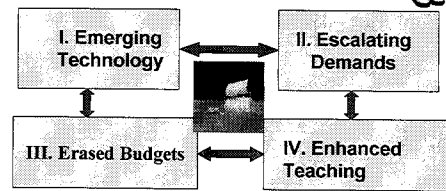


R2D2 on the Blend: A Galaxy of Online Learning Style, Motivational, and Blended Learning Examples

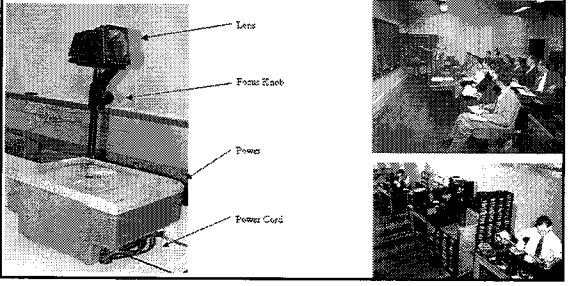
**Curt Bonk, Professor, Indiana University
President, SurveyShare, Inc.
cjb@indiana.edu
http://php.indiana.edu/~cjb
http://SurveyShare.com**



Four Storms are Approaching!



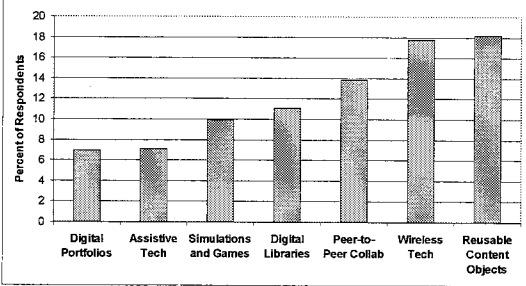
Many Innovative Technologies in by people in this audience



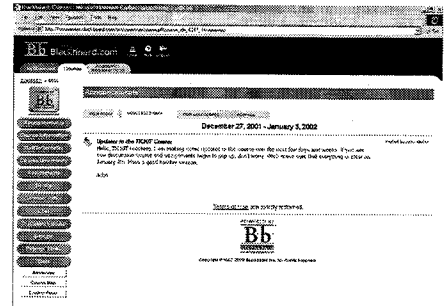
Storm 1. Emerging Learning Technologies

1. Assistive Technologies & Talking Computers
2. Blogs and Online Diaries
3. Digital Portfolios
4. Electronic Books
5. Online Communities and Learning Portals
6. Intelligent Agents
7. Online Exams and Homework
8. Online Games and Simulations (Massive Multiplayer Gaming)
9. Online Translation Tools & Language Lrng
10. Course Management Systems
11. Peer-to-Peer Collaboration
12. Reusable Content Objects
13. Videostreaming, IP Videoconferencing
14. Virtual Worlds/Reality
15. Wearable Computing
16. Wireless Tech: Tablet PCs, Handheld Devices

Technologies Expected to Most Impact the Delivery of Online Learning During the Next Five Years



Trend #1. Course Management Systems



On to Storm 2... Escalating (Learner) Demands

Indiana Univ (8 campuses): Spring 2005

Students: 89,413 loaded; 78,549 logged in (88%)
Faculty: 7,014 loaded; 5,441 logged in (78%)
Courses: 22,419 loaded; 9,206 active (41%)

University-Wide Oncourse Growth

Illinois Virtual Campus

Enrollment in online classes tops 80,000 for Fall 2004 semester

http://www.ivc.illinois.edu/pubs/enrollment/Fall_04.html

We're in the Midst of Storm 3: Erased Budgets

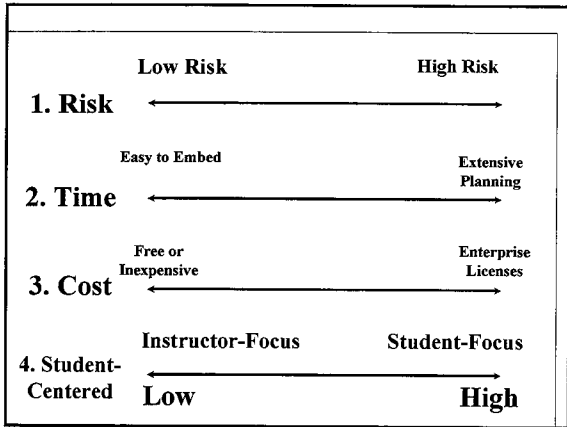
In the Midst of Budget Cutbacks, there are Technology Giveaways

Gateway M275 tablet PC, Winona State University, Mayville State University
The school's will provide the tablet computers to full-time students who do not have laptops from previous programs.

BlackBerry 7510 PDA, University of Maryland
The school has begun handing out the newest personal digital assistants to faculty and more than 300 full-time graduate students in the Smith School of Business.

Motorola Q245, SIUC
College of Agriculture and Technology at Normalville
The school gave all students of phones in a class with mobile internet coverage in the rural areas.

