



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

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<http://SurveyShare.com>

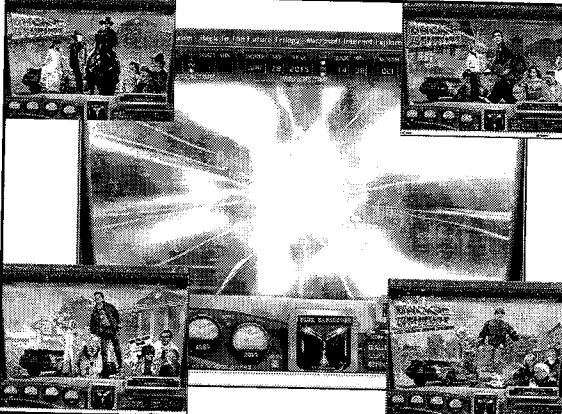


What Does the Ultimate Online Learning Environment look Like?




Also Ryan of DIT participates in the 2004 Summer School
 © Kevin Redfern Photography


<p>1885 <small>STARRBUCK</small> <small>THE</small> LEON NELSON</p> 	<p>1955 <small>STARRBUCK</small> <small>THE</small> LEON NELSON</p> 
<p>1985 <small>STARRBUCK</small> <small>THE</small> LEON NELSON</p> 	<p>2015 <small>STARRBUCK</small> <small>THE</small> LEON NELSON</p> 



1885



Schools of the 1880s



Students of the 1880s



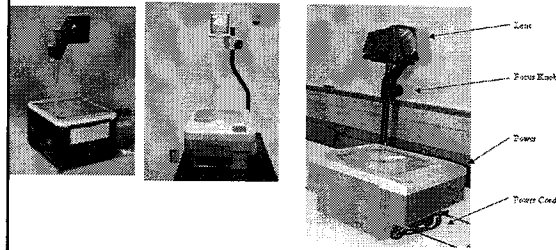
Teachers of the 1880s



1955

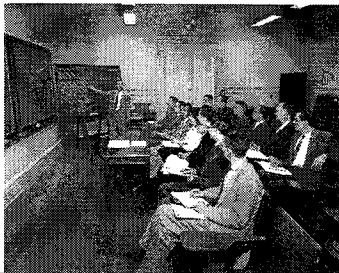


Teaching Technology of 20th Century (Overhead Projector)



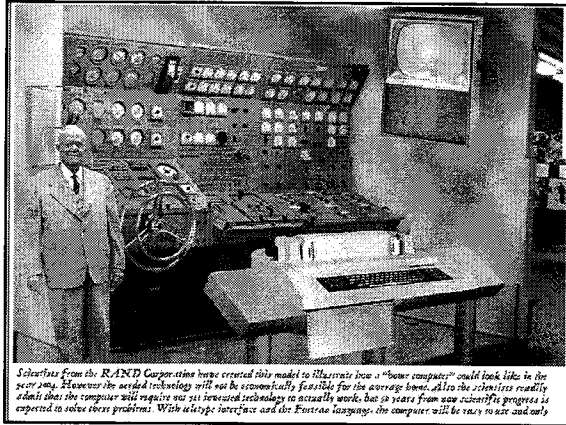
Teaching Technology of 1950

(Eric Hankam teaching the Watson Laboratory Three-Week Course on Computing, in Watson Laboratory, Columbia University, 612 West 116th Street, New York City, about 1950.)



And, of course...there is digital video...





Technology of 1985

TRS-80 Mod I

Radio Shack

TRS-80

COMPUTER PRODUCTS

A Great Electronic Review from Radio Shack

The New Randy 1000 EX

Complete with one disk drive
and a 16" color display
Only \$799

COMMODORE 4

THE PERSONAL COMPUTER WITH PROFESSIONAL POWER!

NEW FROM COMMODORE

64K memory

Commodore COMPUTER

Technology of 1985

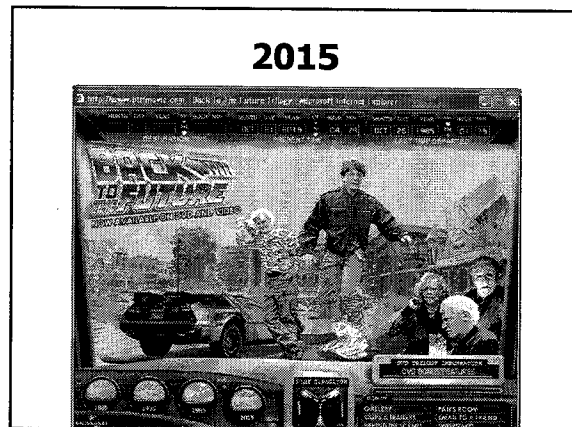
apple

clones

Apple I

Apple III

Basis 108



Future Schools and Technology



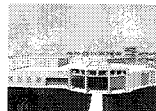
Center for Further Learning,
Auroville, India secondary education



High School of the Future,
Vienne, Paris



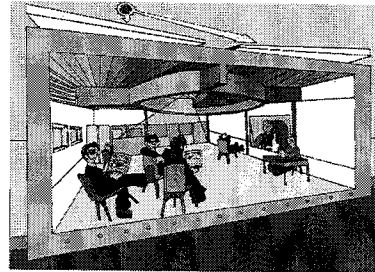
Technical Training College,
Puy-de-Dome, Paris



Philadelphia partnership with
Microsoft "School of the Future"

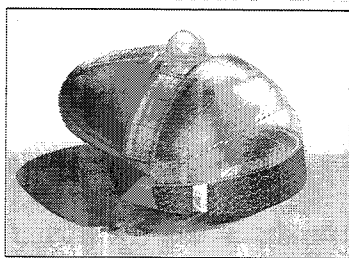
Classroom of the Future

photovoltaics



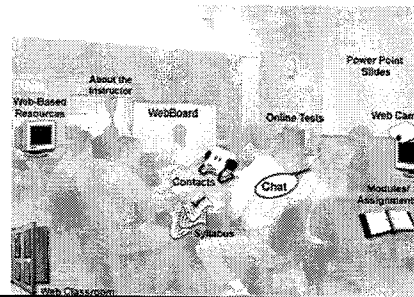
ground heat + cool

Classroom of the Future



Royal Borough of Kensington and Chelsea

Florida Gulf Coast University Web-Class of the Future



The Web Classroom of the Future

<http://imej.wfu.edu/articles/2000/1/07/index.asp>

"Within the Web Classroom of the Future paradigm, the instructor serves as facilitator in the learning process: creating exciting learning opportunities for the students; assigning readings and challenging projects; and assessing student work and stimulating participation."

