200 Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses

Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University

Technology of the 1980s

Things That Became Obsolete This Decade

December 11, 2009, Silicon Alley Insider

Gadgets that Changed Everything This Decade

New technologies hit us every day!
May 24, 2010
Author Nicholas Carr, The Web Shatters
Focus, Rewires Brains, Wired
http://www.wired.com/magazine/2010/05/nicholas_carr/

May 27, 2010
Inexpensive Laptops and Tablet Computers
OLPC, Marvell Join Forces, Announce sub-$100
Tablet by December 2010, Mike Prospero

July 12, 2010
Moodlemoot Debate with Martin Dougiamas, Melbourne, Australia

July 18, 2010
Outsourced Ed: Colleges Hire Companies to Build Their Online Courses
Chronicle of Higher Education, Marc Parry
July 19, 2010
"Lost" Languages to Be Resurrected by Computers?
New program can translate ancient Biblical script,
National Geographic, Tim Hornyak

July 20, 2010
Booming Mac sales drive Apple’s best-ever quarter, CNN Money, David Goldman

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

July 23, 2010
Online Course Construction Gets a 'Do-It-Yourself' Web Site, Sophia Li, Chronicle of HE, Nixty (http://nixty.com/)

July 23, 2010
India unveils $35 computer for students, CNN World, Harmeet Shah Singh

July 24, 2010
Reaching the Last Technology Holdouts at the Front of the Classroom, Jeffrey Young, Chronicle of Higher Education
**July 25, 2010**
**Professors' Use of Technology in Teaching**
*Jeffrey Young, Chronicle of Higher Education*

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**July 27, 2010**
**Is true friendship dying away?**
*USA Today, Mark Vernon*

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**July 28, 2010**
**Web 2.0: 3 for 3. Ed Tech Experts Choose Top Tools, Which web 2.0 tools are best suited for enabling collaboration in teaching and learning? A trio of ed tech experts offer up their top three choices apiece**
*Jennifer Demski, Campus Technology*
*http://chronicle.com/article/2010/08/31/3-for-3-apop05a=1*

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**July 29, 2010**
**Amazon unveils 3rd-generation Kindle e-book reader, USA Today, Edward C. Baig**

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**August 1, 2010**
**Is India's $35 iPad knockoff for real? CNN’s Fareed Zakaria says it could change the world,**
*CNN Video*
August 2, 2010
Time spent on Facebook, Twitter, YouTube grows, USA Today, Jon Swartz.

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

New York Mayor Michael Bloomberg works on his iPad while waiting for a subway on July 14.

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

- Reuters: cellular phones sell more than 7,000 people report their box opened.
- The results, calculated to include box sales, are a 10% increase in the national average, according to an earlier study by Kantar.
- The trend is driven by the U.S. average, according to Kantar.
- That's a trend: Apple's mobile technologies, in fact, are expected to be a top seller in the U.S. last year and continue to dominate the market each quarter.
- But, analysts say, Apple's sales are influenced by a surge in new Apple devices, such as the iPad and iPhone.
- Apple also said that "more people are using Apple products," saying that Apple has been "able to keep up with demand." The company will report results at the end of the quarter.

August 3, 2010
Can the Internet lower college costs, Larry Dignan, Smarter Planet

- 2008: 10% of college students use laptops, according to the National Center for Education Statistics. The number has since grown to 20%.
- In 2000, there were 3.5 million students nationwide; today, there are 6.5 million.
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August 5, 2010
The Open, Social, Participatory Future of Online Learning
By Marc Parry, Chronicle of Higher Education

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August 5, 2010
Remaking the College Campus, Bridget McCrea, Campus Technology

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August 5, 2010
Remaking the College Campus,
Bridget McCrea, Campus Technology
http://campussources.com/articles/2010/08/05/Remaking-the-College-Campus.html

- "College campuses are being strategically planned to
  create more of that "lounge and Robie-type" atmosphere,
  where cafes really get students socializing around technology," said Bok, who
dissCTe Saitiré Center to see for himself what all the
hoopla was about. While there, he said he was
particularly impressed by the way the environment
changed from floor-to-floor.

