Blend but Don’t Break:  
Introducing the TEC-VARIETY AND R2D2 Models  
for Motivation and Engagement  

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March 26, 2020  
What the World Needs Now is Love  
Students at the Boston Conservatory at Berklee created a social  
distancing rendition of ‘What the World Needs Now is Love’  
https://www.youtube.com/watch?v=qn1isACHCw  

Poll #1: Have you ever been to North America?  
  a. Yes many times.  
  b. Yes, once or twice.  
  c. No, but I want to go.  
  d. No, I don’t understand the language.  
  e. No. And I am not going to go.  

Poll #2: Have you been to Bloomington, Indiana or an Indiana University campus?  
  a. Yes many times and I loved it!  
  b. Yes once and it is great…I want to go back.  
  c. Yes and it is so-so. Probably not coming back.  
  d. Not sure.  
  e. No, but I have been to the USA.  
  f. No, but I really want to visit.  
  g. No, and I prefer it that way. Indiana us way too boring for me.  

Poll #3: Have you seen Dr. Bonk speak before?  
  a. Yes more than once.  
  b. Yes once.  
  c. Not sure.  
  d. No, but I am here now.  
  e. No, and I prefer it that way. He’s rather boring.  

Poll #4: Have you ever taught a blended course (face-to-face and online)?  
  a. Yes many.  
  b. Yes, just a couple.  
  c. No, but I taught one or more technology enhanced ones.  
  d. No but I am willing to try.  
  e. No and I like it that way.
Poll #5: Have you ever taught a fully online course?

a. Yes, many.
b. Yes, just a couple.
c. No, but I taught one or more blended ones.
a. No but I am willing to try.
b. No and I like it that way.

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Bonk’s 20 “Last” Principles of Instruction
(LAST = Learning Activation System Template)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

Silver Lining for Learning
https://silverliningforlearning.org/
https://www.youtube.com/channel/UC9XEsh89pIlpmVvqQf-aA/live

August 23, 2020
Tips and Guidelines
Catlin Tucker blog
https://catlintucker.com/
April 17, 2019
How to be a Better Online Teacher
Flower Darby, The Chronicle of Higher Education
https://www.chronicle.com/article/how-to-be-a-better-online-teacher/

1. Provide course content in 2 formats.
2. Allow options on how students complete assignments.
3. Give choice in final project.
4. Reach out to help students.
5. Use picture to depict how feeling.

July 23, 2020
6 ways to be more inclusive in a virtual classroom
Flower Darby, Chronicle of HE

1. Get to know your students!
2. Don’t apologize too often.
3. Don’t treat online as inferior.
4. Welcome everyone in with enthusiasm.
5. Different format but same students.
6. Provide scaffolds, tutorials, and other supports.
7. Create short authentic videos.
8. Foster volunteerism.
9. Communicate clearly and a lot.

August 23, 2020
Transitioning to Blended
Curt Bonk
1. Model positive attitude.
2. Provide students with checklists.
3. Set routines (stick to a schedule).
4. Offer flexibility.
5. Give learning environment advice.
6. Survey about technology at home.
7. Explain purpose and debrief and reflect.
8. Encourage real world learning.

August 20, 2015
Best Practices in K-12 Online and Hybrid Courses
Hanover Research

1. Start slowly: fun, easy, and supportive.
2. Focus on engagement.
3. Require student reflections
4. Establish norms.
5. Make expectations clear.
6. Respond to students in a timely manner.
7. Grade timely.
8. Create challenging assignments.

September 23, 2020
Introduction to Class for Zoom
Michael Chasen, Co-Founder & CEO of Class for Zoom
https://www.youtube.com/watch?time_continue=3&v=3_2MVEOlzRs&feature=emb_logo
Poll #6: Have you reflected on your teaching philosophy or approach during COVID-19?

a. Yes many times and I am dramatically changing my philosophy statement.

b. Yes many times and I am taking action (meeting people, reading more, attending webinars like this, etc.).

c. Yes, I thought about it a couple of times and I am tweaking it.

d. Not sure. I’m kinda brain dead right now.

e. No, my teaching philosophy is basically the same.

Poll #7: Have you even been to an e-learning or online learning conference, institute, or summit?

a. Yes many times.

b. Yes, once or twice.

c. No, but I want to go.

d. No. And I am not going to go.

