

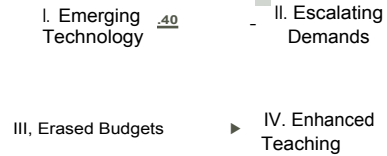
## Simulations, Interactivity, and Collaboration for Highly Motivating Learning



Dr. Curtis J. Bonk  
 Professor, Indiana University  
 President, SurveyShare, Inc.  
<http://php.indiana.edu/~cjbonk>  
[cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)



## Four Storms are Approaching



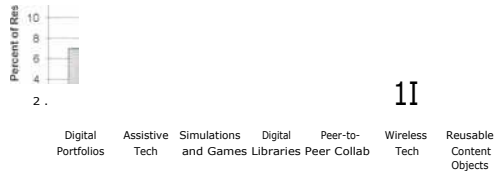
## Ok, Million Dollar Question: Which technology will impact schools the most?



## Storm 1. Emerging Learning Technologies

1. Assistive Technologies & Talking Computers
2. Blogs and Online Diaries
3. Digital Portfolios
4. Electronic Books
5. Online Communities and Learning Portals
6. Intelligent Agents
7. Online Exams and Homework
8. Online Games and Simulations (Massive Multiplayer Gaming)
9. Online Translation Tools & Language Learning
10. Course Management Systems
11. Peer-to-Peer Collaboration
12. Reusable Content Objects
13. Videostreaming, IP Videoconferencing
14. Virtual Worlds/Reality
15. Wearable Computing
16. Wireless Tech: Tablet PCs, Handheld Devices

## Technologies Expected to Most Impact the Delivery of Online Learning During the Next Five Years



## 1. Computers that Talk to You (\$595) USA Today, June 18, 2003

- How is the weather this morning?
- What is the score of the Cubs game?
- What time is it in Helsinki?
- Give me a recipe for chicken.
- How did the market do today?
- What is 16 degrees in Celsius, in Fahrenheit?
- Where is *Finding Nemo* playing?



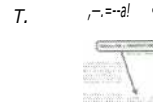
## 2. Blogs (diaries, writing)



Number of Hosted Slugs Creat'd, by Alt. 2003	Less crated	y abaft: <rNew
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<0A+	tta-, tdd	v4
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## 3. Electronic Books



## 4. Reusable Learning Objects

- "Learning Objects are small or large resources that can be used to provide a learning experience. These assets can be lessons, video clips, images, or even people. The Learning Objects can represent tiny "chunks" of knowledge, or they can be whole courses."

*Claude Ostyn, C/ick2Learn*



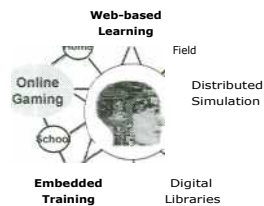
### Where Find Examples and More Info?

- MERLOT.org
- CAREO.org
- SCORM and ADL



## Advanced Distributed Learning (ADL)

Provide access to the highest quality education and training, tailored to individual needs, delivered cost effectively, anywhere and anytime.



## ADL as an enabler

**Accessible:** access instructional components from one location and deliver them to many other locations

**Interoperable:** use instructional components developed in one location with a different platform in another location

**Reusable:** incorporate instructional components into multiple applications

**Durable:** operate instructional components when base technology changes, without redesign or recode

**Affordable:** increase learning effectiveness significantly while reducing time and costs

## ADL: High-level Direction

- Started out of the 1997 Quadrennial Defense Review
- Major Milestones:
 

Nov	97	White House co-sponsors ADL Kick-off
Jan	99	Exec Order tasking DoD to lead standards
May	00	Implementation Plan submitted to Congress
Jan	01	SCORM 1.1 released
Nov	02	7th Plugfest held
Nov	03	4 <sup>th</sup> Co-Laboratory established
Jan	04	SCORM 2004 released
Dec	04	DoD Instruction requiring SCORM in review

## Toward the ADL Vision

Accessible, Reusable, Durable Content

Interoperable

Affordable



CORDRA

Mobile Learning  
Immersive Learning  
Environments  
Global Information Grid

## International Plugfest - 2004

- Over 320 participants
- 210 organizations
- 37 Countries
- Plug and Play area
  - 77 organizations participated
  - demonstrating more than 120 products including authoring tools, content examples, and learning management systems conformant to SCORM

Plugfest - C



## 5. Gaming (Pocket PCs) Technology Review (June 2004)

**Net games lure 'bored housewives'**

Mobile digital content has become a hot new market for content creators and publishers alike, and the market is growing rapidly.

