A Four-Part Masterclass of Video-Rich, Motivational, Personalized, Blended, and Interactive and Engaging Learning

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New technologies hit us everyday!

July 21, 2010
Status update: Facebook logs 500 million members, USA TODAY, Kristin McGrath

August 2, 2010
IPad, other high-tech gadget trends differ by region, USA Today, David Lieberman

Here Comes Tomorrow...?

New York Mayor Michael Bloomberg works on his iPad while waiting for a subway on July 14.
Poll #1: Who is sometimes frustrated by many changes???

Masterclass Part 1: The Rise of Shared Online Video, the Fall of Traditional Learning

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CLO Mag, September 2010
Cushing Andersen, IDC

FIGURE 1

Rate Your Company Outsourced Any Part of Its Training Function?

![Chart showing rate of outsourcing training function]

Source: Chief Learning Officer Intelligence Report, 2010

CLO Mag, September 2010
Cushing Andersen, IDC

FIGURE 3

Spending Plans for Next Year

- Spending will increase: 33%
- Spending will stay the same: 44%
- Spending will decrease: 23%

Source: Chief Learning Officer Intelligence Report, 2010

CLO Mag, September 2010
Cushing Andersen, IDC

FIGURE 5

Level of Satisfaction With Providers

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>2008</td>
<td>15%</td>
<td>25%</td>
<td>35%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>2009</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>2010</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Source: Chief Learning Officer Intelligence Report, 2010

The Age of Shared Online Video

YouTube logo and various video thumbnails
Elliott Masie, Learning Trends, March 2, 2010

"The introduction of video into almost every aspect of our learning and work tasks is profound and "disrupting." As designers, we must experiment with these formats — looking for evidence and appropriate use cases and examples of when not to use video."

Elliott Masie, Learning Trends, March 2, 2010

"Raising bandwidth, lowered equipment costs, ease of editing and growing expectations of learners will make video a profound component of our learning efforts going forward."

Elliott Masie, Learning Trends, March 2, 2010

- Video "YouTube" story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up tp 4 Megas)

Elliott Masie, Learning Trends, March 2, 2010

- Telepresence Video (Beyond 6 megs)
- Filpcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching

YouTube Growth

Randy Pausch's last lecture

April 2008 ~2 millions
October 2008 ~7.5 millions
May 2010 ~11.6 millions

January 2008
~79 million viewers watched more than 3 billion user-posted videos on YouTube
(Yen, 2008)

Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.
**Why Use Video?**

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.

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**Why Use Video?**

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.

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**Why Use Video?**

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
7. Anchored instruction and macrocontexts: John Bransford and colleagues.

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**Which of these video sharing sites do you use?**

1. BBC News Video and Audio
2. CNN.com Video
3. MSNBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Pora TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lensen, BookTV, Eduutopia videos, MonkeySee, doFlick, the Research Channel, Wyomong

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**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.

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**Learning and Memory Videos**
On-Demand Webcasts in Virtual Classroom Settings
(Grant Thornton, August 2010, CLO Magazine)

Yahoo! Video

BBC News and Video

msnbc tv

CNN Video

BookTV (C-SPAN2)
http://www.booktv.org/
TV Lesson (expert videos)

Online Research Channels
(Research Channel, UC Channel)

Videostreamed Conference Presentations

Professional Development Videos

ClipChef

Monkey See: Shared Online Video Demonstrations
WonderHowTo

Howcast

Current TV

When are you most likely to watch YouTube

How long is an ideal YouTube video?

Now for 99 seconds: Share your ideas with someone next to you and agree on three things maximum per category.
Masterclass Part 2: Online Motivation with the TEC-VARIETY Model

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August 9, 2010
Indiana Launches Western Governors University Program. Diverse: Issues in Higher Education, Jamal Eric Watson

CLO Mag, September 2010
Running Learning Like a Business

CLO Mag, September 2010
WE WERE REDUCED TO MAKING SHADOW PUPPETS.

Jumbo Motivation is Needed!

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)

Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?

Motivation Research Highlights
(Jere Brophy, Michigan State University)
1. Supportive, appropriate challenge, meaningful, moderation/optimal.
2. Teach goal setting and self-reinforcement.
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.

