

## Hyper-Engaging Strategies to Enhance, Extend, and Even Transform Your Teaching

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Wayne State University



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### Opening Activity #1:

Type Answer in the Chat Window: What is your favorite online learning activity...?



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### Opening Activity #2:

Type Answer in the Chat Window: What is your favorite type of learning technology today...?



3

### Opening Activity #3:

Type Answer in the Chat Window: What is the technology that you think will most impact learning 10 years from now...



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### Polling Question #4:

Are we in the midst of a:  
A. Learning Evolution or  
B. Learning Revolution...  
C. Neither



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### Poll #5: Have you reflected on your teaching philosophy or learning approach during the pandemic?

- Yes many times and I am dramatically changing my philosophy statement.
- Yes many times and I am taking action (meeting people, reading more, attending webinars like this, etc.).
- Yes, I thought about it a couple of times and I am tweaking it.
- Not sure. I'm kinda brain dead right now.
- No, my teaching philosophy is basically the same.



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**June 2, 2021**  
**A Pandemic Silver Lining?**  
**More People Are Talking About Teaching**  
 Beckie Supiano, The Chronicle of Higher Education

<https://www.chronicle.com/article/a-pandemic-silver-lining-more-people-are-talking-about-teaching>

A Pandemic Silver Lining? More People Are Talking About Teaching



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**June 30, 2021**  
**3 Strategies for Inclusive Pedagogy**  
 Jamie Landau, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2021/06/30/3-strategies-inclusive-pedagogy>



- **Classroom rotation.** Two students rotate stations while others remain, bringing diverse voices to the conversation and additional ideas from the new group.
- **Speed-dating.** Students sit in close proximity to dialogue face-to-face in pairs as if on a speed date, communicating impersonally with people with whom they usually do not talk, such as someone from a different race.
- **Tap recorder.** One student listens while the other talks and must paraphrase what they heard that other person says, ensuring traditionally dominant speakers do not take up as much airtime and marginalized voices are heard.
- **Fresh person sharing summary.** Students find someone in class whom they have not yet gotten to know and share what they learned from this fresh person, learning to value voices beyond their own and communicate impersonally with people with whom they usually do not talk, such as someone from a different race.
- **Conversation roles.** Students are assigned roles such as questioner or even a der... whose responsibility is to invite students to speak, allowing additional ideas to be conversation and ensuring traditionally dominant speakers do not take up as much... marginalized voices are heard.
- **Podcast.** Students are given a mediated public speaking platform to interview off... to value voices beyond their own and ensuring traditionally dominant speakers do... much airtime and marginalized voices are heard.

**3 Strategies for Inclusive Pedagogy**  
 Jamie Landau has found that communication and social justice perspective has made students... to embrace their voices.

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# PART 1

9

## The Creation of Effective Learning Environments

<http://study.com/academy/lesson/learning-environment-in-the-classroom-definition-impact-importance.html>



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**January 27, 2021**  
**Indiana University's Collaborative Theatre: Perspectives on Innovation in Classroom Design**  
 EDUCAUSE Review, Merve Basdogan, IU, UITIS

<https://er.educause.edu/blog/2021/1/indiana-universitys-collaborative-theatre-perspectives-on-innovation-in-classroom-design>



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## Mosaic Active Learning Classrooms ALC for Pre-service Teachers' CSCL



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**September 8, 2018**  
**Mosaic Classrooms: Learning Spaces**  
**Student Building 015**

<https://learningspaces.iu.edu/explore/rooms/SB015.html>



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**September 8, 2018**  
**Mosaic in the News**

<https://mosaic.iu.edu/about/news.html>



14

**March 2, 2018**  
**Learning is More Modifiable**  
**The Architecture of Ideal Learning Environments**  
**Emelina Minero, Edutopia**

<https://www.edutopia.org/article/architecture-ideal-learning-environments>



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**January 27, 2021**  
**Indiana University's Collaborative Theatre: Perspectives on Innovation in Classroom Design**  
**EDUCAUSE Review, Merve Basdogan, IU, UITS**

<https://er.educause.edu/blog/2021/1/indiana-universitys-collaborative-theatre-perspectives-on-innovation-in-classroom-design>



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**February 11, 2015**  
**Inside the schools that dare to break with traditional teaching**  
**The Guardian**

<http://www.theguardian.com/teacher-network/2015/feb/11/schools-students-traditional-teaching>



Ørestad Gymnasium (Copenhagen, Denmark), a school without classrooms, is designed to fit the ethos of 50% teacher-led learning and 50% independent student-centred learning.  
 Photograph: Mathias Eis Schultz

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**Learning Hub**  
**(the University of Adelaide)**



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## Learning Hub (the University of Adelaide)



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## January 20, 2022 Francis and Dionne Najafi 100 Million Learners Global Initiative.

Video (2:07):  
[https://vimeo.com/667987472?embeded-3&source=vimeo\\_logo&owner=13423234](https://vimeo.com/667987472?embeded-3&source=vimeo_logo&owner=13423234)  
<https://thunderbird.asu.edu/lifelong-learning/100-million-learners>



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## March 22, 2021 Famous Stanford coding course seeks to repeat success of novel model of online learning (10,000 students, 120 countries, 900 volunteer teachers)

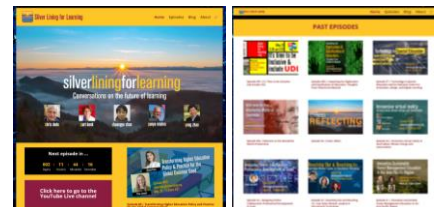
<https://news.stanford.edu/2021/03/22/famous-stanford-coding-course-free-online/>



21

## May 29, 2021 New Models of Education Emerging Silver Lining for Learning

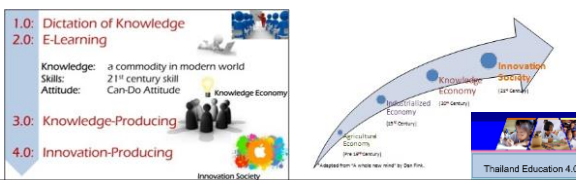
<https://silverliningforlearning.org/>



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## Now What is Education 4.0? "Innovation-producing education. Learn more in: Development of Individual Agency within a Collaborative, Creative Learning Community"

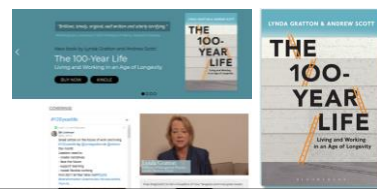
<http://www.igi-global.com/dictionary/education-40/41755>  
<https://thinc.in.th/engadmission/education4.html> (Chula Engineering)



23

## July 24, 2018 The 100-Year Life: Living and Working in an Age of Longevity Lynda Gratton and Andrew Scott

<https://www.amazon.com/100-Year-Life-Living-Working-Longevity/dp/1543624634>



24

**July 11, 2017**  
**The Rise of the Phigital Learner**  
 Going 'phigital'? 4 things schools need to know about Generation Z, Todd Kominak, TrustEd  
<http://trusteds12.com/phigital-digital-learning/>  
**May 15, 2017**  
 3 must know's about the rising "phigital" student-and why their impact is enormous, Maria Stansbury, eCampus News  
<https://www.ecampusnews.com/campus-administration/education/gen-z-what-student/>  
<https://www.ecampusnews.com/campus-administration/education/gen-z-what-student/>  
 Going 'phigital'? 4 things schools need to know about Generation Z  
 3 must know's about the rising "phigital" student-and why their impact is enormous  
 Why education must adapt now in order to accommodate to the growing student generation-and how?