- "The first level was a cafe, where students could
  socialize and study, and the next floor was created for
  a more team-based type of collaboration," explained
  Bok. "The third level was for individual reflection
  and study, while the fourth centered around student
counseling and advice. It was pretty neat to see how
each floor stood for a different interaction."

August 5, 2010
Mass Video Courses May Free Up Professors
for More Personalized Teaching
By Marc Perry, Chronicle of Higher Education

Whether this type of "redesign the campus around technology"
approach catches on will depend on its utility and also on the ability of leaders to see
the value in creating spaces that are collaborative, social, and collaborative.

- "New buildings must be constructed in a way that factors in how
  learning is formed in an environment where myriad technologies
  are integrated," said Bok. "Getting these means universities will
  have to rethink how they spend money on construction,
technology, and student support.

- Expect that transformation to take place slowly as universities and
colleges realize that building bricks-and-mortar to house
traditional, lecture-based classes isn't enough to support the
high-tech student.

- "We're seeing the need for less seat time, thanks to online and
  blended learning," said Bok. "Both of which require a different
  approach to design and space usage than colleges are used to."

August 8, 2010
Mass Video Courses May Free Up Professors
for More Personalized Teaching

NYU Opens Up Online
These are the first courses that New York University plans to put
online as part of its first open-courseware project.

American Literature I (Instructor: Cyrus Patel)
Calculus I (Instructor: Kent Teischeak)
Genome and Diversity (Instructor: Erik Stadler)
Introduction to Sociology (Instructor: Harvey Moldich)
The Body: How It Works (Instructor: Burt Goldberg)
Human Genetics (Instructor: Justin Rau)
New York City Social History (Instructor: Daniel Walker)
Statistics for the Behavioral Sciences (Instructor: Elizabeth
Bauer)
World Cultures: Ancient Israel (Instructor: Daniel Fleming)

August 8, 2010
Mass Video Courses May Free Up Professors
for More Personalized Teaching

Most striking of all is what this plan could
mean for professors. "The real payoff is in the
additional faculty time it frees up for
one-on-one instruction," Mr. Conley
writes in the paper. "Rather than have to pay our
research faculty to stand in front of a room
and teach the same classes over and over
(after all, when’s the last time Calculus I
really changed?), with one fewer course to
teach, they can now take on the role of
faculty curators."

August 9, 2010
First Church of Robotics, The New York
Times, Jason Lanier

- "But the rest of us, lulled by the concept of
ever-more-intelligent A.I.’s, are expected
to trust algorithms to assess our aesthetic
choices, the progress of a student, the
credit risk of a homeowner or an
institution. In doing so, we only end up
misreading the capability of our machines
distorting our own capabilities as
human beings. We must instead take
responsibility for every task undertaken
by a machine and double check every
conclusion offered by an algorithm, just as
we always look both ways when crossing
an intersection, even though the light has
turned green."
August 9, 2010
Bill Gates Predicts Technology Will Make 'Place-Based' Colleges Less Important in 5 Years, Jeff Young, Chronicle of HE

"Five years from now on the Web for free you'll be able to find the best lectures in the world. It will be better than any single university," he argued at the Techonomy conference in Lake Tahoe, Calif. "College, except for the parties, needs to be less place-based."

August 9, 2010
Indiana Launches Western Governors University Program. Diverse: Issues in Higher Education, Jamal Eric Watson
http://diversemagazine.com/article/130222/indiana-launches-western-governors-university-program/

• "WGU in Indiana is a great example of the innovative thinking that is very much needed in higher education today," says Laurene President June E. Marcus. "The online, competency-based approach to learning shows great promise as a cost-effective model for delivering quality higher education.
• "WGU Indiana, along with all of our other states, has shown us that we can stimulate the educational system in a way that makes sense and works.
• "Our students will fill the largest and most challenging gap remaining in our family of higher education opportunities: helping thousands of adult learners create new opportunities for themselves and our country."
• "The tuition to attend WGU Indiana will be about $5,000 over a six month period, says Marcus, who adds that there is no maximum on how many credits a student can take during that period. Students who earn their degree at the university, she notes, are certified as a mentor who tracks their progress and most graduate within 1.5 years."

