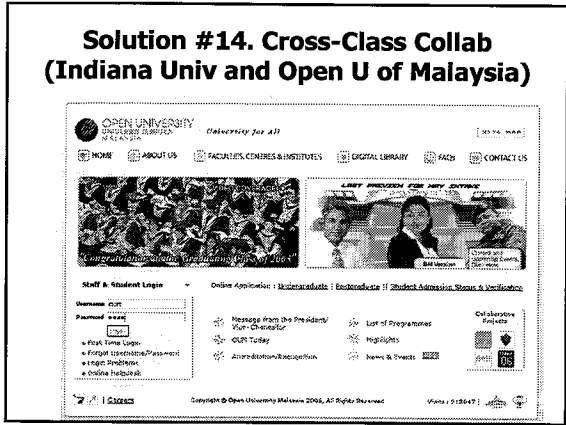
**Solution #12. Sharing in Virtual  
Teams (e.g., Groove, SharePoint)**



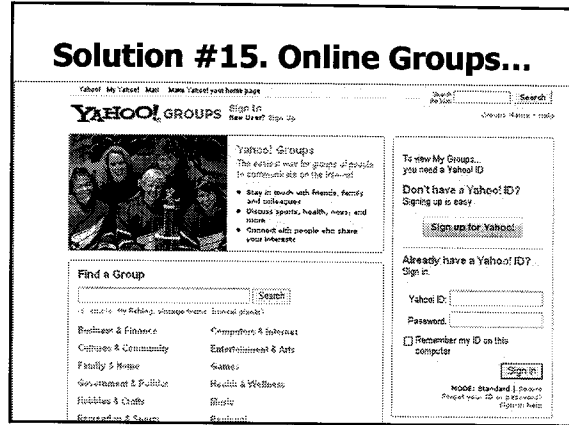
**Solution #13. Online Synchronous Cases and  
Teams; Simulated Boardroom Chat; College Wales,  
Univ. of Glamorgan**



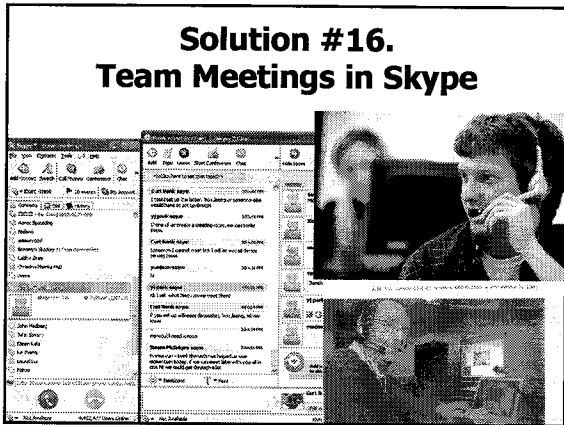
### Solution #14. Cross-Class Collab (Indiana Univ and Open U of Malaysia)



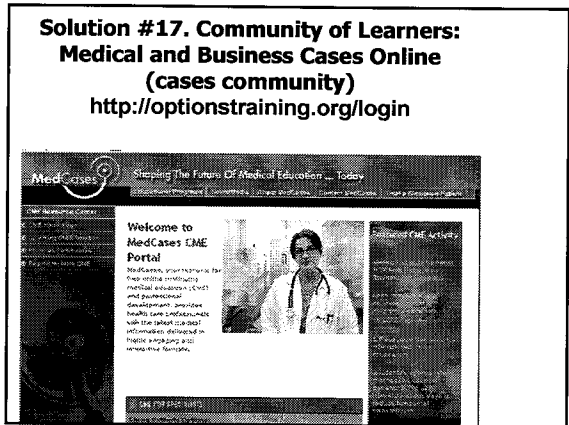
### Solution #15. Online Groups...