While mobile phone gaming remains the primary focus, content creators are looking for other ways to monetize their content. The growth of other games offered to the net.

Content creators are looking for ways to monetize their content. The growth of other games offered to the net.

You need to know what you are getting into before you start selling to the net.

The growth of the game market has led to the development of a whole new generation of games, appealing to people who are looking for a new challenge.

## 6. Virtual Worlds/Virtual Reality

**Virtual gaming**

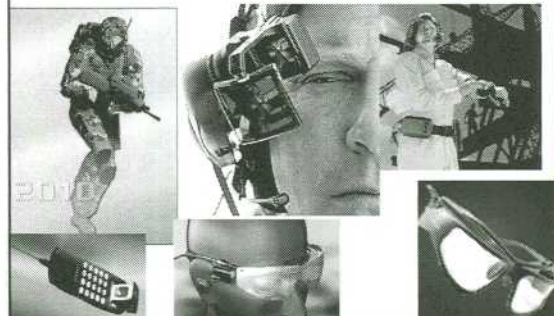
Online games are one of the many ways the Web has changed the way young people socialize and entertain themselves.

Percentage of visitors and users to game Web sites by age, September 2004

12-17	10.5%
18-24	13.2%
25-34	17.9%
35-44	20.3%
45-54	19%
55-64	8.4%
65+	3.9%

SOURCE: ComScore Media Metrics AP

## 7. Wearable Computing

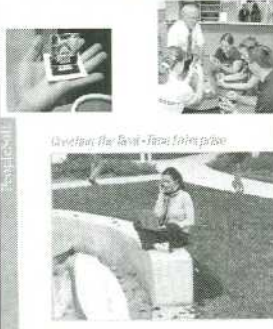


## 8. Wireless Technology

### MOST (UN)WIRED SCHOOLS?

CNET and U.S. News and World Report got the top 50 universities' tech specs and asked them which computers they recommend to students and faculty\_

[CLICK HERE TO VIEW](#)



## E-learning Moves Wireless



THE KOREA TIMES

Technology

3344- Learning Attacks High School Students

Starting this month, high school students preparing for college means they will be able to use personal PDAs to study attended at home or on the subway.

The public specific educational SEMTS will start on Sept. 22, when the sales of local PCS maker PDACom, releases the Omv-100 in stores.

add, will offer lessons from 13 top lecturers for the College of Education's Test (CST), and students can download them from the Marge website.

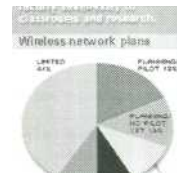
The fee-based offering will be available but will offer base lectures for free.

The FH000 is designed by a 3San, Aem crystal technology of 3c-0a g-aaete.

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CSA Todas. Money



Student contracts to Dartmouth's role of the technology. Y Mil outside the Raker Dewar y.

### Big tech on campus

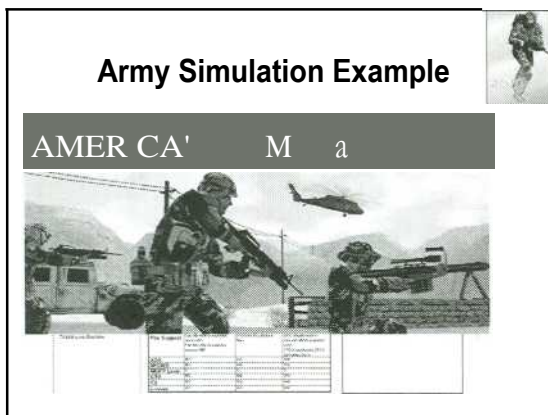
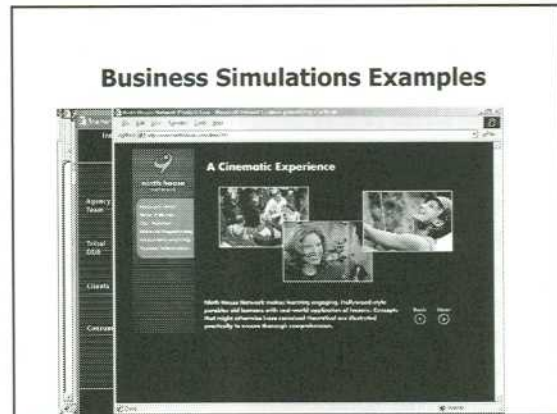
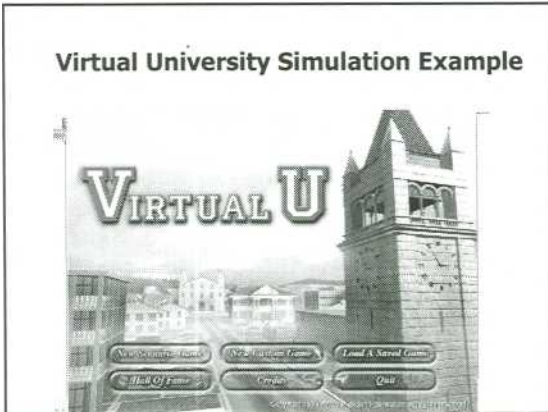
By Marguerite Beardon, CNET News.com  
September 6, 2004

