I. Myths: No Models or Best Practices

1. They all are Web 2.0 savvy and equipped.
2. Some will dominate and intimidate others.
3. Will be too off task and social online.
4. Online cheating is the key reason not to teach with tech.
5. Online students are located far away.

II. Magic....

Instructor Technology Myths

1. Tech savvy instructors are young & loyal.
2. Can teach the same way.
3. Instructors will not share.
4. Tech savvy instructors will use latest technology.
6. Technology does not improve learning.
7. Can’t afford tech.
8. Must be a techie.
Capella Tower
225 South Sixth Street, Minneapolis
Formerly, the "Halo"

Magic Pens! (The Pulse from Livescribe)

Jerry Kronenberg Monday, August 4, 2008
Boston Herald
Designers on quest to build $12 computer

Top 5 "In" Things on Campus
June 7, 2006, USA Today

This Generation: Always Connected

Are students bored with how we use technology?
Part II. Motivational Ideas

I even reflected on this for a moment...

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

Intrinsic Motivation

"...innate 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)

1. Tone/Climate: Social Ice Breakers
A. Eight Nouns Activity
1. Have everyone post 8 nouns that represent them.
2. Comment on nouns of 1-3 peers might be met

B. Favorite Medical Websites
1. Everyone posts 1-2 of their favorite medical Websites and explain why.
2. Peers comment on or rate them.
1. Tone/Climate: C. Video Course Intros (examples from Northern Virginia Community College and Indiana University-KD (online MBA program))

2. Encouragement, Feedback, etc.: A. Online Self-Testing (e.g., self-study in anatomy or chemistry, virtual autopsy, dissection, etc.)

3. Curiosity, Fun: A. Online Games (e.g., public health; the POD game Points-of-Dispensing (PODs))

4. Variety, Novelty: A. Supplementing Course with Health Resources (portals, referatories, & repositories)

5. Autonomy, Choice: A. 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.)

5. Autonomy, Choice: B. Explore Human Body and Museum Exhibits
5. Autonomy, Choice: C. OpenCourseWare Project (e.g., Tufts)

6. Relevance, Meaningfulness: A. Mobile Health and Medical Education (Courtesy of Paul Kim, Stanford University)

6. Relevance, Meaningfulness: B. Medical Community Wikis

7. Interactive, Collaborative: A. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.

7. Interactive, Collaborative: B. Flash, 3-D Visualization, & Laboratory Software

8. Engagement, Effort: A. Breeze in Higher Education
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

9. Tension, Challenge, etc.:
B. Ethical Medical Debates

10. Yields Products, Goals:
C. Electronic Guests & Mentoring
(Simon Fraser University News: https://www.sfu.ca/news/sfunitynews/article/technology-tech.html)

10. Yields Products, Goals:
A. Produce a YouTube Video

10. Yields Products, Goals:
B. Online Portfolios or Galleries (Flickr, Omnium)

10. Yields Products, Goals:
C. Film Festivals and Competitions
Part III. Addressing Learning Styles

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.
Read 1b. Podcasting Medical Lectures
(School of Dentistry, Univ of Michigan)
Edcase Quarterly, 29(3), 2006,
http://connect.educase.edu/Library/EDUCAUSE+Quarterly/PodcastingLectures/39987

Read 1c. Medical Podcast Shows

Read 1d. Wiki Steps on How to do Something: Wikihow
http://www.wikihow.com/

Read 1e. Referenceware and Terminology Exercises Online (e.g., Websters, Visual Thesaurus)
http://www.visualthesaurus.com/
($2.95/month; $19.95/year)

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

Reflect 2a. ORL or Library Day
(L = Cost, M = Risk, M/H = Time)
(Bonk. 1999)
Reflect 2b. Paired Weblog Critiques

Student Weblogs
EDVA37.20 - Blended Learning

Instructor or Tutor blog: resources, information, space to chat
Learner blog: reflections, sharing links and pics, fosters ownership of learning
Partner blog: work on team projects or activities
Class blog: international exchanges, projects, PBL
Revision: review and explore sentences from previous posts, add details
Nutshell: summarize themes or comments across blogs
Blog on blog: reflections on feelings, confusions, and experiences with blogs

Reflect 2c. Partner & Team Blogs
(especially English writing class)

Reflect 2d. Health Blogs

Biomedical Sciences Blog

Reflect 2e. Reuse Blog, Chat Transcripts, Presentations

Reflect 2f. 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

Reflect 2g. Community of Learners: Medical and Business Cases Online (problems, solutions, etc.)
Reflect 2h. Real World Problems (PBL online): Real-time Cases

Reflect 2i. Explore and Write Reflection Papers on Online Healthcare News, Medical Libraries, Associations, Organizations, etc.

3. Visual Learners
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.

Display 3a. Pubcasts! (videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee http://www.sciwee.tv/

Display 3b. Anchored Instruction (find anchoring event) (YouTube, CNN, BBC, TeacherTube, CurrentTV)
Display 3c. Map Mash-ups
(e.g., Shakespeare's Global Globe, Post-G, June 13, 2003, Michael Behar
C C E S. S C I E N C I S T S' N E W W O R L D V I E W)

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Gliffy,
Mindmeister, or Mindomo)

Display 3e. Vlogging (Video Blogging)
e.g., Andy, Calvin's Waste of Bandwidth
Michael L. Wesch, Kansas State, The Machine is Using Us

Display 3f. Online Research Channels
(Research Channel, UChannel)

Display 3g. OpenCourseWare Video Browser (New Ways to Find Lectures)

Display 3h. World Trends and Indices (e.g. Worldmapper)
Display 3i. Animations, Video Clips, Audio, Pictures, Web Resources, etc. (e.g., DNA from the Beginning)

Display 3j. Vodcast for Medical Training (e.g., "SonoSite on the small screen: The Bithell-based company uses podcasts for its ultrasound scanner training.
By Eric Felters, Herald Writer; Everett, WA, Sept 25, 2006)

Display 3k. Tracking Live Internet Events (e.g., Thawing: A Colossal of an Idea) (caught Feb. 2007; thawed April 30, 2008)

Deep-Sea Behemoth
Captain John Bennett examines the world's first intact adult male colossal squid on board his New Zealand fishing boat in February, 2007, in the Ross Sea near Antarctica. The gigantic sea creature weighs a world record 1,089 pounds. After being frozen whole for over a year, scientists at New Zealand's national museum will thaw the squid for further study.

Display 3l. Video Streamed and Webcast Lectures

Display 3m. Broadcast Surgeries
Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

Display 3n. Video Scenario Learning (Option 6, Bloomington, IN)
Display 3a. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

Display 3p. Human Embryology Animations (Valerie O'Loughlin, Indiana University)

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.

Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Do 4b. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

Do 4c. Online Warm-ups Activities Just-In-Time-Teaching (JITT)
http://webphysics.iupui.edu/jitt/jitt.html

Preparedness Assessment
Preparedness Assessment
Preparedness Assessment
Do 4d. Virtual Worlds/Virtual Reality/MMOG
Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Rossen)
Chronicle of Higher Ed (open to the public)

Do 4e. 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.

Do 4f. Hands-On Frog Dissection
(Net Frog, Univ. of Virginia)

Do 4g. Educational Simulations
(Medical Traumas from T3 Mag, August 2006, Cells Alive)

Poll #2: How many ideas did you get from this talk?
a. None—you are an idiot.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5
e. 6-10
f. Higher than I can count!

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