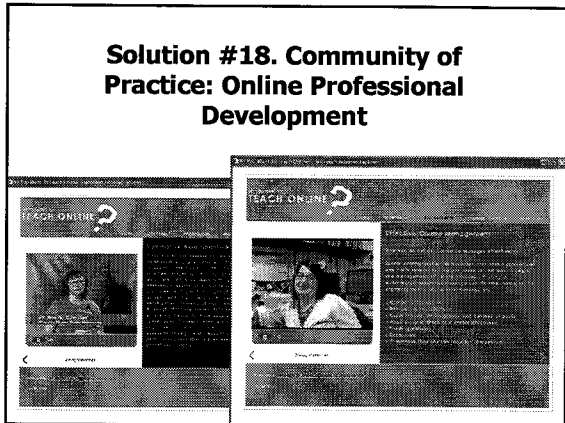
### Solution #16. Team Meetings in Skype



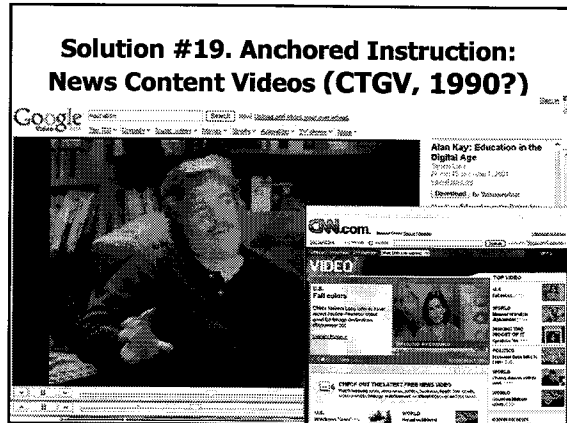
### Solution #17. Community of Learners: Medical and Business Cases Online (cases community) <http://optionstraining.org/login>



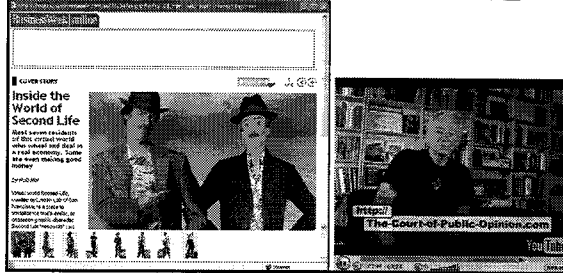
### Solution #18. Community of Practice: Online Professional Development



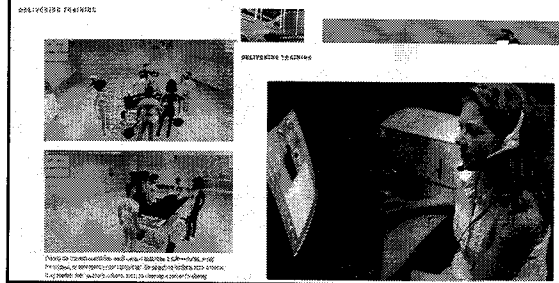
### Solution #19. Anchored Instruction: News Content Videos (CTGV, 1990?)



**Solution #20. Virtual Reality/Worlds**  
**First Course in a Virtual World (Second Life)**  
 Wednesday, August 30, 2006  
 Harvard Law School (Charles & Rebecca Nesson)  
 Chronicle of Higher Ed (open to the public)  
<http://chronicle.com/daily/2006/08/2006083001t.htm>



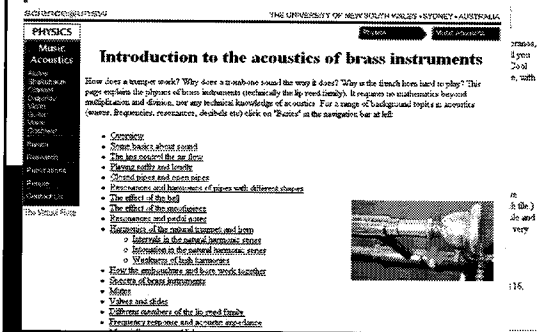
**Solution #21. Educational Simulations**  
**(HEALING GAMES: Computer simulations don't have to be violent -- they can give peace a chance, Scott Duke Harris May 21, 2006, San Fran Chronicle; and Medical Traumas from TD Magazine, August 2006)**



