Let's Think Outside the Box!
(For 99 Seconds—what technologies that you might not think about using for learning, might students today prefer to use?)

Poll #1: How many ideas did you write down?

a. None—my brain malfunctioned.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5
e. 6-10
f. Higher than I can count!

Technology of the 1980s

Constantly hit on the head about integrating technology...
21st Century Technology: Podcasts and Wikis and Blogs, Oh My!!!

Poll #2: Bonk’s Web Addiction Questionnaire
1. Who has 2 or more cell phones with Internet access?
2. Who has 2 or more laptop computers with wireless connections?
3. Who is on email in the morning? At noon? Who does it at night?
4. Who suffers from nervous tension when you cannot get on email?
5. Who is on the Web right now?
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)

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

Ok, Million Dollar Question: How do you motivate online learners?

1. Tone/Climate: A. Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

2. Encouragement, Feedback, etc.:
A. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)
3. Curiosity, Fun:
A. Virtual Field Trips

With virtual field trips, students can have a personal tour of Hawaii's Volcanoes National Park.

3. Curiosity, Fun:
B. Exploration and Demonstration:
Virtual Tours and Timelines (HyperHistory)
http://simile.mit.edu/timeline/

4. Variety, Novelty:
A. Video Streamed Lectures & Expert Commenting

5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)
The Electronic Library, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)

5. Autonomy, Choice:
B. Online Portal Explorations

5. Autonomy, Choice:
C. Volunteer Technology Demos (Bonk, 1997)
- 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
6. Relevance, Meaningfulness:
   A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch

7. Interactive, Collaborative:
   A. Online Language Learning
      (Mixter, Livemocha, Friends Abroad)

B. Peer Mentoring Sessions
   (Bonk, 1996)
   1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
   2. Have a couple of mentoring sessions in class.
   3. Debrief on how it went.

7. Interactive, Collaborative:
   C. Electronic Guests & Mentoring
      (Simon Fraser University News: http://www.sfu.ca/news/releases/2001/sep/10guest.html)

D. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)
   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.

F. 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)

G. Press Conference: Have a series of press conferences at the end of small group projects; one for each group

H. Symposia of Experts

I. Structured Controversy
8. Engagement, Effort:
A. 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. (Edmonton) Friday, February 9, 2007, CBC News

CBC NEWS

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, Goals:
A. Produce a Podcast
JapanesePod, Arabic online, etc.
10. Yields Products, Goals: C. Student Podcast (in schools—kids have power!)

"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."

"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)

99 seconds: What have you learned so far?
- Solid and Fuzzy in groups of two to four

Part IV. 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

Poll 3: Which learning style do you prefer?
- Read (Auditory and Verbal Learners)
- Reflect (Reflective Learners)
- Display (Visual Learners)
- Do (Tactile, Kinesthetic, Exploratory Learners)

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

1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).
2. Auditory learners prefer to hearing directions, lectures, or verbal information.
3. Reading and writing learners prefer text passages, words, and written explanations.
4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.

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.

Index of Learning Styles Questionnaire
Barbara A. Solomon, North Carolina State Univ
http://www.engr.ncsu.edu/learningstyles/ilosweb.html

6. If I were a teacher, I would rather teach a course
   (a) that dealt with facts and real-life situations
   (b) that dealt with ideas and theories

7. I prefer to get new information
   (a) in pictures, diagrams, graphs, or maps
   (b) written directions or verbal directions

Dean of IU School of Education
The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

R2D2 Book Project

Empowering Online Learning

100+ Activities for Reading, Reflecting, Displaying & Doing

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

Read 1a. Course Announcements
(e.g., Teaching with Twitter, USA Today, July 21, 2008)

Read 1b. Podcasts for Peace
(Jeff Lebow, World Bridges and EdTechTalk)

Read 1c. Podcast for Language Learning
(ChineasePod—learn Mandarin)
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

Reflect 2a. ORL or Library Day

(L = Cost, M = Risk, M/H = Time)

(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.
Reflect 2b. Reflection Papers: Individual Reflections or Super Summaries of what learned in the course (3-4 page)
- Learning journeys/Super Summaries:
  - Have students reflect on their learning journeys in a course.
  - Have them reflect and compare the concepts that they have learned to others.
  - Perhaps compare to sample papers from previous semesters.

