

Part I: 10 Learning Centered Technology Ideas



Experience. The difference.

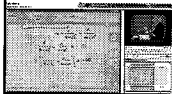
1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)

- 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. Cool Resource Provider Cool Stuff (Bonk, 2004) Capture and Videostream Lectures (e.g., Apreso CourseCaster)

- 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.



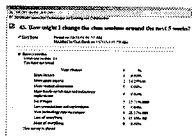
3. Volunteer Technology Demos (Bonk, 1996)

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

4. Class Voting and Polling (face-to-Face or electronic)

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class

(Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
Rick Kulp, IBM, 1999)

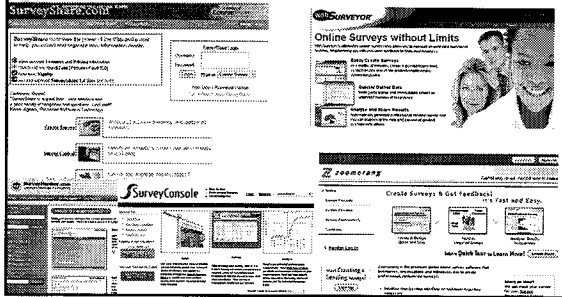


5. ORL or Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

- 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.

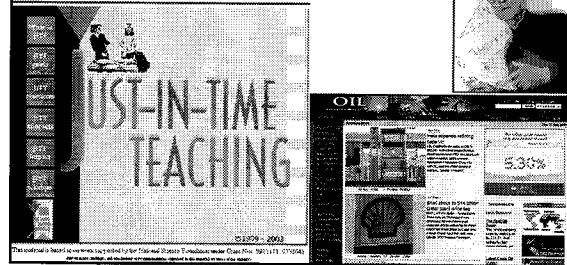


6. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

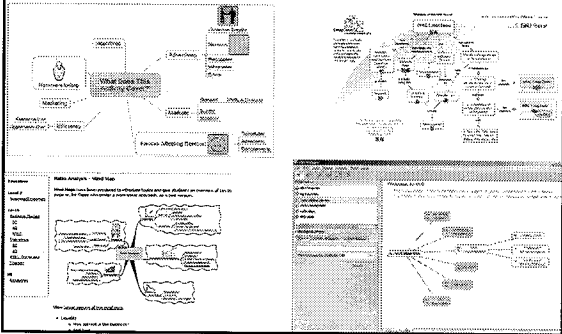


7: Warm-ups Online Just-In-Time-Teaching (JiTT)

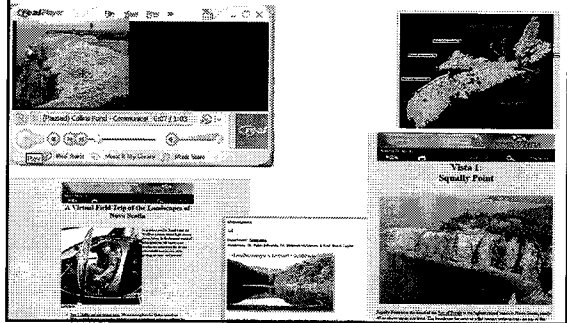
<http://webphysics.iupui.edu/jitt/jitt.html>



8. Concept Mapping Tools



9. Exploration and Demonstration: Virtual Fieldtrip, Tours, Timelines



10. Online Groups...

Google
GROUPS BETA

Web Images Groups News People Local™ Scholar more...
Search Groups Advanced Search
Database
Subscribe

Learn more about Google Groups

Create, search, and browse groups to discuss and share ideas

Members: [Sign in](#) • [Quickly access your favorite groups](#) • [Start new discussions](#)

New users: [Sign up](#) • [Follow your bookmarked \(27\) topics](#) • [Create new groups](#)

Art and Entertainment

Computers

Home

Recreation

Science and Technology

Business and Finance

Health

News

Regions and Places

Society and Humanities

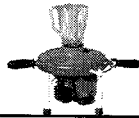
Remove all of these...

Part II: 10 Blended Learning Solutions for English Language Learning

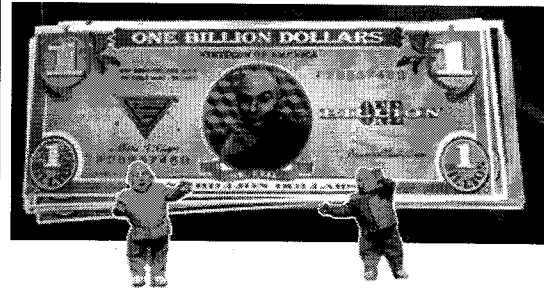


Blending Online and F2F Instruction

- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



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

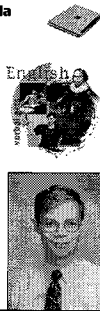


Blended Solution #1.