25

**July 1, 2021**  
 Online or in-person? Gen Z and millennials find digital life more memorable, study shows  
 Kate Mabus, USA Today  
<https://www.usatoday.com/story/tech/2021/07/01/gen-z-millennials-digital-learning/7202000/>  
 Online or in-person? Gen Z and millennials find digital life more memorable, study shows  
 What happens when digital learning surpasses in-person learning?  
 Preparing for the 2021 fall semester will still be a challenge with such high levels of uncertainty—digital learning will be critical  
 If there is one thing the pandemic is teaching us, it's that deep human connections are essential for student and instructor wellbeing and for impactful education. **As we move into a hybrid future, technology should not (and cannot) replace human relationships and communications—it should enhance, enable, and enrich them.**



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**Clearly...**  
**Learning is Changing!**  
 How Online Learning is Changing Classroom Design



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**Education 20/20**  
 VISION 20/20  
 Fulfilling the Promise of Public Education



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**From Instructor as Credit Manager and Court Room Judge**



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**1. Instructor as Counselor**



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## 2. Instructor as Consultant



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## 3. Instructor as Conductor



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## 4. Instructor as Course Ambassador



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## 5. Instructor as Curator



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## 6. Instructor as Concierge



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## 7. Instructor as Camping Trip Guide



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## 8. Instructor as Cultivator



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## 20 New Roles of the Instructor



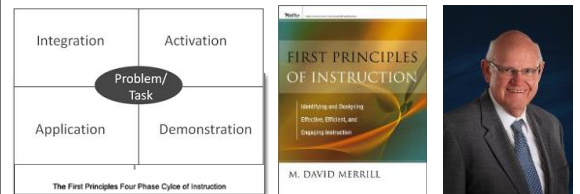
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## Merrill's First Principles of Teaching/Instruction

<http://travellinedman.blogspot.com/2011/05/books-first-principles-of-instruction.html>



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## Overcoming the Resistance Movement



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## 1. Incremental Change



42

## 2. Shared Success Stories and Best Practices



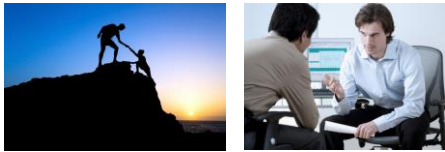
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## 3. Modeling



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## 4. Mentoring and Coaching



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## Bonk's Last Principles of Teaching/Instruction (Education 4.0?)

<http://travellinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html>  
<http://www.applcathai.com/articles/education-4-0/>



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## 1. The Principle of Flexibility

<http://travellinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html>



47

## 2. The Principle of Convenience

<http://travellinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html>



48



### 3. The Principle of Collegiality

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



49

### 4. The Principle of Cheerfulness and Optimism

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



50

### 5. The Principle of High Expectations

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



51

### 6. The Principle of Choice and Options

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



52

### 7. The Principle of Empowerment and Autonomy

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



53

### 8. The Principle of Support and Feedback

<http://travellinedman.blogspot.com/2011/05/books-last-principles-of-instruction.html>



54

## 9. The Principle of Spontaneity

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



55

## 10. The Principle of Organization

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 11. The Principle of Sharing

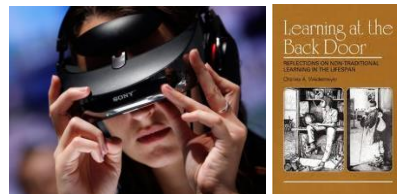
<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 12. The Principle of Nontraditional Learning

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 13. The Principle of Passion and Inspiration

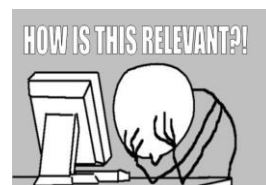
<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 14. The Principle of Relevance and Meaningfulness

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 15. The Principle of Trial and Error (i.e., it is ok to fail)

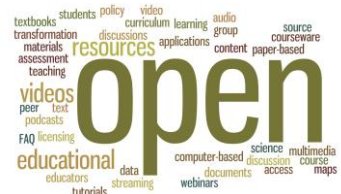
<http://travellinedman.blogspot.com/2011/05/banks-last-principles-of-instruction.html>



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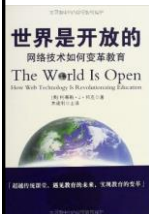
## 16. The Principle of Expanded Resources

<http://travellinedman.blogspot.com/2011/05/banks-last-principles-of-instruction.html>



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## The World is Open: How Web Technology Is Revolutionizing Education



### TEN OPENERS: (WE-ALL-LEARN)

1. Web Searching in the World of E-Books
2. E-Learning and Blended Learning
3. Availability of Open Source and Free Software
4. Leveraged Resources and OpenCourseWare
5. Learning Object Repositories and Portals
6. Learner Participation in Open Information Communities
7. Electronic Collaboration
8. Alternate Reality Learning
9. Real-Time Mobility and Portability
10. Networks of Personalized Learning



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## The World is very open! (South University of Science and Technology of China, Wednesday June 10, 2015)



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## The World is Wide Open! (South University of Science and Technology of China, Wednesday June 10, 2015)



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## 17. The Principle of Human Connectedness

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 18. The Principle of Cognitive Apprenticeship

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 19. The Principle of Purpose and Vision

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## 20. ??? (what is missing)

<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## Bonk's 20 "Last" Principles of Instruction (LAST = Learning Activation System Template)

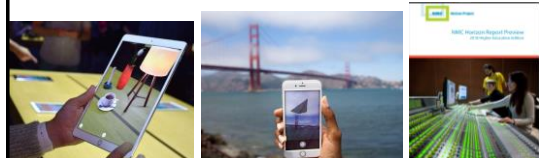
<http://travellinedman.blogspot.com/2011/05/bonke-last-principles-of-instruction.html>



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## Thirty Ways Learning is Changing...

