Blogs, Blends, Boards, or Back to the Future: Building the Ultimate Online Learning Environment

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Web-Class of the Future

Personalized Learning Environments

- There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.

Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)
- Context—providing a preferred context for learning.
- Conversation patterns—supporting conversations in learning and moderating that learning.
- Team—helping connect one to others who share similar learning interests.
- Activities—matching one’s learning activities to one’s learning preferences.
- Social events—matching people for learning events based on personal profiles, preferences, and contacts.
- Technology—making tools available that prefer.

Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)
- Web 2.0 technologies including social networking software, weblogging, Wikis, personal publishing, authoring tools, tools for collaboration (e.g., Writely), news aggregators
- Other tools include calendaring and scheduling tools, email, chat and instant messaging.

Personalized Learning Environments
- Providing learning paths for students.
- Offering portfolios that stay with learner—showcases work.
- Students select from a range of learning environments, courses, and instructors.
- Learner cohorts are made up of students from various countries of choice.
- Age grouping is less relevant and instead a push for more learning by interest, knowledge, and experiences.
- Instructor will be on display for learner selection.
Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

“Difficult choices lie ahead both for CMS vendors and for institutions of higher learning.”

Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

“A very good thing has grown very large, very quickly, and few faculty are speaking or being heard in the discussions of what an ideal CMS might look like in maturity.”

Teaching Technology of 21st Century (diff type of blackboard)
Question:
What is wrong with the course management systems we are using?

What are the problems?
- Hard to use?
- Poor interface?
- Few options?
- Limited tools?
- High cost?
- Minimal or no support?

What are the Goals?
- Higher productivity?
- Instructor sharing?
- Data integration?
- More efficient tools (e.g., drop boxes, tracking changes, enhanced gradebooks)
- Student collaboration?
- More instructor control?
- More student control?

What will Next Generation Tools Focus on?
- Active, constructivistic
- Contextual, work embedded
- Engaging, motivational
- Team oriented, collaborative
- Fosters ownership, personal control
- Intelligent, advisement, mentoring

Learning and Thinking Skills Goals?
- Search, explore, filter Information
- Summarize and synthesize
- Generate ideas
- Document and justify ideas
- Problem solve, make decisions
- ??????
- ??????
Frameworks and Templates for Thinking

Group Reflection #1: What skills should they promote?

Trend #1. Mobile Learning
- Increasing use of mobile and handheld will create rich and exciting new avenues for learning. Teachers can deliver instruction and participate in class from more locations.

Trend #2. Greater Visualization, Individualization, and Hands-on Learning
- Online and FTF learning environments will increasingly become individualized; in particular, emphasizing visual and hands-on activities.

Trend #3. Self-Determined Learning
- ICT will foster greater student responsibility for learning. Decisions about the type and format of blended learning will be made by students instead of instructors or instructional designers. Learners will be designing their own programs and degrees.

Trend #4. Student Expectations Rise
- Students will be used to having more choices and selections so their expectations will rise as do the expectations of their parents.
Trend #5. Personalized Learning Environments
- There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.

Trend #6. Increased Connectedness, Community, and Collaboration
- ICT will open new avenues for collaboration, community building, and global connectedness. It will become used as a tool for global understanding and appreciation.

Trend #7. Increased Authenticity and On-Demand Learning
- Online learning will focus on authenticity and real world experiences to supplement, extend, enhance, and replace formal learning. As this occurs, blended learning will fuel advancements in the creation and use of online case-learning, scenarios, simulations and role play, and problem-based learning.

Trend #8. Linking Work and Learning
- As blended learning proliferates, the lines between workplace learning and formal learning will increasingly blur. Higher education degrees will have credits from the workplace and even credit for work performed.

Trend #9. Less Predefined Schedules
- When teachers are teaching and students are learning is less clear. New norms and measurement scales will emerge.

Trend #10. Changed Instructor Roles
- The role of an instructor or trainer in a blended environment will shift to one of mentor, coach, and counselor.
Effects of interactive multimedia in distance learning

"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

A Different Generation??? Multitasking...
"YOUNG AND WIRED, " Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Gloria Kwan listens to her iPod while text messaging a friend who's in class. Chronicle photo by Mike Kepka

"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages -- how will the sheer amount of time spent plugged in affect our kids?" Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Harker student Stephanie L8 (wearing a false nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Kepka

USA Today, October 3, 2006

Totally wireless on campus
Freshmen Arrive Bearing Gadgets and Great Expectations
September 22, 2006
Chronicle of Higher Ed

- Students will spend 27.5 percent more on electronic purchases this year than last year, according to a report on the National Retail Federation's annual Back-to-College Consumer Intentions and Actions Survey. That's $10.46 billion, in a category that includes flat-panel TV's, video-game consoles, laptops, and, of course, digital music players.

