Task

- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)
1. Learner-Centered Learning Principles
(American Psychological Association, 1993)

1. Nature of the learning process
2. Goals of the learning process
3. Construction of knowledge
4. Strategic thinking
5. Thinking about thinking
6. Context of learning

Motivational and Affective Factors
7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort

2. Constructivistic Teaching Principles (Brooks, 1990)
1. Build on student prior knowledge.
2. Make learning relevant.
3. Give students choice in learning activity.
4. Student autonomy & active learning encouraged
5. Use of raw data sources & interactive materials
6. Encourage student dialogue
7. Seek elaboration on responses and justification
8. Pose contradictions to original hypothesis
9. Ask open-ended questions & allow wait time
10. Encourage reflection on experiences

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

4. Cool Resource Provider (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. ORL or Library Day
(Bonk, 1999)
- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.

4. 99 Second Quotes
(L = Cost, M = Risk, M = Time)
- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum
7. Six Hats (Role Play):
(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media) (L = Cost, M = Risk, M = Time)

- 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

Note: technique was used in a business info systems class where discussion got too predictable!

8. Paired Weblog Critiques

9. Concept Mapping Tools
Part II: 10 Blended Learning Solutions

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)

Blended Solution #1.
Divide Online and Class Experiences (e.g., English Classes Online)

- 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

Blended Solution #3. Apprenticeship: Electronic Guests & Mentoring

Blended Solution #4. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)
Solution #3. Online Literature Search (Class Google Jockeys)
The Electronic Literati, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)

Solution #4. Online Surveys and Discussions Prior to Meeting

Solution #5. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

Solution #6. Instructor Portal: e.g., self study in anatomy

Solution #7. Cross-Class Collab (Indiana Univ and Open U of Malaysia)

Solution #8. Art and History Exhibits

Solution #9. Online Literature Search (Class Google Jockeys)
The Electronic Literati, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)

Solution #10. Online Surveys and Discussions Prior to Meeting

Solution #11. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

Solution #12. Instructor Portal: e.g., self study in anatomy

Solution #13. Cross-Class Collab (Indiana Univ and Open U of Malaysia)

Solution #14. Art and History Exhibits
What can we say about blended and learner-centered learning then??

- It is everywhere!!!!!!!
- Resistance is futile!!!!!!!

Part III. Motivational Ideas

Behavioristic Interactivity

Top Reasons for Dropping Out (Deosnews, May 2004; Frankola, 2001)

- Lack of time
- Lack of management oversight
- Lack of motivation
- Lack of student support
- Individual learning preference
- Poorly designed course
- Substandard/Inexperienced instructor
Three Most Vital Skills
The Online Teacher, TAFE, Guy Konski-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)

Intrinsic Motivation
"...intrinsic propensity to engage one's interests and exercise one's capabilities, and, in doing so, to seek out and master optimal challenges
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

So, I reflected on this for a moment...

Ok, Million Dollar Question: How can you motivate learners online?

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: Ice Breakers
C. Eight Nouns Activity:
1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings

D. Two Truths and One Lie
1. Post 3 things and students must figure out which is the lie.

3. Curiosity, Fun: A. Games e.g., Online Jeopardy Game
www.km-solutions.biz/caa/quiz.zip
Games2Train: The Challenge; Thiagi.com

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.

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

4. Variety, Novelty: A. Video Streamed Lectures & Expert Commenting

6. Relevance: Meaningfulness: B. Authentic Data Analysis
An informative virtual reality tour inside the architecture museum of the laying table of

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-wraper 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

9. Tension, Challenge, etc.:
   B. Scenario Learning (Emmis Communications)

99 seconds: What have you learned so far?
   • Solid and Fuzzy in groups of two to four

8. Engagement: A. 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.

10. Yields Products: Concept Maps, Video Papers, Virtual Timelines

Part IV. Addressing Learning Styles
Why Address Learning Styles?
- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation

Kolb (1984)
- According to Kolb, effective learning involves four phases:
  - from getting involved (Concrete Experience) to
  - listening/observing (Reflective Observation) to
  - creating an idea (Abstract Conceptualization) to
  - making decisions (Active Experimentation).
- A person may become better at some of these learning skills than others; as a result, a learning style develops.

