
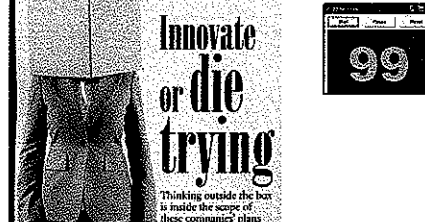


Workshop Part 2. Diverse Online Learner Needs with the Read, Reflect, Display, and Do (R2D2) and TEC-VARIETY Models



Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbok/>
cjbok@indiana.edu

Technology
Let's Think Outside the Box!
 (For 99 Seconds—what technologies that you might not think about using for learning, might students today prefer to use?)



Innovate or die trying
 Thinking outside the box is inside the scope of these companies' plans




Teach the Modern Way!
 Examining the historical aspects of technology in education

Springer

Digital and Dumber?
 Teaching with Technology: How to Lead, and How to Follow

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



Designers on quest to build \$12 computer
 As they work on a new design, the team is looking for a way to make a computer that costs less than a dollar.

India says it is developing a \$10 laptop
 The space available: it would be used for educational purposes.

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



flickr
 Home The New Sign Up Explore

ipod saves Soldier's Life
 4, 20

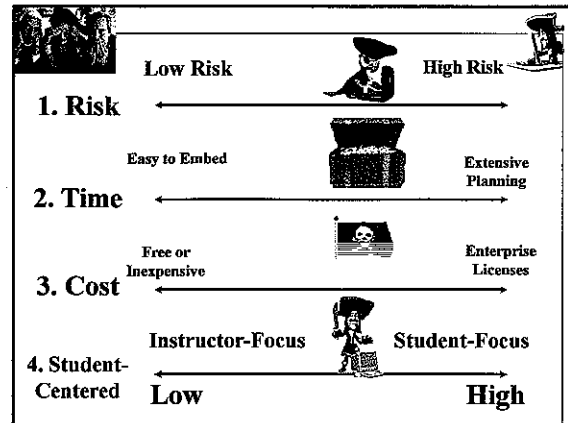
This photo was tagged to:
 ipod
 soldier
 army
 war

Additional information:
 5087 views
 2 tags
 1 comment
 1 photo



This Generation: Always Connected

Tech Creates Bubble for Kids
Alejandro Gonzalez, USA TODAY, Updated 6/20/2006 10:34 AM ET



Part I: 10 Blended Learning Ideas

(Bonk & Graham, Handbook of Blended Learning: Global Perspectives, Local Designs, 2006)

Blended #1. Online Portals & Resources

(Civil Rights Digital Library and Amistad, history, science, literature, etc.)

Blended #2. Teacher Training

TICKIT Program Elements	Changes/Outcomes
<ul style="list-style-type: none"> Reporting: Local School, TICKIT Teachers, Conference Reflection and Action Research: Assessment of Classroom Projects, TICKIT Day, TICKIT Seminars, Blogs Classroom Projects: Workshops, E-Collaboration, Coaching 	<ul style="list-style-type: none"> Individual TICKIT Teachers: Knowledge, Skills, Confidence, Motivation, Beliefs School: New Models of Technology Integration, Colleague Support by TICKIT Cohort Students: Motivation, Learning, Quality of Academic Work
<ul style="list-style-type: none"> Workshops: Content, Design, Delivery, Delivery Skills E-Collaboration: Virtual Teams, Coaching, Content, Content, Content Coaching: Instructional Email, Instructional Phone 	<ul style="list-style-type: none"> Value Added by Technology Integration in Classroom Teaching and Learning
<ul style="list-style-type: none"> Teachers' Priorities: Knowledge, Skills, Motivation, Beliefs 	<ul style="list-style-type: none"> Other Professional Development Experiences

The TICKIT Model (Ehman, Bonk, & Yamagata, 2005)

Blended #3. High School Student Self-Testing

(e.g., Calm Chemistry)

Address: <http://calm.chemed.umd.edu/default.html>

Great! The following questions:

- EEP (Equivalent weight change)
- EFP (Equivalent weight change)
- SEP (Equivalent weight change)
- SEN (Equivalent weight change)

Which of these are not Equivalent weight change?

