

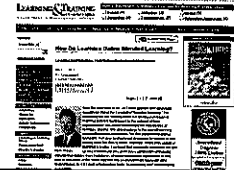
**R2D2 on the Blend: A Galaxy of Online Learning Style Ideas and Blended Learning Examples**

Curt Bonk, Professor, Indiana University  
 President, SurveyShare, Inc.  
 cjbonk@indiana.edu  
<http://php.indiana.edu/~cjbonk>  
<http://SurveyShare.com>

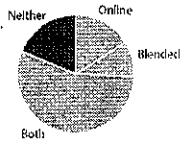


**Blended Learning**

- What is blended learning?
- What is being blended?
- How much to blend?
- Why blend?
- How to blend?



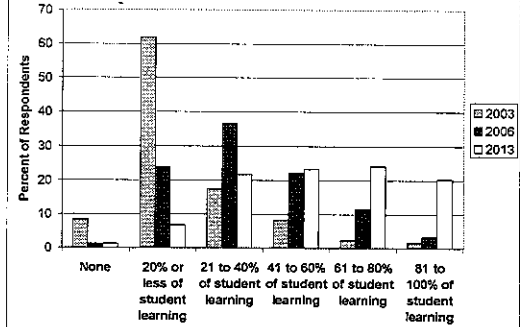
**The Sloan Consortium (2003). Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003**  
[http://www.sloan-c.org/resources/sizing\\_opportunity.pdf](http://www.sloan-c.org/resources/sizing_opportunity.pdf)



WHAT TYPES OF COURSES ARE OFFERED?

	Public	Private, nonprofit	Private, for-profit	Total
Both Online and Blended	60.2%	36.7%	21.2%	55.6%
Online Only	22.5%	17.8%	23.2%	16.0%
Blended Only	3.8%	17.2%	6.6%	9.6%
Neither	14.2%	28.4%	48.9%	18.8%

Percent of Student Learning that is Blended



**Blended Learning**



**Why the term blended?**

(Osguthorpe & Graham, 2003, Blended Learning Environments: Definitions and Directions)


- "Hybrid is the interbreeding of two different species of animals or plants to create a new species" (i.e., a mongrel)
- "Blended focuses on the mingling together in ways that lead to a well-balanced combination" (i.e., to mix)



### What is being blended?

Graham, Ure, & Allen (2003, July). Blended Learning Environments  
A Literature Review and Proposed Research Agenda

- **Instructional modalities/media** (Web, instructor-led, simulations, documents)
- **Instructional methods** (pedagogies—behavioral, constructivist)
- **Online and face-to-face instruction**
- **Training and job tasks + class**
- **Synchronous & asynchronous instruction**
- **Live and self-paced training**



### Graham, Ure, & Allen (2003, July) Blended Learning Environments A Lit Review/Proposed Research Agenda


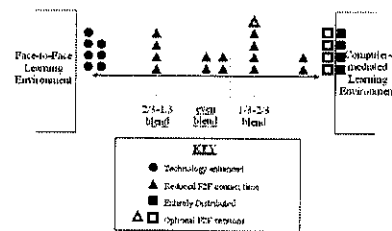




Figure 3. Range of blends in 39 course redesign projects. (adapted by the PEW Charitable Trust)

### The Sloan Consortium (2003). Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003

[http://www.sloan-c.org/resources/sizing\\_opportunity.pdf](http://www.sloan-c.org/resources/sizing_opportunity.pdf)

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussion, typically has some face-to-face meetings.
80%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.



### Graham, Ure, & Allen (2003, July) Blended Learning Environments A Literature Review and Proposed Research Agenda

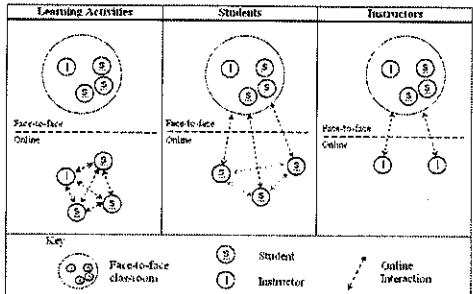




Figure 4. Continuum types of blended environments (Gounthorp and Graham, 2003, p. 22)

### What are the advantages (and disadvantages) of blended learning?



### Blended Learning Advantages

1. **Increased Learning** (better papers, higher scores)
2. **More effective pedagogy and interaction**
3. **Course access at one's convenience and flexible completion** (e.g., multiple ways to meet course objectives)
4. **Reduction in physical class or space needs, commuting, parking**
5. **Increased opportunities for human interaction, communication, & contact among students**
6. **Introvers participate more**