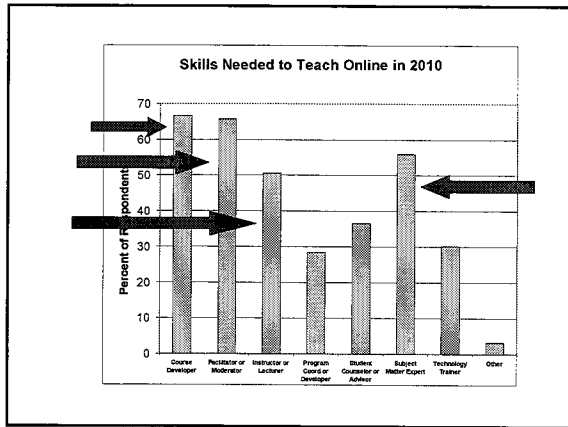
On to Storm 4: Enhanced Teaching (and Excellent Retention) (a swirling storm)



Part I. 10 Interactive Blended Learning Examples!!! (Learner-Learner, Learner-Instructor, Learner-Self, and Learner-Content)

Boring e-Learning

Experience. The difference.



1. Real World Problems (PBL online): Real-time Cases

Supercharging the case method, making it more realistic and engaging

Professor John Thomas
Flavin Professor of Entrepreneurship,
University of Massachusetts, Amherst

2. Cross Cultural Exchanges and Goal Driven and Product Based: PBL: Tourism Mock Tours

news bureau

Dynamics of Tourism: students from IU and South Korea use online resources to plan tours and create mock tour packages.

CHAMP PAGE, II — The students enrolled in University of Illinois' virtual business courses with students at South Korea's University of Chungcheong National. The University students used online resources to plan tours of the United States of America. To help the Korean students, who are learning to work as guides in English-speaking countries, the mock tour packages included maps of the country, U.S. travel brochures, such as the Travel and Entertainment, but also incorporated South Korean elements. Among them, white paper-folding, vegetables in Colorado and a list of other fun activities.

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

INFORMATION TECHNOLOGY

Internet as a Classroom

4. Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News: <http://www.sfu.ca/mediapr/news/2001/Sept6/hightech.html>)

Students Chat With Indian Civil Engineer

The news article reports that students at Simon Fraser University have been able to chat with an Indian civil engineer via a video conference. The article mentions that the engineer, Dr. Ravi Prasad, is a visiting professor at SFU and is currently working on a project related to the design of a bridge in India. The video chat interface shows a woman on the left and a man on the right, both appearing to be in a virtual meeting space.

5. Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat)

45. Real-time Chat is Enabled...And also More Async Questions for Bob, Erping, Julia, John, or Kira or anyone else.

Started on 11/05/01 17:14 PM
Modified by Cui Wang Wang on 11/05/01 07:57 PM

OK, that page covers Chapter 2, 9, or 10 questions here. Bob, John, Erping, Kira, Julia, and others might reply. Thanks:

- [Click the arrow for another question](#)
- [View the chat messages ordered by time](#)
- [View the chat messages ordered by threads](#)

Attachments:

6. Video Streaming: Math Emporium of Online Tutorials and Testing (Virginia Tech, Robert Olin)

Simplifying Integral Exponents

Rules for Exponents (m and n positive integers)

$$a^m \cdot a^n = a^{m+n}$$

The screenshot shows a web page with a video player. The video player displays a classroom scene with students at desks and a teacher at the front. The text on the page explains the rules for exponents and provides the equation $a^m \cdot a^n = a^{m+n}$.

7. Educational Simulations, Scenarios, and Manipulations

The screenshot displays several educational simulation tools. On the left, there's a 'Review Mobile Phones and Mobile Service Assumptions' window with a table of data. In the center, there's a 'Understanding MATHS Visually' window with a bar chart. On the right, there's a 'Market Price Sales Estimates' window with a line graph. At the bottom right, there's a window titled 'The Virginia Project' showing a complex interface with various data points and graphs.

8. Current Events: Interactive Online New Stories & Cases

ENRON 401

The screenshot shows an interactive case study about the ENRON 401 case. It features a timeline from 1985 to 2006. The timeline includes key events such as '1985: Enron's first major project', '1995: Enron's first major project', and '2006: Enron's first major project'. The interface includes a navigation menu on the left and a main content area with text and images.

9. Video Library of Concepts, Cases, or Experts

Discover ENGINEERING Online

DOWNLOADS

NOTE: Many of the downloadable items listed below are not part of the standard curriculum and are only available pending the student's request. Please visit the site for more information. Please visit the site for more information. Please visit the site for more information.

Screen Savers

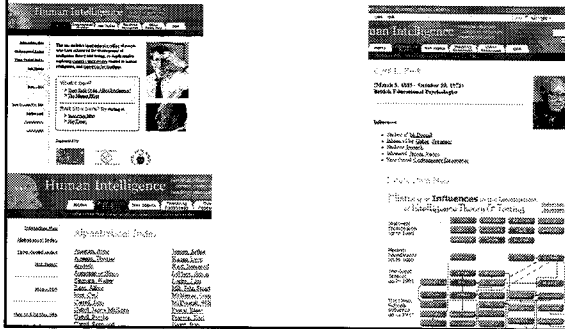
- [Screen Saver: Introduction](#)
- [Screen Saver: Introduction](#)
- [Screen Saver: Introduction](#)