**Solution #22. Art and History Exhibits**



**Solution #23.**  
**Basic Acoustics of Musical Instruments**

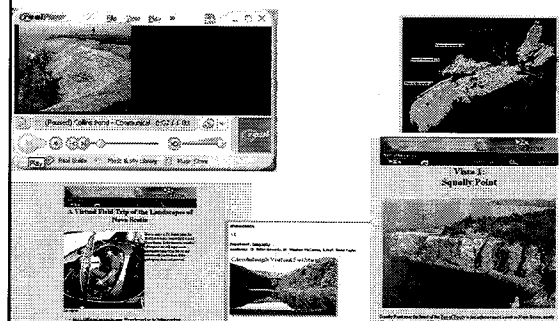


**Solution #24. Peer Critique in Breeze**  
**(Table of Benefits of Peer Critique; Park & Bonk, in review)**

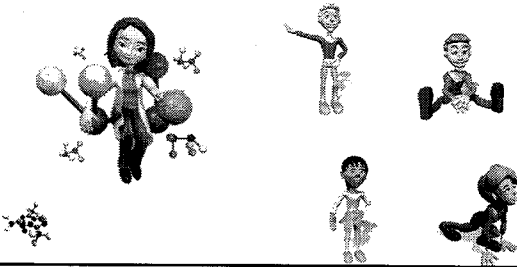
- Providing immediate feedback
- Increasing interactions among participants
- Encouraging to exchange multiple perspectives
- Enhancing dynamic interactions
- Promoting passive to become active
- Strengthening social presence allowing to exchange of emotional supports
- Apply skills just learned
- Exchange constructive feedback on each other's projects



**Solution #25. Exploration and Demonstration:**  
**Virtual Fieldtrip, Tours, Timelines**



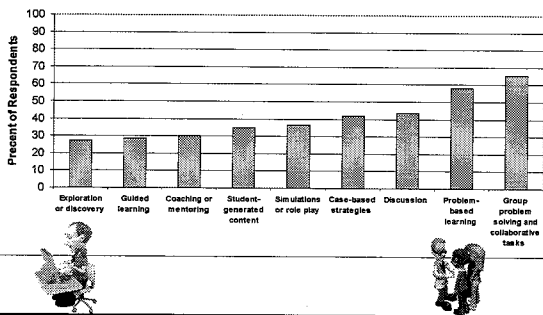
## 99 Second Stretch Break and Chat!!!



## Part III. Mucho Motivation 10+ Ideas



Instructional Approaches that Selected by Respondents as Among the Four Strategies Likely to Become More Widely Used



## Intrinsic Motivational Terms

1. **Tone/Climate:** Psych Safety, Comfort, Belonging
2. **Feedback:** Responsive, Supports, Encouragement
3. **Engagement:** Effort, Involvement, Excitement
4. **Meaningfulness:** Interesting, Relevant, Authentic
5. **Choice:** Flexibility, Opportunities, Autonomy
6. **Variety:** Novelty, Intrigue, Unknowns
7. **Curiosity:** Fun, Fantasy, Control
8. **Tension:** Challenge, Dissonance, Controversy
9. **Interactive:** Collaborative, Team-Based, Community
10. **Goal Driven:** Product-Based, Success, Ownership

## 1. Tone/Climate: Ice Breakers

### A. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings



### B. Coffee House Expectations

1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met



## 2. Feedback: A. Critical/Constructive Friends, Email Pals...

John Becker and Dana Irwin

- 1. Leo Elman (2005) Thu, Dec 26, 2006, 13:38
- 2. John Becker (Becker) Fri, Feb 14, 2007, 19:53
- 3. E.L. Doss-Basic (8575) Sat, Feb 10, 2007, 05:00
- 4. 226 Lynn Jones (ljohns) Fri, Mar 30, 2007, 23:59
- 5. 228 Dana Irwin (dani) Wed, Mar 21, 2007, 01:54
- 6. 258 John Becker (Becker) Tue, Apr 3, 2007, 12:09
- 7. 263 Lynn Jones (ljohns) Thu, Apr 5, 2007, 02:49
- 8. 290 Dana Irwin (dani) Sat, Mar 31, 2007, 02:02

Nancy Hinkens and Candy Niceman Feedback

- 1. Leo Elman (2005) Thu, Dec 26, 2006, 13:38
- 2. 104 Nancy Hinkens (nshinkens) Thu, Mar 6, 2007, 10:56
- 3. 118 Dana Irwin (dani) Thu, Mar 15, 2007, 20:08
- 4. 138 Candy Niceman (cniceman) Wed, Mar 21, 2007, 19:35
- 5. 149 Nancy Hinkens (nshinkens) Thu, Mar 22, 2007, 07:07
- 6. 144 Candy Niceman (cniceman) Thu, Mar 22, 2007, 09:06
- 7. 152 Nancy Hinkens (nshinkens) Fri, Mar 23, 2007, 14:16
- 8. 196 Dana Irwin (dani) Wed, Mar 22, 2007, 12:25

