

## Perhaps Blending Online Is the Solution!



## The Sloan Consortium

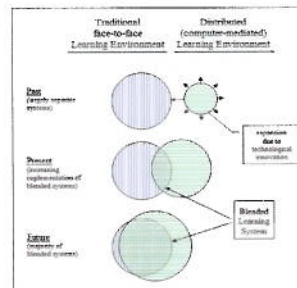
Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings.
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

## 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)



## Historical Emergence of Fully Online and Blended (Graham, 2006)



## Where is Blended Beneficial?

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes



## Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

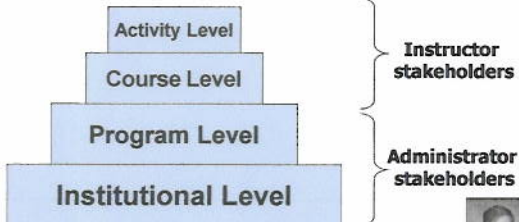
- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging



Myth: Faculty can have a logical discussion with administrators about blended learning.

### Models of Blending

Blending occurs at the following four levels:



### AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Ignieri, 2006)



Source: American Management Association, AMA at Work.

### Part II: 13 Fully Online and Blended Learning Problems and 35 Solutions



### Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.

### Ok, Million Dollar Question: What can you do in 1 week?



### Blended Solution #1+. Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.



### Blended Solution #4. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc)

The screenshot shows the Flickr Open Source Photography (OSP) website. It features a grid of various nature and landscape photographs, including a sunset, a mountain range, and a snowy landscape. The website layout includes a search bar, navigation tabs, and a list of photo thumbnails.

### Blended Solution #5. Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; <http://www.khanacademy.org/>)

The screenshot shows the Khan Academy website. It features a video player in the center displaying a video titled "Linear Algebra: Introduction to Vectors". To the right, there is a "Tech AND BUSINESS" section with a news article about "Salman Khan: Math master of Internet". The website has a clean, educational layout with navigation links at the top.

### Blended Solution #6. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

The screenshot shows the MIT OpenCourseWare website. It displays a list of courses by department, including "Introduction to Computer Science and Engineering" and "Introduction to Electrical Engineering and Computer Science". Below the course listings, there is a video player showing a lecture by a professor.

### Blended Solution #7. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)

The screenshot shows "The Vincent van Gogh Gallery" website. It features digital reproductions of Van Gogh's paintings, including "Olympia" and "The Potato Eaters". The website has a modern, artistic design with a navigation menu and a central exhibit area.

### Blended Solution #8. Online Portal Explorations

The screenshot shows an online portal with various educational resources. It includes a "Newsweek" article about "Alve and Online", a "Contributors" section, and a "Amanita phalloides" section with images of the mushroom. The portal has a multi-column layout with various text and image elements.

### Blended Solution #9. Interactive Portals (e.g., The Diary of Samuel Pepys and Phil Gyford, UK)

The screenshot shows "The Diary of Samuel Pepys" website. It features historical text from the diary, a portrait of Samuel Pepys, and a map of London. The website has a classic, historical aesthetic with a focus on text and historical imagery.

### Blended Solution #10. A Grain of Rice (John Breen)



### Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.



### Blended Solution #11. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia



### Problem Situation #6: Preparedness for the Profession

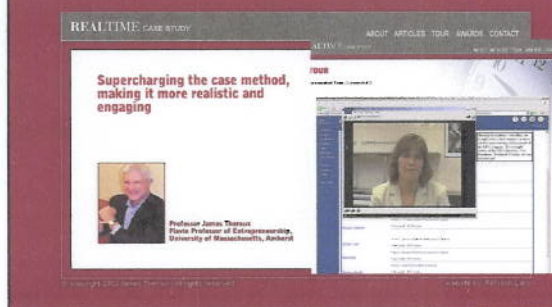
- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.



### Blended Solution #12. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)



### Blended Solution #13. Real World Problems (PBL online): Real-time Cases



### Blended Solution #14. Online Accounting Lessons (e.g., Lyryx; <https://lifa.lyryx.co>)

The image shows two screenshots from the Lyryx platform. The left screenshot displays a lesson page with a video of a woman and a sidebar with navigation options. The right screenshot shows a quiz question with a red 'INCORRECT X' message, indicating a failed attempt.

### Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.

The illustration depicts several 3D white figures in a virtual environment. One figure is highlighted in red, and a Skype logo is prominently displayed, symbolizing virtual collaboration and communication.