Motivation Research Highlights

(Jere Brophy, Michigan State University)

1. **Supportive**, appropriate challenge, meaningful, moderation/optimal.

2. Teach **goal setting** and self-reinforcement.

3. Offer **rewards** for good/improved performance.

4. **Novelty**, **variety**, **choice**, adaptable to interests.

5. Game-like, **fun**, fantasy, curiosity, suspense, active.

6. Higher levels, divergence, dissonance, **peer interaction**.

7. Allow to create finished **products**.

8. Provide immediate **feedback**, advance organizers.

9. Show intensity, **enthusiasm**, interest, minimize anxiety.

10. Make content **personal**, concrete, familiar.

Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges

(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

1. **Risk**
   - Low Risk
   - High Risk
   - Easy to Embed
   - Extensive Planning

2. **Time**
   - Free or Inexpensive
   - Enterprise Licenses

3. **Cost**
   - Instructor-Focus
   - Student-Focus
   - Low Risk
   - High Risk

4. **Student-Centered**
   - Low
   - High

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**Examples of TEC-VARIETY**

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**September 24, 2020**

**1. Tone/Climate: A. Breakout Rooms**

How Do You Make Zoom Breakout Rooms Less Boring?, Expectations, Share a link, Introductions

Bonni Stachowiak (Columnist), Ed Surge


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**September 21, 2020**

**Non-Boring Zoom Breakout Groups**

Plymouth State University

Video 16:50:

[https://www.youtube.com/watch?v=rR1mhGmBBok&feature=emb_logo](https://www.youtube.com/watch?v=rR1mhGmBBok&feature=emb_logo)

[https://colab.plymouthcreate.net/resource/non-boring-zoom-breakout-groups/](https://colab.plymouthcreate.net/resource/non-boring-zoom-breakout-groups/)

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**April 11, 2020**

**1. Tone/Climate: B. Threaded Video Discussions and Questions**

(e.g., Flipgrid)


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**1. Tone/Climate: C. Instructor Course Introductions**

Lynne Innes (Scotland): [https://vimeo.com/356645285](https://vimeo.com/356645285)
April 3, 2017

1. Tone/Climate:
   D. Sli.do (students get a code; e.g., 9801)
   https://www.sli.do/

2. Encouragement, Feedback:
   E. Poll Everywhere, BlogPoll, MicroPoll
   Connect students across campuses
   (School of Medicine, Flinders University)
   https://www.polleverywhere.com/case-studies/distributed-learning

July 31, 2020

2. Encouragement, Feedback:
   F. Voice/Audio Feedback
   Vocaroo: http://vocaroo.com/

2. Encouragement, Feedback:
   G. Online Practice Tests and Interactive Flash Cards (e.g., Pharmacy, OT, etc.)
   http://quizlet.com/

2. Encouragement, Feedback:
   H. Khan Academy aims to give ‘strategic supplement’
   Brett Molina, USA Today

2. Encouragement, Feedback:
   I. Video Tutorials, Demonstrations, and How-To’s (videos, tutorials, etc.)

NURSING CARE PLAN TUTORIAL (LIVE DEMO)
June 18, 2020
3. Curiosity, Intrigue, Unknowns:
A. Multimedia News
New Telco Tower Announced For Sabah Village After Student Taking Online Exams In Tree Goes Viral, Kirat Kaur, TRP News

Veveonah Mosibin, a foundation student at Universiti Malaysia Sabah (UMS) had to take her online exams atop a tree to get a strong enough internet connection. (Credit: Veveonah M/YouTube)

September 9, 2020
3. Curiosity, Intrigue, Unknowns:
C. Mystery Stories
Edgewood teachers get creative to keep students engaged

April 17, 2017
3. Curiosity, Intrigue, Unknowns:
E. 1st woman to officially run Boston Marathon does it again, 50 years later
Emanuella Grinberg, CNN, USA Today

July 7, 2020
3. Curiosity, Intrigue, Unknowns:
D. New Discoveries
'Tiny bug slayer': Meet the pint-size ancient ancestor of dinosaurs discovered in Madagascar
Ryan W. Miller, USA Today