(i.e., it's more informal, video-based, ubiquitous, collaborative, self-directed, global, mobile, open, massive, etc.)



ARKit lets you create immersive augmented reality experiences on iOS devices. (Photo: Apple)

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## Clearly... Learning is Changing!



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## Poll #6: Are you interested in Education 3.0?

A = Yes  
B = No  
C = Not sure



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## Poll #7: Is this an Evolution or Revolution?



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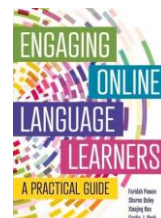
## June 17, 2021 Free Book: Hybrid-Flexible Course Design

<https://edtechbooks.org/hyflex>



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## January 2022 Learning is More Online...



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**Model I: TEC-VARIETY Model**

<http://tec-variety.com/>  
<http://tec-variety.com/TEC-VARIETY-Chinese.pdf>

在线学习动机与激励  
TEC-VARIETY 模型

What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Supports
3. Curiosity: Surprise, Intrigue, Unknowns
4. Variety: Novelty, Fun, Fantasy
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Investment
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

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**Make Commitments:**  
**Stop and Share in Chat Window:**  
 Which principle(s) of TEC-VARIETY will you use?

**Tone/Climate**  
**Encouragement, Feedback**  
**Curiosity**

**Variety**  
**Autonomy**  
**Relevance**  
**Interactive**  
**Engagement**  
**Tension**  
**Yields Products**

What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Supports
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8. Engagement: Effort, Involvement, Investment
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

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**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.

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**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)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.

82

**Model II: The R2D2 Model:**  
**Read, Reflect, Display, Do...**

Curtis J. Bonk | Ke Zhang

**Empowering Online Learning**

100+ Activities for Reading, Reflecting, Displaying & Doing

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**Read 1. Twitter Fed Class Discussions**  
 (e.g., BBC Learning English:  
<https://twitter.com/bbcle?lang=en> )

BBC LEARNING ENGLISH

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**July 26, 2021**  
**Almost 500 Days into His Run Streak, Eddie Gieda Shows Us**  
**Love Knows No Limits**  
**Tanya Russell, Runners World**  
<https://www.runnersworld.com/runners-stories/a36867448/eddie-gieda-run-streak/>

Almost 500 Days into His Run Streak, Eddie Gieda Shows Us Love Knows No Limits

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**April 11, 2020**  
**Learning is More Video-based...**  
**(e.g., Flipgrid)**  
 Ed Tech with Adam: <https://www.youtube.com/watch?v=hysvOPwqFs>  
<https://techcrunch.com/2018/06/18/cisco-acquires-social-learning-platform-flipgrid/>

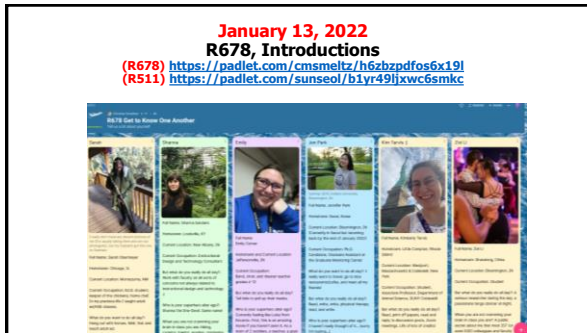
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**January 13, 2022**  
**R678, Introductions**  
<https://padlet.com/cmsmieltz/h6czpdxos6x19l>

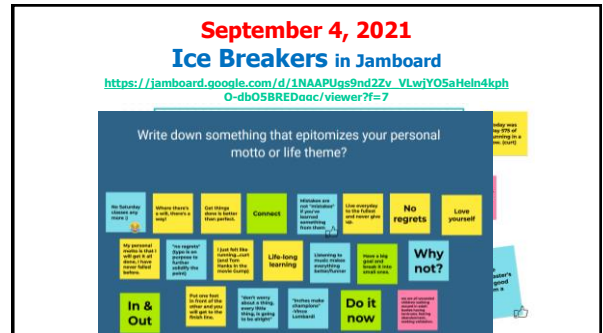
95

**January 15, 2022**  
**R511 Introductions**  
**(R511)** <https://padlet.com/sunseol/b1yr49ljxwc6smkc>

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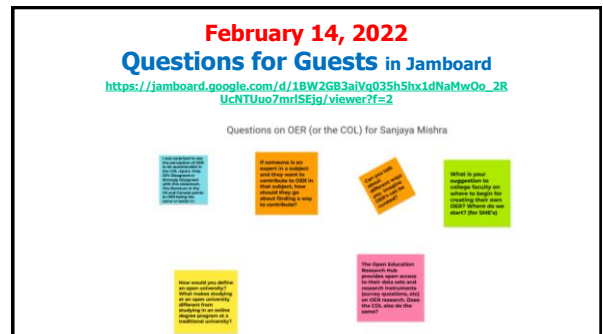
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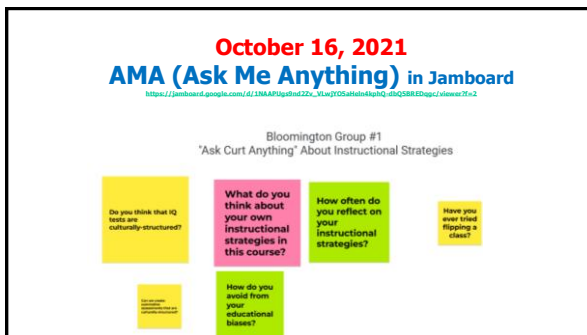
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**April 3, 2020**

Performances canceled, musicians find a way to lift every voice. From elementary school to large symphonies, Annie Aguiar; USA Today

<https://www.usatoday.com/story/news/nation/2020/04/03/coronavirus-canceled-performances-but-digital-shows-are-giving-musicians-a-way-to-lift-every-voice/5201647002/>

Video (44 Seconds): <http://curtbonk.com/corona2.html>

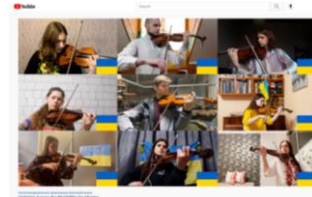


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**March 8, 2022**

Violinists Across the World Play for Ukraine

<https://www.youtube.com/watch?v=mQ5tE0-x6dQ>  
Ukrainian violinists are joined in harmony by top violinists across the world. 94 violinists. 29 countries.