Pamela Schmidt and Kim Roman Feedback

- 1. Leo Elman (2005) Thu, Dec 26, 2006, 13:38
- 2. 76 Pamela Schmidt (pschmidt) Fri, Feb 23, 2007, 15:08
- 3. 83 Kim Roman (kroman) Mon, Feb 26, 2007, 10:35



### 3. Engagement: C. Clickers; Innovation is but one click away...

### 4. Meaningfulness: A. Authentic Data Analysis

### 5. Choice: A. Multiple Topics

Topic	Unread	Total	Status
All	0	415	
1. Communication Breakers	0	92	public, unlocked
2. Communication Difficulties	0	1	public, unlocked
3. Discussion Review or Suggestions	0	93	public, unlocked
4. Resources Review or Suggestions	0	65	public, unlocked
5. Course Plans or Proposals	0	36	public, unlocked
6. Classroom Management	0	0	public, unlocked
7. Assign, Check, Submission or Participation	0	0	public, unlocked
8. Classroom Activities	0	0	public, unlocked
9. Student Questions	0	31	public, unlocked
10. Student Comments	0	0	public, unlocked
11. General Course Discussion	0	134	public, unlocked

### 6. Variety: A. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

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

### B. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

### 7. Curiosity: A. Games Online Jeopardy Game

www.km-solutions.biz/caa/quiz.zip;  
Games2Train: The Challenge; Thiagi.com

### 8. Tension: A. Online Role Play of Scholars, Personalities, or Famous People

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

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

- Training Magazine might have a little bit of a bias too. Also, I'm boring instructional animations and videos. Classroom or e-learning a good audiotape - they can all be good for learning. Cost-effective to go away as an issue, so we might as well face it instead of saying learning is better than another - because it costs more! How did y. of the Huns? Didn't you compare prices on spears and horses before global conquests?

24.3.1. Again my opinion - e-learning is NOT cost-effective and is NOT value for money, and does NOT equate good quality. Attila the Hun

## 9. Team Collaboration: A. Court Room Forum (Bus Law)

Court Administration

ADD COURT

Court	Team List				Edit
Court A	Court Team1	Court Team2	Court Team3	Court Team4	Edit
Court B	Court Team5	Court Team6	Court Team7	Court Team8	Edit
Court C	Court Team9	Court Team10	Court Team11	Court Team12	Edit
Court D	Court Team13	Court Team14	Court Team15	Court Team16	Edit
Court E	Court Team17	Court Team18	Court Team19	Court Team20	Edit

Event Management Exam Management Check Forum Postings

## 10. Product-Based: A. Video Papers. Grounded Research and Production. Video Paper Builder (<http://vpb.concord.org/>)

Welcome to VideoPaper Builder 3

Page 2 Page 2

You will notice that when the page was chosen from the drop-down menu, the video at the Video Paper Builder site is a different one than the one. This is an intentional feature of the Video Paper Builder, because it will allow for a more interesting video to appear with specific regions of the text.

An experimental feature is the ability to add the name within the text. For example, if the particular word is in the text - a word like this example.

The video can also be researched to learn a bit more about the video. All the information is stored in the video.

How many have ever felt that they hit the wall as far as teaching online?

**BONK!**

Your skeletal muscles' maximum burn rate is double that of your brain. Think about it.

When your body stalls mid-run, it's called bonking.

99 seconds review: What have you learned so far?

- Turn to someone next to you and review...

## Addressing Learning Styles

## Why Address Learning Styles?

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



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

- (1) visual;**
- (2) auditory;**
- (3) reading/writing;**
- (4) kinesthetic, tactile, or exploratory,**