I even reflected on this for a moment...and then something magical happened...

Magic #1: 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. Video Course Intros
(examples from Northern Virginia Community College and Indiana University KO (Online MBA) programs)
Yun Yun Cheow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=-659ya301ko

2. Encouragement, Feedback, etc.: A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)
2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture (e.g., Jing, Screenr)

2. Encouragement, Feedback, etc.:
c. Instructor Presentation in Synchronous Sessions (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

2. Encouragement, Feedback, etc.:
d. Video Scenario Learning Forensic Accounting Interviews (interpret both the verbal and the nonverbal communication), Franklin University
http://video.franklin.edu/Franklin/acc5/342/common/traudscenario02.html

2. Encouragement, Feedback, etc.:
E. Sharing Your Slides, Syllabus, Notes, Documents, etc. (e.g., SlideShare)

3. Curiosity, Fun:
A. Online News (Giant jellyfish, Tiny T. rex, and Ard!)
3. Curiosity, Fun: C. WolframAlpha (access knowledge)
http://www.wolframalpha.com/

4. Variety, Novelty: A. Virtual World Interviews of Famous People

4. Variety, Novelty: B. Educational Simulations, Scenarios, and Manipulations

5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)
(links to text, soundtracks, video clips, etc.)

5. Autonomy: Choice:
B. Multiple Topics
B. Decision Making in bus course

6. Relevance, Meaningfulness:
A. Tour an Oil Drilling Site (i.e., BP)
6. Relevance: Meaningfulness: B. Shell Oil: Workflow Learning

- In this context, authentic work-based activities are learning activities that are anchored in workplace practice and that are focused on developing the participants’ ability to solve problems in their everyday professional job roles (Merrill, 2002).

6. Relevance, Meaningfulness: D. Internal Wikis for Knowledge Management (e.g., Intelpedia)

Per Josh Bancroft, Intel engineer and the creator of Intelpedia at Intel:
"Imagine that you could have all the features and functionality that Wikipedia has on your own internal wiki."
"In the four-plus years that Intelpedia has been up and running, I have had exactly zero reported instances of an unwanted edit — of someone spamming, vandalizing or doing something inappropriate." JD Lasica, July 8, 2010 Interview with Josh, http://www.socialmedia.biz/tag/intelpedia/

7. Interactive, Collaborative: A. Online Language Learning (Voxopop, Skype, MSN, etc.)

7. Interactive, Collaborative: B. Collaborative Documents (Google Docs) and Bookmarking (Diigo, Delicious)

7. Interactive, Collaborative: C. Real World Problems (PBL online): Real-time Cases
7. Interactive, Collaborative:
D. 7 Effective Wiki Uses and the Companies that Benefit from Them

[Image of a wiki interface]

Quote from 7 Effective Wiki Uses and the Companies that Benefit from Them

- SAP: On the SAP Developer Network Wiki, the, "main criteria for choosing to put content in the wiki is its volatility and dynamics, extendability and/or collaborative character. Ask yourself the question, if you want others to be able to change, extend, regroup, add, etc. your contribution." That's an excellent question to ask, especially for content that's going on a public wiki.

8. Engagement, Effort:
A. Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

[Image of a webinar interface]

8. Engagement, Effort:
B. Flash, 3-D Visualization, & Laboratory Software

[Image of 3D visualization software]

9. Tension, Challenge, etc.:
A. Electronic Guests & Mentoring

(Simon Fraser University News: http://www.sfu.ca/newsdesk/10064953.html)

[Image of a webinar interface]

Benefits of Virtual Coaching, CLO Mag, July 2010
Virtual Coaching: Using Technology to Boost Performance

[Graph showing benefits of virtual coaching]
10. Yields Products, Goals: A. Student YouTube Products
   http://www.youtube.com/watch?v=Zv3Jk4qkOgQ
   http://www.youtube.com/watch?v=Qz3FJa5yPL8
   http://www.youtube.com/watch?v=a0t14wajlJ4

10. Yields Products, Goals: B. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)

10. Yields Products, Goals: C. Create Own Channel in YouTube
   (e.g., my channel "TravelinEdMan")
   http://www.youtube.com/user/TravelinEdMan

10. Yields Products, Goals: D. Employee Film Competitions (Deloitte Film Festival)
   http://www.tube.com/watch?v=Qz3FJa5yPL8

TEC-VARIETY Model for Online Motivation and Retention
- Tone/Climate
- Encouragement, Feedback
- Curiosity
- Variety
- Autonomy
- Relevance
- Interactive
- Engagement
- Tension
- Yields Products

Poll #1: How many ideas did you get so far?
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.
99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four

Do you feel JUMBO MOTIVATION?

