Addressing Diverse Online Learner Needs and Motivation at the Compass Knowledge Summit

Dr. Curtis J. Bonk
Professor, Indiana University
President, CourseShare, LLC
http://php.indiana.edu/~cjbonk, cjbonk@indiana.edu

Technology of the 1980s

New technologies hit us everyday!

Poll #1: Who finds it hard to keep track of all the technology-related changes today???

Part I. Some Online Motivational Ideas

We are not motivating students with the technologies that they love!
Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?

I even reflected on this for a moment...and then something magical happened...

The 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. 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 vocabulary, anatomy, chemistry, dissection, etc.)
2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture (e.g., Jing, Screenr)

3. Curiosity, Fun:
A. Online News (Giant jellyfish, Tiny T. rex, and Ardil)

4. Variety, Novelty: A. Synchronous Session with Guest Expert

2. Encouragement, Feedback, etc.:
C. Video Scenario Learning Accounting Interviews and Preparatory Course Review Modules (Franklin University, cost and forensic accounting course)

3. Curiosity, Fun:
B. Online Experiments (e.g., psychology)

4. Variety, Novelty: A. Bridges to World of Expert and Practitioners (e.g., Watch or Listen to Online Conferences, Expert blogs, chats, Interviews)
5. Autonomy, Choice:
A. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews (e.g., Thomas Friedman, NY Times reporter)

5. Autonomy, Choice:
B. Online Cases (e.g., Mark Braun, IU)

6. Relevance, Meaningfulness:
A. Tour an Online Oil Drilling Site or Role Play Situations (i.e., BP)

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

7. Interactive, Collaborative:
A. Online Language Learning (Skype, MSN, ECpod, Mixxer, Livemocha, Babbel, KanTalk etc.)

7. Interactive, Collaborative:
B. Collaborative Groups (Ning, Google Groups, MSN Groups, Yahoo Groups)
7. Interactive, Collaborative:
   C. Collaborative Documents (Google Docs)

8. Engagement, Effort:
   A. Synchronous and Asynchronous Events
      (e.g., Breeze + Video + Online Forum + Online Papers) ...MM

8. Engagement, Effort:
   B. Flash, 3-D Visualization, & Laboratory Software

8. Engagement, Effort:
   C. Tour a Museum (e.g., British Museum, Smithsonian, Louvre)

8. Engagement, Effort:
   D. Basic Acoustics of Musical Instruments
      (University of New South Wales)

9. Tension, Challenge, etc.:
   A. Ethical Debates
9. Tension, Challenge, etc.:
   B. Electronic Guests & Mentoring

10. Yields Products, Goals:
   A. Student YouTube Products
   B. Video Blogs
   C. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)

TEC-VARIETY Model for Online Motivation and Retention
- Tone/Climate
- Encouragement, Feedback
- Curiosity
- Variety
- Autonomy
- Relevance
- Interactive
- Engagement
- Tension
- Yields Products

Poll #2: How many ideas did you get so far?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four

II. Addressing Diverse Learners

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. Reading from Open Access Journals (e.g., PLOS)
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 2d. Workplace and Field Reflections...MM

Reflect 2e. Videos on Book Websites (e.g., Brain Rules, John Medina)

Reflect 2f. Topical Lectures from Famous People (e.g., Big Think; Academic Earth)

Reflect 2g. Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)

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.
Display 3b. Anchored Instruction
Discussions (YouTube, CNN, BBC, TeacherTube, CurrentTV, Howcast, Fora TV, Clip Chef, etc.)

Display 3c. Videos of the Periodic Table

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

Display 3e. Timeline Tools
(e.g., SMILILE from MIT, Learning Tools from UBC)

Display 3f. Online Portals of Rich Data
United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)

Display 3g. Weather-Related Visuals and Animations
Display 3h. Online History Portals and Resources (Civil Rights Digital Library and Amistad)

Display 3i. Medical Animations and Videos (e.g., YouTube, CNN, BBC)

Display 3j. Download and Use Online 3D Sketches (Art, Drawing, Architecture, etc. Google SketchUp)

Display 3k. Virtual History (e.g., Archaeology from Brown University)

Display 3L. Science/Medicine in Action (e.g., Foldit for Biology (a puzzle that explains the shape of proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) [http://fold.it/portal/](http://fold.it/portal/) [http://www.ccmse.com/wp-content/uploads/2014/08/SteroidProjectInstructions.pdf] [http://www.ccmse.com/wp-content/uploads/2014/08/ ]

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))...MM

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

Do 4c. Survey Research and Market Analysis (e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

Do 4d. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

Do 4e. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)

Do 4f. International and Global Education and Competitions (e.g., Global Game Jams, online role play, Global Videoconferencing)
Poll #3: How many ideas did you get from the second part of 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

Try the R2D2 Method!
Try TEC-VARIETY!
And hope for some magic!!!

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