### Blended Solution #15. Working In Virtual Teams (e.g., Collanos, Groove, SharePoint, Google Docs)

The screenshot shows a virtual workspace interface with various toolbars and a central area for collaborative work, representing tools like SharePoint or Google Docs used in virtual teams.

### Blended Solution #16. Global Teams Solving Cases

The image includes a screenshot of the Open University website and a video frame showing students in a classroom setting, illustrating global teams solving cases.

### Blended Solution #17. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

Students getting hands-on experience designing unique tours

The collage features various travel-related images, including the Taj Mahal, pyramids, and a student working on a computer, representing the design of mock tour packages.

### Blended Solution #18. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

The photo shows students in a classroom or computer lab setting, engaged in an online role-play exercise related to renewable energy.

### Problem Situation #8: Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.



### Blended Solution #19. Watch or Listen to Online Conferences



### Blended Solution #20. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)



### Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.



### Blended Solution #21. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)



### Blended Solution #22. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)



### Blended Solution #23. Global Videoconferencing

### Blended Solution #24. Global Project Collab Teams

(Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)

**John E. Taylor, Director of the Project Network Dynamics Lab**

### Blended Solution #25. Global Game Jams, Electronic Computer War Games, etc.

Global Game Jam

### Blended Solution #26. Cross-Cultural Rhetoric (CCR) Project

(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

The Cross-Cultural Rhetoric Project

### Problem Situation #10: Need to Visualize Content

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

### Blended Solution #27. Simulations and Virtual Worlds Online (e.g., OpenSimulator)

[http://opensimulator.org/wiki/Main\\_Page](http://opensimulator.org/wiki/Main_Page)



### More Virtual Worlds: Class Meetings with Experts in Virtual Worlds

The image contains three screenshots from virtual worlds. The top-left shows a virtual landscape with a blue sky and a large structure. The top-right shows a virtual meeting room with several avatars seated around a table. The bottom-left shows a virtual social gathering with many avatars in a large, open space.

### Blended Solution #28. Virtual Tours and Timelines (i.e., HyperHistory; <http://simile.mit.edu/timeline/>)

The image shows two screenshots. The left one is titled 'VIRTUAL TOUR OF OXFORD' and displays a list of historical events and locations. The right one is titled 'Gates through the' and shows a complex timeline interface with various icons and text.

### Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

The image includes four small illustrations: a blue ball on a red ramp, a person using a red tool on a blue cylinder, a person with a magnifying glass examining a green object, and a red bean character holding a blue object.

### Blended Solution #29. Online Psychology Experiments

The image shows two screenshots. The left one is the 'PSYCHEXPERIMENTS' website with a 'Participate in Experiments' button. The right one is a page titled 'Top Ten Online Psychology Experiments' featuring a 'BLUE' button and a 'press ENTER or click here to start' instruction.

### Blended Solution #30. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)


The image shows three screenshots. The top-left is a 3D rendering of a classical building facade. The top-right is a screenshot of the 'UCLA Cultural VR Lab' website. The bottom-left is a screenshot of a virtual interior space.

### Blended Solution #31. Educational Simulations

The image shows three screenshots. The top one shows a person using a simulator with a large screen. The bottom-left shows a person in a wheelchair using a simulator. The bottom-right shows a person at a computer workstation with a headset.

### Problem Situation #12: Preference for Auditory Learning

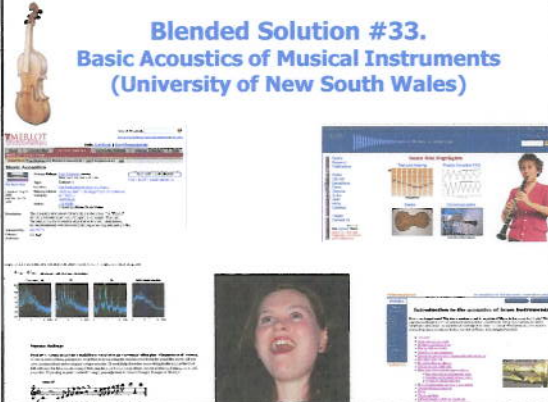
- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.