## 9. Tablet PCs Finally Taking Off (Wired News, Sept 28, 2003)

- "And while Promisel said there will be a consumer market for tablet PCs -- such as college students taking them to class for note-taking -- what really needs to happen for the tablet PC to take off is the development of new software applications for corporate customers. ...predicts that in 2003, a total of 500,000 tablet PCs will be sold around the globe, which represents about 1 percent of the total portable PC market...But, by 2007, IDC recasts that the tablet PC could account to fall over 20 percent of the portable market.


## 10. Online Simulations: National Budget and Biology






### Clark Aldrich, A Field Guide to Educational Simulations

- **Branching Calculation Models Pros**
  - **Adaptive**
  - **You** know how they got there, so can embed linear instructional content
  - Allows for more **hand-holding**
  - Can be cost effective
  - Consistency in assessment
  - Good for story telling
- **Branching Calculation Models Cons**
  - More of an assessment than an experience
  - Feels **manipulative** if can't do what want to do
  - Feels confined to set space




### Clark Aldrich, A Field Guide to Educational Simulations

- **Computer Graphics Pros**
  - **Easy** to tweak
  - Taps creativity of user
  - Explores uncharted territory
  - Generalizes skills
  - **Good** for high level business skills
- **Computer Graphics Cons**
  - **Expensive**
  - Requires significant processing power
  - Skill base to produce is hard to find



### Clark Aldrich, A Field Guide to Educational Simulations

- **Video Based Pros**
  - Lots of details, nuances, & specific behaviors
  - Feel serious and real
  - **Over-forty** people are used to TV
  - Works off dumb terminals
- **Video Based Cons**
  - **Expensive**
  - Huge bandwidth required
  - Interaction with video has delays
  - Hard to get just right
  - Hard to make small changes



**Marty Siegel, IU Professor, and  
Founder of Wisdom Tools (May, 2003)**

- Simulations are data driven. There's a model of behavior that underlies them, simulating some process or behavior.
- A simulation approximates reality. It is not reality.
- Simulations allow users to interact with characters or events or processes and see what happens.
- They're very interactive (most of the time) and can include sophisticated graphics.
- Many computer games employ simulation technology. MAXIS makes great games.

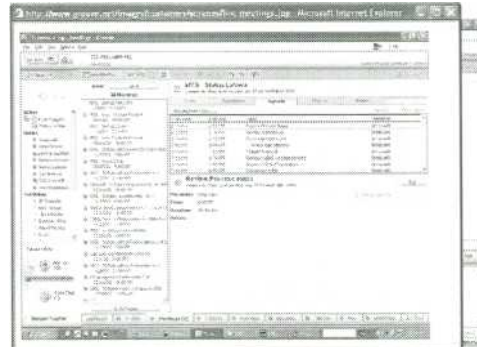
**Strengths of Scenarios  
per Marty Siegel (May, 2003)**

- They take little time to build
- They are (in comparison) cheap to build and implement; weeks vs. months (soon, even in days!)
- They follow a fixed path (some may see this as a flaw, but it's not); the designer controls the path experience; thus, important
- Paths are always experienced.
- Because they describe a reality, like a good novel, it can feel VERY realistic.