August 9, 2010
Indiana Launches Western Governors University Program. Diverse: Issues in Higher Education, Jamal Eric Watson
http://diversemagazine.com/article/130222/indiana-launches-western-governors-university-program/

• "This all makes sense," says Dr. Curtis J. Borr, a professor in the Department of Instructional Systems Technology at Indiana University and one of the nation's leading experts on distance learning.
• "There are hundreds of thousands of people in the state of Indiana who have gone through college but never finished, and many of them are minorities," says Borr. "Western Governor's University is providing a little niche and it makes a lot of sense to me."
• Borr points to educators Peter Smith's book, Harvesting America's Hidden Talent: A New Ecology of Learning, as an innovative approach to rewarding individuals for achieving degrees over finishing their degrees in a traditional four-to-Five-year period.
• "Many people want their degrees but they just don't have the time," Borr says. "If you want to do the work, WGU will help you keep your job and get your degree in a shorter time."

August 9, 2010
Indiana Launches Western Governors University Program. Diverse: Issues in Higher Education, Jamal Eric Watson
http://diversemagazine.com/article/130222/indiana-launches-western-governors-university-program/

• Officials at Western Governors University—the nation's only state-granted online university—have been tracking preliminary results in Indiana, one of the five original states to sign on for the program. WGU Indiana, which expects to open in 2011, was established in partnership with the states of Indiana, Iowa, Kansas, Missouri and the Yukon Territory.
• In June, WGU—ranked 33rd in the nation—won the approval of the Indiana Higher Education Coordinating Committee. The university was established by the Western Governors Association, a group of governors who seek to encourage collaboration on educational initiatives.
• WGU Indiana's online offerings, which range from associate to bachelor's degrees, all have a competency-based approach. Students can earn their degrees by demonstrating mastery of chosen subjects, and can progress at their own pace. WGU Indiana is currently enrolling students in its online degree programs, and officials expect the university to open for formal classes in 2011.
August 10, 2010
Can college students learn as well on iPads, e-books? USA Today, Beth Marklein
http://www.usatoday.com/news/education/2010-08-10-mobileedu_x.htm?x=8

August 10, 2010
Flipboard prettifies up social-media updates Facebook statuses and tweets feed into
magazinelike format in free app for iPad Jefferson Graham, USA TODAY
http://www.usatoday.com/tech/gadgets/2010-08-10-flipboard_x.htm

August 16, 2010
A Framework for Teaching with Twitter, Mark Sample, Chronicle of Higher Education

What’s Next? Mobile Exercise Learning

Today we have the Web 2.0

Poll #1: Who finds it hard to keep track of all the technology-related changes today???
Poll #2: Who is sometimes frustrated???

It's Nature (i.e., technology) and Nurture (i.e., pedagogy)!

Masterclass Part 1: Online Motivation with the TEC-VARIETY Model

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbonk,
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We are not motivating students with the technologies that they love

What if kids minds were on fire for learning? (Educause Quarterly, Jan-Feb 2008)

John Dewey, Seymour Papert, John Seely Brown
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: Social Ice Breakers

A. Public Commitments:
Have students share how they will fit the coursework into their busy schedules

B. Favorite Websites
1. Everyone posts 1-2 of their favorite Websites and explain why.
2. Peers comment on or rate them.

1. Tone/Climate: C. Video Course Intros
(examples: from Northern Virginia Community College and Indiana University KD (online MBA) program)
Yun Yan Chow, Open U Malaysia, Noting Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=8Q9tw901v30

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, Screencr)

