


## Masterclass Part 4: Blended Learning

Curt Bonk, Professor, Indiana University  
 cjbonk@indiana.edu  
<http://mypage.iu.edu/~cjbonk/>  
<http://SurveyShare.com>




## Perhaps Blending Online Is the Solution!




### What I will discuss...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning




### Who is demanding fully online and blended learning?



## Those in hurricanes!



## Those in earthquakes!



**Free online school coming to some in Haiti**  
 (Earthquake that killed more than 200,000 also ravaged universities, leaving few educational options) eCampus News, Dennis Carter, Sept 21, 2010  
<http://www.ecampusnews.com/technologies/free-online-school-coming-to-some-in-haiti/>

The screenshot shows the eCampus News website interface. The main headline reads "Free online school coming to some in Haiti". Below the headline, there is a sub-headline: "The founder of the online open university in the United States provides an education for Haitians after a massive earthquake destroyed most of their country's colleges. It will demonstrate the power of a web-based learning environment long forgotten in Haiti." The article is dated September 21, 2010. There are several small images showing the aftermath of the earthquake in Haiti, including destroyed buildings and people in the rubble.

**Those affect by volcanos...**

A collage of images illustrating volcanic activity and its effects. It includes:
 

- A large plume of ash rising from a volcano, labeled "Ash cloud".
- Close-up of molten lava flows, labeled "Lava".
- Aerial view of a volcanic eruption with a large ash plume.
- A group of people sitting in a classroom or meeting, possibly affected by a volcanic eruption.
- A map of the world showing volcanic activity locations.
- A person playing a guitar, possibly representing the impact on culture or education.
- A person sitting at a desk, possibly representing the impact on students.

**Those in blizzards and ice storms...**

A photograph showing a car completely encased in a thick layer of ice, illustrating the impact of a blizzard or ice storm. The car is parked on a street, and the surrounding area is also covered in ice. The background shows a line of trees and a building, all heavily laden with ice.

**Snowmegeddon, DC winter of 2010**

A collage of images showing the impact of heavy snow in Washington, DC during the winter of 2010. It includes:
 

- A snowman in a top hat standing in a city street.
- A person skiing down a snowy slope.
- A view of the US Capitol building covered in snow.
- A street scene with cars and buildings completely buried under a deep layer of snow.
- A close-up of a car covered in snow.

**Those where there are diseases and outbreaks...**

A composite image illustrating diseases and outbreaks. On the left, there is a microscopic view of several spherical viruses. On the right, there are three smaller images:
 

- A person wearing a mask and a white protective suit, likely in a clinical or laboratory setting.
- A close-up of a person's face, possibly showing symptoms of an illness.
- A person washing their hands with soap and water at a sink.

**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.

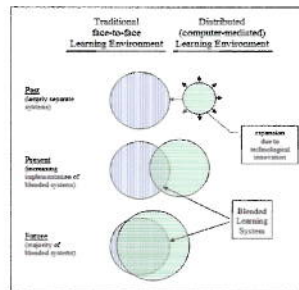
A red arrow points from the "Blended/Hybrid" row to the "Online" row.

### 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

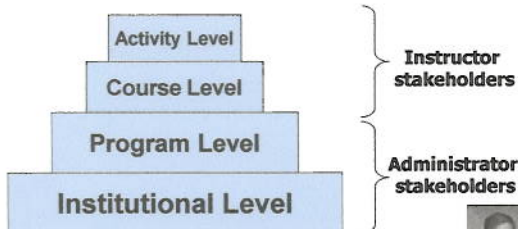
- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging



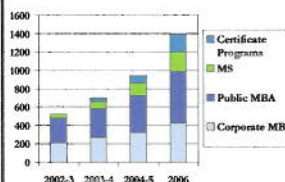
Myth: Faculty can have a logical discussion with administrators about blended learning.

