Perhaps Blending Online Is the Solution!

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

Historical Emergence of Fully Online and Blended (Graham, 2008)

Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002

- 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

Instructor stakeholders
Administrator stakeholders

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

Part II: 13 Fully Online and Blended Learning Problems and 35 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.

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 #4. Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, motivation, geography, culture, meteorology, physics, etc.)

Blended Solution #5. Khan Academy (videos on math, bio, trig, chemistry, money and banking, economics, statistics, etc.; http://www.khanacademy.org/)

Blended Solution #6. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

Blended Solution #7. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)

Blended Solution #8. Online Portal Explorations

Blended Solution #9. Interactive Portals (e.g., The Diary of Samuel Pepys and Phil Gafford, UK)
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.

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 #14. Online Accounting Lessons**  
(e.g., Lyryx; https://lif.lryyx.co)

**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 #15. Working In Virtual Teams**  
(e.g., Collanis, Groove, SharePoint, Google Docs)

**Blended Solution #16. Global Teams Solving Cases**

**Blended Solution #17. Mock Tour Packages**  
(e.g., Univ of Illinois and Korea Tourism classes)

**Blended Solution #18. 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 #19. Watch or Listen to Online Conferences

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

Blended Solution #21. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)

Blended Solution #22. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)
Blended Solution #23. Global Videoconferencing

Blended Solution #24. 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 #25. Global Game Jams, Electronic Computer War Games, etc.

Blended Solution #26. Cross-Cultural Rhetoric (CCR) Project (writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

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 #27. Simulations and Virtual Worlds Online (e.g., OpenSimulator)

http://opensimulator.org/wiki/Main_Page
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 #28. Virtual Tours and Timelines
(i.e., HyperHistory: http://simile.mit.edu/timeline/)

Blended Solution #29. Online Psychology Experiments

Blended Solution #30. Explore Virtual Worlds and Online Representations
(UCLAs CVRLab, University of Virginia)

Blended Solution #31. 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.

Blended Solution #32: Teaching with Twitter. A Course announcements and following people (e.g., microblogging)

Blended Solution #33. Basic Acoustics of Musical Instruments (University of New South Wales)

Blended Solution #34. Self-Paced Language Programs: Listen (JapanesePod, SpanishPod, Arabic online) Online Language Learning: Practice (iTalkPod, Mixr, Livemocha, KarTalks.)

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 #35. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Eluminate, WebEx, Dim Dim)
Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Blended Learning Questions and Comments

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

Phillips 66
6 minute Brainstorm:
In groups of 6 for 6 minutes brainstorm 6 ways you can use these blended learning ideas...

Masterclass Part 4:
Best Practices: Low-Risk, Low-Cost, Low Time

Dr. Curtis J. Bonk
Professor, Indiana University
http://php.indiana.edu/~cjbong,
cjbong@indiana.edu

1. 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.
2. 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.
- Share with class.
  -- Online Option: assign email pals, Web buddies, or critical friends and create activities.

3. Brainstorming
(L = Cost, L = Risk, M = Time)

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?

4. Mock Trials with Occupational Roles
(L = Cost, H = Risk, M/H = Time)

a. Create a scenario (e.g., school reform in the community) and hand out to students to read.

b. Ask for volunteers for different roles (everyone must have a role).

c. Perhaps consider having one key person on the pro and con side of the issue make a statement.

d. Discuss issues from within role (instructor is the hired moderator or one to make opening statement and collects ideas.
  -- Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

5. Scholar Role Play or Debate Panel or Symposium

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different personas or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.

6. 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)
- Reassign roles if someone drops class.
- Perform within roles—try to refer to different personalities in peer commenting.

7. Six Hats (Role Play):
From De Bono, 1985; adapted for online learning by Karen Boffer, 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
8. Jigsaw
- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a synchronous webinar or are individually tested; there are no group grades.

9. Eight Nouns Activity
- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.

10. Online Scavenger Hunt
1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.

11. 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?
  a. Write short and long term goals on goal cards that can be referenced later on.
  b. Post these to a discussion forum.
  c. Expectations Flip Chart (or online forum):
     share 1-2 of these...
  d. Debrief is met them.

12. Accomplishment Hunt
(L = Cost, M = Risk, M = Time)
- a. Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- b. Students respond to each other as to what they have in common or would like to have. Or instructor lists 1-2 of those for each student.

13. Séance or Roundtable
- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (If online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief
14. One minute papers or murdiest point papers 
(L = Cost, M = Risk, M = Time) 
- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better. 
- Send to the instructor via email or online forum. 
- Optional: Share with a peer before sharing with instructor or a class.

15. PMI (Plus, Minus, Interesting) 
(L = Cost, M = Risk, M = Time) 
- After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.

16. Free Text Chats 
(Bonk, 2007; Mei-Ya Liang, 2007) 
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. Advantages: 
   1. Text chat involve all learners in real time in reading or writing language. 
   2. Can type in different fonts, styles, colors, capital letters, graphic images, etc. 
   3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.