### Hybrid Classes: Maximizing Resources and Student Learning

[http://courses.durhamtech.edu/nc/voww/html/Special\\_Feature/hybridclasses.htm](http://courses.durhamtech.edu/nc/voww/html/Special_Feature/hybridclasses.htm)

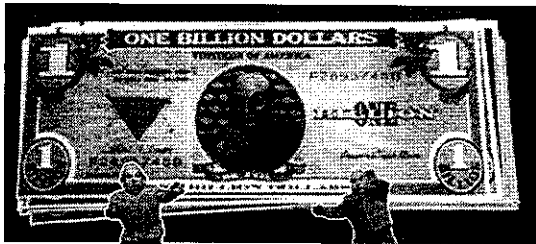
- Approximates real world/collaboration
- Students learned more, wrote better papers, performed better on exams, produced higher quality projects
- Students engaged in doing, rather than just experiencing or reading
- Students can review prerecorded lectures and access course notes/materials
- Presents materials in range of formats
- Lower withdrawal rates

### Blended Learning Disadvantages

1. Procrastination (trouble managing time and requirements)
2. Problems with technology at the beginning (instructor tries too much)
3. Can be overwhelming or too novel
4. Poor integration or planning
5. Resistance to change
6. Good ideas but lack of time, money, & support



### Ok, Million Dollar Question: Where is blended learning beneficial?



### Where is Blended Beneficial?

<http://www.center.rpi.edu/PewGrant/ProjDesc.html>

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with certification
- Classes with need for standardization
- Supplementary classes
- New requirements for a profession
- Massive and widespread audience
- Writing intensive classes



### 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



### TICKIT Teachers



### IMPROVED LEARNING OUTCOMES from Technology

(Carol Twigg, August 2004 Keynote Presentation)

- Penn State - 68% on a content-knowledge test vs. 60%
- UB - 56% earned A- or higher vs. 37%
- CMU - scores on skill/concept tests increased by 22.8%
- Fairfield - 88% on concept retention vs. 79%
- U of Idaho - 30% earned A's vs. 20%
- UMass - 73% on tougher exams vs. 61%
- FGCU - 85% on exams vs. 72%; 75% A's and B's vs. 31%
- USM - scored a full point higher on writing assessments
- IUPUI, RCC, UCF, U of S Maine, Drexel and U of Ala - significant improvements in understanding content

**25 of 30 have shown improvement;  
5 have shown equal learning.**

### REDUCTION IN Drops, Failures, and Withdrawal RATES

(Carol Twigg, August 2004 Keynote at Wisconsin DL Conference)

- U of Alabama - 60% to 40%
- Drexel - 51% to 38%
- Tallahassee CC - 46% to 25%
- Rio CC - 41% to 32%
- IUPUI - 39% to 25%
- UNM - 39% to 23%
- U of S Maine - 28% to 19%
- U of Iowa - 25% to 13%
- Penn State - 12% to 9.8%

### 20 Blended Learning Examples in Higher Education

	Low Risk	High Risk
<b>1. Risk</b>	←————→	
	Easy to Embed	Extensive Planning
<b>2. Time</b>	←————→	
	Free or Inexpensive	Enterprise Licenses
<b>3. Cost</b>	←————→	
	Instructor-Focus	Student-Focus
<b>4. Student-Centered</b>	Low	High

### #1. Videostreaming Course Sessions (e.g., the BobWeb)

Department	Course ID	Section	Date	Part	Media Type	Stream (click to play)	Download
EDUC-P	546	00006	01/22/2005	Real	Real Player	<a href="#">Real Player</a>	<a href="#">Download (641.813K)</a>
EDUC-P	546	00500	01/19/2005	Real	Real Player	<a href="#">Real Player</a>	<a href="#">Download (894.242K)</a>

### #2. My Class; Discussion Forums, Surveys, Word Docs, Web Links, Presentations

**Forum: Online Learning, Professional Development**

**Online Learning Class Online**

**Folder:**

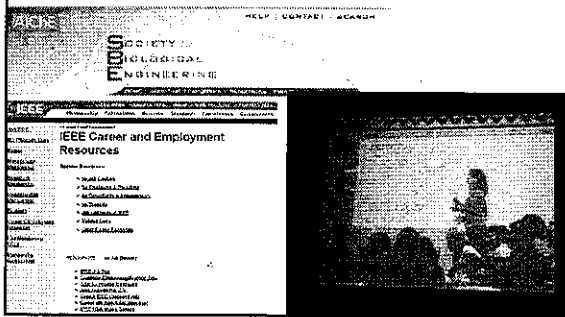
- Administrative Information (i.e., Discussion Leaders)
- Class Presentation PowerPoints
- Class Web (URL) Links
- Class Word Documents (Fall 2003)
- Student Presentations (for committee and reflection)