### Models of Blending

Blending occurs at the following four levels:



### Program-level blending (blend same for all participants) Kelley Direct Online MBA (IU)



The Online Classroom Experience




Using the System





**KELLEY SCHOOL OF BUSINESS**  
INDIANA UNIVERSITY

### Institutional-level Blending

(Brian Linquist, University of Phoenix)




- Completely online courses
- Residential F2F courses
- Blended Courses
  - *Local Model* = 5 week courses with first and last week F2F
  - *Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

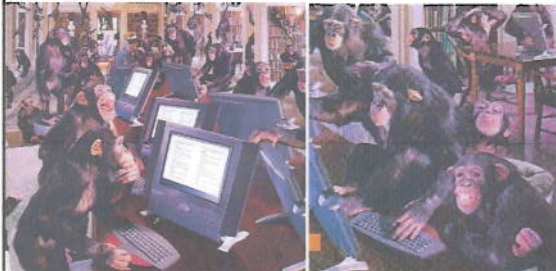
### AMA Special Report, Effectively Implementing a Blended Learning Approach

(Steven Shaw & Nicholas Igreri, 2006)



Source: American Management Association, AMA at Work

### Part II: 13 Fully Online and Blended Learning Problems and 17 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.



### Problem Situation #2: Student Absenteeism


- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

Section	Day	Time	Instructor	Location
101A	MTWTF	9:00-10:00	W. H. Rind	Engineering Hall
101B	MTWTF	10:00-11:00	W. H. Rind	Engineering Hall
101C	MTWTF	11:00-12:00	W. H. Rind	Engineering Hall
101D	MTWTF	12:00-1:00	W. H. Rind	Engineering Hall
101E	MTWTF	1:00-2:00	W. H. Rind	Engineering Hall
101F	MTWTF	2:00-3:00	W. H. Rind	Engineering Hall
101G	MTWTF	3:00-4:00	W. H. Rind	Engineering Hall
101H	MTWTF	4:00-5:00	W. H. Rind	Engineering Hall
101I	MTWTF	5:00-6:00	W. H. Rind	Engineering Hall
101J	MTWTF	6:00-7:00	W. H. Rind	Engineering Hall
101K	MTWTF	7:00-8:00	W. H. Rind	Engineering Hall
101L	MTWTF	8:00-9:00	W. H. Rind	Engineering Hall




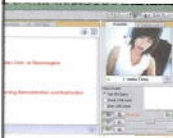
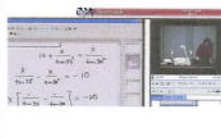

### Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)








### Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.




### Blended Solution #3. Webcast Lectures (Tegrity, Echo360, Mediasite, etc.)





### Problem Situation #4: Web Supplemental Activities


- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.










### Blended Solution #4. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)



THE VINCENT VAN GOGH GALLERY



**W**elcome to the Vincent Van Gogh Online Gallery. The online gallery is available to view and explore the online collection of Vincent Van Gogh's works. The online gallery is available to view and explore the online collection of Vincent Van Gogh's works. The online gallery is available to view and explore the online collection of Vincent Van Gogh's works.

### Blended Solution #5. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

This collage illustrates blended learning solutions. It features a screenshot of the MIT OpenCourseWare website showing a list of courses by department. Below it is a YouTube video player showing a lecture titled 'Lec 3 | MIT 18.06 Linear Algebra, Spring 2005'. To the right, a Google search result for 'MIT 18.06 Linear Algebra, Spring 2005' is shown, featuring a video thumbnail of a lecturer.

### Blended Solution #6. Online Portal Explorations

This collage shows various online portals and resources. It includes a Newsweek article titled 'Alive and Online' with a photo of a bird. To the right is a website for 'The Complete Works of Shakespeare' with a portrait of Shakespeare. Below these are other smaller website thumbnails and a photo of a person using a laptop.

### Blended Solution #7. 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.

The image shows a screenshot of a web resource page. It contains text, a small photo of a person, and a map. The text appears to be a list of resources or articles for students to read.

### 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.

The illustration depicts a student sitting at a desk with a laptop, looking thoughtful. To the left, a person is shown with a magnifying glass, symbolizing research or investigation. To the right, a person has a glowing lightbulb above their head, representing an idea or knowledge.

### Blended Solution #8. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

This block shows two screenshots of Wikipedia and Wikibook pages. The left screenshot is a Wikipedia article titled 'Critique of Information Processing Models by Gray'. The right screenshot is a Wikibook page titled '1. Probability Theory: Critique of Learning Theories Wikibook (CAL 1.1)'. Below the screenshots is a small illustration of a pig.

### 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.

The illustration shows a person with a glowing lightbulb above their head, symbolizing an idea or insight. Next to it is a globe representing the world. To the right, the text 'THE REAL WORLD' is written in a stylized, hand-drawn font.