Submit

Blended #4. Art and History Exhibits

The screenshot shows a museum website with several sections. The top section is 'Collections & Exhibitions' with a sub-section 'Interact'. Below that is 'Podcasts and Broadcasts' with a sub-section 'With the opening of our landmark building, we are launching a series of podcasts in the inaugural episode, learn about the building's renovation and some of our most popular artworks. Download the mp3 or subscribe through iTunes. Click will open the iTunes app. Find out another podcast from the...'. There are also images of museum exhibits and a 'TECHNOLOGY' section.

Blended #5. Online Self-Testing (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)

The screenshot shows an online anatomy resource titled 'Muscular System'. It has two main sections: 'Trunk & Shoulder Muscles' and 'Upper Extremity Muscles'. Each section contains a diagram of the human body with the corresponding muscles highlighted. There are also some text boxes and navigation buttons.

Blended #6: Student Podcast (in schools—kids have power!)

"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."
"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)

The block contains three small photographs showing students in a classroom. The first shows a group of students sitting at a table. The second shows a student using a computer. The third shows a student reading a book.

Blended Solution #7. Visual Resources (e.g., Periodic Table of Visualization; Visual Thesaurus)

<http://www.visualthesaurus.com/>; http://www.visual-literacy.org/periodic_table/periodic_table.html

The screenshot shows a website titled 'A PERIODIC TABLE OF VISUALIZATION METHODS'. It features a grid of various visualization methods, each with a small icon and a brief description. There are also some text boxes and navigation buttons.

Blended Solution #8. Electronic Cameras and Maps (e.g., Google Earth/Maps)

The screenshot shows a Google Earth interface with a 3D map of a city. The map is rendered in a dark, textured style, showing buildings and terrain. There are some navigation controls and a search bar visible.

Blended Solution #9. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

The screenshot shows a YouTube video player. The video is titled 'How to Memorize Sonnets' and features a person reading a poem. The video player includes a progress bar, volume control, and other standard YouTube controls.

Blended Solution #10. Read Text
(e.g., Turning The Pages, British Library)

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.

99 seconds: What have you learned so far?

- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.

Part II. Addressing Learning Styles

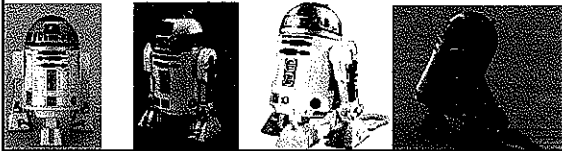
Why Address Learning Styles?

- 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

Empowering Online Learning
Curtis J. Bonk | Ke Zhang
100+ Activities for Reading, Reflecting, Displaying & Doing


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

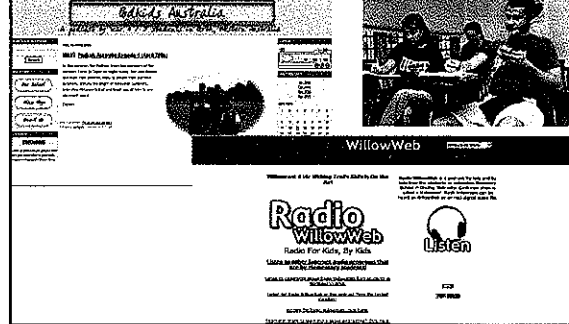
- Auditory and verbal learners prefer words, spoken or written explanations.



Read 1a. Course Announcements (e.g., Teaching with Twitter)

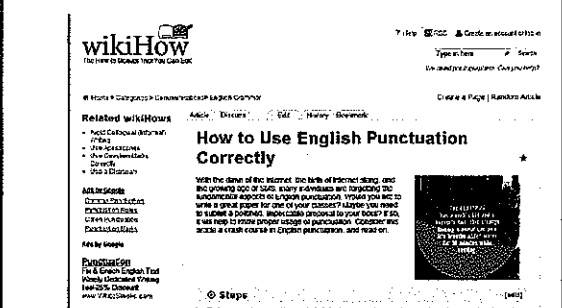


Read 1b. Kids Podcasts




Read 1c. Wiki Steps on How to do Something: Wikihow

<http://www.wikihow.com/>

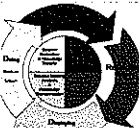



Read 1d. Indexing Sounds in Cities with Google Maps



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)

- 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.