**Entries:** 2 3

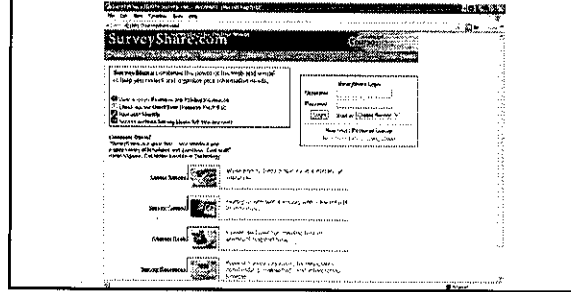
Number	Title
27	<a href="#">Class Reflection on Chronicle Article on Life of a College Professor</a>
27	<a href="#">Should we award the Trust, Present, and Power of Weblogs by Stu</a>
26	<a href="#">Week 15: Global Planning for E-Learning</a>
25	<a href="#">Week 14: E-Portfolios and Other European Assessment Techniques</a>
24	<a href="#">Week 13: More E-Learning Evaluation Techniques</a>
23	<a href="#">Week 12: Evaluation of Learning Programs and Courses</a>



**#9. Apprenticeship in Professional Devel Sites  
(jobs, organizations, mentors, conferences, etc.)**



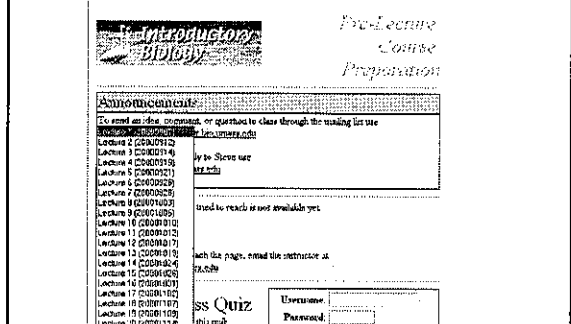
**10. Survey Research  
(e.g., InfoPoll, WebSurveyor, Zoomerang, SSF, SurveyShare, SurveyKey)**



**#11. Math Emporium of Online Tutorials  
and Testing (Virginia Tech, Robert Olin)**



**12. Preclass Exam and Short  
Quizzes Practice**



**#13. Divide Online and Class  
Experiences: English Classes Online  
Graham, Ure, & Allen (2003, July). Blended Learning Environn  
A Literature Review and Proposed Research Agenda**

- **Freshman English at BYU:** Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).



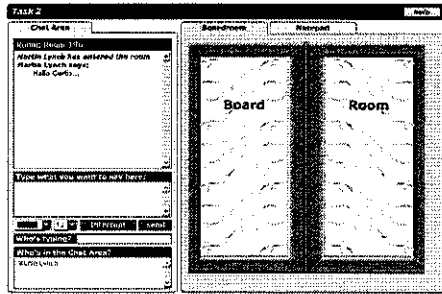
**#14. CPA Exam Review (June 14, 2003)  
and Web Videos in Accounting (July, 2003)**

- Texas A&M University–Corpus Christi combines CPA courseware with bi-monthly class meetings to prep for CPA Exam. (study text, proficiency questions, electronic flashcards and practice exams, scheduled assignments, goals, online grading, progress reports, tailored discussion groups, and personalized assistance from leading professors at the nation's top accounting schools.)