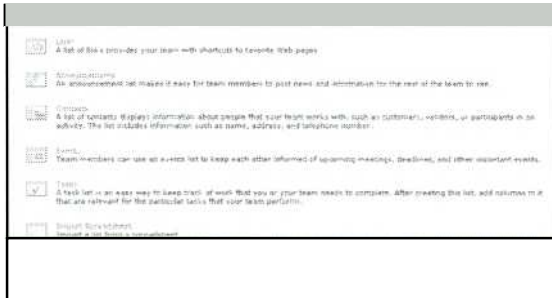
**Why Scenarios? —**

- Scenarios equip individuals or teams to achieve results on mission critical or complex issues
- Scenarios create a shared experience at the learner's convenience
- Learners can "see" failure, be challenged by other viewpoints, reflect and apply new learning, build community and culture
- Self and group assessment provided via quizzes, surveys, and facilitators/coaches
- Scenarios lead to insight, judgment, and strategic thinking

**11. Collaborative Tools: Groove**



**11. Collaborative Tools:  
Microsoft Sharepoint**



**11. Collaborative Tools: Yahoo  
Groups**



## 11. Collaborative Tools: Team Workspace and Document Collaboration

- • downmentum



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momentum ,R

## 11. Collaborative Tools: Group Brainstorming and Decision Making Using GroupSystems

3 Other companies are already successful and entrenched in the sports drink market

Secondary List (1 of 2)

1. Likelihood

	Priority List	Likelihood	Impact
1	A new product line means new competitors.	10	9
2	Our current customers could become confused about our focus.	0	0
3	Other companies are already successful and entrenched in the market.	10	9
4	Increased spending on R&D could cause a cash crunch.	10	9
5	Without a creative marketing strategy, we won't succeed.	10	9
6	Loss of existing market share to other soft drink companies.	10	9
7	Increased sales of sports drink could cannibalize our soft drink sales.	10	9

## 11. Collaborative Tools: visual with Chat Learningbydoin4.net



## 12. Pedagogical Course Management Systems?



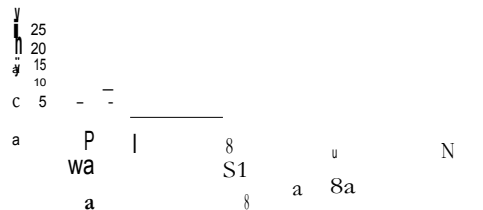
## 13. Videostreaming and Videoconferencing (to take off in next several years ...\$4.5 billion in 2007 (Sept 23, 2003, Stephanie Olsen, CNet News.com).

- "...once they are recorded, the lectures can be reused in subsequent classes or stored as reference materials...I now have 100% of my lectures ready for the next time I teach this class." (On Demand Lectures Create an Effective Distrib Ed Experience, T.H.E. Journal, Nov, 2003, Stanley D. Lindsey).

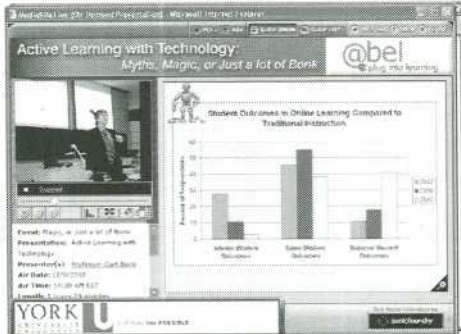


## Synchronous technologies will be used more in business.

E-Learning Technology Most Likely to Dramatically Increase in Use in Next Few Years



## Videostreaming is a Breeze!



## 14. Open Source Software Standards for Ed Tech Interoperability Standards, Nov. 24, 2003

<http://www.cetis.ac.uk/content2/20031124150257>  
<http://www.sakaiproject.org/sakaiproject/>

SAKAI Overview

°r.

## WebCT, Sakai Project Mavens Pledge Open Standards Harmony

Campus Technology, News for Tuesday, April 5, 2005

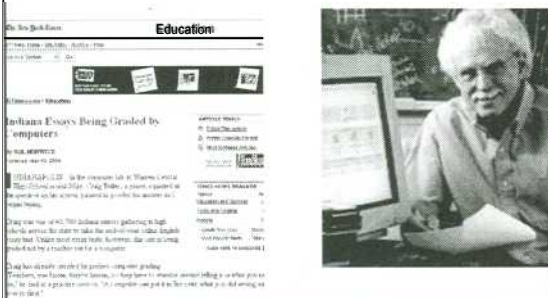
Outside observers are taking a wait-and-see stance on the **cooperation** pledge. Scott Leslie, an educational technology researcher who maintains the edtechpost Website, said, from where I'm sitting, if there's a way that third party learning tools can interoperate with different learning environments that is not based on **proprietary** APIs, that seems like a **good** step forward. If, instead, the Tools **Interoperability** specification becomes 'Powerlinks for everyone,' well then, praise the lord and pass the hand grenades."

