Part 2 (Micro View).
Creatively Engaging Online Students: Models and Activities
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Part I: Some Online Motivational Ideas

Low Risk High Risk
1. Risk
Easy to Embed Extensive Planning
2. Time
Free or Inexpensive Enterprise Licenses
3. Cost
Instructor-Focused Student-Focused
4. Student-Centered Low High

We are not motivating students with the technologies that they love

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)."


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: Social Ice Breakers
   
   A. Public Commitments:
   Have students share how they will fit the coursework into their busy schedules
   
   B. Favorite Websites
   1. Everyone posts 1-2 of their favorite Websites and explain why.
   2. Peers comment on or rate them.

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

3. Curiosity, Fun:
   A. Exploration and Demonstration:
   Virtual Tours and Timelines (HyperHistory)
   http://simile.mit.edu/timeline/

   B. Online News
   (Giant jellyfish, Tiny T. rex, and Ardi)
4. Variety, Novelty:
A. Cool Resource Provider
- 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.

4. Variety, Novelty:
B. Volunteer Technology Demos
- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief

4. Variety, Novelty:
C. Adding voice to email, docs (Yack Pack, VoiceThread)

4. Variety, Novelty:
D. 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.

5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)
(links to text, soundtracks, video clips, etc.)

5. Autonomy, Choice:
B. Clickers; Innovation is but one click away...
5. Autonomy, Choice:
C. Famous Person Homepage Explorations (e.g., Thomas Friedman, NY Times reporter)

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

6. Relevance, Meaningfulness:
B. 60 Second Recap
http://www.60secondrecap.com/
Actress to students: Lend me your earbuds! English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppen; USA TODAY, September 2009

7. Interactive, Collaborative:
A. Online Language Learning (ECpod, Mixter, Livemocha, Babbel, KooTalk)

7. Interactive, Collaborative:
B. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo)

7. Interactive, Collaborative:
C. Collaborative Documents (Google Docs)
7. Interactive, Collaborative:
D. Collaborative Bookmarking (Diigo, Delicious)

8. Engagement, Effort:
B. Nominate Quotes (e.g., Shakespeare)
- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.

8. Engagement, Effort:
C. Online Café Question Exchange
a. Have students leave you or their classmates questions online.
b. Answer as many as you can.
c. Peer to peer café for exchanging resources and sharing information.

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
Students to protest human body exhibit
10. Yields Products, Goals:
A. Movie Festivals, Concept Maps, Video Papers, Virtual Timelines, Digital Movies

10. Yields Products, Goals:
B. Video Blogs
- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.

Part II: 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 1a. Publishing in Open Access Journals (e.g., PLOS)

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

Read 1c. Podcast Paper Reflections
- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

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

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. Blogs Uses
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 explode 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
Reflect 2b. 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.

Reflect 2c. Critical Friend Blog Postings

Reflect 2d. Expert and Domain Specific Blogs (English Teacher Blogs)

Reflect 2e. Watch or Listen to Online Conferences

Reflect 2f. Analyze Online Cases (problems, solutions, etc.)

Reflect 2g. Reuse Blog, Chat Transcripts, Interviews, Presentations
- Ask students to reflect on expert interviews found online in chats, videos, conference keynotes, and interviews posted to the Web.
- Outline key concepts.
Reflect 2h. Wikibook Critique
- Ask students to critique a wikibook or page from Wikipedia

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 Supercomputer Center created a YouTube for scientists to help demystify important research papers. See SciVee

Display 3b. Anchored Instruction
Discussions (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 3c. Follow Online Adventure
Australian adventurer Dan McInerney and teenage circumnavigator Mike Perham to re-enact Capt. William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)
Display 3e. World Trends and Indices (e.g. Worldmapper)

Display 3f. United Nations Opens World Digital Library, April 21, 2009

Display 3g. Shared Online Video (e.g., Howcast, WonderHowTo, Clip Chef)

4. Tactile/Kinesthetic Learners
- Tactile/kinesthetic senses can be engaged in the learning process by 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., Mister Poll, MicroPoll, Zoomarang, SurveyShare)
Do 4c. Online Warm-ups Activities
Just-In-Time-Teaching (JITT)
http://webphysics.iupui.edu/jitt/jitt.html

Do 4d. Online Performances
Virtual Worlds/Reality/MMOG
(e.g., Shakespeare plays reenacted)

Do 4e. Syllabus, Glossary, etc. in wiki:
Students sign up for tasks
(Ron Owston, York University)

Read 1f. Podcasts for students of
pronunciation class
(e.g., Tzu-Su Chen, Taiwan)

Do 4g. Wiki: Poetry Projects Online

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