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**March 11, 2022**

NEW TO YOUTUBE | Violinists from 29 Countries Virtually

Perform for Ukraine, The Violin Channel

<https://theviolinchannel.com/violinists-from-29-countries-play-in-virtual-performance-for-ukraine/>  
Organized by British violinist Karenna Pearson, 94 violinists, including nine musicians living in Ukraine during the Russian invasion, came together in a digital performance



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**March 11, 2022**

Museum Computer Network Inc. (MCN)

<https://mcn.edu/a-guide-to-virtual-museum-resources/>



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**February 27, 2020**

Game Show Style Presentations

Susie Gronseth, University of Houston

[https://www.youtube.com/watch?v=ZFxiVA6z\\_no&feature=youtu.be](https://www.youtube.com/watch?v=ZFxiVA6z_no&feature=youtu.be)

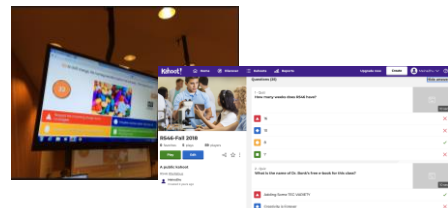


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**Fall 2018 R546**

Kahoot!

<https://getkahoot.com/>



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**August 28, 2021**  
R546 in Kahoot



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**October 26, 2021**  
**just the punctuation**  
<http://just-the-punctuation.glitch.me/>



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### Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

- What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
- Write short and long terms goals down on goal cards and post to discussion forum.
- Write 4-5 expectations for this session.
- Expectations Flip Chart (or online forum):
- Debrief.



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### Online Café Question Exchange

- Have students leave you or their classmates questions online.
- Answer as many as you can.
- Peer to peer café for exchanging resources and sharing information.



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### Nominate Quotes (e.g., Shakespeare)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.



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### One Visual Exercises

- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.



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## 99 Second Quotes and Set Time Presentations

(L = Cost, M = Risk, M = 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
- Options
  - Discussion wrapped around each quote
  - Link or debate quotes online



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## Structured Controversy Task



- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
  - Online Option: hold multiple forums online and require to comment on other ones.

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## CREATIVE THINKING



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## April 11, 2021 Brainstorming in Jamboard Innovative Education

<https://jamboard.google.com/>



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## August 27, 2021 Brainstorming in Padlet What is Technology Integration?

<https://padlet.com/basdogan2/ywl19ct98styo1bw>



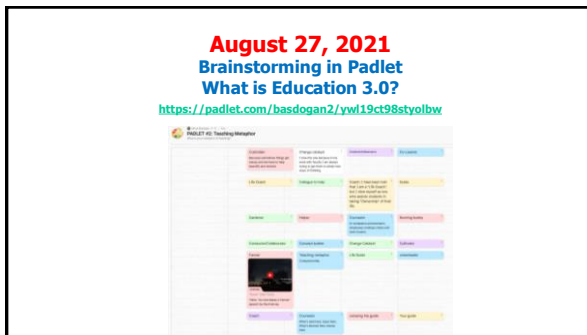
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## August 27, 2021 Brainstorming in Padlet What is Education 3.0?

<https://padlet.com/basdogan2/ywl19ct98styo1bw>



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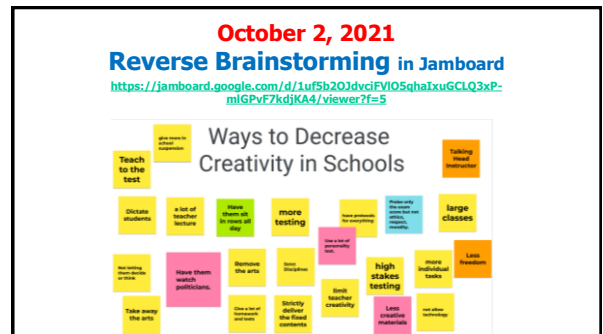
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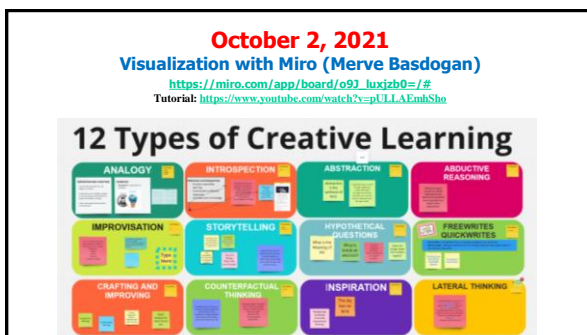
122



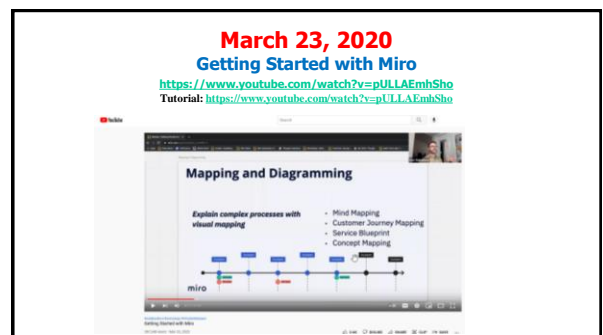
123



124



125



126

**Poll: 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.
7. More than 10.



127

**February 27, 2022**

**Discussion Recap in Mindmeister**

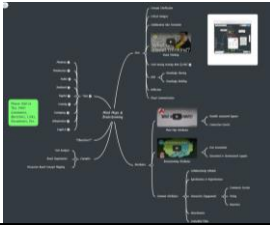
<https://www.mindmeister.com/map/2198250344?i=ZX2d0zv6qQ>



128

**March 28, 2022**  
**Mindmeister**

<https://www.mindmeister.com/map/2232741968?i=3Js5754dkY>

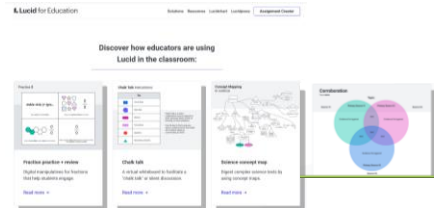


129

**June 21, 2020**

**Display 3i. Lucid for Education**

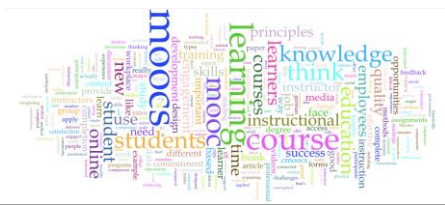
<https://lucidforeducation.com/mini-lessons>



130

**April 30, 2020**

**Display. More Word Clouds (e.g., Taggedo, Tagul, WordSift, Word It Out):**  
<https://www.wordclouds.com/>



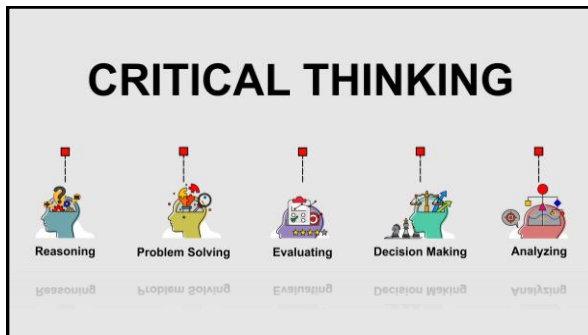
131

**Online Book Reviews**

- Have students read different books online and post reviews on forum or to Amazon or send to the author.
- Give each other feedback.



