Part 4: Active Learning with Technology
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Technology Trends
Technology
Pedagogy
People, Society, Culture, etc.

Nature AND Nurture: Pedagogy
Technology
Pedagogy
People, Society, Culture, etc.

Pedagogical Ideas in Moodle

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)

<table>
<thead>
<tr>
<th>Low Risk</th>
<th>High Risk</th>
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<tbody>
<tr>
<td>1. Risk</td>
<td>Easy to Embed, Extensive Planning</td>
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<tr>
<td>2. Time</td>
<td>Free or Inexpensive, Enterprise Licenses</td>
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<tr>
<td>3. Cost</td>
<td>Instructor-Focus, Student-Focus</td>
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<td>4. Student-Centered</td>
<td>Low, High</td>
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Part I: 10 Learning Centered Technology Ideas

1. Anchored Instruction (find anchoring event (CTGV, 1990?)
   \( L/M = \text{Cost}, M = \text{Risk}, M = \text{Time} \)
   - In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
   - Refer back to that video during lecture.
   - Debrief on effectiveness of it.

2. Cool Resource Provider (Bonk, 2004)
   Capture and Videostream Lectures (e.g., Apreso CourseCaster)
   - 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. Volunteer Technology Demos (Bonk, 1996)
   - Take students to a computer lab.
   - Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
   - Include handout
   - Debrief

4. Class Voting and Polling (face-to-face or electronic)
   1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
   2. Instructor pulls out minority pt of view
   3. Discuss with majority pt of view
   4. Repoll students after class
   (Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
   Rick Kulp, IBM, 1999)

5. ORL or Library Day (Bonk, 1999)
   - 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.
6. Survey Research and Market Analysis
(e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyMonkey)

7: Warm-ups Online
Just-In-Time-Teaching (JiTT)
http://webphysics.iupui.edu/jitt/jitt.html

8. Concept Mapping Tools

9. Exploration and Demonstration:
Virtual Fieldtrip, Tours, Timelines

10. Online Groups...

Part II: 10 Blended Learning Solutions for English Language Learning
Blending Online and F2F Instruction

- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)

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

Blended Solution #1.
Divide Online and Class Experiences: English Classes Online

- Freshman English at BYU:
  Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoup et al., 2003).

Blended Solution #2. Video Streamed Lectures and Expert Commenting

Blended Solution #3. Apprenticeship:
Electronic Guests & Mentoring
(Simon Fraser University News:

- He has also found the competition's mentor program, in which contestants are matched with industry experts, to be invaluable.

The mentors to his team are now intimately involved with his company and passionate about its success, he says. "Their business connections and experience have opened our eyes to new opportunities."

Blended Solution #4. Instructor Presentation in Synchronous Sessions
(Breeze, Elluminate, WebEx, etc.)
Solution #5. Instructor Portal: e.g., self study in anatomy

Solution #6. Referenceware and Terminology Exercises Online (puzzles, games, etc.)

Solution #7. Cross-Class Collab (Indiana Univ and Open U of Malaysia)

Solution #8. Sharing in Virtual Teams (e.g., Collanos, Groove, SharePoint)

Blended Solution #9. Art and History Exhibits

Blended Solution #10. Workplace and Field Reflections
1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts
3
Reflection: What are 3 things you learned so far?

Part III. 25 Motivational Ideas for Reading and Writing (with links to Tapestry Series)

TEC-VARIETY Model for Online Motivation and Retention
1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
...
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

1. Tone/Climate:
A. Coffee House Expectations
   1. Have everyone post 2-3 course expectations
   2. Instructor summarizes and comments on how they might be met

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

Create a 20-30 item scavenger hunt
Post scores

Oct 8, 2004, Chronicle
1. Tone/Climate: Ice Breakers

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

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

2. Encouragement, Feedback, etc.: B. Thinking About the Readings (TARS) JITT;
   Claude Cookman, IUP, Photography Class

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

4. Variety, Novelty: A. Video Streamed Lectures and Expert Commenting
4. Variety, Novelty:
   B. Brainstorming Chat

5. Autonomy, Choice:
   B. 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.

6. Relevance, Meaningfulness:
   B. Video Scenario Learning
   (Option 6, Bloomington, IN)

6. Relevance, Meaningfulness:
   C. Cases for Oil and Gas Industry

5. Autonomy, Choice:
   A. Clickers; Innovation is but one click away...
7. Interactive, Collaborative:
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

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).
E. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)
Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback


8. Engagement: B. Text Messaging
Students at the Mennonite Centre for Newcomers are testing mobile learning - downloading an English grammar lesson, then answering a series of multiple choice, or true or false questions.