January 9, 2020
3. Curiosity, Intrigue, Unknowns:
B. Scientists put 3D glasses on cuttlefish and showed them film clips. The results were surprising (Cuttlefish eyes have well-developed depth perception)
Ryan Prior, CNN

July 16, 2017
Julia Hawkins Sets 100-Meter Dash Record for Women 100 Years or Older, Joseph Zucker, CNN
http://bleacherreport.com/articles/2721985-julia-hawkins-sets-100-meter-dash-record-for-women-100-years-or-older?utm_source=cnn.com&utm_medium=referral&utm_campaign=editorial

3. Curiosity, Intrigue, Unknowns:
F. Multimedia News
(e.g., This may be the oldest surviving Photo of a human, November 7, 2014, CNN, Brandon Griggs; But this image, taken in Paris, France, in 1838)
3. Curiosity, Intrigue, Unknowns:
G. Web Resource Scavenger Hunts
https://catlintucker.com/2020/07/8-ideas-designed-to-engage-students-online/

4. Variety, Novelty, Fun, Fantasy:
A. Create Animated Presentations
https://app.animaker.com/animo/2h5b0Hz2gxURJ5x4/?shareid=view%7C2h5b0Hz2gxURJ5x4
Animaker is a cloud-based do-it-yourself video maker. Free version provides a list of animations, phrases, transitions, and background images.

4. Variety, Novelty, Fun, Fantasy:
B. Online Test/Quiz Review Games
(e.g., Jeopardy Rocks)
https://www.jeopardy.rocks/r511merve/

4. Variety, Novelty, Fun, Fantasy:
C. Random Lists
(Random.org—clocks, coins, playing cards, dice, integers, passwords, jazz scales, lists, sequences, etc.)

February 21, 2017
4. Variety, Novelty, Fun, Fantasy:
D. My classroom is like a,"
http://wheeldecide.com/

Fall 2018 R546
4. Variety, Novelty, Fun, Fantasy:
E. Kahoot!
https://getkahoot.com/
October 10, 2018
4. Variety, Novelty, Fun, Fantasy:
F. FutureMe.org
Write a letter to the future
https://www.futureme.org/

July 18, 2020
5. Autonomy, Choice:
A. Enroll in a MOOC and Reflect
(e.g., see Class Central)

August 2, 2020
5. Autonomy, Choice:
B. Digital Choice Walls
10 Strategies Designed to Engage Elementary Students Online, Catlin Tucker
https://catlintucker.com/

August 2, 2020
5. Autonomy, Choice:
C. Virtual Jigsaw (group choice)
Catlin Tucker blog
10 Strategies Designed to Engage Elementary Students Online
8 Ideas Designed to Engage Students In Active Learning Online
https://catlintucker.com/

5. Autonomy, Choice:
D. Tracking the Life of a Medical Professional
(e.g., biography.com)
https://www.biography.com/scientist/alexander-fleming

5. Autonomy, Choice:
E. Design Multimedia Glossaries
P540 Final Assignment: Nate Wynne, Supersized Personal Course Glossary
http://natewynne1982.wix.com/p540courseglossary
Ozgur Ozdemir, December 2012
http://r685glossary.shutterfly.com/
Umida Khikmatillaeva, Dec. 2011, P540
http://learningplanet.shutterfly.com/
5. Autonomy, Choice:
F. Flipping the Classroom
(video lectures online)

Poll #8: Any light bulbs going off in your head so far?

a. Yes definitely...many of them...pop...pop...pop!
b. Yes, several times.
c. Yes maybe!
d. Not yet (but hopefully soon...)
e. Nope. Darn it my brain is not working today.
f. There’s no hope with this idiot presenting.

April 6 and April 28, 2020
6. Relevance, Meaningfulness:
A. Weekly Guest Expert Chats
SMILE, Paul Kim Stanford, https://youtube.be/MDos130zVLU
February 22, 2020, Jima Ngii in Nigeria (1 hour 15 minutes)
Video: https://youtube.be/sM6VMfQyxk

6. Relevance, Meaningfulness:
B. Editing Wikipedia Pages
Women's Studies Students Across the Nation Are Editing Wikipedia
Emma Kerr, The Chronicle of Higher Education
https://www.chronicle.com/article/Women-Studies-Students/242866