All learning in one's own hands?

Demand for Internet in US
(Special MSNBC report, Dec 13, 2004)

Difficulty in disconnecting

Always online — and always talking when they're not talking or working on their new gadgets, it seems, are students who are aging into the digital age. While some may want to be "merely" to go for a walk or enjoy a stroll, others may not want the same kind of freedom. Indeed, the Internet has become the life blood of today's students.

"Learning that takes place in the classroom isn't as important as time studying on your own."
- Dobršan, Moskal, & Hartman (2005)

Generation Raised on the Internet
 Comes of Age, MSNBC, Dec. 13, 2004, Martha Irvine

- For 21-year-old William Herbert, the Internet has replaced newspapers and TV weather reports (he visits Weather.com every morning). He pays his bills online, registers for classes, books airline and train tickets, checks TV listings, buys movie tickets and gets travel directions.

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"One manifestation of the new sharing and personal publishing culture is Campus MovieFest (CMF), a filmmaking competition started in 2000 by students at Emory University (GA). It has since grown into an international event involving tens of thousands of college students, faculty, and staff."
How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

“As learning experiences shift from a focus on reading prepackaged content to more active learning where students explore, research, problem solve, and create, the P2P capabilities of file sharing and collaboration become ingrained in the learning process. Teenagers use these types of technologies naturally and almost automatically.”

Stand and Share: Top Three

(1) Blogs, (2) Wikis, and (3) Podcasts
- Definitions
- Leading Figures
- Instructional Ideas
- Research, Data, and Other Examples

Trend #1: Blogging (75,000 new blogs each day, USA Today, March 27, 2006)

Not Just an American Phenomenon

China says number of blogs tops 34 million with 55 million regular readers

Canada Press

Tuesday, September 30, 2004

BEIJING (AP) - The number of blogs in China has topped 34 million, more than 10 times as many as the country had four years ago, news reports said Tuesday.

Some 17.6 million people in China consider themselves web log writers, using 10 million regularly read them, newspapers and the Xinhua news agency said, citing a report by the government's China Internet Survey Information Center.

Web logs are popular in China, where the government controls all media and the Internet offers users many legal outlets for expressing opinions.

According to Linda Evarts (2003)

"Web logs — blogs for short — are the surprise wedding of the informational capacity of journalism and the speed of instant messaging....Composed of short and frequently updated postings arranged in chronological order, blogs are Web sites similar to online journals, offering information on topics ranging from foreign policy to poetry."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A blog is a Web journal containing dated entries on a given topic or scheme. They can include search, feedback from readers and links to other sites. They can be written by one person or a group. Blogs can be used to share a viewpoint, enable collaborative discussion, present new product ideas, or explain ongoing news or changes."

Educational use of Blogs

For instructors
- Professional practice
- Networking and knowledge sharing
- Course management tool
- ...

For students
- Reflections or journals
- Dialogue with peers
- Group work
- Communicate with instructor
- ...

Blogging Questions

1. Who has a blog? Any for a specific class?
2. Who regularly reads other people's blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?
Educational use of Blogs

For instructors
- Professional practice
- Networking and knowledge sharing
- Course management tool
- ...

For students
- Reflections or journals
- Dialogue with peers
- Group work
- Communicate with instructor
- ...

Blogs (diaries, writing)

<table>
<thead>
<tr>
<th>Blogs created</th>
<th>% of blogs created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,150,000</td>
</tr>
<tr>
<td>Female</td>
<td>2,310,000</td>
</tr>
<tr>
<td>Total</td>
<td>4,460,000</td>
</tr>
</tbody>
</table>

Source: Pew Research Center, October 2003

Pew Research surveyed blogs on the following hosting services:
- Blog-Cr - BlogSpot, Diamand, LiveJournal, Pitas, TypePad, Weblogger and Xanga. As for the age of bloggers, Pew Research finds that over one-half of bloggers are between the ages of 13 and 19. Following this age group, 29.8% of bloggers are between the ages of 20 and 26, representing over 1.3 million blogs.

Sample Uses of Weblogs (especially English writing class)

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

Blogger Software: You have many choices!