Video Clips

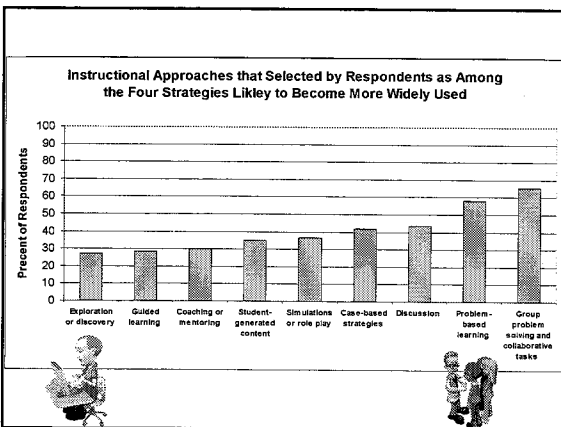
NOTE: Video clips are large files and can take a long time to download.

The screenshot also shows a video player on the right side of the page, displaying a video of an expert speaking.

#10: Internally Built Web Links (Human Intelligence Homepage, Jonathan Plucker, IU)



Part II. Mucho Motivation



Intrinsic Motivational Terms

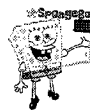
1. **Tone/Climate:** Psych Safety, Comfort, Belonging
2. **Feedback:** Responsive, Supports, Encouragement
3. **Engagement:** Effort, Involvement, Excitement
4. **Meaningfulness:** Interesting, Relevant, Authentic
5. **Choice:** Flexibility, Opportunities, Autonomy
6. **Variety:** Novelty, Intrigue, Unknowns
7. **Curiosity:** Fun, Fantasy, Control
8. **Tension:** Challenge, Dissonance, Controversy
9. **Interactive:** Collaborative, Team-Based, Community
10. **Goal Driven:** Product-Based, Success, Ownership

1. Social Ice Breakers

A. Peer (or Team) Interviews: Have learners interview each other via e-mail and then post introductions for each other.



B. Public Commitments: Have students share how they will fit the coursework into their busy schedules



1. Tone/Climate: Ice Breakers

C. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings



D. Coffee House Expectations

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



Course Expectations (15407416) Instructor: Techniques for Learning and Collaboration. Microsoft Internet Explorer provided

5. Course Expectations

Click Book Posted on 09/07/01 06:37 PM Modified by Curt Bank on 09/07/02 06:36 PM

Total Accesses: 50 [View names of users who have accessed this entry...](#)

Enterly post 2-3 of your expectations for the course here. Also, let us know you will meet these expectations. Just how committed are you to meeting your goal?

Also, try to comment on the goals and expectations of 1-2 of your peers in this class. What do you have in common? What is vastly different? How can you help them perhaps?

Reply:

0: 51 [Submit](#) [Done](#) and [Post](#) 09/09/02 12:08 AM

Firstly, I expect to come of this course alive. What isn't is that I intend to be still alive under the mountain of readings, but also "bring" (finding alive) with stuff that I can use in real life, projects, or in other courses.

I also expect to identify and explore areas that I probably didn't know or think about. I think many people often reinforce what they already know. I want to learn something new. My interests lie in various aspects of teacher education I used to train teachers in a previous life and will return to a similar but in other paying jobs (or a hobby). I'd like to explore the possibility of distance education in this and instructive teacher education.

To reach both of these goals, I shall keep an open mind. Open enough for the good stuff but closed enough so that too much rubbish doesn't fall in. The good stuff will probably come in the readings each week. But I shall also actively look for anything that is relevant to my interests and devour them like a voracious member from the earth plane.

1. Social Ice Breakers


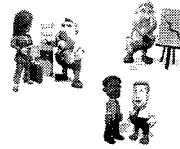
E. Scavenger Hunt

1. Create a 20-30 item online scavenger hunt (e.g., finding information on the Web)
2. Post scores

F. Two Truths, One Lie

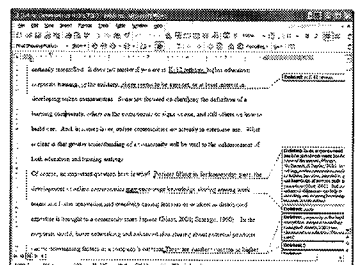

1. Tell 2 truths and 1 lie about yourself
2. Class votes on which is the lie

G. Favorite Web Site

2. Feedback.

A. Annotations in Word: Track Changes and Commenting

2. Feedback: Surveys

B. Voting on Office Hours (detailed feedback)

C. Campus Prerarrival Survey

Which of these times works best for you for virtual of

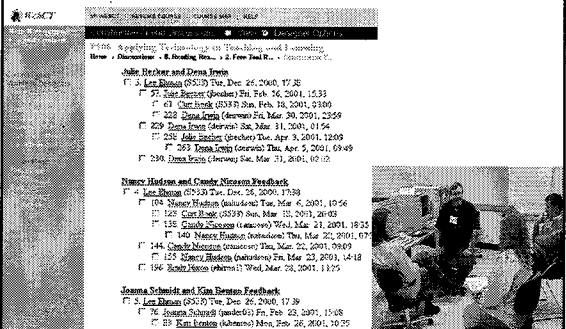

Which of these times works best for you for virtual office hours this week?