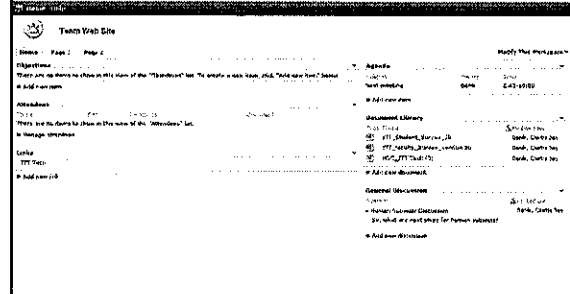


## #15. Business Class Simulated Boardroom Chat

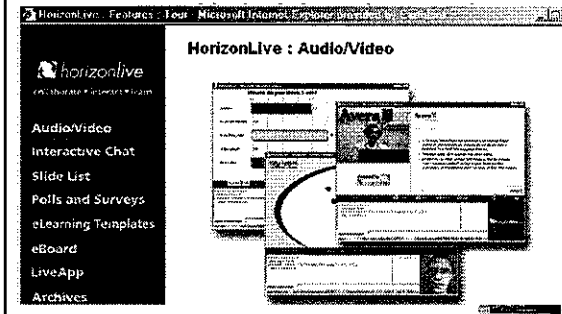
eCollege Wales, Univ. of Glamorgan



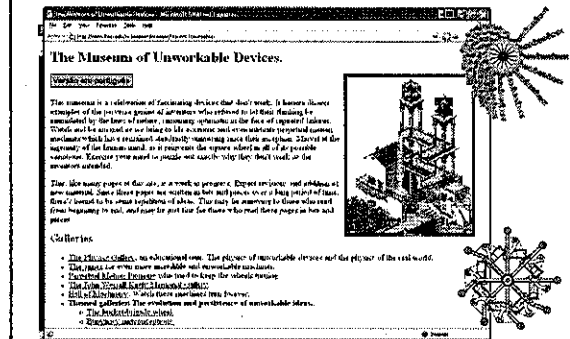
## #16. Collaborative Tools (e.g., Microsoft SharePoint)



## Example #17: Webinar: Web for Live Mentoring: MBA Program (Harvi Singh and Chris Reed (2001), Achieving



## #18. Exploration: Virtual Museums

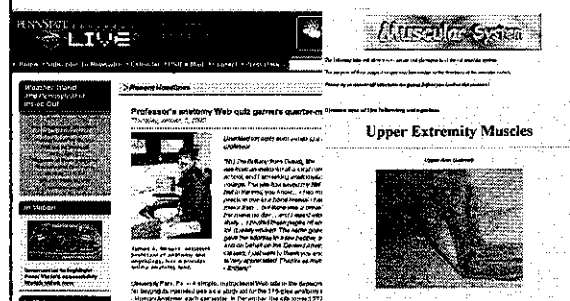


## #19. Team Product

Secondary School

Project Details	Project	Subject Area	Project Type	Teacher Name
Details	Non-traditional agriculture class web site on HighWire.com	Agriculture	Web	Caro (Hutchinson) Kowal
Details	SimFarm	Agriculture/Business	Web, Excel, Simulation Software	Caro (Hutchinson) Kowal
	Prepare a portfolio, including PP to apply for a job as an advertising director for a Broad Association	Agriculture	Web, Small Mail, PowerPoint	Amy Turner-Watson
	Web Site for the Alternative School/ student created demo web pages	Alternative School	Web	Lisa Tyler
	Virtual Vacation	Alternative School	Web	Lisa Tyler
	Class Web Site	Biology	Web	Randy Holtz

## #20. Health Resource Explorations (self study in anatomy)



## Blended Works: Here's Proof

Jeff Barbian, September 2002, Online Learning

"The question is not if we should blend...rather the question is what are the ingredients."

– Per Marc Rosenberg, E-Learning: Strategies for Delivering Knowledge in the Digital Age



## Poll #1. Which blended learning strategy might like to try?

- A. Post assessments and reviews online
- B. Follow-up activities in a community of practice
- C. Put reference materials on the web
- D. Use online mentors, experts, and coaches
- E. Rely on instant messaging and chat

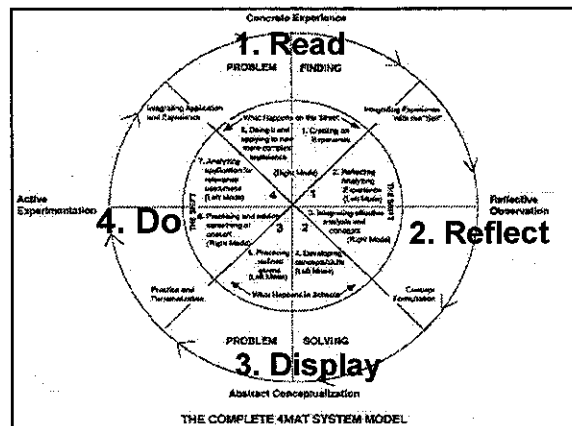
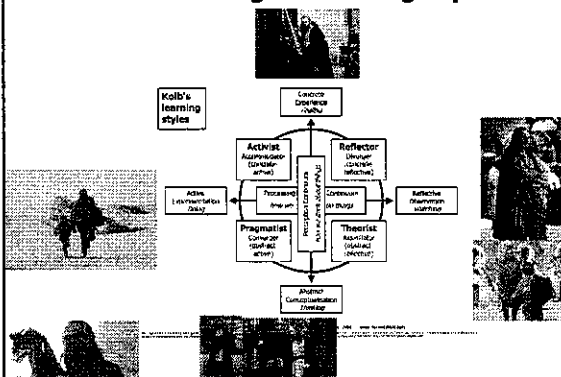
## Poll #2. What blended ideas do you think work or have you tried?