6. Relevance, Meaningfulness:
C. Case-Based Learning: Instructor Cases
(e.g., Mark Braun, IU)

6. Relevance, Meaningfulness:
D. Editing Wikipedia Pages
Women's Studies Students Across the Nation Are Editing Wikipedia
Emma Kerr, The Chronicle of Higher Education
https://www.chronicle.com/article/Women-Studies-Students/242866

Samantha Erickson, left, of the Wiki Education Foundation; Tina Brock, a dean of the School of Pharmacy at UC San Francisco; and professor Amin Azzam discuss implementing the integration of Wikipedia pages on medical topics with students' work.
6. Relevance, Meaningfulness:

E. Analyzing Online Raw Data (e.g., computer code, health data, financial statements)

7. Interactive, Collaborative:

A. Team Management and Project Coordination

Trello is a team management tool and list-making application to organize online group tasks easily. Trello is for teams to organize team work. However, teachers can use it to manage online group projects or homeschooling activities like in this Example: https://youtu.be/L8UOXMxz0JY?t=132

April 6, 2020

7. Interactive, Collaborative:

B. Interactive Oral Assessments

Interactive Orals as an alternate authentic assessment, Danielle Logan, Griffith University

https://sway.office.com/yQ2s0Bm3l1lkWGlI?ref=Link

C. Negotiate Meanings Online

(e.g., MeetingWords: http://meetingwords.com/)

Also: Google Docs, NowComment, etc.

D. Guest Speaker Quotes

(Rey Junco, February 25, 2013)

Fall 2019, R511

7. Interactive, Collaborative:

E. Team Article Debates

Nuclino (like a wiki…may delete by mistake, trial version, limited)
7. Interactive, Collaborative:

F. Virtual Mobile (at Virtually Inspired)

Virtual laboratory brings the opportunity for remote collaboration enables students to conduct experiments, access, interpret, evaluate, and exchange relevant technical information.

Susan Aldridge, Drexel: https://virtuallyinspired.org/portfolio/online-virtual-labs/

8. Engagement, Involvement:

A. Storytelling Strategies for the Design of Branching Virtual Patient Simulations

Kira King et al., Kynectiv

https://253f0a53-bb62-46af-b495-b4548f4d5d90.filesusr.com/ugd/c9b0ce_1a0143633f894eca965378d23c9b72a4.pdf

July 8, 2020

8. Engagement, Involvement: B. Interactive Maps

(Thinglink: interactive map creator; Google Map Adventures)

https://www.thinglink.com/

(Thinglink: Freemium): Direct students to the discussions, assignments, course files, and syllabus. She added hyperlinks to pictures or videos to facilitate navigation. Thinglink makes any still picture interactive. You can put links into a picture and students easily navigate to necessary websites. For example, it is used commonly for online history and geography courses. Students can click to jump to a particular place and see the video or still picture associated with that location. Example:

https://www.thinglink.com/things/923259933024014720

Students can view the world as it exists and pictures of the past can be added to videos or images to address learning in the geographic context. Teachers who teach history, geography, or any subject that requires understanding of a location benefit from using Thinglink.

8. Engagement, Involvement: C. Healthcare Scenarios and Simulations

http://phet.colorado.edu/en/simulation/energy-skate-park

8. Engagement, Involvement: D. Interactive Labs and Simulations

http://phet.colorado.edu/en/simulation/energy-state-park

8. Engagement, Involvement: E. Interactive Timelines

(Sutori, xtimeline, Preceden, TimeLineCurator, etc.)
May 28, 2019

8. Engagement, Involvement:
F. Virtual Reality Comes to the Classroom
Beth McMurtie, The Chronicle of Higher Education
https://www.chronicle.com/interactives/20190528-ImmersiveTech

Using a special recording system, Hamilton College created a virtual-reality experience for students in a conducting class. Heather Buchman, a music professor, first recorded a performance using 3-D audio and video. (Andrew Groll)

Students later practiced conducting the virtual orchestra by wearing a special headset through which the sound of the orchestra changes as they turn their head. (Ben Salzman)

9. Tension, Challenge, Controversy, etc.:
A. Embodied VR Experiences
https://embodiedlabs.com/labs

One example is pasted below.