Result Summary

DATE SUBMITTED	USER ID	CHOICE	ANSWER
1/19/2004 3:02:47 PM	0	0	
1/19/2004 3:22:00 PM	0	0	
1/19/2004 3:20:37 PM	1	1	
1/19/2004 3:57:10 PM	2	2	
1/19/2004 5:10:09 PM	3	3	
1/19/2004 6:43:14 PM	0	0	
1/19/2004 7:11:40 PM	0	0	
1/19/2004 8:12:23 PM	1	1	
1/19/2004 8:20:14 PM	0	0	
1/19/2004 8:20:40 PM	1	1	
1/19/2004 11:23:34 PM	1	1	
1/19/2004 11:26:15 PM	1	1	
1/20/2004 1:02:19 AM	1	1	
1/20/2004 3:00:01 AM	3	3	
1/20/2004 8:28:09 AM	1	1	
1/20/2004 8:30:09 AM	1	1	

2. Feedback & Fostering Info Exchange:



D. Critical/Constructive Friends, Email Pals...

2. Requiring Peer Feedback

Alternatives:

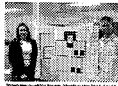
- a. Require minimum # of peer comments and give guidance (e.g., they should do...)
- f. Peer Feedback Through Templates—give templates to complete peer evaluations.

2. Feedback:
g. Web-Supported Group Reading Reactions

1. Give a set of articles.
2. Post reactions to 3-4 articles that intrigued them.
3. What is most imp't in readings?
4. React to postings of 3-4 peers.
5. Summarize posts made to their reaction.

(Note: this could also be done in teams)



2. Feedback (Instructor)
h. Anonymous Suggestion Box



George Watson, Univ of Delaware, Electricity and Electronics for Engineers:

1. Students send anonymous course feedback (Web forms or email)
2. Submission box is password protected
3. Instructor decides how to respond
4. Then provide response and most or all of suggestion in online forum
5. It defuses difficult issues, airs instructor views, and justified actions publicly.
6. Caution: If you are disturbed by criticism, perhaps do not use.



2I. Innovation is but one click away...

3. Engagement
A. Brainstorming Chat

- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group

3. Engagement
B. Questions to Guide Reading

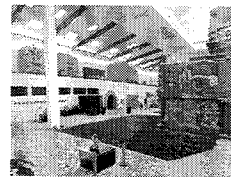
Study Questions to Guide Your Reading

1. The 7-B model provides a conceptual framework for helping leaders and managers think through the challenges of aligning an organization with its strategy. What are the symptoms of misalignment (i.e., when there are misfits between strategy and the 7-B)?
2. Stake et al suggest that inter-firm competition has shifted from competing on assets to competing on capabilities. What is a "capability"? How can a capability be used to compete with other firms?

4. Meaningfulness:
A. Authentic Data Analysis



An informative virtual reality view inside the archaeology museum at the Maya ruins of Copan, Honduras.



This should be a new window. If you are viewing the document you can go back to surfing in your original window, navigating with the mouse. Hold down your mouse to make the mouse to move around. Use the Option key (Mac) or Windows key to zoom in. Use the control key to zoom out.

4. Meaningfulness: B. Virtual Surgery

5. Choice: A. Multiple Topics

- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

5. Choice: B. 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

6. Variety: A. Just-In-Time-Teaching (JiTT) <http://webphysics.iupui.edu/jitt/jitt.html>

6B. Variety: Thinking About the Readings (TARS) JIIT; Claude Cookman, IU, Photography Class

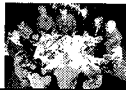
7. Curiosity: A. Games Online Jeopardy Game

www.km-solutions.biz/caa/quiz.zip
 Games2Train: The Challenge; Thiagi.com



7. Curiosity: B. Electronic Seance

- Students read books from famous dead people
- Convene when dark (sync or asynchronous).
- Present present day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Invite expert guests from other campuses
- Keep chat open for set time period
- Debrief



8. Tension: A. Online Role Play of Scholars, Personalities, or Famous People

- Enroll famous people in your course
- Students assume voice of that person for one



24.3. [I am so wise, so listen.](#) Aristotle 11/25/03 05:49 PM

Training Magazine might have a little bit of a bias too. Also, I hating instructional animations and videos. Classroom or e-learning a good audiotape - they can all be good for learning. Cost-effective to go away as an issue, so we might as well face it instead of saying learning is better than another - because it costs more! How did y. of the Huns? Didn't you compare prices on spears and horses bef global conquests?



24.3.1. [Again my opinion - e-learning is NOT cost-effective and is NOT value for money, and does NOT equate good quality.](#) Attila the Hun

Role 4: Devil's Advocate or Critic/Censor/Confederate

- Takes opposite points of view for the sake of an argument and is an antagonist when addressing any problem posed. This might be a weekly role that is secretly assigned.



8. Tension: B. Online Role Plays, Debates, Mock Trials

What student thou? Or perhaps you eat think me?

The City Getting WAY too busy and stressful and even political here. Be back after a few weeks!

74.2. [Mehabit perspective](#) 601 Hagan 04/23/04 01:12 PM

It's REALLY hard to talk with you, man. Mehabit perspective is where it AT those days. What's that... we have WAKED Oh, yeh NOW I get it!

