27+ Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses (A Two Part Masterclass)

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Masterclass Part 1: Blended Learning and Beyond
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What I will discuss...
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning

Who is demanding fully online and blended learning?

Those in hurricanes!

Those in earthquakes!
Free online school coming to some in Haiti (Earthquake that killed more than 200,000 also ravaged universities, leaving few educational options) eCampus News, Dennis Carter, Sept 21, 2010

Those affect by volcanos...

Those in blizzards and ice storms...

Snowmageddon, DC winter of 2010

Those where there are diseases and outbreaks...

The Sloan Consortium

<table>
<thead>
<tr>
<th>Percentage of Lecturer and Course Credit</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course will use pen and paper; instructor will grade assignments.</td>
</tr>
<tr>
<td>1% to 15%</td>
<td>Web Facilitated</td>
<td>Course will use web-based technology to facilitate learning; instructor will grade assignments. For example, BlackBoard or WebCT.</td>
</tr>
<tr>
<td>16% to 75%</td>
<td>Blended/Twilight</td>
<td>Course will be delivered in the classroom and online. Typically has face-to-face discussion.</td>
</tr>
<tr>
<td>76% to 99%</td>
<td>Online</td>
<td>Course will be delivered online. Typically has no face-to-face meetings.</td>
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Blending Online and F2F Instruction

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

Where is Blended Beneficial?
- Large Classes (Spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes

Examples of Blended Learning, Margaret Driscoll, e-Learning
- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging

Myth: Faculty can have a logical discussion with administrators about blended learning.
Models of Blending
Blending occurs at the following four levels:

- Activity Level
- Course Level
- Program Level
- Institutional Level

Program-level blending (blend same for all participants)
Kelley Direct Online MBA (IU)
Institutional-level Blending
(Brian Linnquist, University of Phoenix)

- Completely online courses
- Residential F2F courses
- Blended Courses
  - Local Model = 5 week courses with first and last week F2F
  - Distance Model = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

AMA Special Report, Effectively Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Ignieri, 2006)

Part II: 13 Fully Online and Blended Learning Problems and 17 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 asks to watch the class a second time.

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.

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 #5. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

Blended Solution #6. ORL or Library Day (e.g., The Thompson Library at Ohio State Univ)

Blended Solution #7. Readings All Web Resources
- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
- Turn in final reflection papers.

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 #8. Wikibook or Wikipedia Editing or Critiques
- Ask students to critique a wikibook or page from Wikipedia

Problem Situation #6: Preparedness for the Profession
- Students are not prepared for their professions when they graduate. 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.
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 #10. 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)

Blended Solution #11. 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)

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 #12. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)
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.

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.

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.

Blended Solution #13. Global Videoconferencing

Blended Solution #14. Foldit [allows that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc. http://fold.it/portal/]

Blended Solution #15. Educational Simulations
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.

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.

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.

Blended Solution #16. Basic Acoustics of Musical Instruments (University of New South Wales)

Blended Solution #17. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

Masterclass Part 2: The Rise of Shared Online Video, the Fall of Traditional Learning
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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.

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. 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.

5. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.

6. Anchored instruction and macrocontexts: John Bransford and colleagues.


Which of these video sharing sites do you use?

1. BBC News Video and Audio
2. CNN.com Video
3. MSNRC.com
4. Google Video, Yahoo Video
5. Current TV
6. Focused TV
7. MIT World
8. YouTube, YouTube Edu
9. TeacherTube
10. Link TV, Explore, Global Pulse, Latin Pulse
11. Howcast, Big Think, WonderHowTo, Leptin.TV, NASA TV, ClipShuf, TV Lesson, BackTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, /Videosong

Academic Earth

Free online video courses from leading universities.

Shared Online Video (e.g., YouTube and the Royal Channel)
TV Lesson (expert videos)

Topical Lectures from Famous People (e.g., Big Think; Academic Earth)

Medical Animations and Videos (e.g., YouTube, CNN, BBC)

Pubcasts! (videos of scientific papers and science; e.g., ScVee) NSF, the Public Library of Science, and the San Diego Supercomputer Center created a YouTube for scientists to help demystify important research papers.

Videos of the Periodic Table

Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)
Videos on Book Websites
(e.g., Brain Rules, John Medina)

Fora TV
(Howard Gardner and Michelle Rhee)

YouTube as Class

More and More Shared Online Video
(e.g., Link TV, TED Conference, Edutopia Videos)

Seven Anchors and Enders:
Instructor Centered

1. Online Video Anchoring
Online videos are used as an anchor or advance organizer of a class lecture.
Learning and Memory Videos

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.

2. Online Video Ender

Online videos are used after discussion and activities as a class “ender” or capstone event.

3. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.

4. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.

RSA Animate - Drive: The surprising truth about what motivates us

http://www.youtube.com/watch?v=ru6XAPnu8Jc
5. Key Concept Reflections
Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.

1. Course Resource Provider Handouts
Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.

2. Anchor Creators
Students create their own YouTube videos to illustrate course concepts.

3. Anchor Archives
An archive is created of videos from previous years and students are asked to update them.

4. Video Anchor Debates
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.
5. Anchor Creator Interviews
Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.

Advice and Guidelines
1. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
2. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.

Advice and Guidelines
3. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
4. Have back-up videos in case do not work or are taken down.

Poll: How many ideas did you get from 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!

Blended and Beyond Questions and Comments