132



133

**September 4, 2021**  
**Pros and Cons in Jamboard**

[https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB\\_cW-LieoEUzMDDFi88eP00/viewer?f=15](https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB_cW-LieoEUzMDDFi88eP00/viewer?f=15)

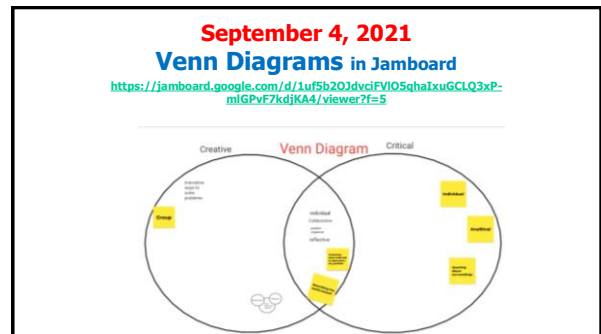
ii. Con: PBL gives too much focus on learners and not enough on teachers.

134

**September 4, 2021**  
**Value Lines in Jamboard**

[https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB\\_cW-LieoEUzMDDFi88eP00/viewer?f=5](https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB_cW-LieoEUzMDDFi88eP00/viewer?f=5)

135



136

**September 4, 2021**  
**K-W-L in Jamboard**

<https://jamboard.google.com/d/1uf5b20JdvcjFVIO5qhaIxuGCLQ3xP-mIGPvF7kdjKA4/viewer?f=3>

K-W-H-L-K-W-L (What did you know?, What do you want to know?, What did you learn?)

137

**September 4, 2021**  
**K-W-L in Jamboard**

[https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB\\_cW-LieoEUzMDDFi88eP00/viewer?f=4](https://jamboard.google.com/d/1Kj1vX4iXa2RgES0H58laB_cW-LieoEUzMDDFi88eP00/viewer?f=4)

#6. What do you still want to know about them?

138



September 4, 2021

**PMI in Jamboard**

[https://jamboard.google.com/d/1Kj1vX4iXa2RqES0H58laB\\_cW-LieoEUzMDDFj88eP0D/viewer?f=4](https://jamboard.google.com/d/1Kj1vX4iXa2RqES0H58laB_cW-LieoEUzMDDFj88eP0D/viewer?f=4)

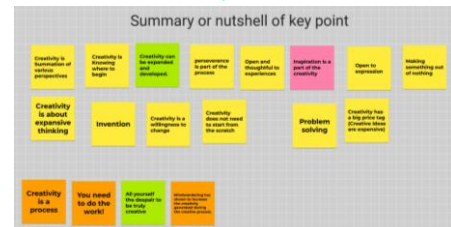


139

October 2, 2021

**Summary or Recaps in Jamboard**

<https://jamboard.google.com/d/1uf5b20JdvcFVl0SghaIxuGCLQ3xP-mIGPrF7kdjKA4/viewer?f=5>



140

**Big Issue Reflections or Big Questions Online (BQO)**

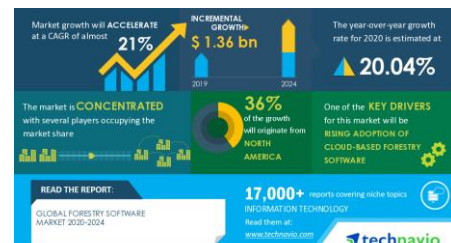
**Forestry & Society**  
**Forests of the U.S.—Questions**

- What are some major species of eastern forests? Describe them.
- What are some major species of western forests? Describe them. What are some major species of southeastern forests? Describe them. Compare the biodiversity of temperate forests with tropical and boreal forests.
- Describe the ownership patterns of forestland in the US. What were the major laws that determined US forest land policy? What did they do for US forest policy?

**Probable Questions**

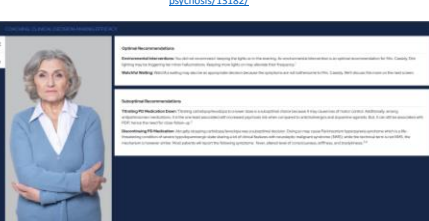
- Discuss types of forests in Bangladesh. What are their issues of concern?
- What are the main objectives of the National Forestry Policy 1994? Discuss
- For conservation of the forests and wildlife, the Government of Bangladesh has declared some areas as "Protected Areas". What are they?
- What are the challenges of conservation of forests? Discuss

141

**Interpreting Interactive Graphs and Infographics**

142

December 30, 2021

**Simulation from Kira King**  
**healthcare providers on Parkinson Disease Psychosis**


143

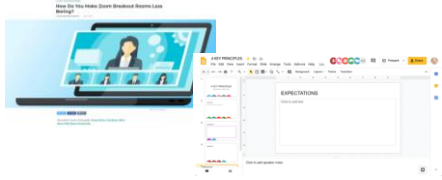
**COLLABORATION**

144

**September 24, 2020**  
**Breakout Rooms**

How Do You Make Zoom Breakout Rooms Less Boring?, Expectations, Share a link, Introductions  
**Bonni Stachowiak (Columnist)**, Ed Surge

<https://www.edsurge.com/news/2020-09-24-how-do-you-make-zoom-breakout-rooms-less-boring>



145

**February 7, 2022**  
**Reflection Team Activities in Jamboard**

<https://jamboard.google.com/d/1XkXikFNUCJBvVg7qYhd6N73NZQ8cV60Fc8KgeY7TneU/viewer?l=6>



146

**February 7, 2022**  
**Team Article Summaries in Jamboard**

<https://jamboard.google.com/d/1XkXikFNUCJBvVg7qYhd6N73NZQ8cV60Fc8KgeY7TneU/viewer?l=6>

Week Article #6 Themes and Questions



147

**June 27, 2020**

**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/L6tUOMXnXU7>



148

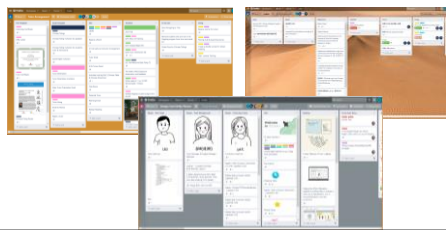
**September 26, 2021**

Belle Li, Trello

<https://trello.com/b/xm0LOgIX/paper> (Paper)