2. Encouragement, Feedback, etc.:
c. Instructor Presentation in Synchronous Sessions (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)
2. Encouragement, Feedback, etc.: 
   c. Video Scenario Learning Forensic Accounting Interviews (interpret both the verbal and the nonverbal communication), Franklin University
   https://video.franklin.edu/franklin/necct/342/common/forensicscenario02.html

3. Curiosity, Fun: 
A. Online News
   (Giant jellyfish, Tiny T. rex, and Ardi)

B. Online Games
   (e.g., public health; the POD game
   Points-of-Dispensing (PODs))

C. Multimedia Documents (e.g., Adding voice to email, docs
   with Yack Pack, VoiceThread, etc.)

D. WolframAlpha
   (access knowledge)
   https://www.wolframalpha.com/

E. Solo Sailing
   (e.g., Michael Perham & Zac Sunderland, Summer 2009 (each age 17), youngest person to sail solo around the world...meet
   Minoru Saito, age 75, oldest solo sailor)
May 2010, Jessica Watson became the youngest person ever to sail solo, non-stop and unassisted around the world.

Abby Sunderland’s blog

3. Curiosity, Fun: F. Videoconference
(e.g., Global Nomads Group, Int’l Studies for Indiana Schools (I.e., ISIS); Mandarin Chinese, Niger, Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture of Mexico)

3. Curiosity, Fun: G. Oceanographer touts deep sea web surfing (e.g., Nautilus Live allows people to not only learn about the expeditions but watch them live and listen to the scientists in the control rooms as discoveries are made, eSchool News, June 2010)

3. Curiosity, Fun: H. Virtual Tours and Field Trips

4. Variety, Novelty:
A. Cool Resource Provider or Tech Demos
- 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.

4. Variety, Novelty:
B. Expert Chats
1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Variety, Novelty: C. Synchronous Session with Guest Expert

Arlington Racetrack

Jockey's are Important

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

5. Autonomy, Choice:
   B. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews
   (e.g., Thomas Friedman, NY Times reporter)
5. Autonomy, Choice:
B. Famous Person Web Explorations, Searches, Twitter Tracking, and Interviews Continued (e.g., famous Australian actors)

5. Autonomy, Choice:
C. Online Cases (e.g., Mark Braun, IU)

5. Autonomy, Choice:
D. Explore supplemental Health Resources (portals, referatories, & repositories)

5. Autonomy, Choice:
E. Explore Online Museums, Zoos, Library Exhibits

6. Relevance, Meaningfulness:
A. 60 Second Recap, Jenny Sawyer
http://www.60secondrecap.com/
Actress to students: Load me your earbuds! English major, 24, rambunctiously recap the classics in 60-second Web videos, By Greg Toppo; USA TODAY, September 2009

6. Relevance, Meaningfulness:
B. Online Simulations and Demonstrations (e.g., self study in anatomy or chemistry, virtual autopsy, dissection, etc.)
6. Relevance, Meaningfulness: C. Shared Online Video (e.g., TED: technology, entertainment and design)

6. Relevance, Meaningfulness: D. Virtual Tours and Timelines (e.g., HyperHistory; http://simile.mit.edu/timeline/)

6. Relevance, Meaningfulness: E. Tour an Oil Drilling Site (i.e., BP)

7. Interactive, Collaborative: A. Online Language Learning (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. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diligo, etc.

8. Engagement, Effort:
   A. Synchronous Learning

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

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

8. Engagement, Effort:
   D. Tour a Museum (e.g., British Museum, Smithsonian, Louvre)
9. Tension, Challenge, etc.: A. Ethical Medical Debates

Students to protest human body exhibit

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

(Simon Fraser University News: http://www.sfu.ca/newsprint/news/2008/oct/openbook/)

9. Tension, Challenge, etc.: C. Controversial Science (e.g., Tike [a transitional species], 47-Million-Year-Old Dinosaur Fossil, the Missing Link?) (www.nownow, May 20, 2009)

10. Yields Products, Goals: A. Student YouTube Products

http://www.youtube.com/watch?v=sqSwSh1y3sl
http://www.youtube.com/watch?v=6QzJy6Pn_E
http://www.youtube.com/watch?v=r7sD7awpsSwP0

10. Yields Products, Goals: B. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems

10. Yields Products, Goals: C. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)
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 2: 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.