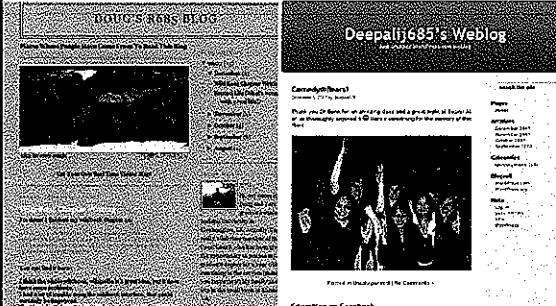
Reflect 2b. Paired Weblog Critiques

Student Weblogs
EDER679.20 - Blended Learning

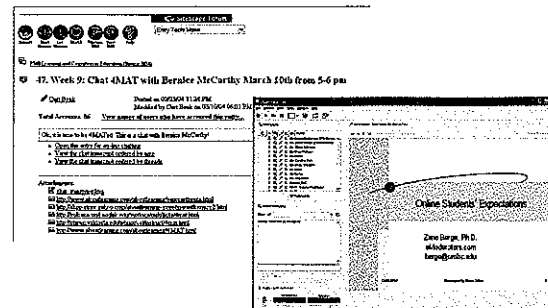
Authors:
A. Gannon - Blended Learning in Higher Education
B. Youbin - Junior Research Blended Learning
C. Bob - Traveler's View

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephan Moses	Leticia Riva
	Carolee Pardo	Karen Leppard
	Lin Yi	Fiona Liu
Mey, K.A. (2005). <i>Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking</i>	Leticia Riva	Paul Anderson
	Mark Shandif	Yvonne Toney
	Stephan Moses	Carolee Pardo
	Karen Leppard	Lin Yi

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

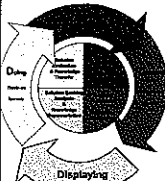



Reflect 2d. Reuse Blog, Chat Transcripts, Presentations




3. Visual Learners

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

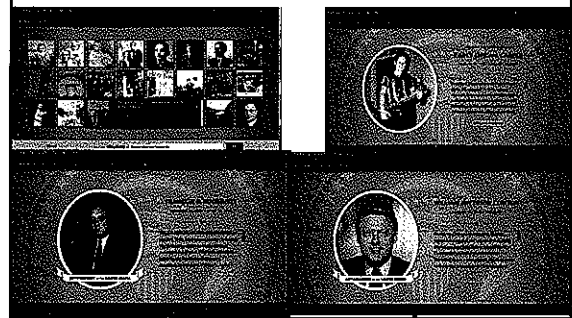



Display 3a. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- 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.

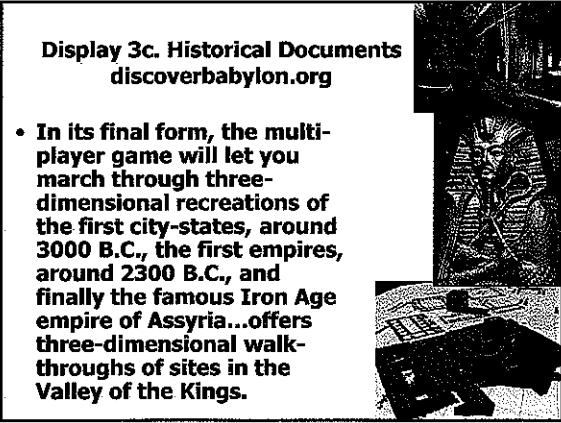


Display 3b. Online Timelines (US Presidents)