<https://trello.com/b/1MSypITz/tutor-arrangement> (Tutor arrangement)

<https://trello.com/b/1HnB7VFF/design-team-daily-planner> (Design-team planner)



149

**July 9, 2020**

**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/> (Univ. of Minnesota)



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### Online Role Play or Debate (e.g., documentary production)



157

### Online Role Play Personalities

- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Perform within roles—try to refer to different personalities



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### Reflect 2c. Continued... Online Role Play or Debate (e.g., documentary production)

<ul style="list-style-type: none"> <li>• Controller/Executive</li> <li>• Director/CEO/Leader</li> <li>• Connector/Relator/Liaison/Synthesizer</li> <li>• Decider/Judge/Settler</li> <li>• Devil's Advocate/Critic/Conciliator</li> <li>• Reflector/Thinker/Speculator/Observer/Watcher</li> <li>• Warrior/Debater/Aggressor/Conqueror/Blowhard</li> <li>• Idea</li> <li>• Speculator/Blender/Preconceiver</li> <li>• Shaker/Thorough Ship Starter/Dile</li> </ul>	<ul style="list-style-type: none"> <li>• Artist/Idea</li> <li>• Person/Visionary/Muse</li> <li>• Planner/Predictor/Guest/Follower</li> <li>• Organizer/Starter/Founder/Initiator</li> <li>• Questioner/Proponent/Protestor</li> <li>• Adversary/Disseminator/Explainer/Twister</li> <li>• Mediator/Negotiator/Compromiser</li> <li>• Watchdog/Evaluator/Measure</li> <li>• Creative</li> <li>• Energy/Inventor/Generator/Brainstormer</li> </ul>	<ul style="list-style-type: none"> <li>• Optimist/Open-minded/Mentor</li> <li>• Robotic/Information</li> <li>• Danger/Speed-like</li> <li>• Absent</li> <li>• Mashed/Stomper/Dense/Amateur</li> <li>• Coach/Facilitator/Inspiration/Tri-amer</li> <li>• Guide/Mentor/Teacher/Scaffold</li> <li>• Humanitarian/Do Gooder/Peacemaker</li> <li>• Fantasy/Humorous/Creative/Witty</li> <li>• Advice/Responder/Helper/Trainer</li> <li>• Worldly/Whisperer/Sage/Guru/Spiritual Leader</li> </ul>
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Example 2: Scaffolding...in the form of structuring the online environment and engagement e.g. reflective roles, self-coding, timely-engagement of instructors or otherwise you have "serial monologues."

159

### Critical Friend, Think-Pair-Share, or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
  - Students reflect or write on it.
  - Then they share views with assigned partner and share with class.
- Online Option: assign email pals, Web buddies, or critical friends.

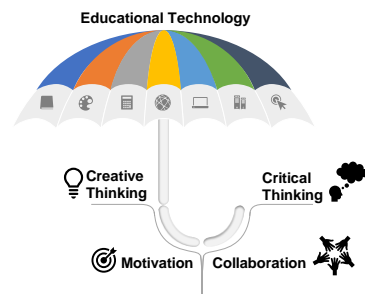


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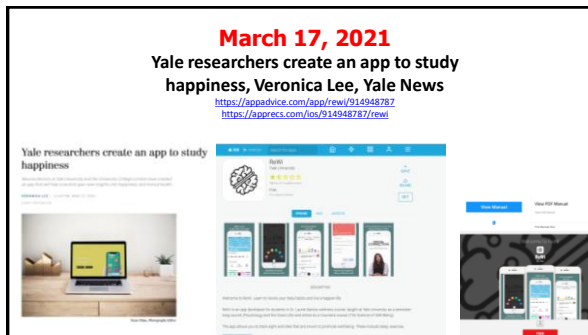
### Problem-based learning

- Solving learning design problems
- Collaboratively work in a group

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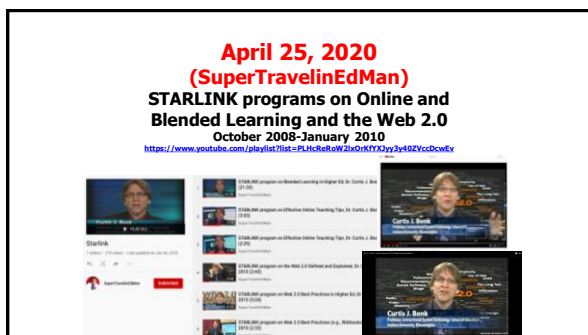
164



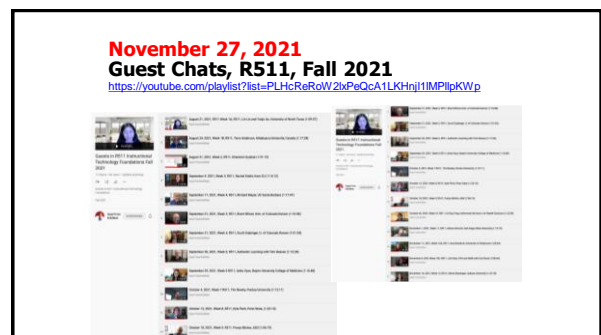
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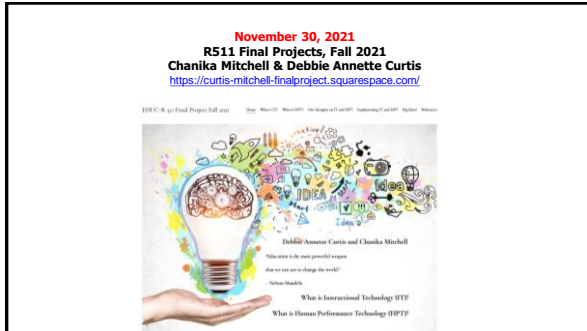


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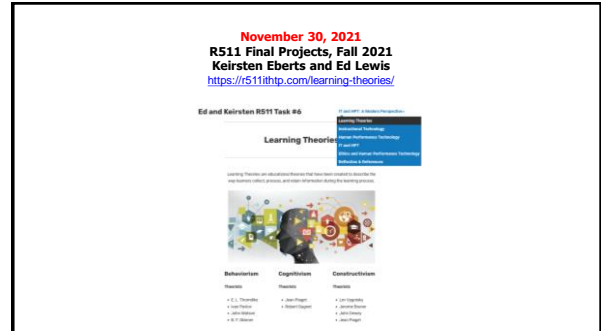