## 15. Wikipedia



## 16. Computer Grading

(New York Times, May 19, 2004, Latent Semantic Analysis, Thomas K. Landauer, UC Boulder)



## What about negative technologies?



## Monty Python Spam Song

- Wife: Have you got anything without spam?
- Waitress: Well, there's spam egg sausage and spam, that's not got much spam in it.
- Wife: I don't want ANY spam!
- Man: Why can't she have egg bacon spam and sausage?
- Wife: THAT'S got spam in it!
- Man: Hasn't got as much spam in it as spam egg sausage and spam, has it?
- Vikings: Spam spam spam spam... (Crescendo through next few lines...)
- Wife: Could you do the egg bacon spam and sausage without the spam then?
- Waitress: Urrghh!



## Monty Python Spam Song

- Vikings: Spam spam spam spam. Lovely spam! Wonderful spam! Spam spa-a-a-a-am spam spa-a-a-a-a-am spam. Lovely spam! Lovely spam! Lovely spam! Lovely spam! Lovely spam! Spam spam spam spam!

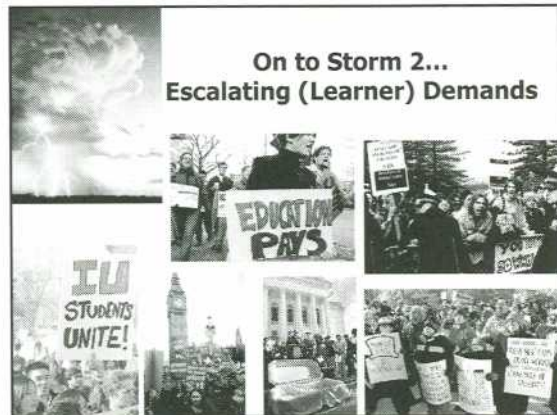
How many have ever felt that they hit the wall as far as teaching online?

**BONK !**

Your skeletal muscles maximum burn rate is double that of your brain. Think about it.

When your body stalls mid-run, it's called bonking.

On to Storm 2...  
Escalating (Learner) Demands



2000:  
• 304 million people have access to the Net

2001:  
• 30 Peron web sites exist.  
• Osama be laden W.1 searched an O.-eagle M October.  
• Apple unveils the P.M

2002:  
• Verizon launches lest high-speed 3G cell newV.  
• Friern5er soda .woreng We taunbea.

2001:  
• wee-Mart tells its suppliers to past RFm tags on at pekes by 2005  
• FeWett-Packard ships 1 million digdal cameras each quote, double the previous yen

2001  
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Google operas 4 2 3:900 Web pages  
325 w 100 wend bares  
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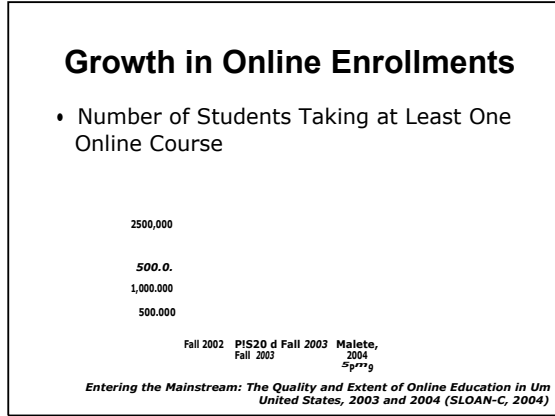
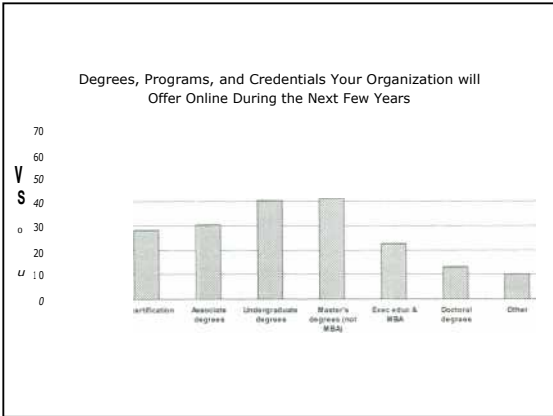
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## A Concept Paper on Funding State Sponsored E-Learning Programs Daniel W. Schultz and Jamey Fitzpatrick Michigan Virtual University, January 2004