- A. Online simulations, games, demos, and hands-on activities
- B. Online surveys, polls, research, and authentic data collection
- C. Extensive Web explorations (student selected and reported)
- D. Extensive Web support materials (papers, discussion forums, test examples)
- E. Alternative class and face-to-face meetings and activities

## Any questions or comments so far?

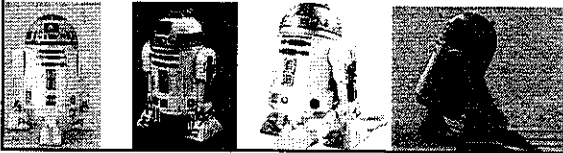


## The Blending of Learning Styles




## 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.



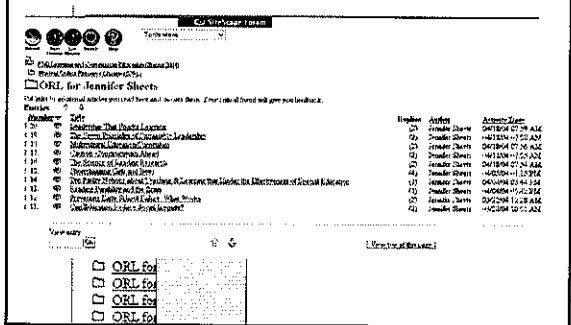
## 1a. Guest Expert Chats

1. Find article or topic that is controversial
2. Invite person associated with that article (perhaps based on student suggestions)
3. Hold real time chat
4. Pose questions
5. Discuss and debrief (i.e., did anyone change their minds?)

(Alternatives: B. Email Interviews with experts;  
C. Assignments with expert reviews)



## 1b. Online Resource Libraries



## 1c. Engage in Role Play debate

24.2.1. [Wake Up you Bru!!!](#) [Q on Star Trek: The Next Generation](#) 11/25/03 06:43 AM

Attila- I believe that you are dealing with a great deal of latent hostility--one person is not supposed to rule the entire world!!! I noted your comment from the McLester article regarding the increase cost with streaming videos, etc. However, this is where clearing needs to take the next step further and develop partnership with businesses or non-profit organizations to assist in reducing the cost for the students. Because let's remember that this should be learner-driven. You are a bit of an entrepreneur yourself--maybe you could help? However, I am merely a questioner in the scheme of life and learning. Isn't there anyone else out there to assist Attila with his misconceptions--Bill Clinton, Gandhi, Mother Theresa, anyone--I fear that my life may depend on your assistance--HELP!!!!

24.3. [I am so wise, so listen.](#) [Aristotle](#) 11/25/03 05:49 PM

- Training Maganne might have a little bit of a bias too. Also, I have seen plenty of boring instructional animations and videos. Classroom or e-learning or a good book or a good audiotape - they can all be good for learning. Cost-effectiveness is never going

## 1d. Announcements, Q&A or FAQ

FAQ  
Questions and Answers of General Interest


Post a Message Threaded View

Please post any questions that might be of general interest to the class so Alan and John can respond.

- Re: FAQ 11/25/03 2:18:32 AM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM
- Re: FAQ 11/25/03 04:10:10 PM

## 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



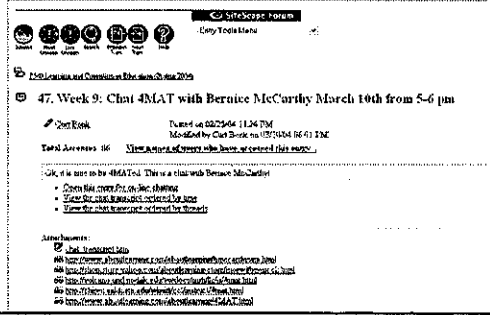
## 2a. Post Model Answers

**Employment Law and Ethics Project**

**Question 1**  
Would it be illegal for Laura to recommend Billings instead of Lewis? Explain, being specific about the legal doctrines that would apply?