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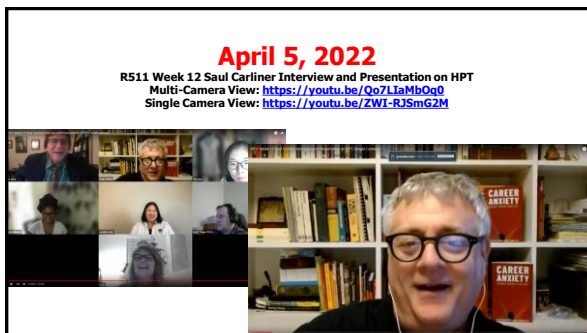
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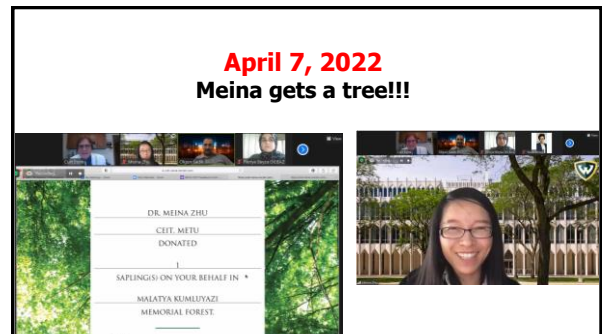
175



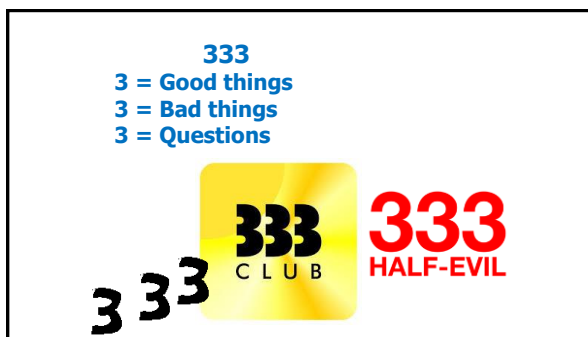
176



177



178



179



180

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

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



181

**Poll. How many ideas did you get from this talk?**

- 0 if I am lucky.
- Just 1.
- 2, yes, 2...just 2!
- Do I hear 3? 3!!!!
- 4-5.
- 5-10.
- More than 10.



182

**Chat Window Sharing:  
Three Words from this Session...?**  
e.g., "I am happy!" and...  
"minions are happy!"



183

**PART 3**

184

**Transformative Teaching Around the World:**  
*Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy*  
Curtis J. Bonk and Meina Zhu, USA



185

**Transformative Teaching Around the World:**  
*Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy*  
**2017 Fulbright Scholars**



186

### Foreword: The Power of Story *Gerardo Gonzalez, USA*



187

### Preface: Before Making Impact *Curtis J. Bonk and Meina Zhu, USA*



188

### Intentions for the Book

The book chapters **will inspire others to action**; from the preservice teacher in his first education class or the **first-year induction teachers** struggling with the countless unanticipated demands to the **mid-career educators** wondering what to do with the rest of their lives or those wanting to make an impact when nearing **the end of their professional careers**.

189

### Goals of Book

1. Help the reader appreciate the **range of ways to impact learning** in the 21<sup>st</sup> century;
2. **Reflect** on the ways an educational idea might be **implemented in different regions or countries** of the world;
3. Better **grasp of the local and global impact of new ideas, methods, and approaches** in education;
4. **Highlight pressing issues and controversies** where there presently is passionate debate;

190

### Goals of Book

5. **Gain insights into ways teachers are adopting and transforming various instructional strategies and ideas to their local context**;
6. **Appreciate teacher and student inspiration** in regards to the implementation of innovative instructional ideas;
7. **Grasp how teachers proactively react to challenging educational issues and problems**;
8. **Emotionally connect to the stories, experiences, pilot testing situations, etc., of educators attempting a creative or novel approach to instruction**;
9. **Integrate various educational reform efforts**.

191

### The audience for the book

1. This book will be of value to **preservice teachers as well as newly minted in-service teachers** who are searching for inspiration, ideas, and innovative pedagogy.
2. In effect, the audience could be **anyone who stumbles upon the book and opens it. Deans of teacher education or colleges of education** might use the **book at faculty retreats**. Educators might also use the book in special topic courses and seminars.
3. We are also hopeful that this book appeals to **higher education administrators struggling with how to inspire innovative educational models** or higher standards of achievement.

192

## Preface: Before Making Impact

1. **Dozens of stories of the change process in education.**
2. Educational transformation toward more active and engaging learning that is occurring across the globe.
3. Stories from outstanding teachers in **22 countries.**
4. **Educators' struggles and successes.**
5. Award-winning Fulbright teachers in the DAT program.

193

## Time for Making Impact

1. Learning Transformations
2. Finding Education 4.0
3. Finding the Holy Grail
4. Finding the Principles
5. Finding the Entry Ramp

194

## Section #1: Personal Transformations



195

## Professional Growth and Cross-Cultural Exchange: A Glimpse into a Fulbright Program's Life-Long Impact on Global Educators

**Jacob Butler, USA**



196

Education found me; energy kept me:  
Thoughts on power, sharing, and service  
**Alba Rosario Marrón Canseco, Mexico**



197

**The World of Endless Possibilities- The Educator in Me**  
**Keitumetse Thobani, Botswana**



198



**Questions that Matter – An Epistle to the Learner**  
**Pratiksha Chopra, India**



199

**Sun on the Snow: Ad Meliora - Toward Better Things**  
**Remya Parameswar Iyer, India**



200

**Section #2. Innovative Education**



201

**"You can't use up creativity:**

*The more you use, the more you have": The story of Chris Gadbury*  
**Shengnan (Penny) Ma, Thailand, HK, and China**



202

**"You Can't Use Up Creativity—The More You Use, the More You Have": The Story of Chris Gadbury**

**Shengnan (Penny) Ma**

- Chris Gadbury is Primary Years Programme (PYP) Art Teacher in Hong Kong, China with 16 years of teaching experience.
- View our limitations as creative opportunities.
- Think of the funniest, most playful, more provocative possible ways of learning something and then use sharing platforms to get feedback and improve our teaching and learning.