Table 1: State Sponsored Virtual High School Enrollment Growth

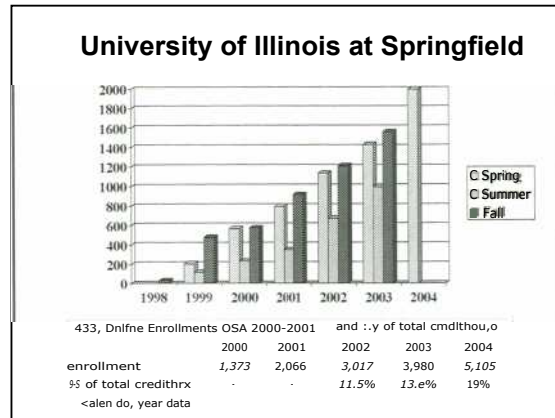
K-12 Virtual Initiative	Launch Year	Wench Year Enrollment	Enrollments In 2002/03	Avg. Annual Enrollment Growth
Florida Virtual High	1997	77	10,000	165%
Illinois Virtual High School	2001	409	1,232	201%
West Virginia Virtual High School	2000	300	1,200	100%
E-School (Hawaii)	1997	96	500	39%
Michigan Virtual High School	2000	77	7,282	125%

Source: School data and Eduventures research, September 2003



**Indiana Univ (8 campuses): Spring 2005**  
 Students: 89,413 loaded; 78,549 logged in (88%)  
 Faculty: 7,014 loaded; 5,441 logged in (78%)  
 Courses: 22,419 loaded; 9,206 active (41%)

university.W.fow@coe.cro..h



### Training and Learning Innovation

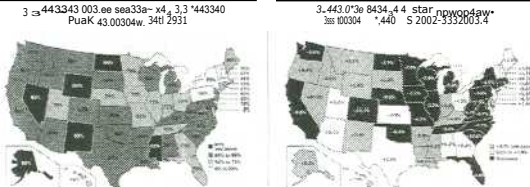

April 2003

## THE ARMY BOOTS UP FOR E-LEARNING


Source: *Training and Learning Innovation*, April 2003

### We're in the Midst of Storm 3: Erased Budgets

## Chronicle of Higher Education August, 2004

### Hasta la vista, baby!"



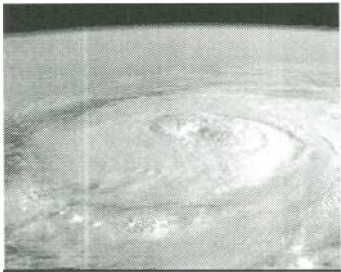
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## On to Storm 4: Enhanced Teaching (and Excellent Retention) (a swirling storm)



## IU Online MBA Study: Dropping out???

- Only 9% thought about dropping out due to disappointment with course design.
- Also a problem with a lack of **community**, lack of **social presence of instructor**, lack of **bonding**
  - The intention of dropping out of the classes negatively correlated with the learner engagement ( $r=-.40$ ),
  - feeling of being a part of a learning community ( $r=-.47$ ),
  - comfort level of reading messages and materials online ( $r=-.40$ ),
  - and helpfulness of instructor facilitation ( $r=-.51$ ).

## So What Do Students Want?

1. Relevant Information
2. Organization and Structure
3. Clear Expectations
4. Modeling and Guidance
5. Prompt and Informative Feedback
6. Personal Touch and Caring
7. Address Diverse Needs and More Visual Lrng
8. Application to Their Job Setting
9. Choice and Challenge
10. Success

## Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshai-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)





## 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. 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

41110000

### D. Two Truths, One Lie

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



## 1. Social Ice Breakers

F. Introductions: require not only that students introduce themselves, but also that they find and respond to two classmates who have something in common (helps set tone, learn tool)

G. 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.

H. Storytelling Cartoon Time: Link intros to a **cartoon**



ut, 1" ga DOS

## 1. Social Ice Breakers

i. **Peer (or Team) Interviews:** Have learners interview each other via e-mail and then post introductions for each other.