**Blended Solution #9. Real World Problems (PBL online): Real-time Cases**

Supercharging the case method, making it more realistic and engaging

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

**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.

**Blended Solution #10. 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)**

**Blended Solution #11. 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

**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 #12. 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 #13. Global Videoconferencing



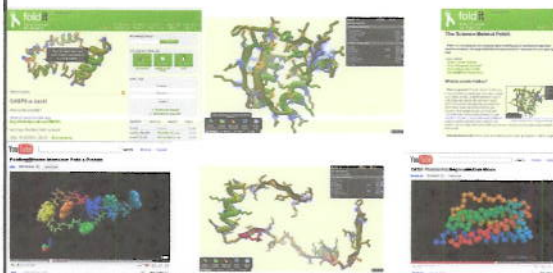
### Problem Situation #10: Need to Visualize Content

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



### Blended Solution #14. Foldit

(puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) <http://fold.it/portal/>  
[http://www.youtube.com/watch?v=9u5fC\\_sU/VdE](http://www.youtube.com/watch?v=9u5fC_sU/VdE) (Visual excerpt from interview below: 1.23 minutes)  
<http://www.youtube.com/watch?v=EZ1XUOriginal&feature=vr> (Stanford Project interview: 5 minutes)



### 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.




### Blended Solution #15. Educational Simulations



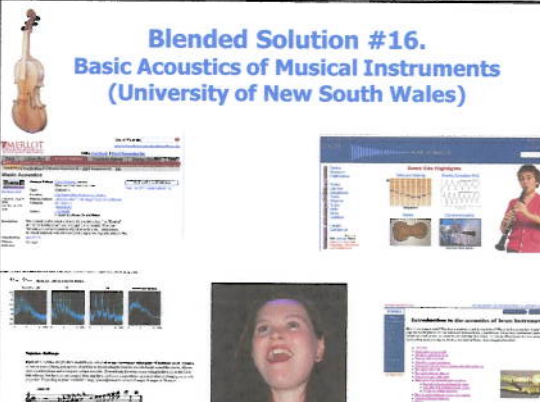


### Problem Situation #12: Preference for Auditory Learning

- 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 #16. Basic Acoustics of Musical Instruments (University of New South Wales)

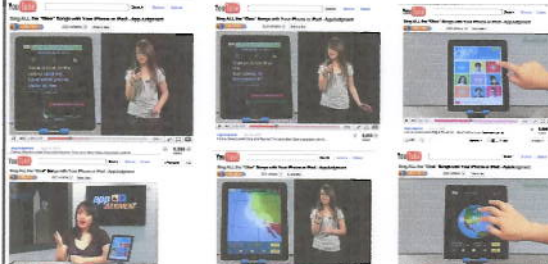


### Sing ALL the "Glee" Songs with iPhone or iPad!

<http://www.youtube.com/watch?v=z4G3BZIOudA>


It provides the ability for you to sing along with the singers of the show Glee and realtime (less than 50 millisecond delay) correct your pitch and harmony - along with the ability to compile a group signing event from points around the world.

(per Elliott Masie, Learning Trends #635, September 8, 2010, company is called "Smule")




### 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.




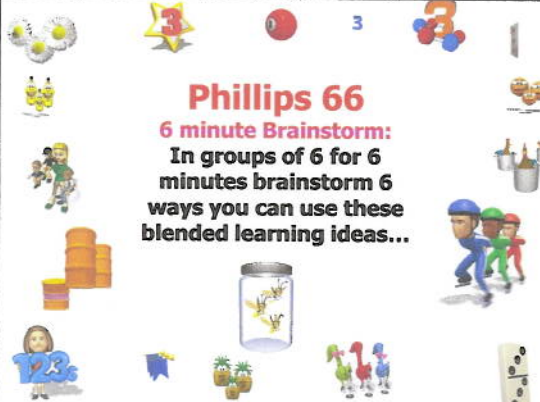
### Blended Solution #17. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)



### How many ideas did you get from this talk?

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.