Note: Bonk papers and talks at:
http://www.publicationshare.com/
http://www.trainingshare.com/

Masterclass Part 3: Addressing Learning Styles and Diverse Learners with the R2D2 Model

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The R2D2 Method

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.
Poll: Podcast Questions

a. Who has listened to a podcast?
b. Who listens to a certain podcast on a regular basis?
c. Who has created a podcast?
d. Who has created a vodcast?
e. Who thinks podcasting is simply more talking heads?

Read 1b. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

Read 1c. Podcast Show Reflections
- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's posts.

Read 1d. Wiki Steps on How to do Something: Wikihow
http://www.wikihow.com/

Read 1e. Business Podcasting
Read 1f. Directories of Business Finance Podcasts

Poll: Blogging Questions
a. Who has a blog?
b. Who regularly reads other people's blogs?
c. Who assigns blogging tasks?
d. Who has created a video blog?
e. Who thinks it is an utter waste of time to blog?

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. Expert and Domain Specific Blog Reflections

Reflect 2b. Analyze Online Cases (problems, solutions, etc.)

Reflect 2c. Big Think (short topical videos from famous people)
Reflect 2d. Free OpenCourseWare of Open Educational Resources (e.g., watch or Listen to Online Courses or Programs on Disaster Preparedness and other areas)

Reflect 2e. Health Blogs and White Papers

Reflect 2f. Watch or Listen to Online Conferences, Courses, etc.

Reflect 2g. Online Synchronous Cases and Teams; Simulated Boardroom Chat; College Wales, Univ. of Glamorgan

3. Visual Learners
   - Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.
Display 3b. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)

Display 3c. World Trends and Indices (e.g. Worldmapper)

Display 3d. Video Blog (Vlog) and Vodcasts

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

Display 3f. Business Vodcasts

Display 3g. Exploration and Demonstration: Virtual Fieldtrip and Tours
4. Tactile/Kinesthetic Learners
- Tactile/kinesthetic senses can be engaged in the learning process through role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Do 4a. Survey Research and Market Analysis (e.g., Nsight Poll, KircPoll, Zoomee, SurveyShare)

Do 4b. Preparatory Course Review Modules (Franklin University, MBA accounting course)

Do 4c. Online Warm-ups Activities Just-In-Time-Teaching (JITT)
http://web.physics.iupui.edu/jitt/jitt.html

Do 4d. Student podcasts for pronunciation class (e.g., Tzu-Su Chen, Taiwan)

Do 4e. Medical Simulations in YouTube and Second Life
Poll: How many ideas did you get from the second part of this talk?

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!

Masterclass Part 4: Blended Learning
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Blending Online Defined

"Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)
AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Ignemi, 2006)

The IBM Four Tier Learning Model (2006)
Blending Learning for Business Impact – IBM’s case for learning success, 2006 Handbook of Blended Learning, Nancy Lewis, VP, & Peter Orton, IBM

Time for 13 Fully Online and Blended Learning Problems and 28 Solutions

Problem Situation #1:
Brief FTF Experiences
• Face-to-face (FTF) experiences are brief, one-week journeys. Need to build self-confidence, create social supports, teams, camaraderie, etc.

Ok, Million Dollar Question: What can you do in 1 week?

Blended Solution #1+. Sample Activities for Brief Meetings
1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.
Problem Situation #2: Student Absenteeism

- Students miss class to attend a conference or event or a personal problem arises. Or students ask to watch the class a second time.

Blended Solution #2. Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors help moderate it.

Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

Blended Solution #3. Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)

Within a single semester, more than 2,300 UCF students and 80 faculty members were using Tegrity Campus 2.0, making classes available to every student in the college, anytime.

Problem Situation #4: Web Supplemental Activities

- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.

