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)

Part I: 10 Learning Centered Technology Ideas

1. One minute papers or muddiest point papers
   (L = Cost, M = Risk, M = Time)

   - Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
   - Send to the instructor via email or online forum.
   - Optional: Share with a peer before sharing with instructor or a class.
2. Cool Resource Provider
(Bonk, 2004) \( L = \text{Cost}, M = \text{Risk}, M/H = \text{Time} \)
- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class via synchronous meeting or asynchronous discussion post.

3. Library Day
(Bonk, 1999) \( L = \text{Cost}, M = \text{Risk}, M/H = \text{Time} \)
- 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.

4. Jigsaw
\( L = \text{Cost}, M = \text{Risk}, H = \text{Time} \)
- Form home or base groups of 4-6 students.
- Student move to expert groups—discussion ideas in a chat.
- Share knowledge in expert groups and help each other master the material in an online forum.
- Come back to base group to share or teach teammates.
- Students present in group what learned.

5. 99 Second Quotes
\( L = \text{Cost}, M = \text{Risk}, M = \text{Time} \)
- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum

6. Structured Controversy and Instructor (or student) Generated Virtual Debates
\( L = \text{Cost}, M = \text{Risk}, M = \text{Time} \)
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 statements in an online thread
5. Rebut person in one’s pair
6. Reply to 2+ positions with comments or q’s
7. Formulate and post personal positions.

7. Scavenger Hunt
\( L = \text{Cost}, L = \text{Risk}, M = \text{Time} \)
1. Create a 20-30 item scavenger hunt
2. Post scores
8. Pruning the Tree (i.e., 20 questions)
- During a synchronous chat or videoconference, have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.

9. Numbered Heads Together
a. Assign a task and divide into groups (perhaps 4-6/group).
b. Perhaps assign group names across class or perhaps some competition between them.
c. Count off from 1 to 4.
d. Discuss problem or issue assigned.
e. Instructor calls on groups & numbers.
a. e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, etc.

10. Human Graphs
- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).
- Debrief

Ok, Million Dollar Question: How can you blend learning?

Blended Solution #1. Video Streamed Lectures and Expert Commenting
Blended Solution #2: Warm-ups Online
Just-In-Time-Teaching (JiTT)
http://webphysics.iupui.edu/jitt/jitt.html

Blended Solution #3. Apprenticeship:
Electronic Guests & Mentoring
(Simon Fraser University)
http://www.edu.sfu.ca/mel.Trace/trace/trace.html

Blended Solution #4. Online Simulation:
Financial Accounting; (University of Calgary)

Blended Solution #5. Concept Mapping Tools

Blended Solution #6. Educational Simulations, Scenarios, and Manipulations

Blended Solution #7. Real World Problems (PBL online): Real-time Cases
Blended Solution #8.
Video Scenario Learning
(Option 6, Arjuna Multimedia, Bloomington, IN)

Blended Solution #9. Instructor Presentation in Synchronous Sessions
(Breeze, Elluminate, WebEx, etc.)

Blended Solution #10.
Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

Solution #11. Instructor Portal:

Solution #12. Sharing in Virtual Teams (e.g., Groove, SharePoint)

Solution #13. Online Synchronous Cases and Teams; Simulated Boardroom Chat; College Wales, Univ. of Glamorgan
Solution #20. Virtual Reality/Worlds
First Course in a Virtual World (Second Life)
Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nesson)
Chronicle of Higher Ed (open to the public)

Solution #21. Educational Simulations
(HEALING GAMES: Computer simulations don't have to be violent -- they can give peace a chance, Scott Duke Harris
May 21, 2006, San Fran Chronicle; and Medical Traumas from
TD Magazine, August 2006)

Solution #22. Art and History Exhibits
CNN.com

Solution #23. Basic Acoustics of Musical Instruments

Solution #24. Peer Critique in Breeze
(Table of Benefits of Peer Critique; Park & Bonk, in review)

Solution #25. Exploration and Demonstration:
Virtual Fieldtrip, Tours, Timelines
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
3. Engagement: C. Clickers; Innovation is but one click away...