**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.publicationsshare.com/>  
<http://www.trainingshare.com/>



### Masterclass Part 5: Hyper-Engaging Best Practices for Any Class Size or Format: 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)



### 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.

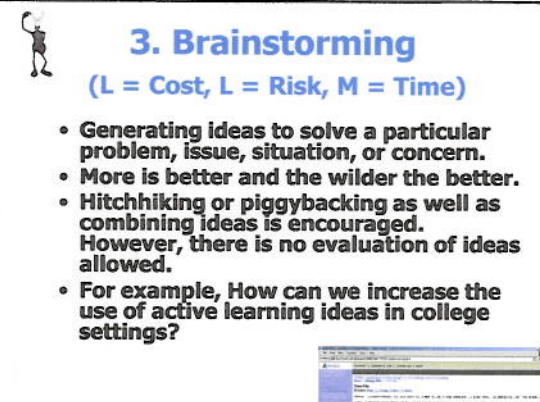
– Online Option: assign email pals, Web buddies, or critical friends and create activities.



### 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 where 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 Expert Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations



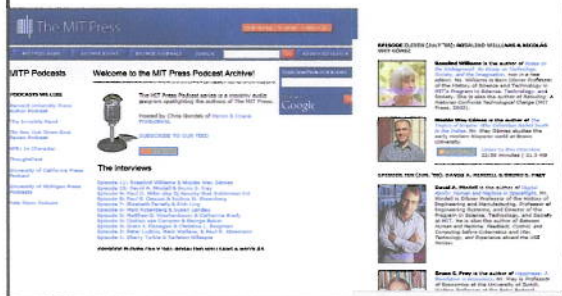
## 20. Online Book Reviews

(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.

The image shows a screenshot of a webstreamed lecture session. At the top, there is a table titled "Streamed Class Sessions for 25751" with columns for "Streamed Class #", "Section", "Date", "Prat. Media Type", "Prat. Media", and "Download". Below the table, there are several video player windows showing different lecture segments.

## 23. 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.

The image features a cartoon character of a brain with a face, arms, and legs, holding a pencil. To the right is the cover of a book titled "LEARNING JOURNEYS".

## 24. 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.

The image shows a screenshot of a blog post. The post is titled "Deepa's Writing" and includes a photo of a group of people. The text of the blog post is partially visible.

## 25. 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
Although, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	<a href="#">Stephen Moses</a>	<a href="#">Laraine Ryan</a>
	<a href="#">Carolee Pando</a>	<a href="#">Karna Lippard</a>
	<a href="#">Lin Yu</a>	<a href="#">Flora Liu</a>
	<a href="#">Alex Bielec</a>	<a href="#">Lois Addison</a>
Meyers, K.A. (2003). <i>Face-to-Face versus Threaded Discussions: The Role of Time and Higher Order Thinking</i>	<a href="#">Laraine Ryan</a>	<a href="#">Paul Anderson</a>
	<a href="#">Hera Dhanal</a>	<a href="#">Yvonne Toney</a>
	<a href="#">Nora Anna</a>	<a href="#">Cecelia Perillo</a>
	<a href="#">Karna Lippard</a>	<a href="#">Lin Yu</a>
Sien, P., Li, C.S. and Pickert, A. (2006). <i>A study of teaching persistence and student success</i>	<a href="#">Francis Whitson</a>	<a href="#">Alex Bielec</a>
	<a href="#">Heather Barrett</a>	<a href="#">Sophie Rasporich</a>
	<a href="#">Daryl Wilson</a>	<a href="#">Nora Anna</a>

## 26. Cross-Class Collaboration

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

The image shows a screenshot of a social media or collaboration platform. It features a profile picture of a group of people, a list of posts or messages, and various interface elements like search bars and navigation menus.

## 27. Student Generated Podcasts and Reflections

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

The image shows two screenshots. On the left is a "File Download" dialog box with fields for "Name" (5.mp3), "Type" (MP3 Format Sound, 7.26KB), and "From" (mp3format.com). On the right is a screenshot of a podcast player interface with a list of podcast episodes and a play button.

## 28. 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.



## 29. 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)



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



## 31. 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)



## 32. Scenario Learning

(Option 6, Bloomington, IN)



## 33. Poster Sessions and Gallery Tours

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



### 34. 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.



### 35. 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.



### 36. 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.



### 37. 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.



### 38. ORL or Library Day

(e.g., The Thompson Library at Ohio State University)



### 39. 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.





## 40. 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).



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

## Stand and Share Ideas

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



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

**Note: Bonk papers and talks at:  
Slides at: [TrainingShare.com](http://TrainingShare.com)  
Papers: [PublicationShare.com](http://PublicationShare.com)  
Book: <http://worldisopen.com/>**