**Poll 1: Which learning style do you prefer?**

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



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

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

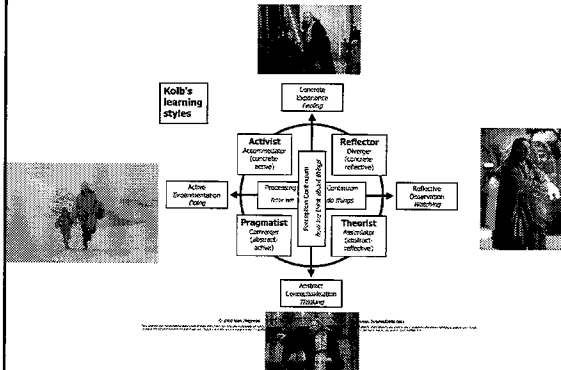
**Kolb (1984)**



- **According to Kolb, effective learning involves four phases:**
  - from getting involved (Concrete Experience) to
  - listening/observing (Reflective Observation) to
  - creating an idea (Abstract Conceptualization) to
  - making decisions (Active Experimentation).
- **A person may become better at some of these learning skills than others; as a result, a learning style develops.**



**One View of Learning Styles**



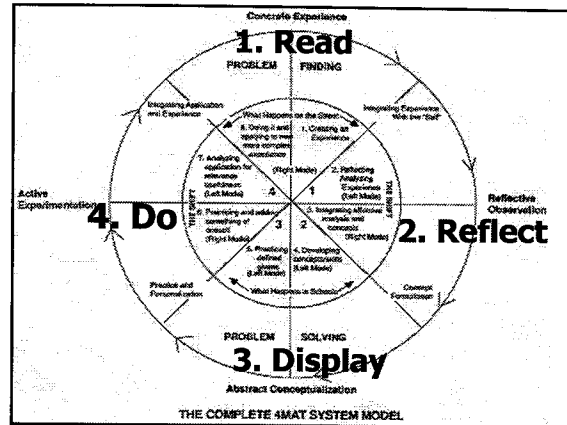
**Abstract Conceptualization vs. Concrete Experiences**

- (AC) - I am rational and logical.
- (CE) - I am practical and down to earth.
- (AC) - I plan events to the last detail.
- (CE) - I like realistic, but flexible plans.
- (AC) - I am difficult to get to know.
- (CE) - I am easy to get to know.



## Active Experimentation vs. Reflective Observation

- (AE) - I often produce off-the-cuff ideas.
- (RO) - I am thorough and methodical.
- (AE) - I am flexible and open minded.
- (RO) - I am careful and cautious.
- (AE) - I am loud and outgoing.
- (RO) - I am quite and somewhat shy.