The Web Classroom of the Future

<http://imej.wfu.edu/articles/2000/1/07/index.asp>

"The delivery methods range from fully synchronous (i.e., video-conferencing and on-campus) to fully asynchronous (Internet) to flexible (combination of various distance learning methods). The strategy is to increase the university's market share in the delivery of Information Technology programs and certifications via innovative distance learning strategies."

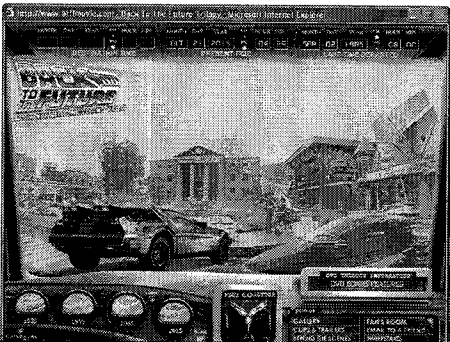
Instructor's and Student's Role

"Students are active participants in the learning process: reading assigned chapters and analyzing cases (by due date); participating in discussions (via e-mail, chat rooms and electronic bulletin board); and submitting assigned problems/projects/exams per course schedule."

Technologies of the Future



What year do you want?



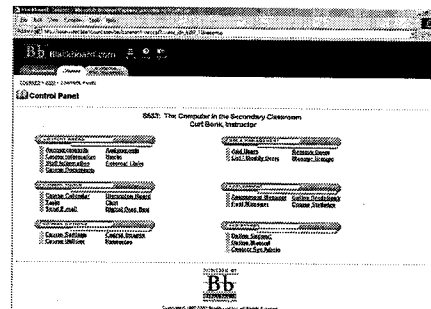
Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

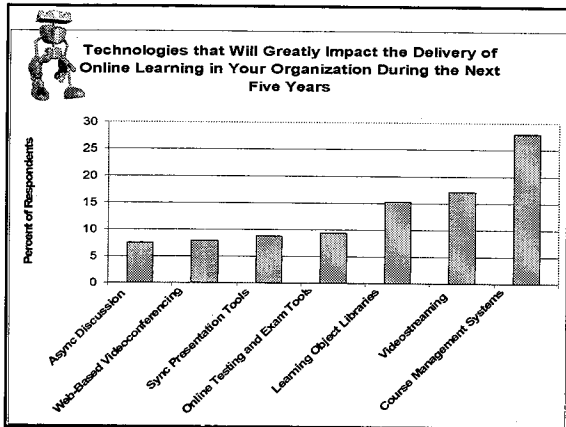
"Difficult choices lie ahead both for CMS vendors and for institutions of higher learning."

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)





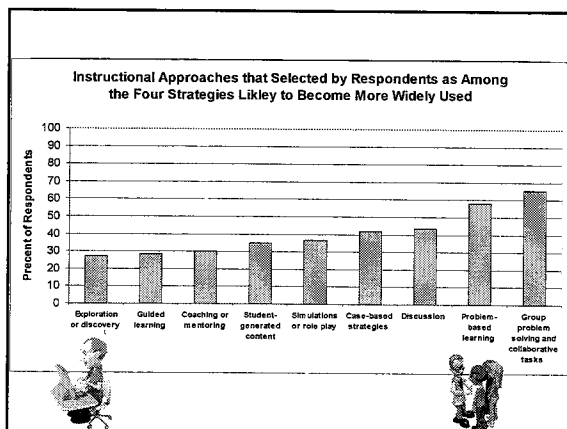
Question:
What is wrong with the course management systems we are using?

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

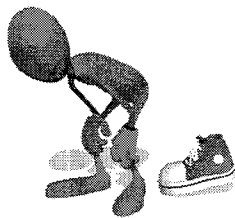
Learning and Thinking Skills Goals?

- Search, explore, filter Information
- Summarize and synthesize
- Generate ideas
- Document and justify ideas
- Problem solve, make decisions
- ??????
- ??????

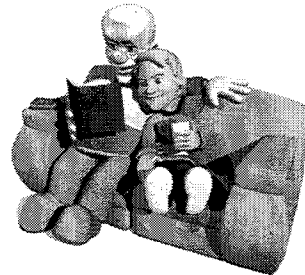
What type of pedagogical or learning support is needed?

- Critical thinking?
- Creative thinking?
- Motivation and interactivity?
- Collaboration and teamwork?
- ??????
- ??????

Motivation???



Interaction/Interactivity?



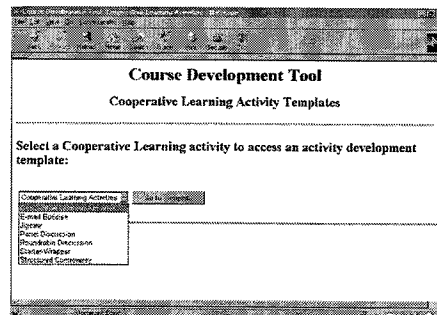
Types of Interactions Possible?

(Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3 (2), 1-7.)

1. Learner-Instructor
2. Learner-Learner
3. Learner-Content

-
- 4a. Learner-Self: highlighted the importance of 'self talking', or internal dialogue when engaging with learning materials (Soo & Bonk, 1998)
 - 4b. Learner-Interface: The learner's ability to use the communication medium facilitating the online course (Hillman, Willis, & Gunawardena, 1994)

Frameworks and Templates for Thinking



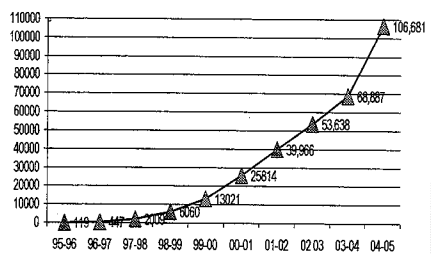
E-Learning Tools of Tomorrow (Clint Smith, TAFE Frontiers, Nov. 30, 2004)

- **Add performance functions**
 - performance analyzer (template, wizard, data sources)
 - improvement planner (cascading goals, aligned strategies)
 - results checker (feedback dashboard)
 - performance tracker (portfolio: roles, achievements, samples)
- **Add learning functions**
 - self-assessor (competency banks, gap analysis)
 - recognition kiosk (evidence templates, RPL services)
 - learning planner (goals, strategies, support)
 - course mart (credits, registration for f2f, blended, self-directed)
 - optimizer (learning transfer support, ROI indicator)
 - cyber coach (desktop video, contact schedule)
- **Add knowledge management functions**
 - info filter (personalized, customized)
 - feed trough (RSS manager, subscriptions)
 - cyber room (virtual meetings: teams, C of Ps, networks)
 - blog log (mentors, contacts)
 - hyper library (links, key resources, bookmarks)
 - the wiz (how to guides, smart templates, EPSS)

Group Reflection #1: What skills should they promote?