### Blended Solution #32: Teaching with Twitter A. Course announcements and following people (e.g., microblogging)



### Blended Solution #33. Basic Acoustics of Musical Instruments (University of New South Wales)




### Blended Solution #34. Self-Paced Language Programs: Listen (JapanesePod, SpanishPod, Arabic online) Online Language Learning: Practice (ECpod, Mixer, Livemocha, KanTalk,)

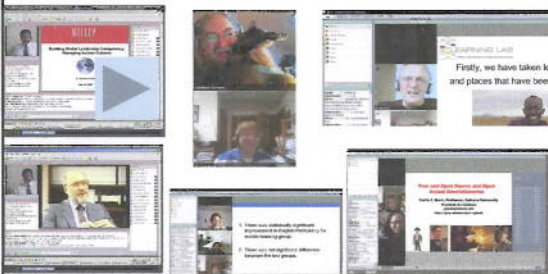


### Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.




### Blended Solution #35. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)



### Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.



### Phillips 66

**6 minute Brainstorm:**  
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...



### Blended Learning Questions and Comments





Note: Bonk papers and talks at:  
<http://www.publicationshare.com/>  
<http://www.trainingshare.com/>



### Masterclass Part 4: Best Practices: Low-Risk, Low-Cost, Low Time

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




<b>1. Risk</b>	Low Risk		High Risk	
	←-----→			
<b>2. Time</b>	Easy to Embed		Extensive Planning	
	←-----→			
<b>3. Cost</b>	Free or Inexpensive		Enterprise Licenses	
	←-----→			
<b>4. Student-Centered</b>	Instructor-Focus		Student-Focus	
	Low		High	

### 1. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise

– Online Option: hold multiple forums online and require to comment on other ones.



## 2. Think-Pair-Share or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
  - Students reflect or write on it.
  - Then they share views with assigned partner.
  - Share with class.
- **Online Option: assign email pals, Web buddies, or critical friends and create activities.**



## 3. Brainstorming

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

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?



## 4. Mock Trials with Occupational Roles

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

- Create a scenario (e.g., school reform in the community) and hand out to students to read.
- Ask for volunteers for different roles (everyone must have a role).
- Perhaps consider having one key person on the pro and con side of the issue make a statement.
- Discuss issues from within role (instructor is the hired moderator or one to make opening statement and collects ideas.

**Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.**



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

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



## 6. Online Role Play Personalities

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



## 7. Six Hats (Role Play):

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

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



## 8. Jigsaw



- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.

## 9. Eight Nouns Activity

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



## 10. Online Scavenger Hunt

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



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

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

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



## 12. Accomplishment Hunt

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

- a. Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- b. Students respond to each other as to what have in common or would like to have. Or instructor lists 1-2 of those for each student.



## 13. Séance or Roundtable



- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief



### 14. 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.



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

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



Cool Stuff

### 16. Free Text Chats

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
  1. Text chats involve all learners in real time in reading or writing language.
  2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
  3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.



### 17. Reuse Online Discussion Transcripts

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



### 18. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.




### 19. Reuse Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations



## 20. Book Reviews

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

- Have students read different books online and post reviews an forum or to Amazon or send to the author.
- Give each other feedback.




## 21. Listen and Reflect on Book Author Podcasts




## 22. Webstreamed Lecture Reflections

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




## 23. Reflection Papers: Group Reflections or Super Summaries (3-4 page)

- Team reflection papers (**Reflect Online**):
  - Have team members reflect on their learning in a course.
  - Compare their learning to each other.
  - Everyone writes a section of super summary and then synthesizes across.




## 24. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)

- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.



## 25. Reflection Papers: Job Application and Trend Papers (3-4 page)

- Have students write papers about emerging trends in the field.
- Students write reflection papers on how different concepts in class link or connect (or perhaps later might connect) to their present or future jobs.
- Perhaps provide them with sample papers from prior semesters.



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

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



### 27. 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
Arthur, J.B. (2007). <i>Does the Consensus of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephan Mizan	Laraine Ryan
	Carolyn Parrillo	Karen Leonard
	Lin Yu	Flores Lin
	Alex Brinley	Loi Ableton
Meyer, K.A. (2003). <i>Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking</i>	Laraine Ryan	Paul Anderson
	Hari Dhanraj	Yvonne Toney
	Nora Arora	Carolyn Parrillo
	Karen Leonard	Lin Yu
Siza, P., Li, C.S. and Pittent, A. (2006). <i>A study of teaching presence and student sense</i>	Franklin Wilkinson	Alex Brinley
	Heather Sharrett	Stefan Respositio
	Dani Wilson	Nora Arora

### 28. Cross-Class Collaboration

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



### 29. Student Generated Podcasts and Reflections

- Ask students to create a podcast show.
- Write reflection papers on how it went.