I'm sorry your Mom never taught you to play nicely and understand the other kid. Maria been tough.

74.5. [He will be here... he's my brother.](#) Mckenzie Thomas 04/22/04 11:41 AM

For you, my children, it's all about helping each other. We must accept the position we are in and help each other move forward from there. Our friends, brother and I've always supported our learning before plans through social interactions - and they weren't talking about the parties, either! They wanted us to work together and learn from each other. We constructed solid collaboration in our hearts because it makes it all so much more than each other's knowledge. Sharing our knowledge.

74.6. [HAPPY ARBOR DAY](#) Amy Coadwell 04/23/04 12:46 PM

I hope that everyone has been feeling wonderful today.

Take advantage of your environment, step and be sure to learn from your surroundings.

There is so much that you can learn - just from the world around you...

And if you did not get a chance to log a tree yesterday... you have a chance to go work in ecological habitat... challenge with our wonderful forest efforts we can do today.



8. Tension: C. Instructor Generated Virtual Debate (or D. student generated)

1. Select controversial topic (with input from class)
2. Divide class into subtopic pairs: one critic and one defender.
3. Assign each pair a perspective or subtopic
4. Critics and defenders post initial position stmnts
5. Rebut person in one's pair
6. Reply to 2+ positions with comments or q's
7. Formulate and post personal positions.



9. Interactive



- A. Panels of Experts: Be an Expert/Ask an Expert:** Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)
- B. Press Conference:** Have a series of press conferences at the end of small group projects; one for each group)
- C. Symposia of Experts**

9. Team Collaboration: D. Court Room Forum (Bus Law)

Court Administration

AMCrew

Court	Team List	Rate
Court A	Court Team1, Court Team2, Court Team3	50%
Court B	Court Team3, Court Team5, Court Team6	50%
Court C	Court Team3, Court Team5, Court Team6	50%
Court D	Court Team10, Court Team11, Court Team12	50%
Court E	Court Team13, Court Team14, Court Team15	50%

[Court Management](#)
[Forum Management](#)
[Check Forum Profiles](#)

10. Product-Based: A. Video Papers. Grounded Research and Production.

Video Paper Builder 3

Welcome to VideoPaper Builder 3

VideoPaper Builder 3 is a Microsoft Access database for users of any level of technology skills. The database software is designed to help users create video papers for their classes. It includes a video camera, a microphone, and a video card. The software is designed to be used on a Windows 95/98/NT/2000 system. It includes a user manual and a help file. The software is designed to be used on a Windows 95/98/NT/2000 system. It includes a user manual and a help file.

Highlights

- Easy to use, intuitive
- Powerful reporting

10. B. Digital Movies of Campus Life

Information Technology

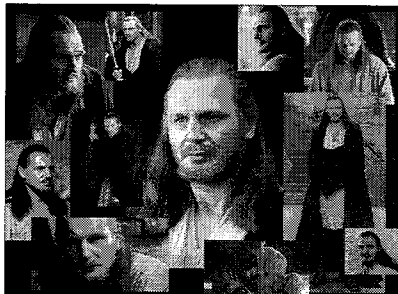
Ah, Shoot

Students at Duke get to shoot their own digital videos about their lives in college.

Ah, Shoot

Students at Duke get to shoot their own digital videos about their lives in college.

Part IV. 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



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.



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.

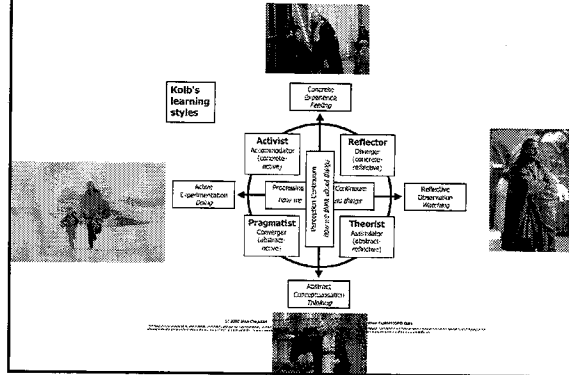


Abstract Conceptualization vs. Concrete Experiences

- (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.



The Blending of Learning Styles

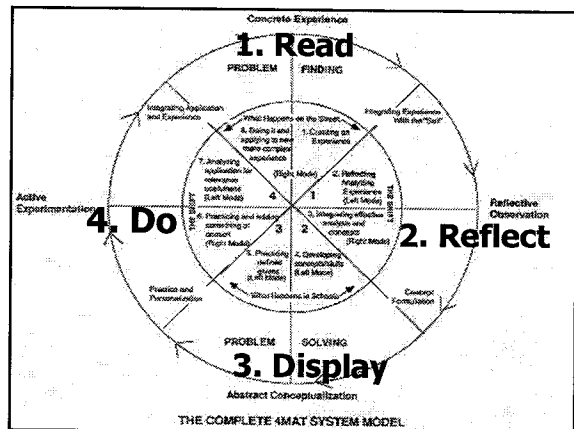



Index of Learning Styles Questionnaire

Barbara A. Soloman, North Carolina State Univ
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>



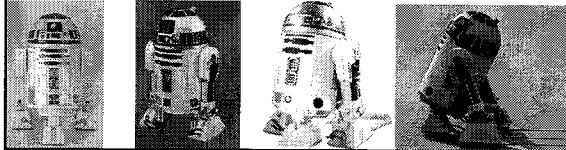
6. If I were a teacher, I would rather teach a course
- (a) that deals with facts and real life situations.
 - (b) that deals with ideas and theories.
7. I prefer to get new information in
- (a) pictures, diagrams, graphs, or maps.
 - (b) written directions or verbal information.