Blended Solution #4. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer


A. Genentech: To train director-level employees, Genentech created the Strategic Team Leader Program, which blends various mediums, including peer coaching, social media, classroom learning, leaders teaching leaders and one-to-one coaching..."Our leaders learn best when their 'whole person' is developed — i.e., mentally, emotionally, kinesthetically and interpersonally."
Blended Solution #5. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer

Accenture uses a blended solution to forge relationships that help train employees in the automotive industry. "With increasing demand for deeper specialization comes increasing demand for access to experts..." To meet these needs, Accenture's interactive training includes presentations, videos, hands-on activities and faculty-student discussions. "By blending our virtual and classroom learning capabilities, we are able to cost-effectively bring the expert faculty from one part of the globe to the front of a classroom in another part of the globe and allow them to learn with a local facilitator to deliver hands-on, interactive training," Prasse said.

Blended Solution #6. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer

C. Genpact Analytics: Genpact's Blended Advanced Analytical Learning program has three phases: online pre-training and pre-teaching features; training in a virtual WebEx classroom; and faculty involvement. We understood that the natural evolution of classroom training was to go to e-learning and then more toward blended learning. [we worked] proactively to institutionalize this powerful learning methodology. The use of blended learning has helped solve our challenge of multiple-locational training demands and contributed dollar savings in terms of time and resources, while ensuring an effective and constructive learning effectiveness..." Genpact's approach addresses varied levels of learners located around the world and enables the company to handle diverse topics in banking, retail, health care and manufacturing. Blended learning also bridges the gap between theoretical knowledge and practical application.

Blended Solution #7. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer

D. Diageo: To meet the needs of a diverse workforce, the drink manufacturer uses a blended approach to Microsoft Office suite training. Developed with NIST (USA) Inc., the solution includes on-site and public instructor-led classes, virtual instructor-led training, off-the-shelf e-learning courses and administrative and marketing support. By mixing online, on-site and self-paced training, the solution reduces both learning and travel time and has increased employee productivity.

Blended Solution #8. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer

E. R.J. Polli & Co.: To train sales personnel on how to differentiate its automotive products from those of its competitors, R.J. Polli worked with Innovative Learning Group to create the PolliConnect Sales Enablement Certification Process. This solution blends a printed packet, online Web modules, an instructor-led workshop, assignments, tool-based job aids and coaching. "The key is ensuring that specific delivery methods and strategies enable learners to achieve the desired learning objectives. For instance, teaching employees how to climb a utility pole through hands-on training is more effective than having them take a Web-based course."

Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.

Blended Solution #9. A Blended Case Example – Krispy Kreme Management 101

Krispy Kreme...
Problem Situation #6: Preparedness for the Profession

- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.

Blended Solution #10. Scenario Learning (Option 6, Bloomington, IN)

Blended Solution #11. Scenario skills training from Wisdom Tools

Blended Solution #12. Case and Scenario Learning (Kelley Direct, IU)

Blended Solution #13. Team and Individual Case Reflections (Kelley Direct, IU)

Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.
Blended Solution #14. Online Role
Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Problem Situation #8:
Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

Blended Solution 15. A Blended Case Example - Lilly Strategic Negotiation Training

Problem Situation #9:
Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

Blended Solution #16. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)

Blended Solution #17. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)
Blended Solution #18. Global Videoconferencing

Blended Solution #19. Global Project Collab Teams (Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)

John E. Taylor, Director of the Project Network Dynamics Lab

Blended Solution #20. Global Game Jams, Electronic Computer War Games, etc.

Blended Solution #21. Accessing mobile Experts (e.g., online happiness network)

Problem Situation #10: Need to Visualize Content
- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

Blended Solution #22. Virtual Tours and Timelines
(I.e., HyperHistory; http://simile.mit.edu/timeline/)
Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.
Blended Solution #27: Teaching with Twitter. Announcements and following people (e.g., microblogging).

Problem Situation #13: Lack of Instructor Presence
- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.

Blended Solution #28. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Illuminate, WebEx, Dim Dim)

Stop and Share: Top Three Things Learned!

Stand and Share Ideas
- Will Work: __________
- Might Work: __________
- No Way: __________

Try the R2D2 Method!
Try TEC-VARIETY!
And hope for some magic!!!