203

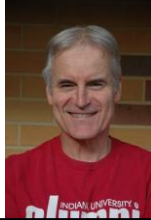
**Community health and environment:**  
**A learning project from India**  
**Narayani Singh, India**



204

**Metacognitive experiences on an urban concept farm:**  
Local, project-based learning in science and sustainable agriculture

***Simon McMillan, New Zealand***



205

**Empowering teachers to become transformational leaders  
through reflective conversations:**

A school-based inquiry and a professional development project

***Mohana Ratnam, Singapore***



206

**"Poipoia te kakano kia puawai" (Nuture the seed and it will blossom):**  
Affective spaces in education-- prison, and beyond

***Lynnette Brice, New Zealand***



207

### **Section #3. Teaching with Technology**



208

**Fostering student motivation and engagement through the  
Relevant, Appealing and Personal (RAP) pedagogical guideline:**  
Tech stories from Singapore

***Muhammad Nazir Amir, Singapore***



209

**Sparkling inspiration through motivation and  
technology integration**

***Yassine Abdellaoui, Morocco***



210

### Interactive writing instruction in Zoom

*Yan/Shyvia (Elaine) Zhang, China*



211

### Interactive Writing Instruction in Zoom

Yan Zhang

- Effective group peer review can be achieved by developing detailed peer-review tasks, scoring criteria, group discussions, and teacher feedback to peer-review tasks
- The choice of the group leader is critical.



212

### Interactive Writing Instruction in Zoom

Yan Zhang

- The teacher's role is to assist and scaffold while students take more control over the writing and feedback processes.
- Provide training to peer review
- Technology play an important role—Zoom & QQ



213

### It's all about the experience: Technology enhanced designs to generate value

*Maria Solomou, Cyprus*



214

### Section #4: Pandemic Practices



215

### Chicken or Egg? Achieving the right balance between technology and pedagogy in online learning

*Edwin Chew, Singapore*



216

**Actively engaging students in India during COVID-19:  
A former Fulbrighter finds hope**  
*Rathnakaran Kozhukkunnon Othayoth, India*



217

**Online Education in a Korean Elementary School During COVID-19:  
Focusing on My Experience using Blended Learning**  
*Jeong-Ae Lee, Korea*



218

**Section #5: English Education and Collaboration**



219

**English education enabled by technology:  
Story from an Online Teacher for an Under-Sourced Village  
School in China**  
*Chaoran Wang, China*



220

**June 18, 2021**

**Learning is More Synchronous**

I am writing to send a screenshot of the synchronous hybrid English class for rural Chinese students. I also have a short video clip (though not in high quality), if you are interested.



221

**Highlighting collaborative learning in language classroom:  
A story from Thailand**  
*Apapan Sailabada, Thailand*



222

**Live classes of lives:**

English reading to ponder life, social phenomena, the fate of the world

*Xiaoxiu (Anne) Wang, China*



223

**Live Classes of Lives: English Reading to Ponder Life, Social Phenomena, and the Fate of the World**

**Xiaoxiu (Anne) Wang**



- Take advantages of online teaching
- Materials must be selected and arranged.
- Reading tasks must be made available for students of different levels and abilities.

224

**Transformative Learning?**  
Yes, Possibly in a Flipped Classroom

*Hyun-Ju Kim, Korea*



225

**Section #6: Active Learning Strategies**



226

**Why weren't we taught like this?:**  
Introducing Creative Strategies to Indian Teachers

*Marina Basu, India*



227

**Hooking students into science with engaging activities**  
*Sutapa Mukund, New Zealand*



228



**Pedagogical innovations from Finland:  
Using positive phenomena for powerful learning**

**Tarja Mykrä, Finland**



229

**December 2, 2021  
Learning is More Immediate...  
Science in the News**

**New dinosaur species from Chile had a unique slashing tail, scientists say**  
NBC News, Science News  
<https://www.nbcnews.com/science/news/new-dinosaur-species-chile-unique-slashing-tail-scientists-say-rcna7647>



230

**Section #7: Global Education**



TEACHER'S GUIDE TO ONLINE COLLABORATION & GLOBAL PROJECTS

231

**Distant Horizon, Close Friendship:  
Learning through Cross-Cultural Projects and Exchanges**

**Sandy Tsai, Taiwan**



232

**Learning through student exchange projects**

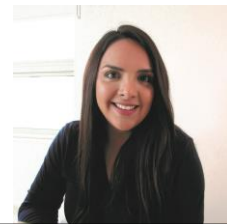
**Taru Pohtola, Finland**



233

**From Moment to Momentum:  
Technology Expanded Classrooms from Mexico to France and Back**

**Diana Gabriela Zamudio Troncoso, Mexico**



234

## Section #8: Overcoming Challenges



235

## Cancer, Covid-19, and the Cultural Impact of Technology in the Classroom

**Rhuperdia Crowe-Clay, USA**



236

## Equitable learning in inequitable classrooms: Cases of teacher design thinking in rural schools in Bhutan and Papua New Guinea

**Khendum Gyabak, Bhutan and PNG**



237

## The Story Behind Jacky's Cell Phone: Bring the Invisible Forward

**Natalia Ramirez Casavolone, Costa Rica**



238

## The story of keeping education wheels turning: Motivation and collaboration when Teaching in a post-war context

**Simon Pierre Munyaneza, Rwanda**



239

## Augmenting curriculum in a war-torn country: Augmented reality online teaching

**Ebrahim Bamanger, Yemen**



240

### Augmenting Curriculum in a War-Torn Country: Augmented Reality in Online Teaching

Ebrahim Bamanger

- Using a free AR application, students can easily download it into their cell phones and follow the developed curriculum
- Use Zoom for teacher tRaining
- Technology can bridge the education gap.



241

### After Making Impact

*Meina Zhu and Curtis J. Bonk, USA*



242

### After Making Impact

1. Pondering Questions
2. Responding to Challenges
3. Lasting Impact

243

### Afterword: The Power of Planning

*Anastasia Morrone, USA*



244

### Is this an Evolution or Revolution?



245

### Chat Window Sharing: Three Words from this Session...?

e.g., "I am happy!" and...  
"minions are happy!"



246

## Transformative Teaching Around the World



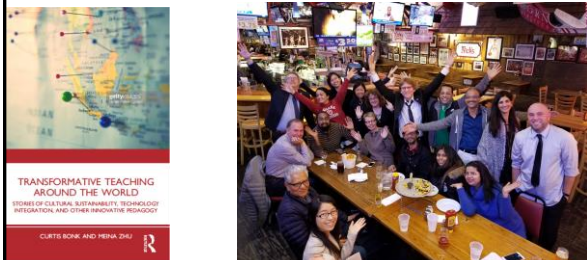
247

## Transformative Teaching Around the World



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## Transformative Teaching Around the World



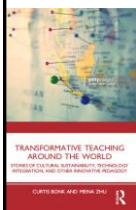
249

## Any Questions or Comments?



250

## Any Questions or Comments?



Curtis Bonk: [cjbonk@Indiana.edu](mailto:cjbonk@Indiana.edu)

Meina Zhu: [meinazhu@wayne.edu](mailto:meinazhu@wayne.edu)

<http://www.trainingshare.com>

(go to "Archived Talks")

Free book: <http://tec-variety.com/>

251