The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)




Poll: Which learning style do you prefer?

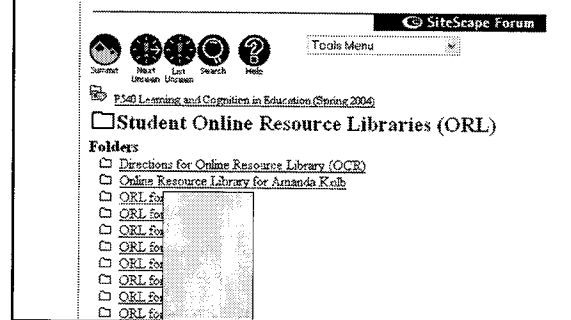
- a. Read (Auditory and Verbal Learners)
- b. Reflect (Reflective Learners)
- c. Display (Visual Learners)
- d. Do (Tactile, Kinesthetic, Exploratory Learners)

1. Auditory or Verbal Learners

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



1a. Online Resource Libraries



SiteScape Forum

Tools Menu

Search Next Previous Home Help

PS10 Learning and Cognition in Education (Spring 2004)

Student Online Resource Libraries (ORL)

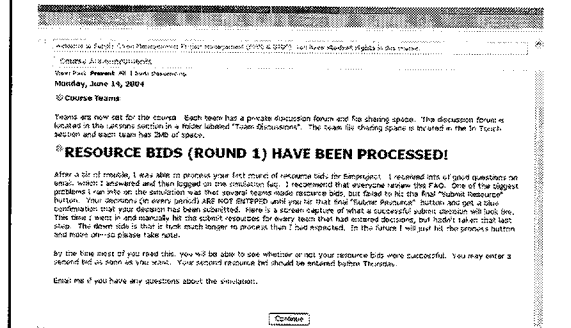
Folders

- Directions for Online Resource Library (ORL)
- Online Resource Library for Amanda Keith
- ORL for [redacted]
- ORL for [redacted]
- ORL for [redacted]
- ORL for [redacted]
- ORL for [redacted]
- ORL for [redacted]
- ORL for [redacted]

1b. Weblogs in Higher Education (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

1c. Announcements, Q&A, or FAQ



Announcement

REVISION: review and explode sentences from previous posts, add details

Nutshell: summarize themes or comments across blogs

Blog on blog: reflections on feelings, confusions, and experiences with blogs

RESOURCE BIDS (ROUND 1) HAVE BEEN PROCESSED!

After a bit of trouble, I was able to process your first round of resource bids for the semester. I received lots of great questions on email, which I answered and then logged on the consultation log. I recommend that everyone review the FAQ. One of the biggest problems I ran into on the submission was their several round submission date, but thank to the "Submit Resource" button. Your decisions on every resource ARE NOT ENTERED until you hit that "Submit Resource" button and get a blue confirmation that your decision has been submitted. Here is a screen capture of what a successful submit decision will look like. The date is what you want to see and usually hit the submit resources for every team that had entered decisions, but didn't take that last step. The above link is that it took much longer to submit than I had anticipated. In the future I will just hit the submit button and move on--so please take note.

By the time most of you read this, you will be able to see whether or not your resource bid was successful. You may enter a second bid as soon as you want. Your second resource bid should be entered before Thursday.

Thank me if you have any questions about the submission.

1d. LangMedia's Resources for Language and

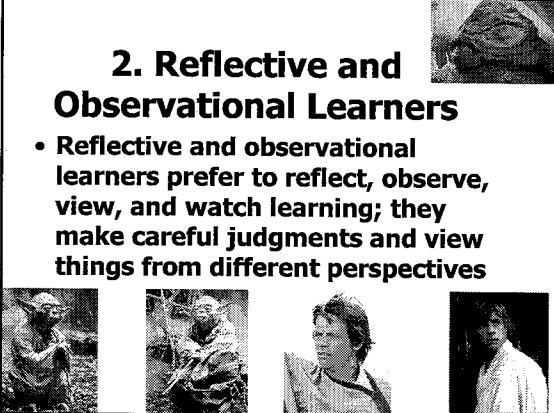
LangMedia
French in Quebec Canada

<p>French in Canada Index</p> <ul style="list-style-type: none"> • French Combined Index • Language by Country Index • Feedback Survey Very short! 	<p>Basic Communications</p> <ul style="list-style-type: none"> • Greetings and Partings • Asking for Directions • Using the Telephone • The Internet 	<p>Culture and Social Life</p> <ul style="list-style-type: none"> • Eating Out • Entertainment • Time
<p>Necessities</p> <ul style="list-style-type: none"> • Restrooms • Lodging • Emergencies • Trash and Recycling 	<p>Shopping and Services</p> <ul style="list-style-type: none"> • Banks and Money • Food Shopping • Household Goods • Pharmacies • The Post Office 	<p>Transportation</p> <ul style="list-style-type: none"> • Public Transportation • Taxi Service • Pedestrians • Cars and Drivers • Travel Around the Country

Links to Home, Accessibility and Contact are in the Footer Section.