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

## 2. Requiring Peer Feedback

Alternatives:

- A. Require minimum # of peer comments **and** give guidance (e.g., they should do...)
- B. Peer Feedback Through Templates—give templates to complete peer **evaluations**.
- C. Have e-papers contest(s)



2. Feedback:

### D. Web-Supported Group Reading Reactions

1. Give a set of articles.
2. Post reactions to 3-4 articles that intrigued them.
3. What is most impt in readings?
4. React to postings of 3-4 peers.
5. **Summarize posts** made to their **reaction**.

(Note: this could also be done in teams)



## 2. Feedback (Instructor)

### E. Anonymous Suggestion Box



George Watson, Univ of Delaware, Electricity **and** Electronics for Engineers:

1. Students send **anonymous** course **feedback** (**Web forms or email**)
2. **Submission box is password protected**
3. **Instructor decides how to respond**
4. **Then provide response and most or all of suggestion in online forum**
5. **It defuses difficult issues, airs instructor views, and justified actions publicly.**
6. **Caution: If you are disturbed by criticism, perhaps do not use.**

## 2. Feedback (self) F. 20 Question: Self Check

## 3. Engagement A. Questions to Guide Reading

### 3. Engagement: B. Electronic Voting and Polling

1. Ask students to vote on **issue before** class (anonymously or send directly to the instructor)
2. Instructor pulls our minority pt of vi **ew**
3. Discuss with majority pt of view
4. **Repoli 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)



**3. Engagement: Questioning**  
(Morten Flate Pausen, 1995; morten@nki.no)

**C. Shot Gun: Post many questions or articles to discuss and answer any— student choice.**

**D. Hot Seat: One student is selected to answer many questions from everyone in the class.**

**3. Engagement:**

E. Online Co-Laborative Psych Experiments  
<http://psychexps.olemiss.edu/>

PsychExperiments  
(University of Mississippi)

Contains 30 free psych experiments

Run experiments over large number of subjects



Ken McGraw, **Syllabus**,  
November, 2001

W 4 1 H

**3. Engagement**  
**F. Brainstorming Chat**

- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group



**4. Meaningfulness:**  
**A. 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. Real World: B. Internships and Field Experience Job Interviews**

**Field Definition Activity: Have**

**students 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:**  
**Case-Based Learning: C. Student and D. Instructor 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.
6. Summarize discussion in a peer case.  
(Note: method akin to storytelling)





**5. Choice:**

**B. Discussion: Starter-Wrapper** (Nara, 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).

**C. 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.



**6. Variety**

**B. Just-In-Time Syllabus**  
(Raman, Shackelford, & Sosin)  
<http://ecedweb.unomaha.edu/ilts.htm>





**Syllabus** is created as a "shell" which is thematically **organized** and contains print, video, and web references as well as assignments. (Goals = critical thinking, collaboration, develop interests)

e.g., Economics instructors incorporate time-sensitive data, on-line discussions as well as links to freshly-mounted websites. Instructor reads and summarizes responses before class and weaves them into discussion and changes the lecture.

**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**


**B. Threaded Discussion plus Expert Chat** (e.g., Starter-Wrapper + Sync Guest Chat)

0 AA. n.oCh. ■ F.,J.,J...n.J.I.o Nore:b, n. Qua tw+for AA, Erp., i.3...




**7. Curiosity:**

**C. Electronic Seance**

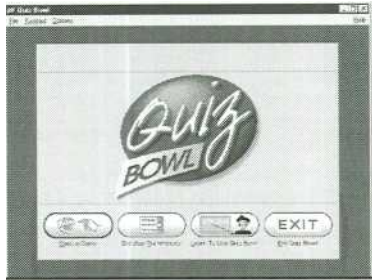


- Students read books from famous dead people
- Convene when dark (sync or asynchronous).
- Present present day problem for them to solve
- **Participate** from within those characters (e.g., read direct quotes from books or articles)
- Invite expert guests from other campuses
- Keep chat open for set time period
- Debrief



## 7. Curiosity: D. Games

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



## 8. Tension: Online Role Play Enter Role Play Activity as Someone Else (see list of 28 roles and more than 50 names)

- Sample username and passwords
  - Connie Chong is cchong and cchong
  - Bill Gates is bgates and bgates
  - Al Gore is agore and agore
  - Anna Freud is afreud and afreud