Reflect 2c. Paired Weblog Critiques

Reflect 2d. Six Hats (Role Play):
(from De Bono, 1985; adapted for online learning by Karen Beller, 2001, Ed Media)
- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization

Reflect 2e. Partner & Team Blogs
(especially 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

Bloggers Questions
1. Who has a blog?
2. Who regularly reads other people’s blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?

Reflect 2f. Personal Learner Weblog
(Bork, 2007; Mei-Ya Liang, 2007)
1. Create personal learner blogs.
2. Note online learning materials found or read (e.g., online news sites, Web search engines, online dictionaries, etc.)
3. Outline of key points of readings.
4. Write reflections on news stories.
5. Record results of group activities in news sites and text chat rooms.
6. Provide peer comments on blogs.
Reflect 2g. Reuse Blog, Chat Transcripts, Presentations

Reflect 2h. Blogs with Critical Friends (e.g., http://travelinedman.blogspot.com/)

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

Half-Way...Brief Intermission Please Share Best Idea so far with neighbor

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

Display 3a. Pubcasts! (videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee http://www.sciwee.by
Display 3b. Online Historical Document (e.g., Turning The Pages, British Library)

Display 3c. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

Display 3d. Visual Resources (e.g., Periodic Table of Visualization: Visual Thesaurus http://www.visualthesaurus.com/; http://www.visualliteracy.org/periodic_table/periodic_table.html)

Display 3e. Adventure Blogging (Ben Saunders, Mark Fennell, Andrew Revkin)

Display 3f. Online Video (e.g., geography classes; YouTube, TeacherTube, CurrentTV)


Display 3g. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)

- 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.
Display 3h. Electronic Cameras and Maps (e.g., Google Earth/Maps)

Display 3i. Online Timelines (US Presidents)

Display 3j. Vodcast for Medical Training
(e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training."

Display 3k. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind)

Display 3l. Expert Mentoring E-Art & E-Design
(COFA Online, Omnium Project, Creative Waves—online graphics and photomedia project)

Display 3m. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, Univ of Virginia, June 11, 2007)
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. Wikibooks: Cross-Institional Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT) and POLT)

Web 2.0 and Emerging Learning Technologies

From Web 2.0, the open collaborative classroom

Do 4b. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

Do 4c. Virtual Worlds (limited programming skill; e.g., Google Lively)

Do 4d. Virtual Worlds/Virtual Reality/MMOG

Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nesson)
Chronicle of Higher Ed (open to the public)
Do 4e. Mobile Learning and Social Networking (e.g., Mixi, Yayoi Anzai, Professor Japan)

Do 4f. 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.

Do 4g. Syllabus, Glossary, etc. in wiki: Students sign up for tasks (Ron Owston, York University)

Do 4h. Virtual Crime Scene: Explore Murder Evidence (Arjuna Multimedia, Bloomington, IN)

Do 4i. Online Warm-ups Activities Just-In-Time-Teaching (JiTT) http://webphysics.iupui.edu/jitt/jitt.html

Do 4j. Educational Simulations (e.g., Medical Traumas from TD Magazine, August 2006; Intel IT Manager Game, peacekeeping simulations)
Next up: The MATRIX
- Mobile
- Auditory
- Thought-stimulating
- Reflective/Real-World
- vISually Interactive
- eXtremely Hands-on

Time for Convergence!!!
(activities that do not fit neatly)

Combining Web 2.0 and Other Online Technology Trends
(Twelve Examples)

1. Flat Schools and Flat Classroom Projects!!!

2. Michelle Selinger, ALT-C Keynote, September 2007, Univ of Nottingham

3. Breeze in Higher Education

4. YouTube Research Group in Facebook
11. Serious Games Blog with video of Wikipedia and Mahalo Founders and Google scanning people in background

12. You Ustreamed my Ustream: Now that's a Twitter of an Idea

It is both Nature AND Nurture as well as PEOPLE!!! Technology is just part of the Equation

Technology

Pedagogy

People

Society, Culture, etc.

Poll #4: How many ideas did you get from today?

a. None—you are an idiot.
b. 1 (and it is a lonely #).
c. 2 (it can be as bad as one).
d. 3-5

e. 6-10

f. Higher than I can count!

Try the R2D2 Method!!!
Try TEC-VARIETY!!!

Stand and Share Ideas

Will Work:  

Might Work:  

No Way:  

Sample papers at: http://www.publicationshare.com/  
Archived talks at: http://www.trainingshare.com/