### 30. Just-In-Time Syllabus

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

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)  
 e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.



### 31. Readings All Web Resources

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





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

1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls out 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)



### 33. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)



### 34. Case-Based Learning: Student Cases

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



### 35. Scenario Learning (Option 6, Bloomington, IN)



### 36. Poster Sessions and Gallery Tours (Bonk, 1995)

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



### 37. One Visual Exercises

- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.



### 38. Peer Mentoring Sessions

(Bonk, 1996)

1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.



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

- 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.



### 40. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.



### 41. One Stay-Three Stray

- Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).



### 42. Bells and Whistles

- Add media to a presentation (audio, music, animations, pictures, etc.)
- Try to play off emotions and capture mood or tone of an event, era, or issue.



### 43. Rapid Data Collection

- Assign students to collect data on certain questions for a set time period (perhaps during a live class).
- Give handout.
- Come back to discuss.
- Perhaps hold competitions.



### 44. Poster Sessions

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Have half of the students present their ideas in one half of the room for 15-20 minutes and then reverse roles.



### 45. Movie assignments (Bonk 2004)

#### III. Final Project Movie Review (60 Points)

Movie Review Directions (Select 2 movies including at least 1 from Group A) Your final activity is from the standpoint of one or more learning theories or theorists. In your review, you should discuss are they exhibited in different actors, scenes, or plots? I prefer personal descriptions of each movie may be needed at times. Also, what theory or theories of learning and cognition do these movies discuss how teachers are portrayed and the overall learning environment. Is there any learning that your personal theory of learning? You must include links to at least 4 chapters in your review. Your review must come from Group A below.

Group A: Some standard learning and cognition classics include the following:

- *Conrack* (John Voight, Paul Winfield, Hume Cronyn)
- *Dead Poets Society* (Robin Williams, Ethan Hawke)
- *Dangerous Minds* (Michelle Pfeiffer, George Dzundza, Courtney B. Vance)
- *Forrest Gump* (Tom Hanks, Sally Field, Dick Clark, John Lennon, F. Lee Young)
- *The Lord of the Rings* (pick any 1 of the 3 movies) (Sean Astin, Viggo Mortensen, Billy Boyd, Brad Dourif, Ian Holm, Christopher Lee, Ian McKellen)
- *Man Without a Face* (Mel Gibson, George Martin, Michael Delaney)
- *Mirror Has Two Faces* (Barbara Streisand, Jeff Bridges, Pierce Brosnan)
- *Mr. Holland's Opus* (Richard Dreyfuss, Glenn Headly)
- *Renaissance Man* (Danny Devito, Gregory Hines, Mark Wahlberg)



### 46. Planted Questions (Active Learning, Silberman)

- Choose questions that will help guide my lesson and write them out on note cards sequentially with a cue on them.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- Debrief at end.



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

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



### 48. Just Suppose, What If, Wet Ink, or Freewriting

Writing without reflecting or lifting your pen for a set period of time.

- Just imagine...



### 49. Stand and Share


1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).



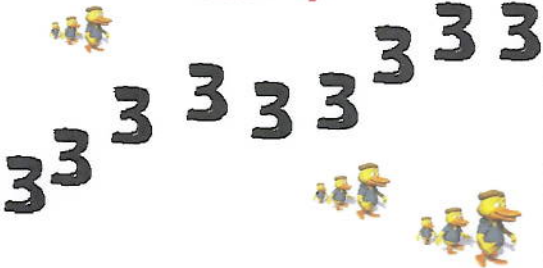
### 50. Best 3

(Thiagi, personal conversation, 2003)

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



### How about a "Top Three" activity?



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






### Stand and Share Ideas

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




### Masterclass Part 5: The Rise of Shared Online Video, the Fall of Traditional Learning


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




### 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.





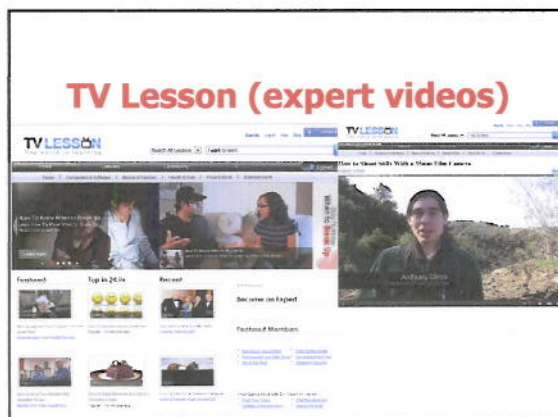
### Why Use Video?