Divide Online and Class Experiences: English Classes Online

Graham, Ure, & Allen (2003, July). Blended Learning Environn
A Literature Review and Proposed Research Agenda

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



Blended Solution #2. Video Streamed Lectures and Expert Commenting

Department	Course ID	Section	Date	Part	Media Type	Stream (click to play)	Download
EDUC-P	546	00009	01/25/2005	Rec	RealPlayer	Download 1941 KB	
EDUC-P	546	00700	01/15/2005	Rec	RealPlayer	Download 1941 KB	

Blended Solution #3. Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News:
<http://www.sfu.ca/mediaprisfnews/2001/Sept6/hightech.html>)

- He has also found the competition's mentor program, in which contestants are matched with industry experts, to be invaluable.

The mentors to his team are now intimately involved with his company and passionate about its success, he says. "Their business connections and experience have opened our eyes to new opportunities."



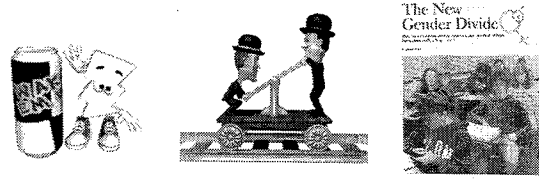
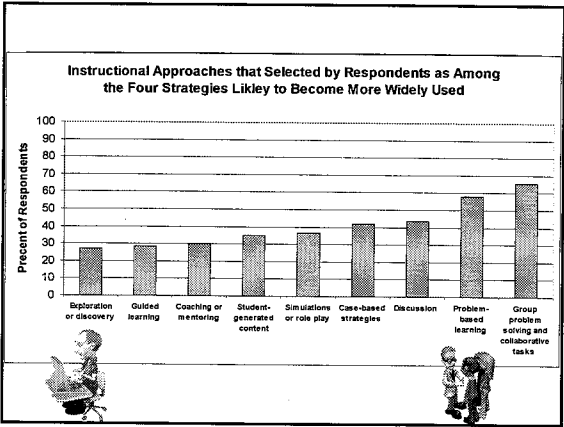
Blended Solution #4. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)

3

**Reflection: What are 3 things
you learned so far?**

3

**Part III. 25 Motivational Ideas
for Reading and Writing
(with links to Tapestry Series)**

**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:

A. Coffee House Expectations

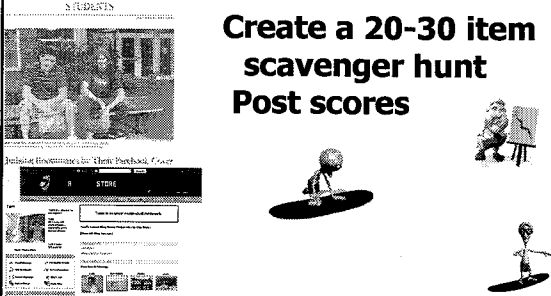
1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met

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



**1. Tone/Climate: C. Scavenger Hunt
(Find Fellow Students Social Networking Software)**

**Create a 20-30 item
scavenger hunt
Post scores**



Oct 6, 2006, Chronicle

4. Variety, Novelty: B. Brainstorming Chat

The chat window shows a conversation about technology and learning. The text includes:

1. Technology, Chat
 2. I'm trying to do you know or what I'm trying to find out... (integration for the grade level)
 3. I hope this is all right at all, and I don't see anything wrong there...
 4. I'm not sure... (integration for the grade level)
 5. I'm not sure... (integration for the grade level)
 6. I'm not sure... (integration for the grade level)
 7. I'm not sure... (integration for the grade level)
 8. I'm not sure... (integration for the grade level)
 9. I'm not sure... (integration for the grade level)
 10. I'm not sure... (integration for the grade level)

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

The collage includes a stack of books, a newspaper clipping titled 'CYBER' with the sub-header 'TECHNOLOGY/BUSINESS', a photograph of a hand holding a clicker, and a diagram of a 'clicker' system labeled 'A two-way RF polling system'.