Read 1a. Publishing in Open Access Journals (e.g., PLOS)

Read 1b. Course Announcements (e.g., Teaching with Twitter)

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

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

Read 1e. Podcast Research Reviews

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

Read 1g. Online Tutorials, Help, Announcements, Q&A, and FAQs

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
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?

Reflect 2a. Expert and Domain Specific Blog Reflections

Reflect 2b. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog: http://comeandseeafrica.blogspot.com/)

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

Reflect 2d. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts

Reflect 2e. Student Created Online Resource Library (ORL) or Library Day

- Students find 20 online articles in 1 week.
- Summary them in a discussion forum.
- Peer assigned to give feedback.
- Write summary paper of what learned.
Reflect 2f. Videos on Book Websites (e.g., Brain Rules, John Medina)

Reflect 2g. Big Think (short topical videos from famous people)

Reflect 2h. Free OpenCourseWare of Open Educational Resources (e.g., watch or listen to Online Courses or Programs on Disaster Preparedness and other areas)

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 Supercomputer Center created a YouTube for scientists to help demystify important research papers. See ScVeEe

Display 3b. Anchored Instruction Discussions (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 3c. Adventure Learning
Australian adventurer Don McIntyre and teenage circumnavigator Mike Perham to re-enact Capt William Bligh's epic mutiny on the Bounty open boat voyage, September 9, 2009.

Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Giffy, Mindmeister, or Mindomo)

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

Display 3f. United Nations Opens World
Digital Library, April 21, 2009

Display 3g. Shared Online Video
(e.g., Howcast, WonderHowTo, Clip Chef, Link TV, Fora TV, etc.)

Display 3h. Online Historical Document
(e.g., Turning The Pages, British Library)
Display 3i. Medical Animations and Videos
(find anchoring event: YouTube, CNN, BBC, TeacherTube, CurrentTV)

Display 3j. Online Timelines
(US Presidents)

Display 3k. Videos of the Periodic Table

Display 3l. Video Blog (Vlog) and Vodcasts

Display 3m. Human Embryology Animations
(Valerie O'Loughlin, Indiana University)

Display 3n. Download and Use Online 3D Sketches
(Google SketchUp; download http://sketchup.google.com/3dwarehouse)
4. Tactile/Kinesthetic Learners
- Tactile/kinesthetic senses can be engaged in the learning process by role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives, and hands-on projects.

Poll: Wiki Questions
a. Who regularly reads Wikipedia articles just for fun?
b. Who regularly reads Wikibooks?
c. Who seeks Wikipedia for content?
d. Who has edited or written new articles on Wikipedia or Wikibooks?
e. Who thinks it is ok for students to cite from Wikipedia?

Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Do 4b. Syllabus, Glossary, etc. in wiki: Students sign up for tasks (Ron Owston, York University)
**Do 4c. Medical Community Wikis**

[Image of AskDrWiki]

**Do 4d. Survey Research and Market Analysis**
(e.g., Master Poll, MicroPoll, Zoomerang, SurveyShare)

[Image of survey tools]

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

[Image of modules]

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

[Image of Just-In-Time-Teaching]

**Do 4g. Podcasts for students of pronunciation class**
(e.g., Tzu-Su Chen, Taiwan)

[Image of podcast presentation]

**Do 4h. Create Video Blogs**
- Have students create a blog with videos or a video blog.
- Have them do a final reflection on it.
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!

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

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

Masterclass Part 3:
Blended Learning
Curt Bonk, Professor, Indiana University
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk/
http://SurveyShare.com