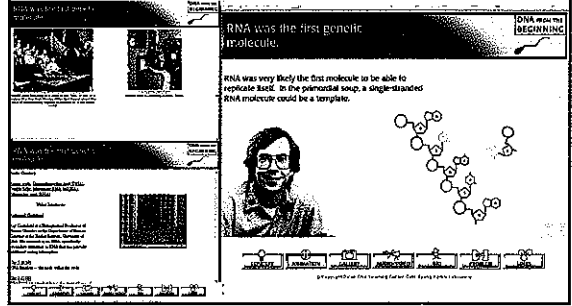


Display 3c. Historical Documents discoverbabylon.org

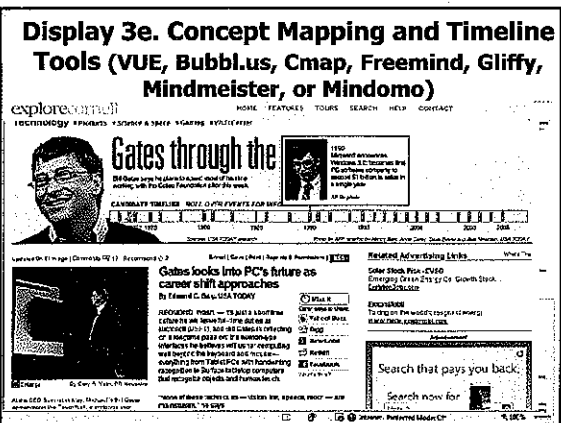
- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Iron Age empire of Assyria...offers three-dimensional walk-throughs of sites in the Valley of the Kings.



Display 3d. Animations, Video Clips, Audio, Pictures, Web Resources, etc. (e.g., DNA from the Beginning)




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



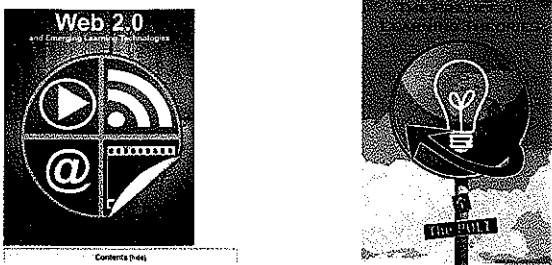
4. Tactile/Kinesthetic Learners

- 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.



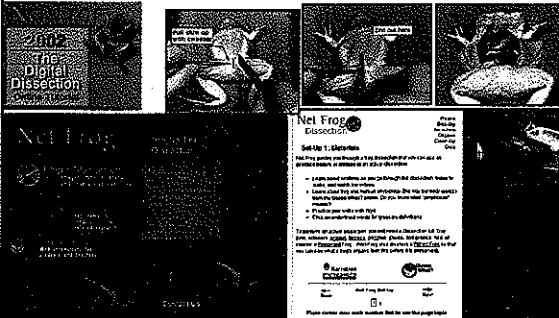
Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Web 2.0 and Emerging Learning Technologies
From Wikibooks, the open-content textbooks collection.



Contents (xvii)

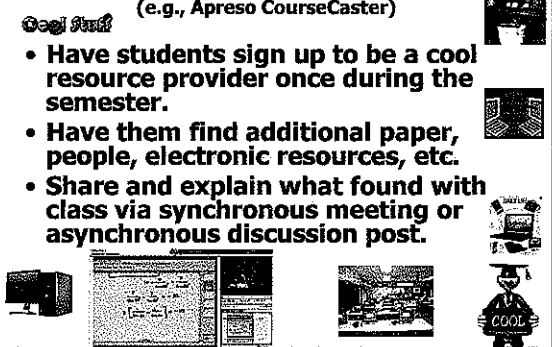
Do 4b. Hands-On Frog Dissection (Net Frog, Univ. of Virginia)




Do 4c. Cool Resource Provider (Bonk, 2004) Capture and Videostream Lectures (e.g., Apress CourseCaster)

Cool Stuff


- 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.



99 Seconds Stop and Share: Top Three Things Learned so Far!



Ok, Million Dollar Question: How do you motivate learner with technology?