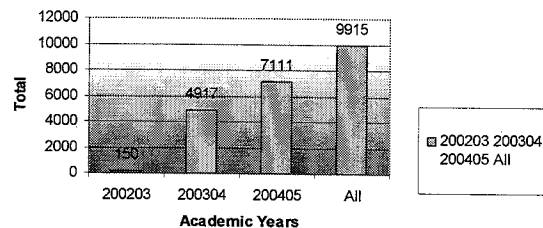
SUNY Learning Network (SLN) Online course enrollments



<http://sln.suny.edu/>

Dublin Institute of Technology

Staff and Students using WebCT



Generational Learning Styles

Boomers & Gen-Xers Millennials
UNDERSTANDING THE
NEW STUDENTS
By Elizabeth Goldberg

With this Enrollment, a Toy Surprise (Chronicle of Higher Ed, September 17, 2004, A29; Duke gets iPod; MBA students at Maryland get Blackberrys)

BBC NEWS

1st Edition, Monday, 16 August 2004, 11:56 GMT (10:56 AM EST)

PEERING BEYOND THE TECHNOLOGY HYPE

Dor Jaffe - where technology meets life, every Tuesday

By Dor Jaffe

It is increasingly difficult to predict which technologies will become part of everyday life in the future.

Some of the best recent innovations, like the flat-screen TV, have swiftly become part of the furniture for millions, even though many said it would take years to become a household item.


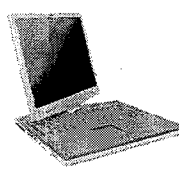


Similarly, few predicted the popularity of the iPod in the way it has, with millions of "iPods" across the globe, twinkling away every day.

Somehow, according to certain technology analysts, a bridge, dam or roadway just made one good idea - a bridge - to capture it into something that even dies have heard of.



NEWS
First gift of PCs to education students

In the Midst of Budget Cutbacks, there are Technology Giveaways

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


BlackBerry 7630 PDA, University of Maryland
 The school has begun handing out the wireless personal digital assistants to faculty and more than 300 full-time graduate students in the Smith School of Business.

Students returned with high-tech gear

Students 100, wired College of Agriculture and Leadership at Maryland
 The school gave up students of various majors with limited budgets in the past year.

"CrackBerry" Training

BBC NEWS world & politics
 10:17 AM GMT 16/12/04
 Why 3 million pick the BlackBerry





BlackBerry - the handheld e-mail device that has become a badge of honour in executive circles - has hooked its three millionth subscriber.

Known as the "CrackBerry" because of its addictive qualities, the gadget has now added a million users in the past 30 months alone.

Students Returning to Campus with High Tech War Chest
 Syllabus Magazine, August 24, 2004

90% own computer (65% broadband connect)
86% a calculator
84% a television
77% a cell phone
77% a printer
74% a DVD player
70% play games with phone
62% own a stereo
62% of 18 to 24 yr old text message with phone
55% own a gaming system.
41% with cell phones access Internet

Boomers, Gen-Xers, and Millennials: Understanding the "New Students", Diane Oblinger, Educause, July/August, 2003

Millennial Learning Preferences: (study of students age 12-17)

1. Email—81 percent
2. Instant messaging—70 percent
3. Internet for research—94 percent
 1. Also blogs, PDA, cell phones, wikis, etc.

University students:

1. Own a computer—84 percent

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


Always online -- and always talking
 When three days without a word is an eternity

Difficulty in disconnecting
 As technology continues to influence the lives of young people, some are choosing to disconnect from the Internet and other high-tech gadgets. Others say it would be hard to disconnect. Percentage who say it would be "very hard" to give up...

Category	Young Tech Elite	Older wired Baby Boomers	Older Gen-Xers
Computer	74%	64%	54%
Cell phone	64%	54%	44%
Internet	68%	57%	47%
Telephone	57%	47%	37%
Email	47%	37%	27%
Personal digital assistant (PDA)	27%	17%	7%

MSNBC TV
 News
 Business
 Sports
 Entertainment
 Tech / Science
 Weather
 Travel
 Health
 Lifestyle
 Local News
 Newsweek
 Today Show
 Nightly News
 Meet the Press

Generation raised on Internet comes of age
 Online interaction considered just normal part of life



By Martha Irvine
 The Associated Press
 Updated: 8:56 a.m. ET Dec 13, 2004

Even when he's asleep, Scott Seaman is hooked into the

TECHNOLOGY & SCIENCE
 Tech News & Reviews

Generation raised on Internet comes of age
 Online interaction considered just normal part of life



By Martha Irvine
 The Associated Press
 Updated: 8:56 a.m. ET Dec 13, 2004

Even when he's asleep, Scott Seaman is hooked into the

Video Technology Digital Movies of Campus Life

Ah, Shoot

Producers in Texas got to know students better by making digital movies about their lives in college.

SOME COLLEGE STUDENTS ARE BEING FILMED BY PRODUCERS IN TEXAS TO MAKE DIGITAL MOVIES ABOUT THEIR LIVES IN COLLEGE. THE PRODUCERS ARE TRYING TO SHOW THE WORLD THAT COLLEGE IS NOT JUST A PLACE TO GET A DEGREE, BUT A PLACE TO LIVE. THE MOVIES ARE BEING SHOWN AT COLLEGE EVENTS AND ONLINE.



Wireless Technology

MOST (UN)WIRED SCHOOLS?