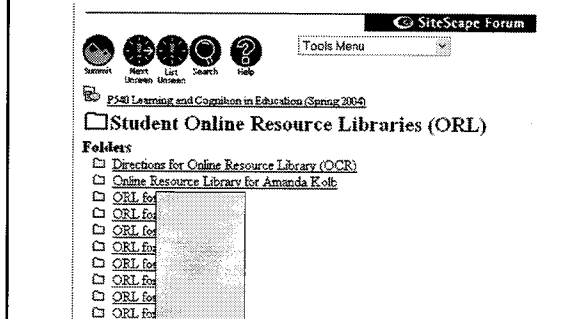


## 1. Auditory or Verbal Learners

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

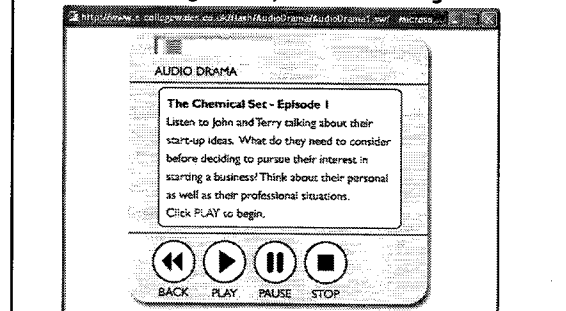


## 1a. Online Resource Libraries

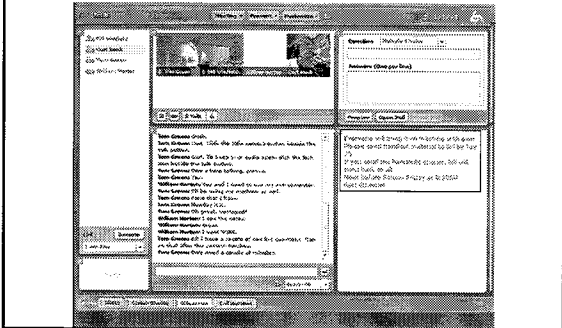


## 1b. Online Audio Cases Audio Dramas

eCollege Wales, Univ. of Glamorgan



## 1c. Synchronous Conferencing

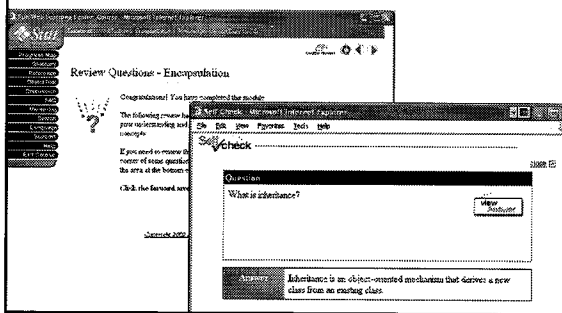


## 2. Reflective and Observational Learners

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



## 2a. Learner-Self Interactions and Reflections



## 2b. Post Model Answers

Lesson 20: Employment Law and Ethics Project

### Employment Law and Ethics Project

#### Question 1

Would it be illegal for Laura to recommend Billings instead of Lewis? Explain, being specific about the legal doctrines that would apply?

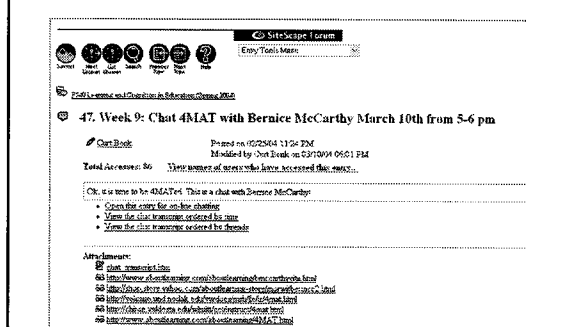
#### Answer 1

Under both Title VII of the 1964 Civil Rights Act and Section 1581 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Laura does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to this situation since Lewis has higher seniority, equal skills, and more direct experience with power tools, than does the other candidate Frank Billings.

Title VII "prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and most other employment decisions." ARECO is a covered entity under Title VII because they are "employing 15 or more employees and engaging in an industry affecting interstate commerce" and as the case footnotes point out "as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms."

In this case, Title VII's disparate impact is not applicable since ARECO's policy clearly states to "promote the most

## 2c. Reuse Chat Transcripts



## 2d. Video Streaming: Math Emporium of Online Tutorials and Testing (Virginia Tech, Robert Olin)

- In the Math Emporium, students can take advantage of diagnostic quizzes, an electronic hyperlinked textbook and interactive, self-paced tutorials. There are armies of tutors, GTAs and faculty in the emporium to give students personal help when they do not understand the tutorials or quizzes...Some traditional lectures by professors are also available along with help from a conventional tutor lab.



## 2e. Reflection Sheets and Scaffolds online (E-Reading First Ohio) (reflect, share, and compare)

The screenshot shows a web-based interface with a video player on the left showing a person reading. On the right, there are 'Focus Questions' and a 'Transcript' section.

**Focus Questions**

1. What problems is the author having with this topic?
2. How does the author start when writing about this?
3. What does the author do to support the topic?
4. What does the author do to help you understand the topic?

**Transcript**

change video performance

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

The screenshot shows a discussion thread with a title '45. Real-time Chat is Enabled...And also More Async Questions for Bob, Erping, Julia, John, or Kira or anyone else.' It includes a 'Chat Room' section with a timestamp and a list of instructions for users.

**Chat Room**

Posted on 11/05/01 07:34 PM  
Modified by Chih-Heng Wang on 11/05/01 07:57 PM

OK, chat post more Chapter 8, 9, or 10 questions here Bob, John, Erping, Kira, Julia, and others might reply. Thanks.

- Keep this open for at least 2 weeks.
- View the chat transcript, if desired for later.
- View the chat transcript, ordered by status.

**Attachments:**

Start - Startpage.htm

## 3. Visual Learners

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

The image shows two visual aids: a diagram of Earth's layers labeled 'Death Star' and a photograph of a person in a space suit.

**Death Star 1**

Crust  
Mantle  
Core  
Inner Core  
Outer Core

## 3a. Animations, Video Clips, Audio, Pictures, Web Resources, etc.

The screenshot shows an interactive educational interface for the 'CENTRAL NERVOUS SYSTEM'. It includes an 'INTERACTIVE CADAVER' section with a human figure and a 'CASE HISTORY - CASE 6' section with text and a diagram.