5. Autonomy, Choice: B. Multiple Topics

- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

The screenshot shows a table with columns for 'Topic', 'Lead', and 'Votes'. The topics listed include:

Topic	Lead	Votes
1. The Future of the World	John	1
2. The Future of the World	John	1
3. The Future of the World	John	1
4. The Future of the World	John	1
5. The Future of the World	John	1
6. The Future of the World	John	1
7. The Future of the World	John	1
8. The Future of the World	John	1
9. The Future of the World	John	1
10. The Future of the World	John	1

6. Relevance, Meaningfulness: A. Workflow Learning (Shell Oil example)

- In this context, authentic work-based activities are learning activities that are anchored in workplace practice and that are focused on developing the participants' ability to solve problems in their everyday professional job roles (Merrill, 2002).

The collage shows various industrial and workplace scenes, including a large storage tank, a worker in a hard hat, and a control room.


6. Relevance, Meaningfulness: B. Video Scenario Learning (Option 6, Bloomington, IN)

The screenshot shows a video player with a man and a woman in a professional setting. The interface includes a 'Video Scenario' title and a 'Description' box.

6. Relevance, Meaningfulness: C. Cases for Oil and Gas Industry

The collage includes a screenshot of the 'offshore-technology.com' website, a photograph of an oil pumpjack, a close-up of a control panel, and a graphic of a human head with gears, labeled 'Real-Life Learning Situations'.

7. Interactive, Collaborative:




A. Panels of Experts: Be an Expert/Ask an Expert: Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)

B. Press Conference: Have a series of press conferences at the end of small group projects; one for each group

C. Symposia of Experts

7. Interactive, Collaborative:

D. 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).

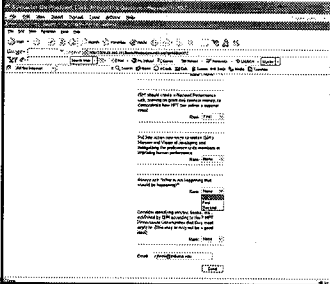

E. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

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

8. Engagement: A.


Delphi/Nominal Group Process Online

(Best of the Best)
(Thiagi, 2004, thiagi.com)

8. Engagement: B. Text Messaging

Students at the Mennonite Centre for Newcomers are testing mobile learning - downloading an English grammar lesson, then answering a series of multiple choice, or true or false questions.



CBCnews CANADA | EDMONTON

Text-message course helping newcomers learn English

A pen and paper aren't necessary in an Edmonton classroom where students are learning English with a tool - text messages on their cellphones.

9. Tension, Challenge, etc.:

A. Online Role Play of Famous People, Mock Trial, Debates, etc.

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

24.3. [I am so wise...so listen.](#) [Aristotle](#) 11/25/03 05:49 PM


Training Magazine might have a a little bit of a bias too. Also, I b have international connections and ideas. [Chatterbox on a lesson](#)

74.5 [He's not heavy...he's my brother...](#) [Mother Theresa](#) 04/22/04 11:41 AM

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


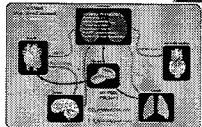
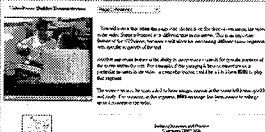
74.6 [HAPPY ARBOR DAY](#) [Janet Goodhall](#) 04/23/04

I hope that everyone has been feeling wonderful today.



10. Yields Products:

Concept Maps, Video Papers, Virtual Timelines

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.

199 Second Stretch Break and Chat!!!

32 Ideas for Addressing Learning Styles for English Language Learning

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)

Kolb's View of Learning Styles

Kolb's learning styles

- Active (Experiential)
 - Concrete Experience (doing)
 - Active Experimentation (doing)
- Reflective (Observation)
 - Active Experimentation (doing)
 - Reflective Observation (reflective)
- Pragmatist (Application)
 - Reflective Observation (reflective)
 - Active Experimentation (doing)
- Theorist (Assimilation)
 - Active Experimentation (doing)
 - Reflective Observation (reflective)

Reading
Verbal and Auditory learners

Reflecting
Reflective & Observational learners

Displaying
Visual learners

Doing
Hands-on learners

Solution Evaluation & Knowledge Transfer

Problem Organization & Knowledge Application

Problem Identification & Knowledge Construction

Solution Seeking Analysis & Knowledge Representation

Learning TRENDS by Elliott Masie - September 18, 2006.
#402 - Updates on Learning, Business & Technology.
52,889 Readers - <http://www.masie.com> - The MASIE Center.

CHN Pipeline

- On-line Visit to CHN Pipeline Studio in Atlanta Georgia!
- On-line Video Lecture on Object - Learn how to use!
- Download with iTunes - Android, CHN Pipeline Studio - Free!
- Includes the CHN Pipeline - Lesson!

WATCH LISTEN READ

Listen to an audio stream View a PDF Read to learn!