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 it be illegal for Laura to recommend Billings instead of Lewis? Explain, being specific about the legal doctrines that would apply?

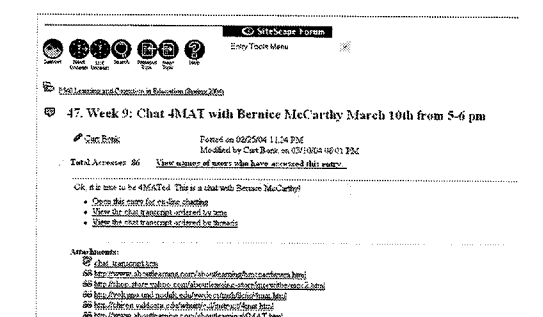
Answer 1

Under both Title VII of the 1964 Civil Rights Act and Section 1981 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Laura does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to this situation since Lewis has higher seniority, equal skills, and more direct experience with power tools, than does the other candidate Frank Billings.

Title VII "prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and most other employment decisions." AEPFO is a covered entity under Title VII because they are "employing 15 or more employees and engaging in an industry affecting interstate commerce" and as the case footnotes point out "as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms"

In this case, Title VII's disparate impact is not applicable since AEPFO's policy clearly states to "promote the most

2b. Reuse Chat Transcripts



47. Week 9: Chat JMAT with Bernice McCarthy March 10th from 5-6 pm

Total Answers: 86 View number of users who have accessed this page.

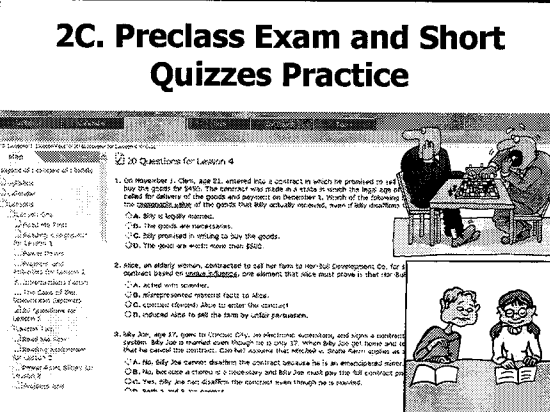
OK, it is time to be JMATed! This is a chat with Bernice McCarthy!

- [Open the chat transcript ordered by date](#)
- [View the chat transcript ordered by topic](#)

Also, here are some links:

- [Chat transcript link](#)
- [SiteScape Forum](#)
- [SiteScape Forum](#)
- [SiteScape Forum](#)
- [SiteScape Forum](#)
- [SiteScape Forum](#)
- [SiteScape Forum](#)

2c. Preclass Exam and Short Quizzes Practice



10 Questions for Lesson 4

1. On November 1, Chris, age 21, entered into a contract in which he promised to sell buy the goods for \$400. The contract was made in a state in which the legal age of a child for purposes of the goods and payment on December 1, 2003 of the following: the goods that they actually received, even if they disaffirm.

- A. the goods are enforceable.
- B. the goods are nonenforceable.
- C. they promised in writing to buy the goods.
- D. the goods are enforceable only if Chris is a minor.

2. Alice, an elderly woman, contracted to sell her farm to her full development, Co. for a contract based on under a contract. One element that does not show in their contract is:

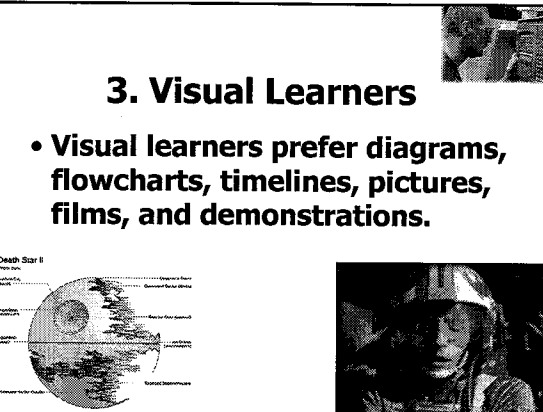
- A. acted with scienter.
- B. misrepresented material facts to Alice.
- C. contracted through Alice to enter the contract.
- D. induced Alice to sell the farm by unfair persuasion.

3. Bob, age 37, goes to Contact, Co., an electronic, specialty, and signs a contract system. He does not read even though he is only 17, when he signs the terms and conditions of the contract. Can he assume that Contact, Co. signed after he signed the contract? Can he assume that Contact, Co. signed after he signed the contract? Can he assume that Contact, Co. signed after he signed the contract?