17. Reuse Online Discussion Transcripts 
- Have students bring in their online discussions or to class. 
- Look for key concepts embedded in the transcripts. 
- Share or have competitions.

18. Reuse Blog Transcripts 
- Have students bring in their blogs on the readings for the week for a reflection or sharing. 
- Summarize key points by group. 
- Present in 2-3 minute summaries.

19. Reuse Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations
20. Book Reviews
(L = Cost, M = Risk, M = Time)
- Have students read different books online and post reviews on a forum or to Amazon or send to the author.
- Give each other feedback.

21. Listen and Reflect on Book Author Podcasts

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

23. Reflection Papers: Group Reflections or Super Summaries (3-4 page)
- Team reflection papers (Reflect Online):
  - Have team members reflect on their learning in a course.
  - Compare their learning to each other.
  - Everyone writes a section of super summary and then synthesizes across.

24. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)
- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.

25. Reflection Papers: Job Application and Trend Papers (3-4 page)
- Have students write papers about emerging trends in the field.
- Students write reflection papers on how different concepts in class link or connect (or perhaps later might connect) to their present or future jobs.
- Perhaps provide them with sample papers from prior semesters.
26. Personal and Team Blog Reflections (Critical Friend Blog Postings)
- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.

27. Paired Article Critiques in Blogs
- Students sign up to give feedback on each other's article reviews posted to their blogs.

<table>
<thead>
<tr>
<th>Article</th>
<th>Student Column</th>
<th>Student Peer Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking: Student-Teacher Relationships in Online Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
32. Class Voting and Polling (perhaps electronic)
1. Ask students to vote on issue before class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of view
3. Discuss with majority pt of view
4. Repoll students after class
(Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus
Rick Kulp, IBM, 1999)

33. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)

34. Case-Based Learning: Student Cases
1. Model how to write a case and practice answering.
2. Generate 2-3 cases during semester based on field experiences.
3. Link to the text material—relate to how text author or instructor might solve.
4. Respond to 6-8 peer cases.
5. Summarize the discussion in their case.
(Note: method akin to storytelling)

35. Scenario Learning (Option 6, Bloomington, IN)

36. Poster Sessions and Gallery Tours (Bonk, 1995)
- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.

37. One Visual Exercises
- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.
38. 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.

39. Pruning the Tree
(i.e., 20 questions) (V)
• Have a recently learned concept or answer in your head.
• Students can only ask yes/no types of questions.
• If guess and wrong they are out and can no longer guess.
• The winner guesses correctly.

40. One Stray-Three Stay
• Give a task to small groups of students.
• Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.

41. One Stay-Three Stray
• Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).

42. Bells and Whistles
• Add media to a presentation (audio, music, animations, pictures, etc.)
• Try to play off emotions and capture mood or tone of an event, era, or issue.

43. Rapid Data Collection
• Assign students to collect data on certain questions for a set time period (perhaps during a live class).
• Give handout.
• Come back to discuss.
• Perhaps hold competitions.
44. Poster Sessions

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Have half of the students present their ideas in one half of the room for 15-20 minutes and then reverse roles.

45. Movie assignments

(From Bobk 2004)

III. Final Project (Movie Review 60 Points)

Movie Town Directions:
Select a movie (at least one group A). Your final activity is from the standpoint of one or even learning the others in the group. In your review, you should have:
- A description of the movie
- A discussion of the characters
- A discussion of the setting
- A discussion of the plot
- A discussion of the theme

46. Planted Questions

(Active Learning, Silberman)

- Choose questions that will help guide your lesson and write them out on note cards sequentially with a cue on each.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- Debrief at end.

47. Questioning Options

(Morten Flate Pausen, 1995)

- Shot Gun: Post many questions or articles to discuss and answer any—student choice.
- Hot Seat: One student is selected to answer many questions from everyone in the class.

48. Just Suppose, What If, Wet Ink, or Freewriting

Writing without reflecting or lifting your pen for a set period of time.
- Just imagine...

49. Stand and Share

1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).
50. **Best 3**  
*(Thiagi, personal conversation, 2003)*  
- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).  
- Work with another who has 3 as well and decide on best 3 (or 4).  
- Those pairs work with another dyad and decide on best 3 (or 4).  
- Report back to class.

---

**How about a "Top Three" activity?**

---

**Stop and Share:**  
Top Three Things Learned!

---

**Stand and Share Ideas**

- Will Work: ____________  
- Might Work: ____________  
- No Way: ____________

---

**Masterclass Part 5: The Rise of Shared Online Video, the Fall of Traditional Learning**

**Dr. Curtis J. Bonk**  
Professor, Indiana University  
President, SurveyShare, Inc.  
http://mypage.iu.edu/~cjbonk/

**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.

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.

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.

Learning and Memory Videos

Which of these video sharing sites do you use?
1. BBC News Video and Audio
2. CNN.com Video
3. MENBC.com
4. Google Video, Yahoo Video
5. Current TV
6. Fora 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 Lesson, BookTV, Kudota videos, MonkeySee, doFlick, the Research Channel, iVideosong

YouTube as Class

Academic Earth

Fora TV
(Howard Gardner and Michelle Rhee)

ClipChef
Ten Anchors and Enders: Instructor Centered

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

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. Anchoring and Ending
One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.