I even reflected on this for a moment...I thought about the people I met



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

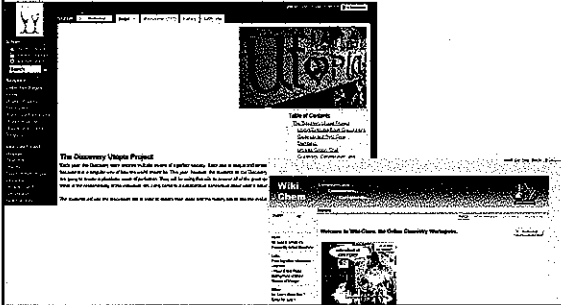
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



1. Tone/Climate: (open, inviting)

A. Create a Class Wiki (Wikispaces)



2. Encouragement, Feedback, etc.:

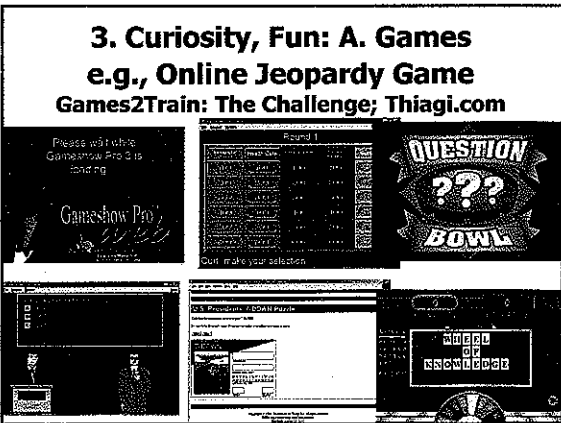
A. Clickers; Innovation is but one click away...



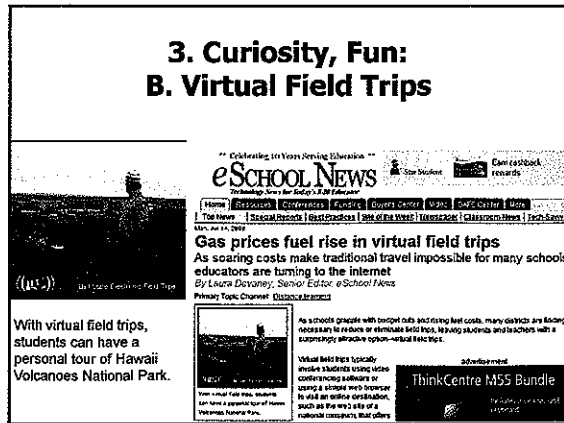
3. Curiosity, Fun: A. Games

e.g., Online Jeopardy Game

Games2Train: The Challenge; Thiagi.com



3. Curiosity, Fun: B. Virtual Field Trips



4. Variety, Novelty: A. Explore Human Body and Museum Exhibits

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.)

6. Relevance, Meaningfulness: A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch

Connected (Part 1/2) from Abilene Christian Univ: <http://www.youtube.com/watch?v=1p8ll-tp0zhU>

6. Relevance, Meaningfulness: B. Real Explorer or Teacher Interaction

Jean Pennycook (Geographical blogging)

7. Interactive, Collaborative: A. Online Language Learning (Mixer, Livemocha, Friends Abroad)

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

7. Interactive, Collaborative: C. International Children's Digital Library (ICDL) project (Univ. of Maryland, *Black Beauty*, *Aesop's Fables*, *Little Red Riding Hood*, *Grimm's Fairy Tales*, *Robinson Crusoe*, and *Mother Goose*.)

8. Engagement, Effort: A. Adventure Blogging (Ben Saunders, Mark Fennell, Andrew Revkin)

9. Tension, Challenge, etc.: A. Flat Classroom Projects!!! (combine blogs, videoconferencing, chat, async discussion, etc.)

10. Yields Products, Goals: A. Film Festivals and Competitions

**Try the R2D2 Method!!!
Try TEC-VARIETY!!!**

Sample papers at: <http://www.publicationshare.com/>
Archived talks at: <http://www.trainingshare.com/>

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____