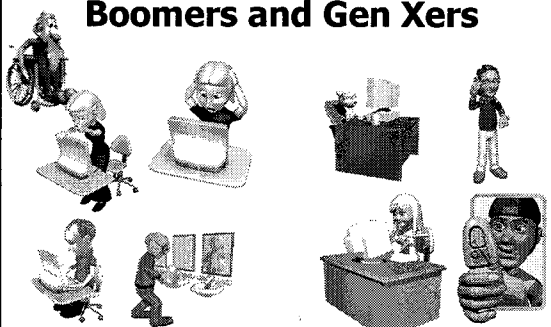
CNET and U.S. News and World Report got the top 50 universities' tech specs and asked them which computers they recommend to students and faculty.

[CLICK HERE TO VIEW](#)





Differences between Boomers and Gen Xers



Generations: Dealing with Boomers, Gen-X, and Beyond

N. Boyce Appel, April 1, 2005, Practice Management Digest

Generalizations about Generations—Categorizations vs. Stereotypes

Generational Group	Born	Age	Stereotype
Silent Generation	1925 - 1942	61 - 78	Adaptive
Baby Boomers	1943 - 1960	43 - 60	Idealists
Thirteenth (Gen. X)	1961 - 1981	22 - 42	Reactive
Millennial (Gen. Y)	1982 - ?	13 - 21	Civic

Neomillennials???

Gen Xers in Workplace (the diffs)

N. Boyce Appel, April 1, 2005, Practice Management Digest

- More collaborative and independent
- Less hierarchical
- More altruistic
- Good at dealing with change
- More tech-savvy (first real info-age generation)
- Candid in communication
- Self-reliant

Generation Xers

The Bresnahan Group 2000

- They focus on the end results, therefore it is important to know upfront why information is needed. They like to be involved and look to control their own destinies. They resent and resist being force-fed.

Millennials Least Favorable to Blended—Why?

HIGHER EDUCATION, BLENDED LEARNING AND THE GENERATIONS:
KNOWLEDGE IS POWER-NO MORE, Dziuban, Moskal, & Hartman (in review)

Perhaps cannot relate to technologies offered to these students. Millennials say:

"I spend more time reading and reviewing without the professor telling me everything there is to know."

"I respect myself more as a self-teacher."

"Learning that takes place in the classroom isn't as important as time studying on your own."

"Online gives me something to do when I'm bored with the professor."

Independence: Xer (from Learning: Generation Does Matter, Leslie Darling, CLO, Element K, CLO Magazine)

- Having grown up for the most part with both parents working/furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem solvers and self-starters. They want support and feedback, but they don't want to be controlled. (Brown, Bettina Lankard, 1997)

Age and Interaction Preferences

- Older people prefer less interaction than younger people in distance education (Kearsley, 1995).
- Older trainees prefer private implementation activities (i.e., individual learning), not small group discussions (Vampola, 2001).

Simulation: Xer

- Conditioned to expect immediate gratification (they grew up with drive-through fast food, remote controls, automatic teller machines and microwave ovens), and an expectation that learning should be stimulating and fun (Sesame Street). Generation Xers crave stimulation and expect immediate answers and feedback.

Simulation: Xer

- Genxers have a rapid-fire information consumption capability. Rushkoff argues that many of the things for which this generation is maligned, such as short attention spans and lack of ability to concentrate on a single task at once are not problems but actually brilliant coping mechanisms for a world overloaded with information.

Simulation: Xer

- "The skill to be valued in the twenty-first century is not the length of attention span, but the ability to multitask - to do many things well at once.... [and] the ability to process visual information very rapidly." (Rushkoff, 1996:50)

Learner Control: Boomer

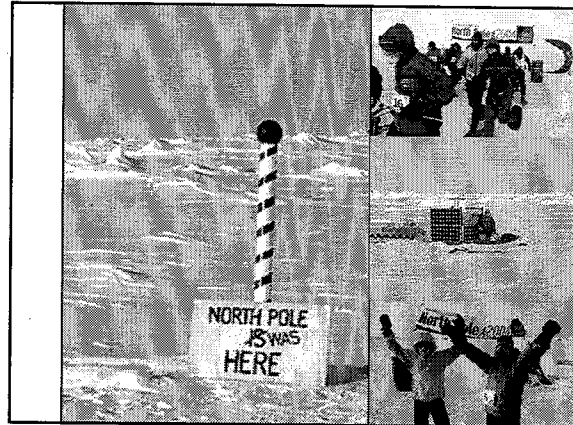
- The traditional instructor-focus is what is expected. The instructor determines what is important to learn and how it should be learned. Consistency and control are maintained with the "tell me, tell me, tell me" approach.

Learner Control: Xer

- Xers expect a range of options, in terms of what they learn and how they learn it. They require autonomy and flexibility for their own learning. They demand a variety of instructional methods from which they can choose to learn, e.g., videotapes, self-paced modules, interactive CDs.

Comfort with Unknown: Xer

- As illustrated by their involvement in extreme sports such as bungee jumping and sky surfing, Generation Xers are fearless. (Brown, Bettina Lankard, 1997)
- Hand-holding and baby steps are not expected and in some cases resented. Challenge is expected more than comfort.



Neomillennial Learning Styles

Planning for Neomillennial Learning Styles: Implications for Investments in Technology and Faculty
Chris Dede, Harvard University, Educause, 2005

- Fluency in multiple media—value all types of communication, activities, experiences
- Actively seek, collect, and synthesize experiences, rather than absorb a single best source
- Active learning with opportunities for collective reflection
- Non-linear and associated webs of learning rather than linear stories
- Co-design of learning experiences personalized to individual needs not pre-customized

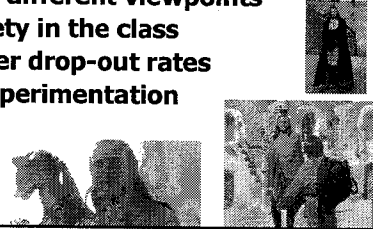
Group Reflection #2 and Brief Intermission Please Share





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.