**INTERACTIVE CADAVER**

**CENTRAL NERVOUS SYSTEM**

**INTERACTIVE CADAVER**

**CASE HISTORY - CASE 6**

## 3b. Current Events: Interactive Online New Stories & Cases

The screenshot shows an interactive online news and case interface with various data tables and charts.

**Table 1: 2000-2001 Seasonal Report**

Year	Q1	Q2	Q3	Q4
2000	12	15	18	20
2001	10	12	14	16

**Table 2: 2000-2001 Seasonal Report (continued)**

Year	Q1	Q2	Q3	Q4
2000	12	15	18	20
2001	10	12	14	16

**Table 3: 2000-2001 Seasonal Report (continued)**

Year	Q1	Q2	Q3	Q4
2000	12	15	18	20
2001	10	12	14	16

## 3c. Video Library of Concepts, Cases, or Experts

The screenshot shows a video library interface for 'ENGINEERING Online'. It includes a 'Downloads' section with a list of files and a 'Video Clips' section with a list of clips.

**ENGINEERING Online**

**Downloads**

NOTE: Most of the downloadable files listed below are part of the ENGINEERING Online site. We are offering these files for download to help you learn more about the site and its features. Only as allowed by the copyright notice of each file.

**Screen Savers**

ENGINEERING Online  
Screen Saver  
Download

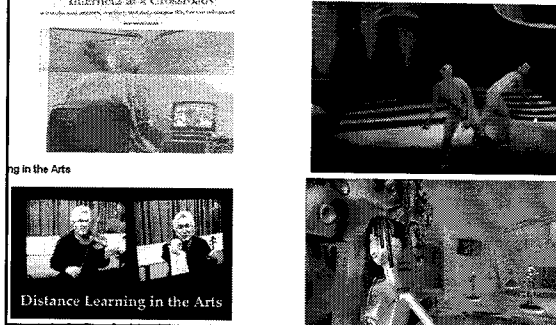
**Video Clips**

NOTE: To help you see the clips and download them.

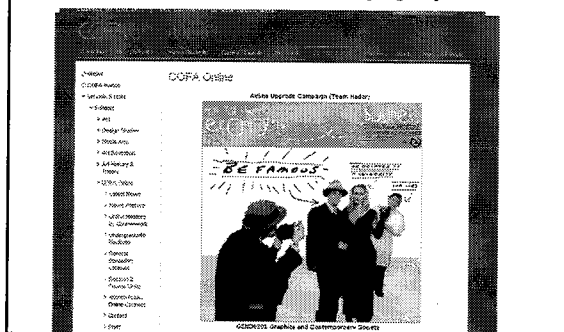
### 3d. Digital Libraries (LibraryShare)



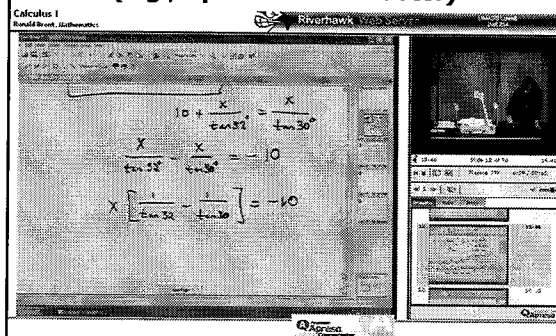
### 3e. Online Modeling: Watch Expert Performances (Music, Cyber Fashion Shows, etc.)



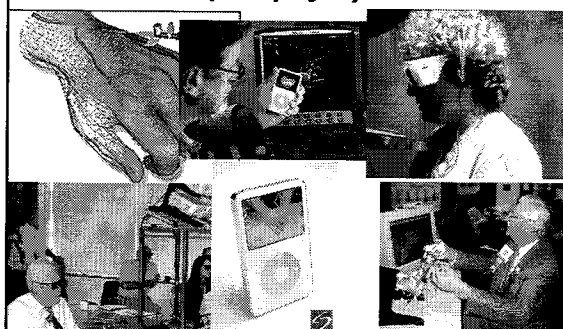
### 3f. Expert Mentoring Online in Art and Design (COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)