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

10. Yields Products: Concept Maps, Video Papers, Virtual Timelines
How many have ever felt that they hit the wall as far as teaching online?

199 Second Stretch Break and Chat!!!

32 Ideas for Addressing Learning Styles for English Language Learning

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’s View of Learning Styles
1a. Use of Weblogs  
(epecially 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

1b. Vlogging (Video Blogging)
   e.g., Andy Calvin's Waste of Bandwidth

1c. Language Learning with iPods (Campus Technology, Dec, 2006)
Georgia College & State University, The Department of Music and Theatre, which had foreign language speakers come in to do recordings that are helping the school's chorus. Learners singing in Korean, Portuguese, and many other languages, "Now we can listen to the diction, and make sure that we're pronouncing everything correctly."

Language Learning (ChinesePod—learn Mandarin)
Educational Applications of Podcasting

(Essex, 2006, Leftwich, 2007)

1. Recordings of lectures (Coursecasting)
2. Supplemental textbook or entire book
3. Student projects
4. Interviews
5. Language lessons
6. Oral reports
7. K-12 classroom interactions
8. Downloadable library of resources
9. Recordings of performances
10. Expert presentations

1d. Online Audio Cases
Audio Dramas
eCollege Wales, Univ. of Glamorgan

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. Learner-Self Interactions and Reflections

2b. Reflecting on Adventure Blogging (Ben Saunders, Mark Fennell)
2c. Post Model Answers

Employment Law and Ethics Project

Question 1
- Would you agree that the law is not designed to protect the employee? Explain, being specific about the legal precedent that would apply.

Answer 1
- meetup with the EEOC to discuss the Equal Employment Opportunity Act.

2d. Reuse Chat, Blog, or Online Discussion Transcripts

Chat Transcript
- Week 4: Class DMAT with Bernice McCarthy March 10th from 9-6
  - Topic: 
  - Discussion:
  - Final Answer:
  - Next meeting: 

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

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

3a. Reflection Sheets and Scaffolds online (E-Reading First Ohio)
- (reflect, share, and compare)

3b. Current Events: Interactive Online New Stories & Cases
3c. Exploration and Demonstration: Virtual Fieldtrip and Tours

3d. Historical Documents discoverbabylon.org
- In its final form, the multiplayer game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Iron Age empire of Assyria...offers three-dimensional walkthroughs of sites in the Valley of the Kings.

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

A Million Penguins
- Back in November, Meredith wrote a post on *We Are Smarter Than Me*, an anticipated Pearson publication that is a collaborative effort of thousands of authors registered on WeAreSmarter.org. Today, Penguin UK launched a similar effort - its first wiki novel *A Million Penguins*.
- Using MediaWiki technology, anyone who registers on www.amillionpenguins.com is able to edit and/or add onto this web-based tale for the next 5 weeks. Already, there are 500 posts (some by return users), four chapters, and a prologue. While there are no definite plans to publish a print version, the site has quickly developed a decent web community during the first day of launch.
4b. Romantic Poetry Project

THE L L V E AND W O R K OF JOHN KEATS
1795-1821
A COLLECTION OF RESOURCES
SPECIALIZING IN THE SECOND
GENERATION ROMANTIC POETRY

4c. Practicing Language Skills in
Skype and Google Talk

4d. Virtual Worlds/Virtual Reality/MMOG
First Course in a Virtual World (Second Life)
Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nessson)
Chronicle of Higher Ed (open to the public)

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:

Questions???
Sample HOBLE chapters at:
http://www.publicationshare.com/
Archived talks at:
http://www.trainingshare.com/