## 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

## Pole Controversy

### Possible Roles (see e-mail message for role):

1. Reporter/Summarizer/Reviewer Commentator (e.g., Jane Pauley, Connie Chung, D. Rather, Barbara Walters, Peter Jennings, Tom Brokaw, Walter Cronkite)
2. Editor/Reviser/Perfectionist/Improver (e.g., Beethoven, Paul McCartney, Edgar Allan Poe, Michael Jordan, Peggy Fleming, The Editor of the New York Times)
3. Controller/Executive Director/CEO/loader (e.g., Margaret Thatcher, George Bush, Bill Clinton, Bill Gates, J.F.Y., Queen Elizabeth, Hitler, Cleopatra, Winston Churchill, Thomas Watson, MM Founder)
4. Connector/Clarifier/Synthesizer (e.g., Alvin Toffler, Steven Jay Gould, John LaShin, Al Gore)
5. Decider/Judge/Sealer (e.g., John Ashcroft, boss Reno, Lanes Ito, Sandra Day O'Connor, Warren Burger)
6. Devil's Advocate/Critic, Censor, Regulator, Sisko & Ebert, John McCann, Former Senator Bill Prosser & his Golden Globe Awards)
7. Reflector/Thoughtful Observer/Watchdog (e.g., Diane Fossey, Jane Goodall, Anna Freud, Jean Piaget, Abraham Lincoln, Aristotle)
8. WomansFiggseer/Debater/Arguer/Conqueror/Boadletter (e.g., Attila the Hun, Alexander the Great, Napoleon, King Arthur, Joan of Arc)
9. Idea Squelcher/Biased Preconception (e.g., Rush Limbaugh, Joseph Stalin, Adolph Hitler)
10. Slacken/Slough/Sluggard/Surfer Dude (e.g., Mr. Spicoli on "Fast Times at Ridgely High," Weekly guests on Baywatch)
11. Artist/Idea Person/Inspirational Muse (e.g., Plato, Leonardo da Vinci, Jobs and Wozniak, etc.)

## Role 3: Conqueror or Debater/Arguer/ Bloodletter

- Takes ideas into action, debates with others, persists in arguments and never surrenders or compromises no matter what the casualties are when addressing any problem or issue.

## 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.

## 8. Online Role Play:

**B. SIX Hats** (from De Bono, '985; adopted for online learning by Karen Belfer, 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

**Note:** technique was used in a business info systems class where discussion got too predictable!

## 8. Tension:

**C. Instructor Generated Virtual Debate (or D. student generated)**

1. Select controversial topic (with input from class)
2. Divide class into subtopic pairs: one critic and one defender.
3. Assign each pair a perspective or subtopic
4. Critics and defenders **post** initial position stmts
5. Rebut person in one's pair
6. Reply to 2+ positions with comments or q's
7. Formulate and **post personal positions.**



## 9. Interactive



- A. 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)
- C. Symposia of Experts**

## 10. Goal Driven: A. Gallery Tours



- Assign Topic or Project (e.g., Team or Class White Paper, Bus Plan, Study Guide, Glossary, Journal, Model Exam Answers)
- Students Post to %leb
- Experts Bexley( and Rate
- Try to Combine Projects

Product	Subject Area	Project Type	Teacher Name
Secondary School	Mathematics	Model	John Doe
Secondary School	Science	Journal	Jane Smith
Secondary School	History	White Paper	Bob Johnson

## 10. Goal Driven and Product Based: B. Video Papers

The Lesson Plan

**Lesson Introduction**

The lesson introduces the concept of video papers and their use in the classroom. It discusses the benefits of video papers, such as providing a visual and auditory learning experience, and how they can be used to assess student learning and provide feedback.

**Video Demonstrations**

The lesson includes several video demonstrations that show students using video papers to present their work. These demonstrations illustrate the format and content of video papers, as well as the process of creating and sharing them.

**Assessment and Support Materials**

The lesson includes assessment materials, such as rubrics and worksheets, that can be used to evaluate student learning. It also provides support materials, such as templates and examples, that can be used to help students create their own video papers.



## Recap of the Perfect E-Storm....

1. Emerging Technology
2. Escalating (Learner) Demands
3. Erased Budgets
4. Enhanced Teaching