2. Diaryland: http://www.diaryland.com/
4. Movable Type: http://www.sixapart.com/movabletype/
5. Pitas: http://www.pitas.com/
6. TypePad: http://www.sixapart.com/typepad/pricing
7. Xanga: http://www.xanga.com/

New Pew Survey Defines Today’s Bloggers

Jimmy Moore, July 22, 2006

- Among the different kinds of blogs out there, here is the breakdown:
  - Personal life - 37 percent (can you say MySpace.com?)
  - Political - 11 percent
  - Entertainment - 7 percent
  - Sports - 6 percent
  - News/Current Events - 5 percent
  - Business - 5 percent
  - Technology - 4 percent
  - Religion/Faith - 2 percent
  - Health - 1 percent

Pew Research Group

New Pew Survey Defines Today’s Bloggers

Jimmy Moore, July 22, 2006

- Most bloggers are young, 18-30 year olds
- Most bloggers spend hours on Internet per day
- Most bloggers share their personal experiences
- Most bloggers write daily or almost daily
- Most bloggers LOVE to write and are good at it
- Most bloggers never published their writings
- Most bloggers have a full-time job (and it's not blogging!)
Vlogging (Video Blogging)

Adventure Blogging (Ben Saunders, Mark Fennell)

Think-Pair-Share...
What have you learned so far?
- If no partner, stray to another group.
- Next set more motivational and collaborative!!!!

Trend #2. Wikis

Debates about Wiki Quality
Info World

By China Martens, IDG News Service
August 04, 2006

- With the English-language version of Wikipedia containing close to 1.3 million articles, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.

- Wikipedia and Wales have battled criticism over the accuracy of information contained in the encyclopedia, which was originally set up to allow anyone to add and edit any content on the Web site.

- The negative publicity reached fever pitch last year when John Seigenthaler, a U.S. journalist and former political aide, wrote an article about what he found in a Wikipedia biographical listing about himself.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A wiki is a collection of Web pages that can be easily viewed and modified by anyone, providing a means for sharing learning and collaboration."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Teams use them to track virtual team members, provide information about their roles, discuss project processes, and share knowledge and insights. Benefits include ease of collaboration, editing and access."

Info World

By China Martens, IDG News Service
August 04, 2006

- The defamatory content, which had sat mostly unaltered for four months on the Wikipedia site, linked Seigenthaler to the assassinations of both U.S. President John Kennedy and his brother Robert Kennedy, the U.S. Attorney General, who Seigenthaler had worked for as an assistant.

- "That was really bad, a terrible error, and we fixed it really quickly," Wales said, noting that after he appeared on CNN with Seigenthaler to discuss the incident in December, traffic to Wikipedia nearly tripled.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Wikis can be used to create content on-the-fly, as a repository for information and for archiving group learning. Benefits include speed, simplicity and a sense of ownership among participants."
For Teachers New to Wikis

- Wikis are free, online writing spaces.
- Wikis use simple formatting rules, so no HTML understanding required.
- Highly collaborative composing and creativity
- Authors do not claim ownership
- Published online
- Wikis provide a history and anyone can revisit prior versions of text

For Teachers New to Wikis

- Wikis are a writing space
- Writers build upon, edit, and revise
- Power and authority reside in the community not in an individual
- Permissions can be set to limit readers and writers who participate

How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook

Wiki Resources/Options

- Wikipedia
- Wikibooks
- Wiktionary
- Wikiversity
- Wikispecies
- Wikiquote
- Wikinews

What is a wiki?

- What I Know Is

  - collaborative web-writing
  - cross class/interdisciplinary projects
  - project spaces
What is a wiki?

- Ward Cunningham, in 1995
- The name, wiki, is based on the Hawaiian term wikiwiki, meaning "quick"

Wiki Questions

1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Wiki Software

- Wiki software is a type of collaborative software that runs a Wiki system.
  - Java based: [http://sourceforge.net/projects/friki](http://sourceforge.net/projects/friki)

Wiki farm

- A "Wiki farm" refers to a server or a collection of servers that provides wiki hosting, or a group of wikis hosted on such servers.

How to choose?

- Source code (Text editors vs. WYSIWYG)
- Access control (password vs. open to public)
- Editing control (various levels of editing controls)
- Free vs. license fee
- RSS awareness
- Advanced features (spell-check, emoticons, blogging, polling, calendar)
Wikibooks

My Wikibook Project

Wikibook Creation and Collaboration

Members

Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology

- Stanford University last week launched the Stanford Wiki, a spin-off of the Wikipedia Web encyclopedia. It will focus solely on things related to Stanford.
- Stanford Wiki is the brainchild of Tristan Harris, student in computer science. "The Stanford Wiki is a place for students to share information about essentially anything they want related to Stanford," Harris told the Stanford Report. "It can be about their favorite professors, the best places to take people on dates, the worst dining halls, or good places nearby to get haircuts."
Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology

- Harris added that the content on Stanford Wiki can also include "plenty of non-superficial things," including "grants and scholarship programs only a few people on campus know about, ways to eat for free during the week, or the secret transportation systems to get around the area." The Stanford Wiki, unlike Wikipedia, will sell ads and be for-profit.