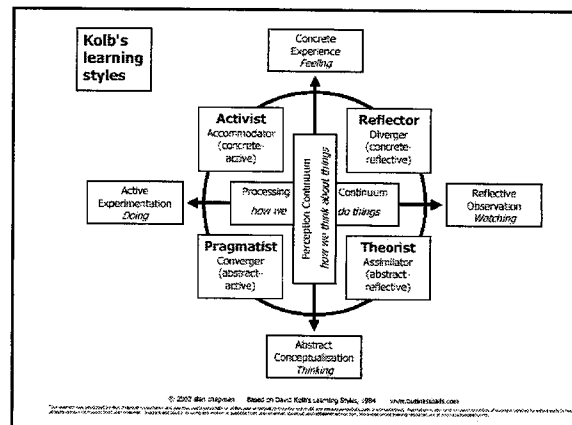
Active Experimentation vs. Reflective Observation

- (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

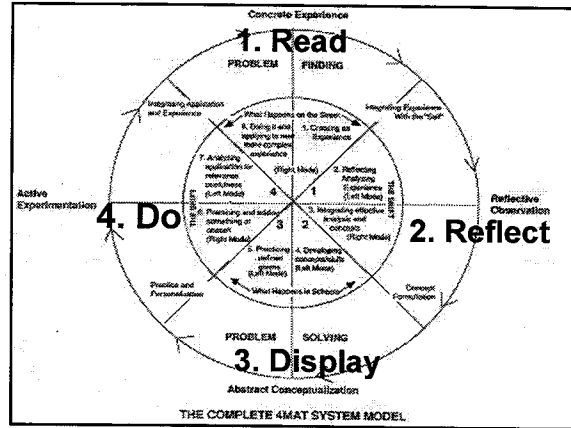
- (AC) - I am rational and logical.
- (CE) - I am practical and down to earth.
- (AC) - I plan events to the last detail.
- (CE) - I like realistic, but flexible plans.
- (AC) - I am difficult to get to know.
- (CE) - I am easy to get to know.



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)

1. Auditory or Verbal Learners

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

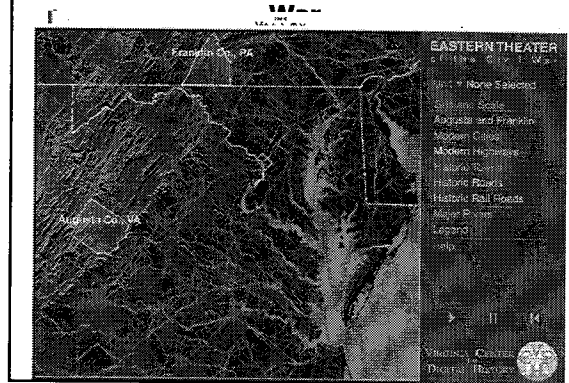
1A. Guest Expert Chats

1B. Announcements, Q&A or FAQ

1C. LangMedia's Resources for Language and

LangMedia Croatian in Croatia		
Croatian in Croatia Index <ul style="list-style-type: none"> Language in Croatia Index Language: Basic: Very short 	Basic Communications <ul style="list-style-type: none"> COMMUNICATION INFORMATION ANSWERS FOR QUESTIONS TELEPHONE HOUSING/RESIDENCE 	Culture and Social Life <ul style="list-style-type: none"> Coffee, Beer Waterside Visiting a Private Home Entertainment Summer
Necessities <ul style="list-style-type: none"> Emergencies Health Laundry Numbers Residence Telephone 	Shopping and Services <ul style="list-style-type: none"> Banks and Money Food Shopping Household Goods Pharmacy At the Post Office Learning 	Transportation <ul style="list-style-type: none"> At the Airport Taking a Taxi Riding a Train Touring by Bus Touring by Train Participation Entering a Car At the Gas Station Expenses

1D. The Valley of the Shadow: US Civil



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 Lewis 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 Lewis does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualifications—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." ARPCO 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 footnote points 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 ARPCO's policy clearly states to "promote the most

2B. Reuse Chat Transcripts

Chat transcript screenshot showing a chat session with Bernice McCarthy on March 10th from 5-6 pm. The transcript includes a disclaimer: "OK, it is time to be AMA'ed. This is a chat with Bernice McCarthy!" and a list of links for more information.

2C. Digital Art, Univ of Illinois



2D. Yahoo Groups: Lurk in an Online Group

2E. Virtual Psychiatric Interview (Trinity College, Dublin)

showcases

12

Department: [Psychiatry](#)
Academics: Prof. Michael O'G, Dr. Brian Fitzmaurice, Katie Armstrong

This is a Virtual Interview project that has been developed by CLT and the Department of Psychiatry. The first iteration was launched in March, 2004 for students. In this project students are given the opportunity to carry out a clinical interview with a patient. The student decides what questions are asked and with the aid of video clips can listen and watch the patient responses.

2F. Online Resource Libraries

2G. Weblogs in Higher Education (especially English writing class)

- Instructor or Tutor blog:** resources, information, space to chat
- Learner blog:** reflections, sharing links and pics, fosters ownership of learning
- Partner blog:** work on team projects or activities
- Class blog:** international exchanges, projects, PBL
- 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

Weblogs: More Uses

- 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
- International language exchange**
- Model discussion and reflection:** archive of prior student or instructor blogs

Blogs (diaries, writing)

Importance of Blogs

- Blog readership has shot up by 58% in 2004
- Eight million have created a blog
- 27% of online Americans have read a blog
- 5% use RSS aggregators to get news and other information
- 12% of online Americans have posted comments on blogs
- Only 38% of online Americans have heard about blogs



College professors across the nation join the latest internet phenomenon:

Weblogs, Linda Everts, The Brown Daily Herald, Jan 30, 2003.

Web logs — blogs for short — are the surprise wedding of the informational capacity of journalism and the speed of instant messaging. According to blogger.com, two new blogs are created every second, and more than a million have been made using the Web site's software. 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.

Scholars who Blog, Chronicle of Higher Ed, June 6, 2003. Blogs range from 3 word bursts of sarcasm to 5,000-word treatises, range from 200 hits/day to 100,000 hits/day (instapundit.com)



Stephen's Web

Printed 5/4/2004 10:00 AM
 You are not logged in. [Login] [Register]

Blackboard Acquisition of WebCT

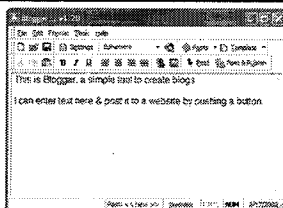
Posted by Downs
 October 15, 2003

Many bloggers react and more use the Blackboard acquisition of WebCT - your two-step source for all the reactions (of five marked stars, but not 4 posts).

Get usage
 Press release on McKers' Web.