Topic: End of Life Conversations
Summary: The learner will embody Clay Crowder, a 66-year-old veteran with stage IV, incurable lung cancer. Learning objectives: Experience what it is like to receive "bad news" from your doctor, and discuss your options. Get assistance from the hospice care team in understanding your symptoms and conflicts that may occur within your family. See the physical changes made your body as it near the end of life. Experience what may happen at the end of your life.

May 11, 2020

9. Tension, Challenge, Controversy, etc.:
B. What is smileUP & How to use it?
SMILE, Stanford
https://www.youtube.com/watch?v=pblU8sSALWo

10. Yields Products, Goals:
A. Database Collection Tools
Article Databases in Pinterest
Poll #9: Which motivational principle do you see as the most crucial online?

1. Tone/Climate
2. Encouragement, Feedback
3. Curiosity
4. Variety
5. Autonomy
6. Relevance
7. Interactive
8. Engagement
9. Tension
10. Yields Products
The R2D2 Model

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.

June 27, 2020

Read 1a. Concept Mapping with Storyline Online is a free literacy platform where kids can listen stories (where actors read to children).
https://www.youtube.com/user/StorylineOnline

Read 1b. Reading and Reviewing articles in Open Access Science Journals (e.g., DOAJ—Directory of Open Access Journals)
https://doaj.org/
Open access journals for kids:
https://sciencejournalforkids.org/about-us.html
https://kids.frontiersin.org/

January 20, 2016

Read 1c. Listen to Podcasts (e.g., preventive medicine podcast, NPR:
https://www.npr.org/tags/206695374/preventive-medicine)

April 1, 2020

Read 1d. Read Blogs
Punya Mishra, Silver Lining for Learning
https://silverliningforlearning.org/the-value-of-school-part-1/
Read 1e. Twitter Fed Class Discussions
(e.g., OT: https://twitter.com/glenbourneteam)

Read 1f. Reading from Open Access Journals
(e.g., DOAJ—Directory of Open Access Journals)
https://doaj.org/

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

February 24, 2019
Reflect 2a. Big Issue Reflections
Can Students Handle the Big Questions?
Beth McMurtrie, The Chronicle of Higher Education
https://www.chronicle.com/article/Can-Students-Handle-the-Big/245753
https://godandgoodlife.nd.edu/
https://godandgoodlife.nd.edu/syllabus/
https://www.youtube.com/watch?time_continue=104&v=EMKbtSC3-2I

April 13, 2016
Reflect 2b. Interpreting Interactive Graphs and Infographics
How much rainforest in that chocolate bar?
Tech billionaire announces $250 million in cancer immunotherapy funding,
Jayne O'Donnell, USA Today

July 5, 2018
Reflect 2c. Vialogues
EdLab Seminar--Engaging Educators with Digital Collections
Vialogue, Sara Hartman, New Learning Times
https://newlearningtimes.com/cms/article/5426/how-academic-publishing-is-changing-in-the
Reflect 2d.
Online Role Play or Debate
(e.g., documentary production)

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

Display 3a. More Royalty Free Images
Medical Graphics in Creative Commons

Display 3b. Short Educational Videos:
Anchored Instruction/Macrocontext
CNN, BBC, TED, TED-Ed, ForaTV, MedTube (200,000 users, 20,000 records)

April 29, 2020
Display 3c. Animated Videos
Animated COVID-19 prevention video goes viral
Mandy Erickson, SCOPE Stanford Medicine
https://www.youtube.com/watch?v=UcFDdfueQRg

January 20, 2017
Display 3d. VR Takes You on a Tour of The Human Body
https://www.youtube.com/watch?v=sBWAzIF_U9M
July 9, 2020
Reflect 2e. Collaborative Annotations and Discussions/Group Reading
Teachers can insert a two-column chart into a Google Document then copy and paste text in the left-hand column. Students can highlight keywords and phrases in the text and capture their annotations in the right-hand column.