MIT Launches Center for Collective (Wiki) Intelligence, October 10, 2006
Campus Technology

- MIT opens the doors this week of the MIT Center for Collective Intelligence (CCI), which has set the ambitious goal to understand how to harness the power of large numbers of people -- connected via the Internet and other technologies -- to solve a range of business, scientific, and societal problems.

- CCI Director Thomas Malone said the recent successes of "Google and Wikipedia suggest that the time is now ripe for many more such systems." Malone, author of "The Future of Work," said the Center’s research will address, "how can people and computers be connected so that -- collectively -- they act more intelligently than any individuals, groups, or computers have ever done before?"

A Million Penguins

- Back in November, Meredith wrote a post on We Are Smarter Than We, an anticipated Pearson publication that is a collaborative effort of thousands of authors registered on WeAreSmarter.org. Today, Penguin UK launched a similar effort - its first wiki novel A Million Penguins.

- Using MediaWiki technology, anyone who registers on www.amillionpenguins.com is able to edit and/or add onto this web-based tale for the next 5 weeks. Already, there are 500 posts (some by return users), four chapters, and an interlude. While there are no definite plans to publish a print version, the site has quickly developed a decent web community during the first day of launch.

Group Reflection #2 and Brief Intermission
Please Share

3. Podcasting, Webcasting, and Coursecasting
(Adam Curry; www.dailysourcecode.com)

Educational Applications

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
Apple Plans to Inhabit Living Room
The New York Times
By JOHN MARKOFF and LAURA M. HOLSON
Published: September 13, 2006

Vodcasting

Playfuls.com
July 15, 2006

- Nielsen/NetRatings announced that 6.6 percent of the U.S. adult online population, or 9.2 million Web users, have recently downloaded an audio podcast. Also 4.0 percent, or 5.6 million Web users, have recently downloaded a video podcast. These figures put the podcasting population on a par with those who publish blogs, 4.8 percent, and online daters, 3.9 percent. However, podcasting is not yet nearly as popular as viewing and paying bills online, 51.6 percent, or online job hunting, 24.6 percent.

Podcast Questions
1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

Podcast Guides
- Short, to the point
- Not loaded with URLs and other stuff to write down—put that in the blog
- Informal, friendly, conversational

Gather (Chris Essex, 2006)
- Find content
- Collect related URLs, citations
- Arrange for interviews
- Write script
- Collect images, sound clips, "podsafe" music
Podcasting and Coursecasting
(Adam Curry; www.dailysourcecode.com)

"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)
Webcasts: WorldBridges Goals

What is WorldBridges?

- WorldBridges is a network of individuals and organizations that use live, interactive webcasting and other new media technologies to help people connect, learn, and collaborate.
  (Webheads, Koreabridge, WorldBridges Tibet, EdTechTalk, etc.)

Goals & Values

- Our primary goal is to foster understanding and cooperation amongst the citizens of the world. We value civility and respect, open source collaboration, fair distribution of income, and a sense of world identity.

Blended Learning
Emergence of Blended Learning Systems in Higher Ed

In 2002 the President of Pennsylvania State University said that the convergence between online and residential instruction was “the single-greatest unrecognized trend in higher education today.”


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)


- Traditional: 0% online technology
  - (all content in writing or orally)
- Web facilitated: 1 to 29% online
  - (Web syllabus or tasks supplemental)
- Blended/Hybrid: 30-79% of content is delivered online & some FTF meetings
- Online: 80+% of content is online

Historical Emergence of BL
(Graham, 2006)

Frameworks and Models of Blended Learning...

Course-Level Blend: Using CMS to blend distance and F2F learners
(Rogers, Graham, et al., 2003)
Enhancing Blends  
(Univ of Glamorgan, Wales, 2006)

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)

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
13. Learning and diversity
14. Standards and assessment

Motivational and Affective Factors
7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort

2. Constructivist 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

Part I: 10 Blended Learning Solutions
Blended Solution #1.

- 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.

Blended Solution #2.

Lectures and Expert Commenting

Blended Solution #3:

Warm-ups Online

Just-In-Time-Teaching (JITT)

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

Blended Solution #4:

Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

Blended Solution #5:

Cross-Class Collab

(Indiana Univ and Open U of Malaysia)

Blended Solution #6:

Online Groups...
Blended Solution #7. Community of Practice: Online Professional Development

Blended Solution #8. Anchored Instruction: News Content Videos (CTGV, 1990?)