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)

Index of Learning Styles Questionnaire
Barbara A. Solomon, North Carolina State Univ
http://www.engr.ncsu.edu/learningstyles/lsweb.html

6. If I were a teacher, I would rather teach a course (a) that deals with facts and real-life situations (b) that deals with ideas and theories.
7. I prefer to get new information as (a) posters, diagrams, graphs, or maps (b) written directions or verbal instructions.

The R2D2 Method
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)
1. Auditory or Verbal Learners
   - Auditory and verbal learners prefer words, spoken or written explanations.

1b. Video Course Introductions
   (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

1d. Podcast
   Learning TRENDS by Elliott Masie - September 18, 2006. #406 - Updates on Learning, Business, Technology.

1a. Online Tutorials, Help, Announcements, Q&A, and FAQs

1c. Use of Weblogs
   (especially English writing class)
   1. Instructor or Tutor blog: resources, information, space to chat
   2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
   3. Partner blog: work on team projects or activities
   4. Class blog: international exchanges, projects, PBL
   5. Revision: review and explore sentences from previous posts, add details
   6. Nutshell: summarize themes or comments across blogs
   7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

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
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.

2b. Reuse Blog, Chat Transcripts, Presentations

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

2a. Post Model Answers

Employment Law and Ethics Project

Question 1
What are the changes for Labor to recommend in an EEOC model of Law Enforcement, being specific about the legal arguments that would apply?

Answer 1
State law Title 4 of the 395 C.R. Rights Act and Section 310. All changes in the text of laws or rules, and changes would likely be enforced using laws of the process in order to ensure a measure and recommend against the process. Labor does not recommend labor law changes in a specific national defense strategy, such as for a national campaign or government, then here for other national laws. The "social" problem in determining what is right, rights, obligations, and, sometimes, even being wrong, their obligations, may be an important question, and that other government's decisions.

2c. Reflecting on Adventure Blogging
(Ben Saunders, Mark Fennell, Andrew Rourke)

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.
3a. Online Anatomy and Physiology

3b. Animations, Video Clips, Audio, Pictures, Web Resources, etc.

3c. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, Univ of Virginia, June 11, 2007)

3d. Vodcast for Medical Training (e.g., "SonoSite on the small screen: The Bothell-based

3e. Math Representation

3f. Reflection Sheets and Scaffolds online (E-Reading First Ohio) (reflect, share, and compare)
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.

4b. Videoconferencing with Hearing Impaired Students Online

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

4d. Virtual Worlds/Virtual Reality/MMOG

Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nesson)
Chronicle of Higher Ed (open to the public)

4a. Romantic Poetry Project

(Professor Mike Phillipson, English at Bowdoin College)

4c. Survey Research and Market Analysis

(e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

Second Life 3-D Accounting Model
http://www.youtube.com/watch?v=4T4zTSvK6Y

14
Pepperdine University Professor Bill Moseley’s students created an online world to reflect themes in Daniel Pink’s A Whole New Mind. At the end of the course, Pink came to see their projects and joined them in a virtual hot tub for a decidedly informal discussion. (student creativity can grow and flourish; July 2007)

By Jayne Clark, USA TODAY, June 15, 2007, Oh, the places you’ll go — on the Internet

- The Mexican Tourism Board threw a party Sunday at Chichen-Itza, the magnificent Mayan archaeological site in the Yucatan jungle. The thousands of guests, many of whom donned complimentary Mayan warrior get-ups and sala-danced to live music, were an international mix. But nobody checked into a hotel when the festivities ended.

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

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

It is both Nature AND Nurture as well as PEOPLE!!! Technology is just part of the Equation

Technology
Pedagogy

People, Society, Culture, etc.

Try the R2D2 Method!!!
Try TEC-VARIETY!!!
Sample papers at: http://www.publicationsshare.com/
Archived talks at: http://www.trainingshare.com/

The End...Remember