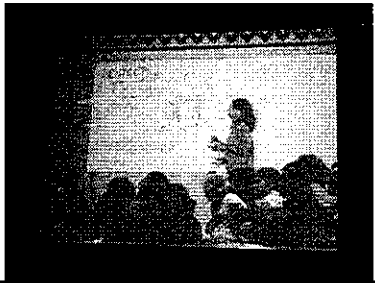
**Answer 1**  
Under both Title VII of the 1964 Civil Rights Act and Section 1981 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Laura does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to this situation since Lewis has higher seniority, equal skills, and more direct experience with power tools than does the other candidate Frank Billings. Title VII “prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and more other employment decisions.” ARPCO is a covered entity under Title VII because they use “employing 15 or more employees and engaging in an industry affecting interstate commerce” and as the case footnotes point out “as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms.”  
In this case, Title VII’s disparate impact is not applicable since ARPCO’s policy clearly states to “promote the most

## 2b. Reuse Chat Transcripts




## 2c. Conferences with Live Video Feeds

(Internet Time Group, 6/23/03  
<http://www.internettime.com/visual/gallery6.htm>)

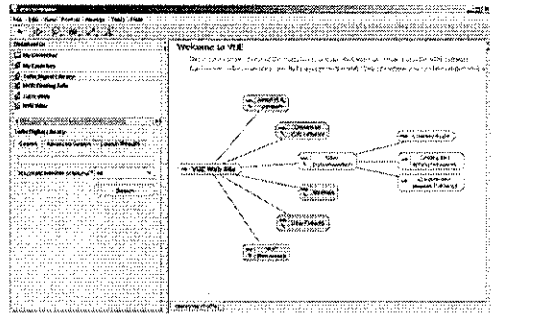


## 3. Visual Learners

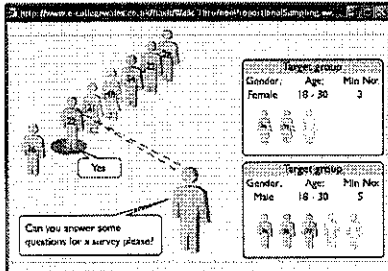
- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



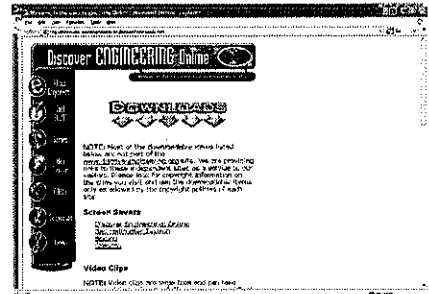
## 3a. Visual Understanding Environment (VUE) project from Tufts



### 3b. Flash Visuals and Animations (e.g., Statistics, Cash Flow, etc.) eCollege Wales, Univ. of Glamorgan



### 3c. Video Library of Concepts, Cases, or Experts

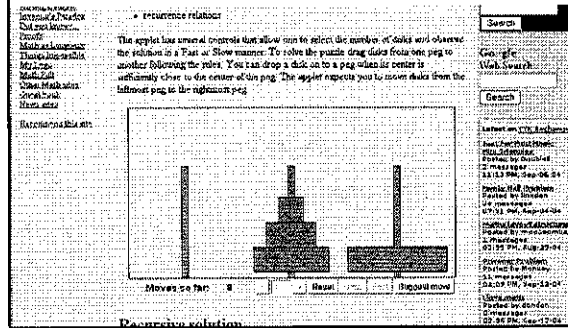


### 4. Tactile/Kinesthetic Learners

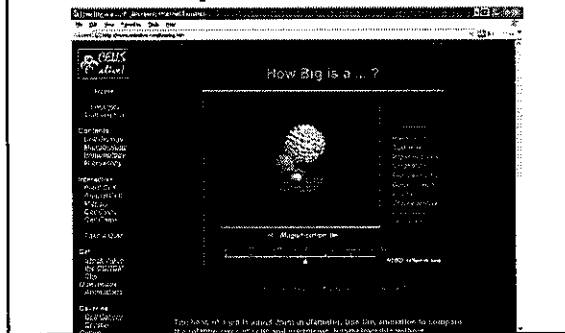
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



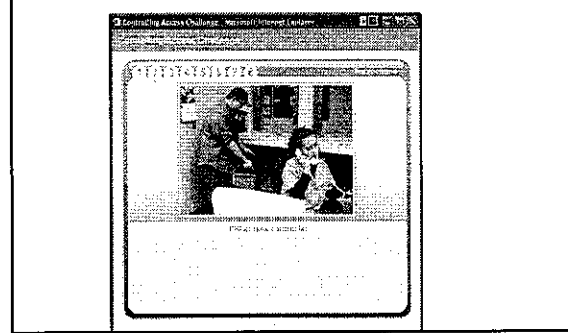
### 4a. Simulations, Scenarios, and Manipulations