VideoAnt (Free): [https://ant.umn.edu/](https://ant.umn.edu/)

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June 7, 2020
Display 3f. Animations of Data
World Mapper, COVID-19
[https://worldmapper.org/map-animation-covid19/](https://worldmapper.org/map-animation-covid19/)
[https://www.youtube.com/watch?v=6uu1MGyGjvI](https://www.youtube.com/watch?v=6uu1MGyGjvI)

March 2020
Display 3g. Visual Depictions of Science Migrations in Motion

June 21, 2020
Display 3h. Lucid for Education
[https://lucidforeducation.com/mini-lessons](https://lucidforeducation.com/mini-lessons)

June 22, 2020
Display 3i. Animations of Data
Global Deaths Due to Various Causes and COVID-19
By Tony Nickonchuk
[https://public.flourish.studio/visualisation/2562261/?fbclid=IwAR2iAZWYIvm14Q64wmNUu4cNFl418KGP4S_8XNJTMJWMAtOpdtBAtqQU_B0](https://public.flourish.studio/visualisation/2562261/?fbclid=IwAR2iAZWYIvm14Q64wmNUu4cNFl418KGP4S_8XNJTMJWMAtOpdtBAtqQU_B0)

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Display 3j. Concept Mapping and Timeline Tools (Bubbl.us, Cmap, Gliffy, Spicynodes, or Mindomo)
April 30, 2020
Display 3k. Virtualize Words Used Word Clouds
I included Weeks 4 blended learning discussions (and 7):
Week’s discussion questions, Word cloud, including link
Number of times top 20 words were used in discussion; and link to complete list Graphic of
how words link to each other; and link to interactive tool List of “salient points” taken from
the discussion. All are de-identified
https://spark.adobe.com/page/RaAjco1BIeL2k/

April 30, 2020
Display 3L. More Word Clouds (e.g., Tagzedo, Tagul, WordSift, Word It Out):
Week 2 and 5 (13 and 14)
https://www.wordclouds.com/

May 17, 2020
Display 3m.
Sketch Talks and Presentations
Silver Lining for Learning, Session with Paul Kim
Meenu M Pillai, Freelance Designer at Multiple Corporations
Mumbai, Maharashtra, India

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.

Do 4a. Case Decision Making
(e.g., snake bite)

Do 4b. Sample Student Work
 e.g., Interactive Archive/Gallery of best work
Do 4c. Podcast Shows
Teen’s Podcast explains COVID-19 to his peers
Janey Begley, USA Today, TC Palm

Do 4d. Demonstration Videos
Crane Makerspace, Tina Closser
https://www.youtube.com/channel/UCbeWfFd9g7pZ0JMBl9TBt5w?view_as=subscriber
https://sites.google.com/view/cranetech/home

Do 4e. Student Created Recap Videos
Piercarlo Abate: http://www.youtube.com/watch?v=_TURzHO0aU
Qi Li, Gangnam: http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be
Miguel Lara (Web 2.0 FREEDOM): http://www.youtube.com/watch?v=8cmCFWi9lW8
Kendal Rasnake (Is IT Right For You?): https://www.youtube.com/watch?v=MJ3GUDICIGw

Poll 10: How many ideas did you get from this talk?
1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.

Poll 11: Which pedagogical model or framework do you prefer?
- a. TEC-VARIETY
- b. R2D2
- c. Neither
- d. Both
- e. I will try to create some unique combo of the two.

Poll #12: Are you excited to try anything out that you heard today?
- a. Yes definitely...many of them...
- b. Yes, several of them.
- c. Yes maybe one!
- d. Not yet (but hopefully soon...)
- e. Nope. My brain is simply not working today.
- f. No...I am having Internet connection issues.
Poll #13: Does all this stuff that you heard give you a headache?

a. Yes, but I am still excited to try things out.
b. Yes, and I need some medicine and a break.
c. Not sure.
d. No, let's go all day.
e. No, let's go another hour.
f. No, it was just right.

Poll 14: Would you attend a Part 2 follow-up session?

a. Definitely, Definitely, Definitely...
b. Probably, Probably, Probably,
c. Maybe, Maybe, Maybe
d. You got to be kidding...NO!

Poll 15: As a result of this session, are you going to be a more effective and more confident online instructor?

a. Definitely, Definitely, Definitely...
b. Probably, Probably, Probably,
c. Maybe, Maybe, Maybe
d. You got to be kidding...NO!

The World is Open for you now...!

We are entering a jumping off point...

Any Questions or Comments?
Slides at: TrainingShare.com
Papers: PublicationShare.com
Free book: http://tec-variety.com/

Curtis J. Bonk, IST Professor
Indiana University
cjbonk@indiana.edu; http://curtbonk.com