4. 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.

5. Anchor with Discussion
The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.

6. 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.

7. 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.
8. Video Anchor, Lecture, and Test (VALT)
Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.

10. Videoconferencing Anchors and Enders
YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.

Turn and Share 1-2 ideas you can use...

Ten Anchors and Enders: Student Centered

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. Class Previews of Student Anchors
Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.
3. Collaborative Anchoring
A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.

4. Student Anchor Demonstrations
Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.

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

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

7. Video Anchor Competitions
Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.

8. Video Sharing and Ranking
Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.
9. 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.

10. 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.

Table 1. Ten Anchors and Enders: Instructor Centered

<table>
<thead>
<tr>
<th>Pedagogical Activity</th>
<th>Brief Description of the Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anchor Video Viewing</td>
<td>Students are asked to view a video on a topic or current event to learn more about the concept.</td>
</tr>
<tr>
<td>2. Online Video Viewing</td>
<td>Students are asked to watch a video that relates to the course content.</td>
</tr>
<tr>
<td>3. Enriching and Chilling</td>
<td>Students are asked to enrich their learning experience by creating a video or video response to a class concept.</td>
</tr>
<tr>
<td>4. Video Class Discussion and Discussion</td>
<td>The instructor leads a video discussion and students are asked to provide feedback on the video or other online video content.</td>
</tr>
<tr>
<td>5. Student Video Creation</td>
<td>Students are asked to create a video on a topic that relates to the course content.</td>
</tr>
<tr>
<td>6. Anchor with Discussion</td>
<td>Students are asked to discuss the video with others.</td>
</tr>
<tr>
<td>7. Video Anchor Reflection</td>
<td>Students are asked to reflect on the video and its relevance to the course content.</td>
</tr>
<tr>
<td>8. Video Anchor Lecture and Test (VAT)</td>
<td>The video is used as a lecture and test to assess student understanding of the course content.</td>
</tr>
<tr>
<td>9. Video Anchor Conceptual Analysis</td>
<td>Students are asked to analyze the video and its relevance to the course content.</td>
</tr>
<tr>
<td>10. Video Anchor Social and/or Emotional</td>
<td>The video is used to foster social and emotional connections among students.</td>
</tr>
</tbody>
</table>

Table 2. Ten Anchors and Enders: Learner Centered

<table>
<thead>
<tr>
<th>Pedagogical Activity</th>
<th>Brief Description of the Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anchor Video Viewing</td>
<td>Students are asked to view a video on a topic that relates to the course content.</td>
</tr>
<tr>
<td>2. Online Video Viewing</td>
<td>Students are asked to watch a video that relates to the course content.</td>
</tr>
<tr>
<td>3. Enriching and Chilling</td>
<td>Students are asked to enrich their learning experience by creating a video or video response to a class concept.</td>
</tr>
<tr>
<td>4. Video Class Discussion and Discussion</td>
<td>The instructor leads a video discussion and students are asked to provide feedback on the video or other online video content.</td>
</tr>
<tr>
<td>5. Student Video Creation</td>
<td>Students are asked to create a video on a topic that relates to the course content.</td>
</tr>
<tr>
<td>6. Anchor with Discussion</td>
<td>Students are asked to discuss the video with others.</td>
</tr>
<tr>
<td>7. Video Anchor Reflection</td>
<td>Students are asked to reflect on the video and its relevance to the course content.</td>
</tr>
<tr>
<td>8. Video Anchor Lecture and Test (VAT)</td>
<td>The video is used as a lecture and test to assess student understanding of the course content.</td>
</tr>
<tr>
<td>9. Video Anchor Conceptual Analysis</td>
<td>Students are asked to analyze the video and its relevance to the course content.</td>
</tr>
<tr>
<td>10. Video Anchor Social and/or Emotional</td>
<td>The video is used to foster social and emotional connections among students.</td>
</tr>
</tbody>
</table>

Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.

Who can use shared online video?

TOP 10 LIST

1. **Who** can use shared online video?
2. **How** and **Why** can they be used?
3. **Where** can they be found?
4. **When** is the best time to use them?
5. **What** are the potential benefits?
6. **How long** should the video be?
7. **What kind** of content is best for their purposes?
8. **What topics** are appropriate for sharing?
9. **Who** should be invited to participate in the video discussion?
10. **Where** should the video be hosted?
Advice and Guidelines

3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Students tend to watch videos between 6 pm and midnight.

Advice and Guidelines

5. Students are much more likely to watch and share videos than create them.
6. Considering offering online video creation as an option—can foster student creativity.

Advice and Guidelines

7. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
8. Watch and approve all videos before selecting.

Advice and Guidelines

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

Now for 2 Minutes: Share your ideas with someone next to you and agree on three things maximum per category.

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
The World is Open.