Inside Higher Ed - Although there are numerous remaining proprietary players, including a college, as well as an emerging cadre of open source platforms for course management, such as Moodle and Sakai, the combined Blackboard/WebCT entity is likely to control as much as two-thirds of the delivery market, over 80% of EdTech's revenue.

TYPE
 Audio recordings of my talks
 recorded in 1997, 1998, & 1999 are available.



- Blogging pioneer **Peter Merholz** adds, "the power of Weblogs is their ability to immediately put form to thought. I can get an idea in my head--however [half] baked it might be--and, in seconds, share it with the world. Immediately, I get feedback, refinement, stories, and so forth spurred by my little idea. Never before was this possible."

THE ISLANDS OF BERMUDA

October 21, 2003, 10:00 AM
 I've been on the island of Bermuda for the last few days. It's a beautiful island with a rich history. I've been exploring the island and taking photos. I'll be back soon.

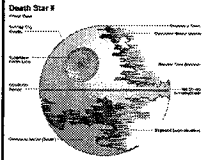
There is no way to see the island from the water. You can only see it from the air. I've been on the island for the last few days. It's a beautiful island with a rich history. I've been exploring the island and taking photos. I'll be back soon.

Blackboard, the new, great beginning.

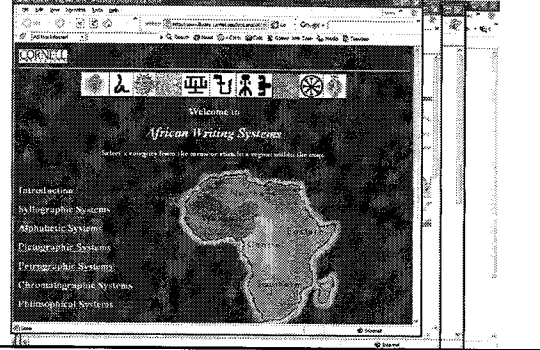
Home
 About
 Contact

3. Visual Learners

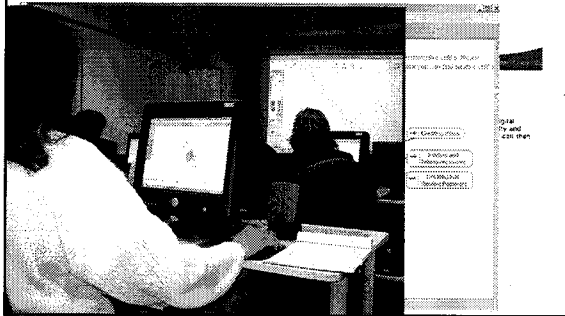
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



3A. Digital Libraries (LibraryShare)



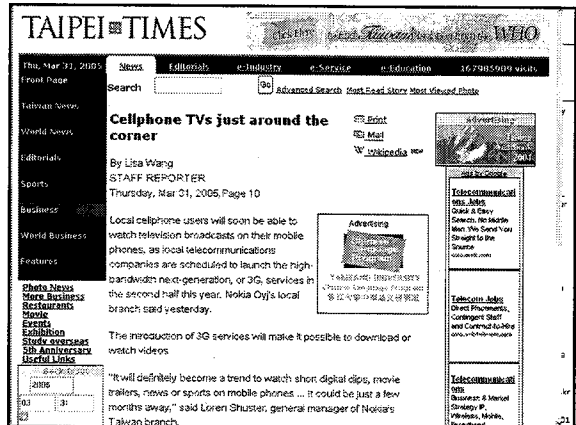
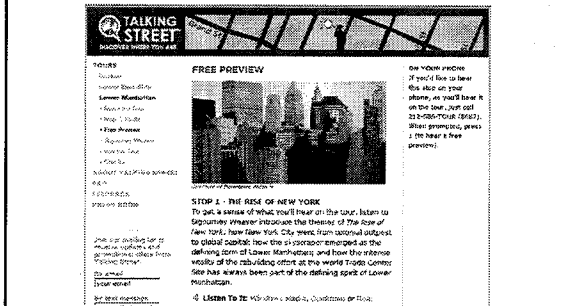
3B. Visual Understanding Environment (VUE) project from Tufts (Online Concept Mapping)



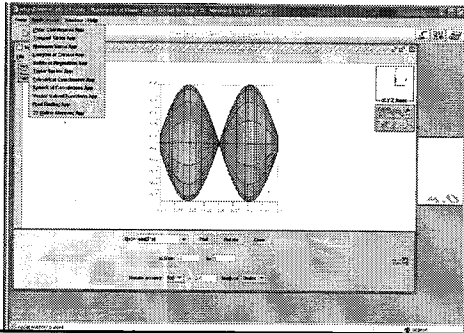
3C. Mobile Technology



E-learning Moves Wireless (e.g., Cell Phone Tours)



3D. Mathematical Visualization Toolkit 2005 MERLOT Classics Award

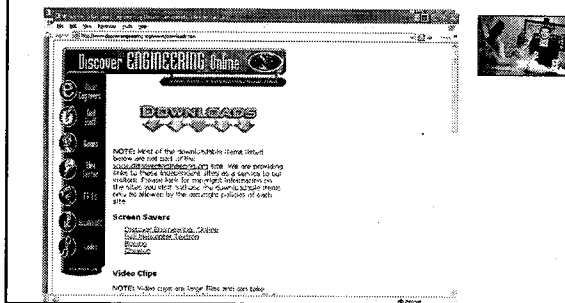


3E. Art Methods: The Paper Project 3d Classes (Gallery)

S.F.M.I. Gallery - Image
Cotton Drem, 1999; handmade paper. Scanning electron microscope image. Select
stage magnification below to change magnification.