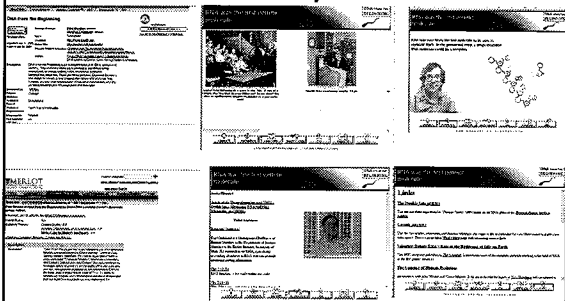
- A. No, he did not read the contract because he is an emancipated minor.
- B. No, he did not read the contract because he is a minor.
- C. Yes, he is a full adult and the contract is enforceable.
- D. Yes, he is a full adult and the contract is enforceable.

3. Visual Learners

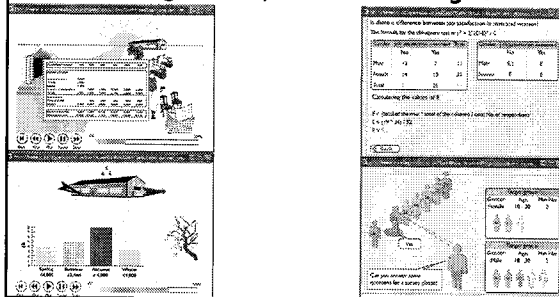
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



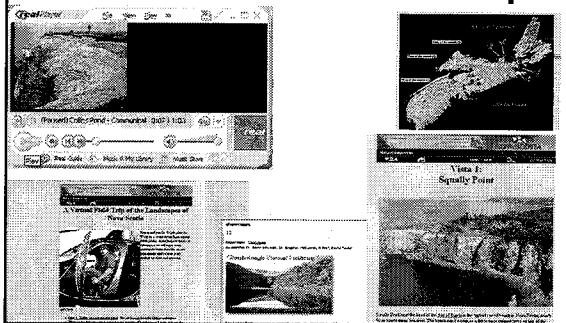
3a. Continued...Animations, Video Clips, Audio, Pictures, Web Resources, etc.



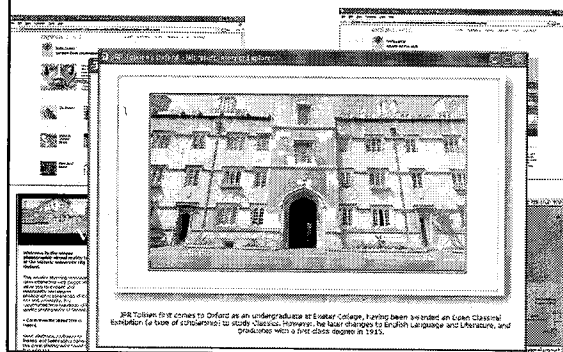
3b. Flash Visuals and Animations (e.g., Statistics, Cash Flow, etc.) eCollege Wales, Univ. of Glamorgan



3c. Exploration and Demonstration: Virtual Fieldtrip



3d. Virtual Tours and Timelines

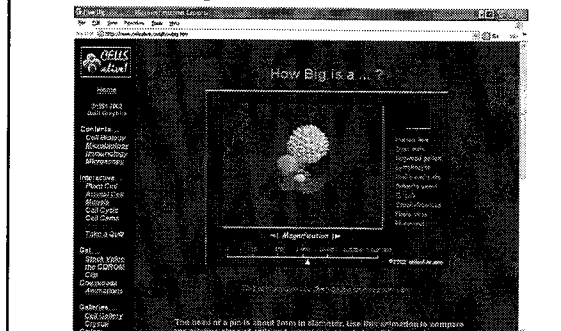


4. Tactile/Kinesthetic Learners

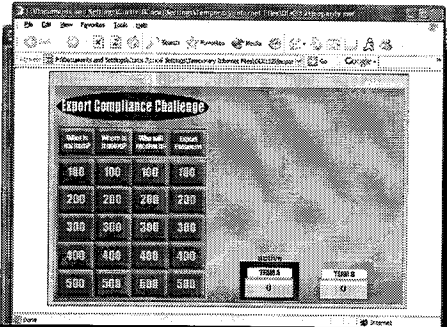
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



4a. Online Simulations: Biology Manipulate Variables



**4b. Learner Content Interaction:
Business & Healthcare Examples (Option 6)**



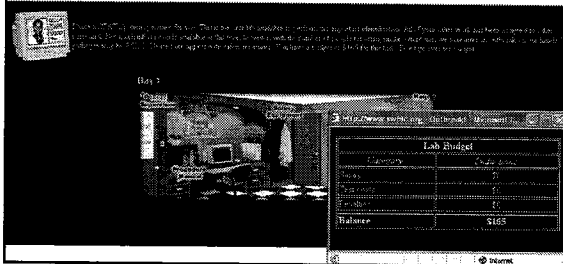
**Use iPod to Create Radio Station
4c. Hands-on Handhelds**



- Practice foreign language dialects
- Record scripts for theater classes
- Analyze music in engineering labs
- Digitally record own radio shows
- Tape writing center tutoring sessions
- Access portal of university info
- Record lectures



4d. Outbreak online game
<http://www.swbic.org/outbreak/>
An online game where students have to do a series of bacterial tests to identify the cause of an outbreak illness in the local community.



Poll: Do you think technology will change that way you teach?

- Yes, definitely
- Probably yes
- Maybe
- No
- Do not yet know

What have you mastered?

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



Try the R2D2 Method!!!