Blended Solution #9. Art and History Exhibits

Blended Solution #10. Basic Acoustics of Musical Instruments

99 Second Stretch Break and Chat!!!

Part II. Mucho Motivation 10+ Ideas
1. Tone/Climate: Ice Breakers

A. Eight Nouns Activity:
1. Introduce self using 8 nouns
2. Explain why each noun
3. Comment on 1-2 peer postings

B. Coffee House Expectations
1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met

2. Encouragement, Feedback, etc.:
A. Critical/Constructive Friends, Email Pals...

3. Curiosity: A. Games
E.g., Online Jeopardy Game
www.km-solutions.biz/caa/quiz.zip;
Games2Train: The Challenge; Thiagi.com

4. Variety:
A. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 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).
B. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)
Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback.

TEC-VARIETY Model
Online Motivational
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
5. Autonomy: Choice:  
A. Multiple Topics

6. Relevance: Meaningfulness:  
B. Ozarks Tech Community College and MOREnet, the Missouri Research and Ed Network, REAL-TIME PALEONTOLOGY Research using Videoconferencing  
- 1,600 feet of armored, direct-burial fiber-optic cable in the Riverbluff Cave in southwest Missouri, and have networked a field house where work is being done on discovered artifacts. Those finds include some of the oldest Ice Age fossils in North America. Polycom videoconferencing equipment will bring the field science into classrooms at various institutions around the state, while protecting the cave.

7. Interactive, Collaborative:  
A. Court Room Forum (Bus Law)

8. Engagement: Clickers;  
Innovation is but one click away...

9. Tension, Challenge, etc.:  
A. Online Role Play of Scholars, Personalities, or Famous People
   - Enroll famous people in your course  
   - Students assume voice of that person for one or more

26

99 seconds: What have you learned so far?
• Solid and Fuzzy in groups of two to four

Part III: 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

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)

VARK learning styles (Fleming & Mills (1992a, 1992b)). Four types of learners and learning styles
1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).
2. Auditory learners prefer to hearing directions, lectures, or verbal information.
3. Reading and writing learners prefer text passages, words, and written explanations.
4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.
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.

Abstract Conceptualization vs. Concrete Experiences

- (AC) - I am rational and logical.
- (CE) - I am practical and down to earth.
- (AC) - I plan events to the last detail.
- (CE) - I like realistic, but flexible plans.
- (AC) - I am difficult to get to know.
- (CE) - I am easy to get to know.

Active Experimentation vs. Reflective Observation

- (AE) - I often produce off-the-cuff ideas
- (RO) - I am thorough and methodical.
- (AE) - I am flexible and open minded.
- (RO) - I am careful and cautious.
- (AE) - I am loud and outgoing.
- (RO) - I am quite and somewhat shy.

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.

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1a. Online Resource Libraries

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1b. Online Audio Cases

Audio Dramas

eCollege Wales, Univ. of Glamorgan

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1c. Synchronous Conferencing

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1d. Online Tutorials and Help

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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 you change the law to reduce the number of Mobutu's sexual assaults on women and men? Why?
• How do you think the law should be changed to address the issue?

Answer 1

2b. Reuse Chat Transcripts

411-11-03-


Simplifying Integer Exponents

Rules for Exponents (m and n are positive integers)

2d. Practitioner Feedback:

Asynchronous Threaded Discussion plus Sync Guest Chat (e.g., Starter-Wraper + Sync Guest Chat) (L/M = Cost, M = Risk, T = Time)

3. Visual Learners

• Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.
3b. Current Events: Interactive Online New Stories & Cases

3c. Video Library of Concepts, Cases, or Experts

3d. Digital Libraries (LibraryShare)

3e. Online Modeling: Watch Expert Performances (Music, Cyber Fashion Shows, etc.)

3f. Expert Mentoring Online in Art and Design (COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)

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. Educational Simulations, Scenarios, and Manipulations

4b. Historical Documents discoverbabylon.org
- In its final form, the multiplayer 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 the Second Assyrian Empire.

4c. Digital Storytelling

4d: Internally Built Web Links (Human Intelligence Homepage, Jonathan Plucker, IU)

4e. Romantic Poetry Project

4f. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)
Next up: The MATRIX!!!!!!!!!

- Mobile
- Auditory
- Thought-stimulating
- Reflective/Real-World
- Visually Interactive
- eXtremely Hands-on

Try the R2D2 Method!!!

Stand and Share

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

What will e-learning look like in 2015??

Any Questions?
Sample Chapters at PublicationShare.com
archived Talks at TrainingShare.com

Ok, Final Task: Form 3 teams:
1. Wiki team
2. Blogging team
3. Podcaster team