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



3G. Virtual Fieldtrip (Trinity College example)

showcases

12

Department: Geography

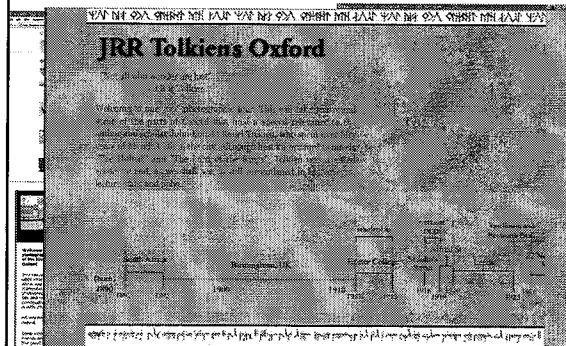
Academics: Dr. Robin Edwards, Dr. Stephen McCarron, & Prof. David Taylor

Glendalough Virtual Fieldtrip



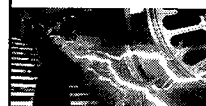
The Virtual Fieldtrip project is currently under development by CLT in collaboration

3H. Virtual Tours and Timelines



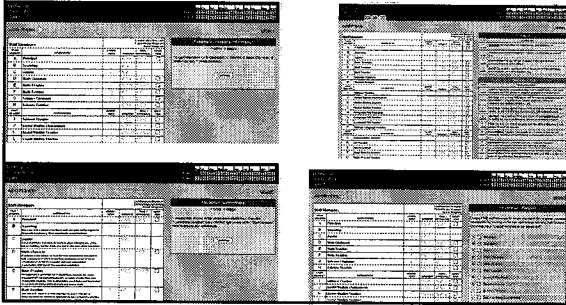
4. Tactile/Kinesthetic Learners

- 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.

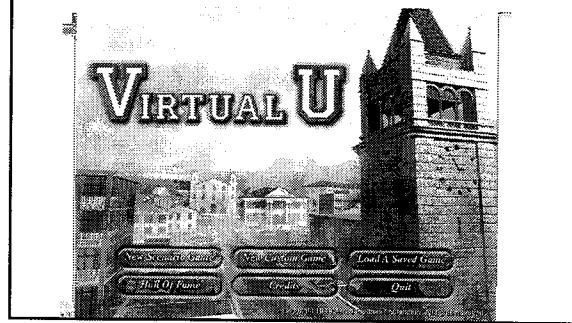


4A. Change Agent in High School: Have 2 Year Federal Grant

72 weeks, each activity = 1 week; when done or use up all 72 weeks the game is



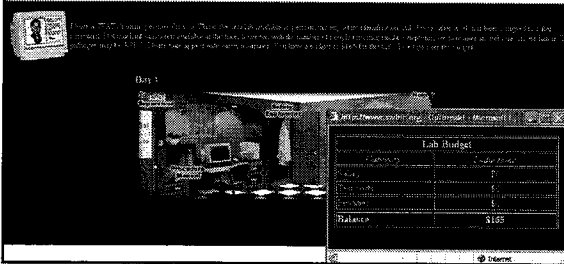
4B. Virtual University Simulation Example



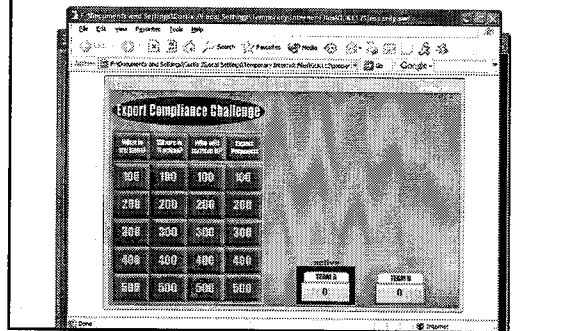
4C. Outbreak online game

<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.



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



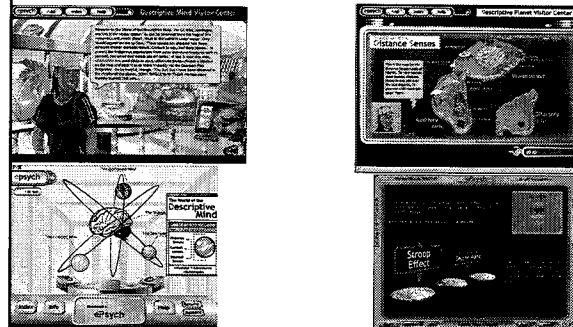
4E. Use those iPods

- 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



4F. ePsych Concepts

2005 MERLOT Classics Award



4G. Professional Development: Dresscode Teachers in Talent PT3 Project

4H. Learning Objects linked to learning styles & strategies in Bloom's Taxonomy (Arjuna Multimedia)

	Credit	Debit	Journal Entries
Cash	\$5,000		
Minivan	\$30,000		
Bank Loan		\$25,000	
Equity		\$10,000	
	\$35,000	\$35,000	

(Original: Capital) 10,000

Assets	Liabilities	Owner's Equity
(Cash)5,000 (Minivan)30,000	(Bank Loan)25,000	

Drag the journal entries above and to the right to the correct box above. If you are correct the entry will remain in place. If not, it will return to the Journal Entry column.

Kelvin Close this window to return to the Primer.

4I. Online Games

4J. Explore Labs (<http://www.explorelearning.com/>)

4K. Exploratories: Highly Interactive Simulation Applets Next-Generation Educational Software: Why We Need It and a Research Agenda for Getting It Van Dam, Becker, & Simpson, *Educause Review*, March/April 2005

Figure 1. Exploratory on color mixing, highlighting the differences between mixing light and mixing paint

4L. Trigonometry Problem (a single learning object utilizing several learning styles is used to summarize a module.)

Questions and Answers!



What have you mastered?

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



1. Mucho Motivational Techniques



Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)



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. Tone/Climate: Ice Breakers

A. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose 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



1. Tone/Climate: Social Ice Breakers

C. Scavenger Hunt

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



D. Two Truths, One Lie

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



1. Tone/Climate: Social Ice Breakers

E. Peer Interviews: Have learners interview each other via e-mail and then post introductions for each other.

F. Favorite Web Site: Have students post the URL of a favorite Web site or URL with personal information and explain why they choose that one.

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



Angel Course In Touch

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



Interactive technology transforms the classroom

Iclicker
A two-way RF polling system

2. Feedback:

C. 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 impt 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)



Feedback D. Student Self-Testing (e.g., Calm Chemistry)



2. Feedback (self) E. Preclass Exams & Self Check

1. On November 1, 1981, age 21, entered into a contract to sell the goods for \$100. The contract was made in a state or states which the legal age is based on delivery of the goods and appears in Question 1. Which of the following is the legal age of the goods that they actually received, given if any delivery?

A. 18
B. 21
C. 21, if the goods are necessary.
D. 18, if the goods are necessary.
E. 21, if the goods are necessary.
F. 18, if the goods are necessary.

2. Alice, an elderly woman, contracted to sell her farm to her nephew, Bob. The contract was made in a state or states which the legal age is based on delivery of the goods and appears in Question 1. Which of the following is the legal age of the goods that they actually received, given if any delivery?