Download an MP3 audio file

Watch/download a windows media video

Educational Applications of Podcasting

(Essex, 2006, Leftwich, 2007)

1. Recordings of lectures (Coursecasting)
2. Supplemental textbook or entire book
3. Student projects
4. Interviews
5. Language lessons
6. Oral reports
7. K-12 classroom interactions
8. Downloadable library of resources
9. Recordings of performances
10. Expert presentations

1d. Online Audio Cases

Audio Dramas

eCollege Wales, Univ. of Glamorgan

AUDIO DRAMA

The Chemical Set - Episode 1

Listens to John and Terry talking about their start-up ideas. What do they need to consider before deciding to pursue their interests in starting a business? Think about their personal as well as their professional situations. Click PLAY to begin.

BACK PLAY PAUSE STOP

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

Review Questions - Encapsulation

Checklist: Master's Internal Inquiry

Self-check

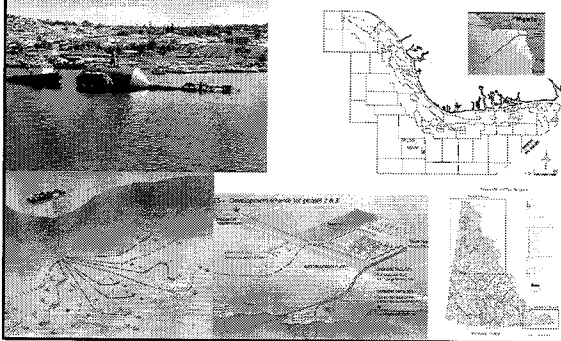
Question: What is substance?

Answer: Substance is an object-related mechanism that derives a new class from an existing class

2b. Reflecting on Adventure Blogging (Ben Saunders, Mark Fennell)

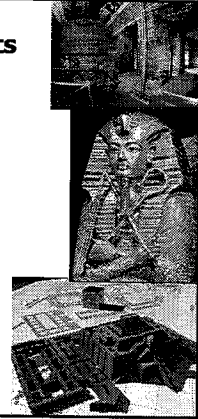
the action north pole expedition (2003)

3c. Exploration and Demonstration: Virtual Fieldtrip and Tours

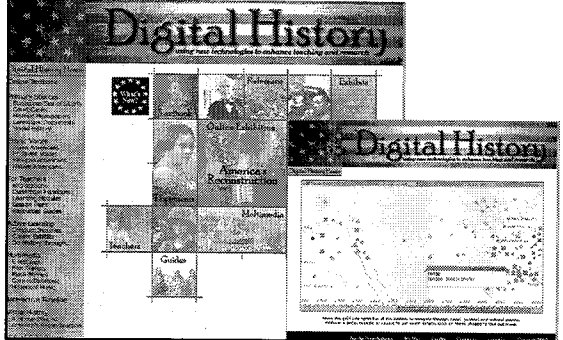


3d. Historical Documents discoverbabylon.org

- 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.

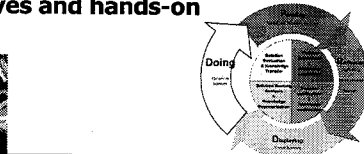
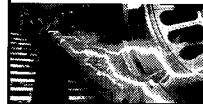


3e. Digital Textbooks with Timelines



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. Wiki use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook



A Million Penguins

- Back in November, Meredith wrote a post on *We Are Smarter Than Me*, an anticipated Pearson publication that is a collaborative effort of thousands of authors registered on WeAreSmarter.org. Today, Penguin UK launched a similar effort - its first wiki novel *A Million Penguins*.
- Using MediaWiki technology, anyone who registers on www.amillionpenguins.com is able to edit and/or add onto this web-based tale for the next 5 weeks. Already, there are 500 posts (some by return users), four chapters, and an interlude. While there are no definite plans to publish a print version, the site has quickly developed a decent web community during the first day of launch.

4b. Romantic Poetry Project

THE LIFE AND WORK OF JOHN KEATS
1795-1821

A COLLECTION OF RESOURCES DEDICATED TO THE SECOND GENERATION ROMANTIC POET

ENTER THE WEBSITE

4c. Practicing Language Skills in Skype and Google Talk

Call with...
Call with...
Call with...

4d. Virtual Worlds/Virtual Reality/MMOG

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>

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: _____

Boring e-Learning

Experience. The difference.

Questions???

The Handbook of Blended Learning
Global Perspectives
Local Designs
Chris D. Buck
Charles E. Graham

Sample HOBLE chapters at:
<http://www.publicationshare.com/>

Archived talks at:
<http://www.trainingshare.com/>