### 4b. Online Simulations: Biology Manipulate Variables



### 4c. Learner Content Interaction: Business & Healthcare Examples (Option 6)



### 3. Motivational Techniques

### Intrinsic Motivational Terms?

1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Feedback: Responsive, Supports, Encouragement
3. Engagement: Effort, Involvement, Excitement
4. Meaningfulness: Interesting, Relevant, Authentic
5. Choice: Flexibility, Opportunities, Autonomy
6. Variety: Novelty, Intrigue, Unknowns
7. Curiosity: Fun, Fantasy, Control
8. Tension: Challenge, Dissonance, Controversy
9. Interactive: Collaborative, Team-Based, Community
10. Goal Driven: Product-Based, Success, Ownership

### 1. Tone/Climate: Ice Breakers

#### A. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings



#### B. Coffee House Expectations

1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met



### 1. Tone/Climate: Social Ice Breakers

#### C. Scavenger Hunt

1. Create a 20-30 item online scavenger hunt (e.g., finding information on the Web)
2. Post scores



#### D. Two Truths, One Lie

1. Tell 2 truths and 1 lie about yourself
2. Class votes on which is the lie



### 1. Tone/Climate: Social Ice Breakers

**E. Peer Interviews:** Have learners interview each other via e-mail and then post introductions for each other.

**F. Favorite Web Site:** Have students post the URL of a favorite Web site or URL with personal information and explain why they choose that one.

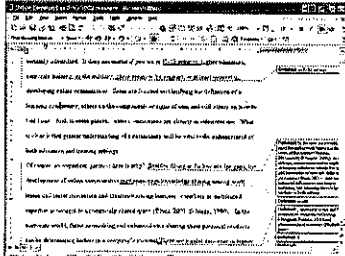
**G. Public Commitments:** Have students share how they will fit the coursework into their busy schedules

### 2. Feedback: A. Critical/Constructive Friends, Email Pals...

1. Assign a critical friend (based on interests?).
2. Post weekly updates of projects, send reminders of due dates, help where needed.
3. Provide criticism to peer (i.e., what is strong and weak, what's missing, what hits the mark) as well as suggestions for strengthening.  
In effect, critical friends do not slide over weaknesses, but confront them kindly and directly.
4. Reflect on experience.



## 2. Feedback. B. Annotations in Word: Track Changes and Commenting



## 3. Engagement A. Questions to Guide Reading

### Study Questions to Guide Your Reading

1. The 7-D model provides a conceptual framework for helping leaders and managers think through the challenges of signing an organization with its strategy. What are the symptoms of misalignment? Ok, when there are misfits between strategy and the 7-D?

2. Stab et al. suggest that inter-firm competition has shifted from competing on assets to competing on capabilities. What is a "capability"? How can a capability be used to compete with other firms?

## 4. Meaningfulness: A. Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts



## 4. Meaningfulness: B. E-mail Expert Job Interviews (or post from actual internships)

**Field Definition:** Have student interview (via e-mail, if necessary) someone working in the field of study and share their results

- As a class, pool interview results and develop a group description of what it means to be a professional in the field.



## 4. Meaningfulness: C. Court Room Bus Law

Court Administration  
AMC Data

Case#	Team List	Rate
Case#A	Court Team1, Court Team2, Court Team3,	High
Case#B	Court Team4, Court Team5, Court Team6,	Mid
Case#C	Court Team7, Court Team8, Court Team9,	Low
Case#D	Court Team10, Court Team11, Court Team12,	Mid
Case#E	Court Team13, Court Team14, Court Team15,	High

Court Administration Form Management Check/Save/Print

## 4. Meaningfulness: D. Case-Based Learning: Instructor Created

*Psychology Applied to Teaching (PATTE)*, Ninth Edition  
Jack Stoveman, Southern Illinois University  
Robert Banker

Site-Based Cases  
CHAPTER 11: MOTIVATION

GENERAL CASES

If Only I Could Spanish by Spanish Case A Introduction/Commentary

Student motivation is a common concern for preservice teachers as well as their relevant subject content. The teacher must also struggle with the question of how their interests and goals may enter the classroom with a natural interest in the class. The following case presents a situation in which a student lacks both the