A. 18
B. 21
C. 21, if the goods are necessary.
D. 18, if the goods are necessary.
E. 21, if the goods are necessary.
F. 18, if the goods are necessary.

2. Feedback (Instructor) F. 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.



3. Engagement A. Questions to Guide Reading

Study Questions to Guide Your Reading

1. The 7-S 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 gaps between strategy and the 7-S)?
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?

3. Engagement B. Reflection Papers (3-4 page)

- Learning journeys
- Team reflection papers
- Trends in field papers
- Chat with expert reflections
- Job application papers
- Personal learning theory
- PMI, Pros and Cons, Muddiest pt



4. Meaningfulness: A. Court Room Bus Law

Court Administration

AME COURT

Case	Team List	Edit
Court A	Court Team1, Court Team2, Court Team3	Edit
Court B	Court Team4, Court Team5, Court Team6	Edit
Court C	Court Team7, Court Team8, Court Team9	Edit
Court D	Court Team10, Court Team11, Court Team12	Edit
Court E	Court Team13, Court Team14, Court Team15	Edit

Case Management Expense Management Check Expense Periods

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

Student reaction to TARS

Although many students complained about the work involved, most reacted positively to the JIIT method. On the exit questionnaire, I asked several quantitative and open-ended questions about the TARS component.

	Yes	No	n
Did the TARS assignments help you process the readings at a deeper level?	96.72	3.28	61
Did the TARS assignments help you increase your critical thinking skills?	81.97	18.03	61
Did the learning you gained from the TARS assignments make them worth the work they required?	75.4	24.6	60

Responses to the open-ended prompt "Please say anything you would like about the TARS assignments" included:

- I hated them at first, but soon realized that without them, I wouldn't have bothered to think deeply about any of the readings.
- Too often in class I read my assignment just to say I did it. The TARS gave me a reason to read the assignments. They forced me to be a more active, critical reader in this class and in others.
- [They] made me go beyond just skimming the readings; they made me read and process the knowledge found in them.

7. Curiosity

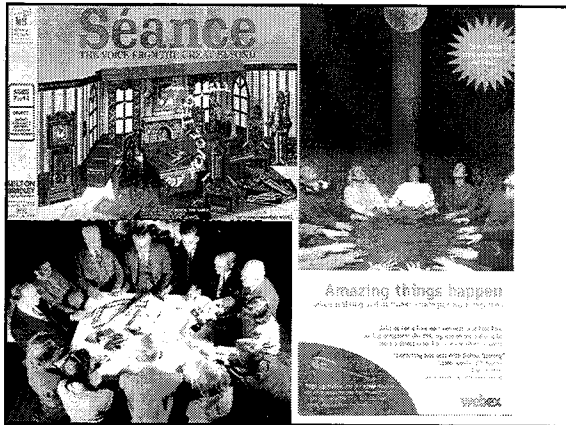
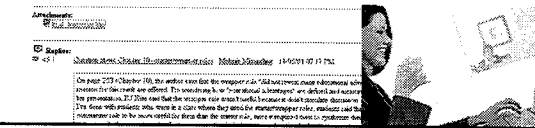
A. Threaded Discussion plus Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat)



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

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

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



8. Online Role Play:

A. Six Hats (from De Bono, '85; adopted for online learning by Karen Belfer, 2001, Ed Media)

- **White Hat:** Data, facts, figures, info (neutral)
- **Red Hat:** Feelings, emotions, intuition, rage...
- **Yellow Hat:** Positive, sunshine, optimistic
- **Black Hat:** Logical, negative, judgmental, gloomy
- **Green Hat:** New ideas, creativity, growth
- **Blue Hat:** Controls thinking process & organization

Note: technique was used in a business info systems class where discussion got too predictable!



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. Scholar Online Role Play

632. What an Awesome Road Ahead of Us! Linda Thomas 11/30/01 08:19 PM

Technology has given us such an amazing opportunity to make real and lasting changes in education. Collaborative tools will revolutionize not only education, but the fundamental ways in which we communicate with each other. Never before in the history of humankind has such an incredible opportunity presented itself! Sure, we have to use these tools properly in order to achieve these changes, but let's stop bickering and get started building that garden! What's with me?

632.1 wonderful but... Jeremy Resnick 12/03/01 07:45 AM

Yes, there are possibilities, but you must look at what needs to be addressed in a discussion in general first. We are making some grand assumptions that technology will solve all the problems, however, my guess has indicated that we have not addressed the fact that most students just can't handle some complex subjects, computers or so. In addition, my guess is that we are limited to the modality of learning, which inhibits those who have difficulty communicating with this medium. So, though there are possibilities, we may want to spend some time focusing on the general issues of education and then looking at ways to have technology address them.

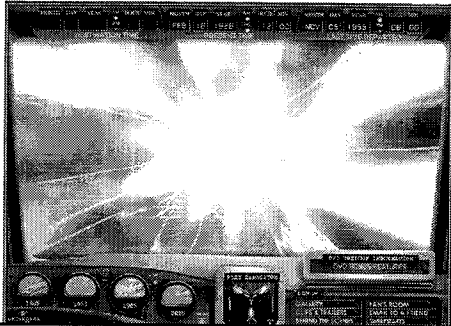
633. Make it so sure what needs you now. Mark Winderich 12/03/01 12:36 AM

When you plant the garden, make sure that you aren't just throwing seeds all around and then coming back in 6 months to lament the vegetables that aren't there. A garden is gorgeous if you tend and watch after it. "revolutions are expensive" says Malinger. How one differs is more important than any of us know. What we do go out toward with research findings and study technologies, we need to be aware of how we are using them... or if they are using us. Are we armed with the right tools? They are indeed powerful. They can help. We need to make sure that we aren't just poking away at the same old patch of soil where our opposite partner was 10 minutes ago. Otherwise we can find ourselves staring at the pretty red "utopian" and not being able to walk through the clapsnet to get to the door.

634. smason C. J. Bank 12/03/01 03:11 AM

Well, Chris Bank, here!! Here is one way to use the web: it might be useful not only as participating as anyone you like, I mean anyone (excluding job) but also looking up students who are depressed, misled, bored and such -> by being (responding by e-mail could be one way) them express themselves.

Any questions or comments?



**Questions and
Answers...???**