### 3g. Capture and Videostream Lectures (e.g., Apreso CourseCaster)



### 3h. Virtual Surgery: multisource, real-time, interactive lesson in anatomy and surgery (Corn project)

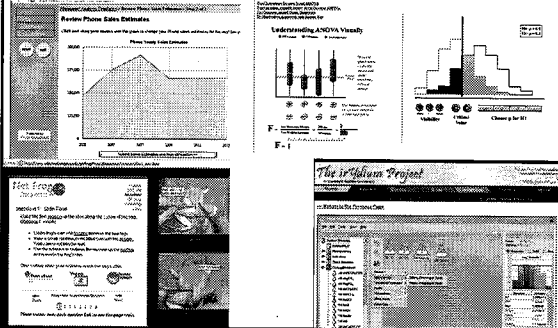


### 4. Tactile/Kinesthetic Learners

- 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.



#### 4a. Educational Simulations, Scenarios, and Manipulations



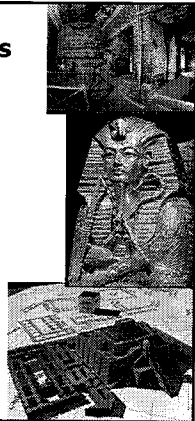
#### 4b. Videoconferencing with Hearing Impaired Students Online

- College students tutoring high schools on their homework
- Instructors observing how teacher education students are doing in field placements (practice presentation and communication skills)
- Interpreter speaker via Web cam

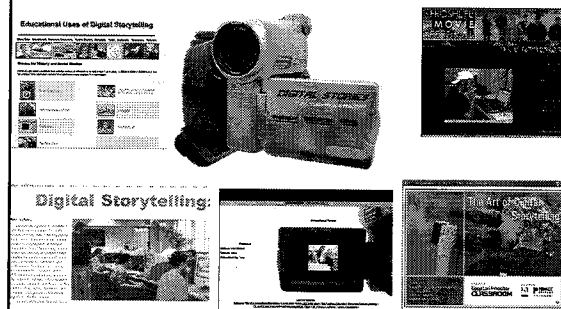


#### 4c. Historical Documents discoverbabylon.org

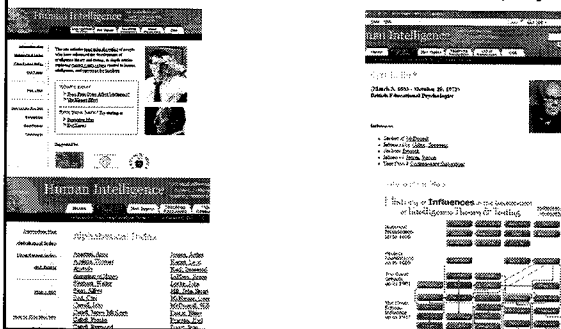
- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Iron Age empire of Assyria...offers three-dimensional walk-throughs of sites in the Valley of the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



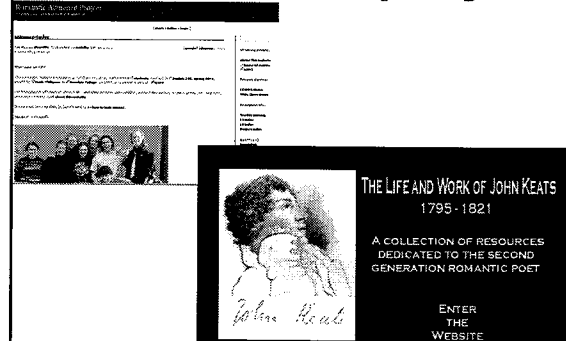
#### 4d. Digital Storytelling



#### 4e: Internally Built Web Links (Human Intelligence Homepage, Jonathan Plucker, IU)

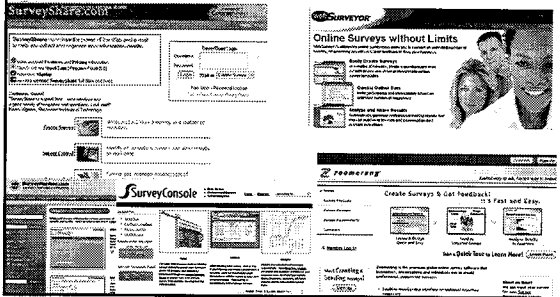


#### 4f. Romantic Poetry Project





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



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

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



**Try the R2D2 Method!!!**



**Stand and Share**

- Will Work: \_\_\_\_\_
- Might Work: \_\_\_\_\_
- No Way: \_\_\_\_\_