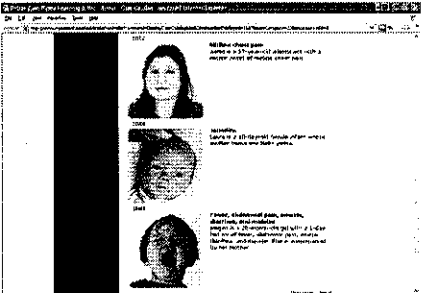
Case A from Preservice Teacher

I am doing my field observation in a high school Spanish class. The students are excellent at keeping them interested and excited. There are about twenty students and one of the students is repeating the class. This student is the lone exception to the

### 4. Case-Based Learning:

#### E. Case Systems and Simulations

##### My Patient.com



The screenshot shows a web interface for a patient case. It includes a patient's name, a photo, and a list of symptoms. The text describes a patient with a 20-year history of chronic pain, mentioning a diagnosis of fibromyalgia and the use of various medications like NSAIDs, antidepressants, and opioids. The interface is designed for educational purposes, likely for medical students or healthcare professionals.

### 5. Choice:


#### A. Discussion: Starter-Wrapper

(Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles—same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

#### B. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback





### 6. Variety:

#### A. Just-In-Time-Teaching

Gregor Novak, IUPUI Physics Professor (teaches teamwork, collaboration, and effective communication):

1. Lectures are built around student answers to short quizzes that have an electronic due date just hours before class.
2. Instructor reads and summarizes responses before class and weaves them into discussion and changes the lecture as appropriate.





### 7. Curiosity:

#### A. Synchronous Chats

1. Find article or topic that is controversial
2. Invite person associated with that article (perhaps based on student suggestions)
3. Hold real time chat
4. Pose questions
5. Discuss and debrief (i.e., did anyone change their minds?)

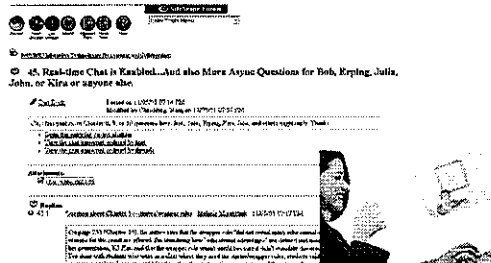
(Alternatives: B. Email Interviews with experts;  
C. Assignments with expert reviews)



### 7. Curiosity

#### D. Threaded Discussion plus Expert Chat

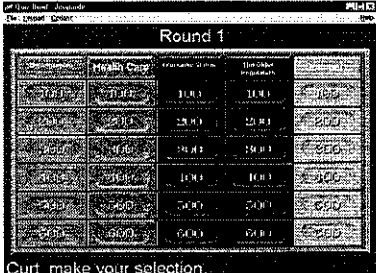
(e.g., Starter-Wrapper + Sync Guest Chat)



The screenshot shows a threaded discussion forum. It includes a list of posts with user avatars and names. One post is highlighted, mentioning a real-time chat session. The interface is typical of a learning management system or a dedicated discussion platform.

### 7. Curiosity: A. Games

Online Jeopardy Game [www.km-solutions.biz/caa/quiz.zip](http://www.km-solutions.biz/caa/quiz.zip)  
Games2Train: The Challenge; Thiagi.com



The screenshot shows a Jeopardy game board for Round 1. The board is a grid with categories and point values. The categories include 'Mystery Cup', 'The Great Escape', and 'The Challenge'. The point values range from 100 to 500. The board is interactive, with a cursor pointing to a cell.

**8. Tension**  
**A. 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

**Role 4: Devil's Advocate or Critic/Censor/Confederate**

- Takes opposite points of view for the sake of an argument and is an antagonist when addressing any problem posed. This might be a weekly role that is secretly assigned.

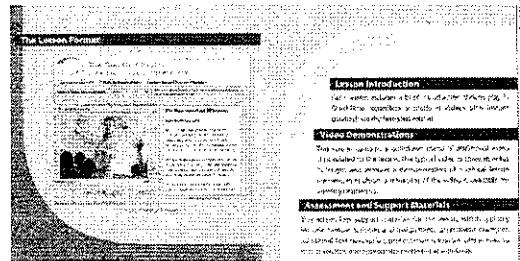


**9. Interactive**



- A. Symposia or Panels of Experts:**  
**Be an Expert/Ask an Expert:** Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)
- B. Press Conference:** Have a series of press conferences at the end of small group projects; one for each group

**10. Goal Driven and Product Based:**  
**A. Video Papers**



**What have you mastered?**

- Will Work: \_\_\_\_\_
- Might Work: \_\_\_\_\_
- No Way: \_\_\_\_\_



**Questions and Answers...???**