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. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.

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

### Why Use Video?

5. **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.



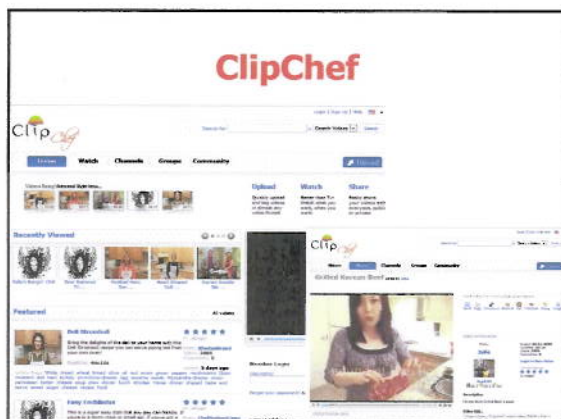
### Why Use Video?

6. **Dual coding theory** (learning information verbally and visually is more richly stored): Alan Paivio.
7. **Anchored instruction and macrocontexts:** John Bransford and colleagues.
8. **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, Exple.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



## Ten Anchors and Enders: Instructor Centered



## 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.



### Learning and Memory Video: B. F. Skinner

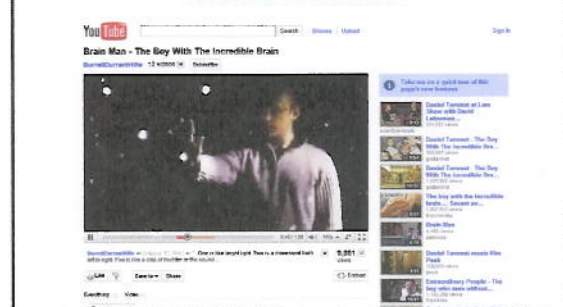


## 2. Online Video Ender

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



### Learning and Memory Video: Daniel Tammet



### 3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.



### Learning and Memory Video: John Watson, Behaviorist



### 4. 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.



### 5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.



### 6. 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.



### 7. 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.





## 8. Video Anchor, Lecture, and Test (VALT)

Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



## 10. Videoconferencing Anchors and Enders

YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.



## Turn and Share 1-2 ideas you can use...



## Ten 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. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.



### 3. Collaborative Anchoring

A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.



### 4. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.



### 5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



### 6. Anchor Archives

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



### 7. Video Anchor Competitions

Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.



### 8. Video Sharing and Ranking

Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.



## 9. 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.



## 10. 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.



Table 1. Ten Anchors and Enders: Instructor Centered

Pedagogical Activity	Brief Description of the Idea
1. Online Video Anchoring	Online videos are used as an anchor or advance organizer of a class lecture.
2. Online Video Endor	Online videos are used after discussion and activities as a class "endor" or capstone event.
3. Anchoring and Ending	One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.
4. Online Class Previews and Discussion	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.
5. Anchor with Discussion	The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.
6. 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.
7. 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.
8. Video Anchor, Lecture, and Test (VALT)	Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.
9. On-Demand Conceptual Anchoring	Instructor pauses a class activity or discussion at any moment and shows a YouTube videos related to a concept, theory, or idea being presented or discussed.
10. Videoconferencing Anchors and Enders	YouTube videos might be shown in a videoconference or web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.

Table 2. Ten Anchors and Enders: Learner Centered

Pedagogical Activity	Brief Description of the Idea
1. Cool 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. Class Previews of Student Anchors	Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.
3. Collaborative Anchoring	A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.
4. Student Anchor Demonstrators	Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.
5. Anchor Creators	Students create their own YouTube videos to illustrate course concepts.
6. Anchor Archives	An archive is created of videos from previous years and students are asked to update them.
7. Video Anchor Competitions	Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.
8. Anchor Sharing and Rating	Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.
9. 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.
10. 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.

## Who can use shared online video?

TOP  
10  
LIST



## Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.



### Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Students tend to watch videos between 6 pm and midnight.



### Advice and Guidelines

5. Students are much more likely to watch and share videos than create them.
6. Considering offering online video creation as an option—can foster student creativity.



### Advice and Guidelines

7. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
8. Watch and approve all videos before selecting.



### Advice and Guidelines

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



Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.



Slides at: [TrainingShare.com](http://TrainingShare.com)  
 Papers: [PublicationShare.com](http://PublicationShare.com)  
 Book: <http://worldisopen.com/>  
 The World is Open.