4. Meaningfulness:
   A. Authentic Data Analysis

5. Choice:
   A. Multiple Topics

6. Variety:
   A. Discussion: Starter-Wraper (Hara, Bonk, & Angeli, 2000)
   1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
   2. Start-wraper with roles—same as #1 but include roles for debate (optimist, pessimist, devil’s advocate).
   B. Alternative: Facilitator-Starter-Wraper (Alexander, 2001)
   Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

7. Curiosity: A. Games
   Online Jeopardy Game
   www.km-solutions.biz/cas/quiz.zip;
   Games2Train: The Challenge; Thiagi.com

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

   26.1 Last to write: 15.05.2011, 05:49 PM
   - Teaching Maggie might have a little bit of a bias too. Alice, I’m seeing another difference and notice it. There are a couple of good questions people can ask in the class. But it seems like... (Note: Student’s voice)

   26.3.1 Again my opinion. - A dance is NOT, offensive and is 300% safer for men, and does NOT cause harm or death.
9. Team Collaboration: A. Court Room Forum (Bus Law)

<table>
<thead>
<tr>
<th>Name</th>
<th>Team</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>Team A</td>
<td>Leader</td>
</tr>
<tr>
<td>Bob</td>
<td>Team B</td>
<td>TeamMate</td>
</tr>
<tr>
<td>Sue</td>
<td>Team C</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Tom</td>
<td>Team D</td>
<td>Contributor</td>
</tr>
</tbody>
</table>

Court Administration

Grounded Research and Production. Video Paper Builder (http://vpb.concord.org/)

How many have ever felt that they hit the wall as far as teaching online?

99 seconds review: What have you learned so far?

- Turn to someone next to you and review...

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
VARK learning styles (Fleming & Mills 1992a, 1992b): Four types of learners and learning styles:

1. Visual;
2. Auditory;
3. Reading/writing;
4. Kinesthetic, tactile, or exploratory.

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)

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.

One View of Learning Styles

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.

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1. Auditory or Verbal Learners

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

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1a. Online Resource Libraries

1b. Online Audio Cases

**Audio Dramas**
eCollege Wales, Univ. of Glamorgan

The Chemical Soci - Episode I
Listen to John and Barry talking about their startup ideas. What do they need to consider before deciding to pursue their interests in starting a business? Think about their personal as well as their professional situations.

Click "Play to Begin."
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.

2b. Post Model Answers

Employment Law and Ethics Project

Question 1

Would it be ethical for Larry to encourage filings against Local's Dynasty, being specific about the legal doctrine that would apply?

Answer 1

Under Title VII of the 1964 Civil Rights Act, employees have a right to be treated equally and fairly. Larry does not discriminate but still encourages filing. He is not encouraging illegal firing practices but he is still promoting to employees to file a lawsuit. Larry is being an employee of a large company and he is doing his job. He is encouraging employees to act ethically. Larry, in this case, is acting like a good employee.

2c. Reuse Chat Transcripts


- In the Math Emporium, students can take advantage of diagnostic quizzes, an electronic hyperlinked textbook and interactive, self-paced tutorials. There are armies of tutors, GTAs, and faculty. The emporium is open to students from Glastonbury College. Some traditional classes by professors are also available online with help from some conventional tutor lab.
2e. Reflection Sheets and Scaffolds online (E-Reading First Ohio) (reflect, share, and compare)

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

3b. Current Events: Interactive Online New Stories & Cases

2f. Practitioner Feedback:
Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, R = Time)

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

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 (COPA Online, Omnimus Project, Creative Waves—online graphics and photomedia project)

3g. Capture and Videostream Lectures (e.g., Apriso CourseCaster)

3h. Virtual Surgery: multisource, real-time, interactive lesson in anatomy and surgery (Corn 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. Videoconferencing with Hearing Impaired Students Online
- College students tutoring high schools on their homework
- Instructors observing how teacher education students are doing in field placements (practice presentation and communication skills)
- Interpret speaker via Web cam

4c. Historical Documents discoverbabylon.org
- In its final form, the multi-player 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 finally the famous Iron Age empire of Assyria...offers three-dimensional walkthroughs of sites in the Valley of the Kings.

4d. Digital Storytelling

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

4f. Romantic Poetry Project
THE LIFE AND WORK OF JOHN KEATS
1792 - 1821
A COLLECTION OF INSPIRATIONAL POEMS DEDICATED TO THE SECOND GENERATION ROMANTIC POET EXPLORING THE WEBSITE
4g. 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: ______