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

### Part I: 10 Learner-Centered Technology Ideas

1. **Learner-Centered Learning Principles**
   (American Psychological Association, 1993)
   - Cognitive and Metacognitive Factors
     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
   - Developmental and Social Factors
     10. Developmental influences on learning
     11. Social influences on learning
   - Individual Differences
     12. Individual differences in learning
   - Learning and diversity
   - Standards and assessment
   - 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

1. Anchored Instruction (find anchoring event (CTGV, 1990?)
   \( L/M = \text{Cost}, M = \text{Risk}, M = \text{Time} \)
   - 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. ORL or Library Day
   \( L = \text{Cost}, M = \text{Risk}, M/H = \text{Time} \) (Bonk, 1999)
   - Have students spend a day in the library or online finding and summarizing a set number of articles.
   - Have them bring to class or post abstracts to an online forum.
   - Share in small groups interested in similar topics.
   - Perhaps give each student 1-2 minutes to describe what found in a chat.

4. 99 Second Quotes
   \( L = \text{Cost}, M = \text{Risk}, M = \text{Time} \)
   - 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

5. Online Warm-ups Activities
   Just-In-Time-Teaching (JiTT)
   http://webphysics.iupui.edu/jitt/jitt.html

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

JiTT
http://webphysics.iupui.edu/jitt/jitt.html
6. 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. 

7. Jigsaw  
(L = Cost, M = Risk, H = Time) 
- Form home or base groups of 4-6 students. 
- Student move to expert groups—discussion ideas in a chat. 
- Share knowledge in expert groups and help each other master the material in an online forum. 
- Come back to base group to share or teach teammates. 
- Students present in group what learned. 

8. Six Hats (Role Play): 
(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! 

9. Concept Mapping Tools 
- Notion Analytics - Mind Map 
- Notion has tools for brainstorming and visualizing concepts and ideas for better understanding and retention. 

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

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: 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

- 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.)

Solution #5. Instructor Portal: e.g., self study in anatomy
Solution #6. Referenceware and Terminology Exercises Online (puzzles, games, etc.)

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

Blended Solution #8. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

Blended Solution #9. Art and History Exhibits

Blended Solution #10. Workplace and Field Reflections
1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

Reflection: What are 3 things you learned so far?
3
What can we say about blended and learner-centered learning then???

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

Part III. Motivational Ideas

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:

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

2. Encouragement, Feedback, etc.: B. Thinking About the Readings (TARs) III;
Claude Cookman, IU, Photography Class

3. Curiosty, Fun: B. Electronic Seance
   - Students read books from famous dead people
   - Convene when dark (sync or asynchronous)
   - Present present day problem for them to solve
   - Participate from within those characters (e.g., read direct quotes from books or articles)
   - Invite expert guests from other campuses
   - Keep chat open for set time period
   - Debrief

4. Variety, Novelty:
   A. Video Streamed Lectures and Expert Commenting
4. Variety, Novelty:
B. Brainstorming Chat
- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group

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.

6. Relevance: Meaningfulness:
B. Authentic Data Analysis
Jeanne Sept, TU, Archaeology of Human Origins; Components: From CD to Web
- A set of research q's and problems that archaeologists have posed about the site
- A complete set of data from site & background info
- Students work collaboratively to integrate multidisciplinary data & interpret age of site
- Interpret of ancient environments
- Analyze artifacts/fossils from site

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, & Angell, 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. 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.

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

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

99 seconds: What have you learned so far?
- Solid and Fuzzy in groups of two to four
Part IV. Addressing Learning Styles

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 (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.

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

6. If I were a teacher, I would rather teach a course
   - That deals with facts and real-life abstraction.
   - That deals with ideas and theories.
- 7. I prefer to get new information in:
   - By pictures, diagrams, graphs, or maps.
   - By written sentences or verbal information.
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.

1a. Online Audio Cases
    Audio Dramas
    eCollege Wales, Univ. of Glamorgan

1b. Online Tutorials and Help

1c. Synchronous Conferencing

1d. Use of Weblogs (especially English writing class)
   1. Instructor or Tutor blog: resources, information, space to chat
   2. Learner blogs: 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 expolde 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
(Scott, 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

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. Post Model Answers

Employment Law and Ethics Project

Question 1
- Would the hospitality leaders in your actual Killingsworth and founder, having anyone about the legal action (for legal advice)?

Answer 1
- Under Title VI of the U.S. Civil Rights Act of 1964, an employer is prohibited from making employment decisions on the basis of sexual orientation. To date, there is no evidence of discrimination based on sexual orientation or gender identity in employment decisions. To maintain a healthy workplace, employers should consider these factors in making decisions about employment.

2b. Reuse Blog or Chat Transcripts

2c. Reflecting on Adventure Blogging
(Ben Saunders, Mark Fennell)
2d. Practitioner Feedback:
Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)

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. Virtual Tours, Maps, and Field Trips

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

3g. 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.

4a. Romantic Poetry Project
(Professor Mike Phillipson, English at Bowdoin College)

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

- Mobile
- Auditory
- Thought-stimulating
- 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

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