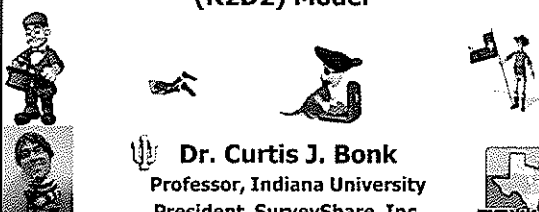



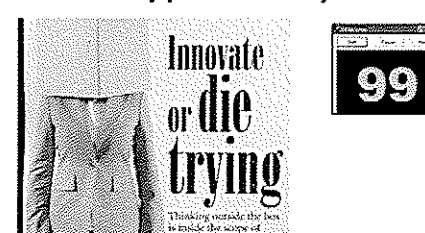
Workshop Part 1.
Addressing Diverse Online Learner Needs
with the Read, Reflect, Display, and Do
(R2D2) Model



Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu

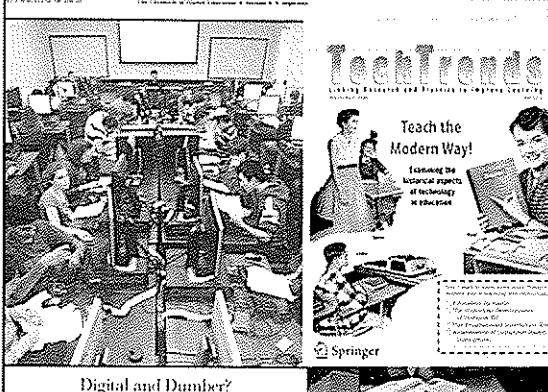


Part I. Technology
Let's Think Outside the Box!
 (For 99 Seconds—what technologies that you might not think about using for learning, might students today prefer to use?)



Poll #1: How many ideas did you write down?

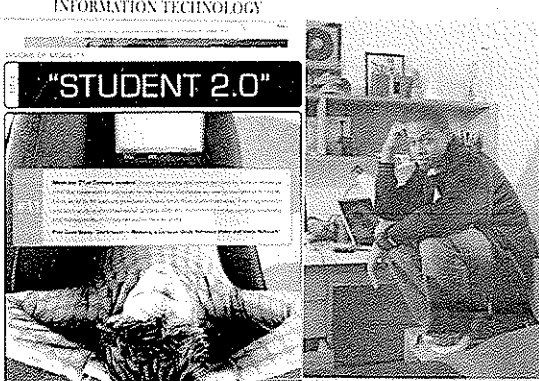
- a. None—my brain malfunctioned.
- b. 1 (and it is a lonely #).
- c. 2 (it can be as bad as one).
- d. 3-5
- e. 6-10
- f. Higher than I can count!



Springer

INFORMATION TECHNOLOGY

"STUDENT 2.0"



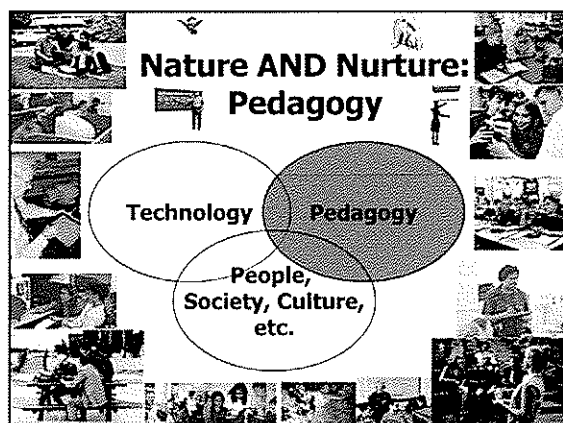
Yahoo News
Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.



Bonk's Addiction Q'er

1. Who has 2 or more cell phones with Internet access?
2. Who has 2 or more laptop computers with wireless connections?
3. Who is on email in the morning? At noon? Who does it at night?
4. Who suffers from nervous tension when you cannot get on email?
5. Who is on the Web right now?



Part II. Addressing Learning Styles



Why Address Learning Styles?

- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation



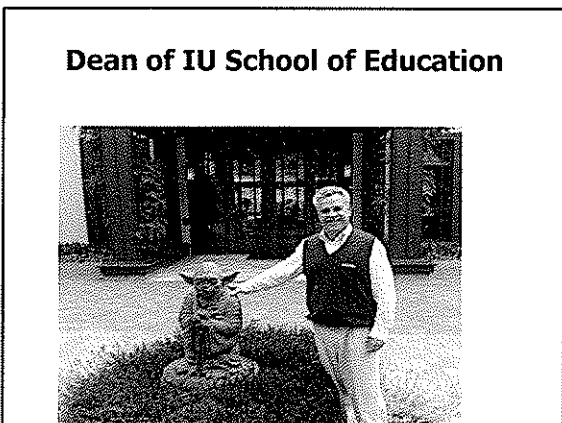
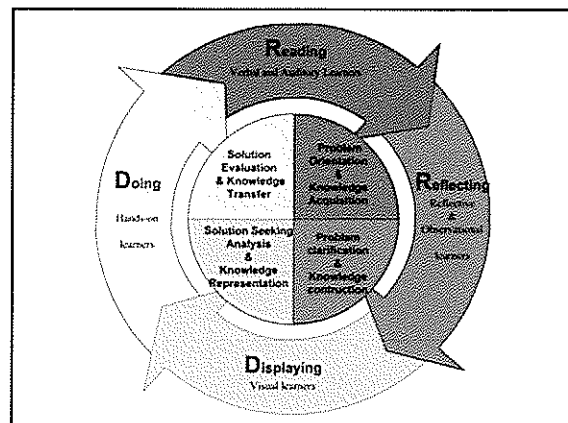
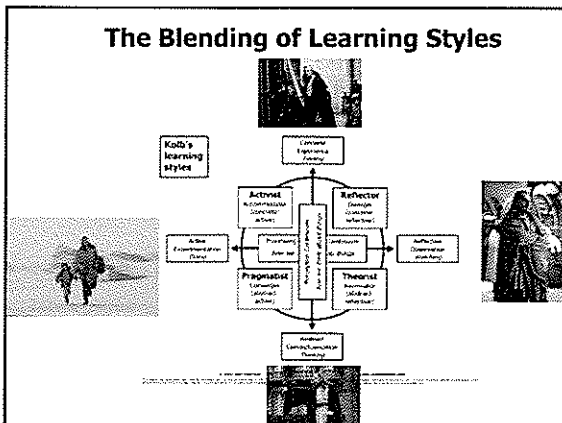
Poll 1: Which learning style do you prefer?

- a. Read (Auditory and Verbal Learners)
- b. Reflect (Reflective Learners)
- c. Display (Visual Learners)
- d. Do (Tactile, Kinesthetic, Exploratory Learners)



VARK learning styles (Fleming & Mills (1992a, 1992b). Four types of learners and learning styles

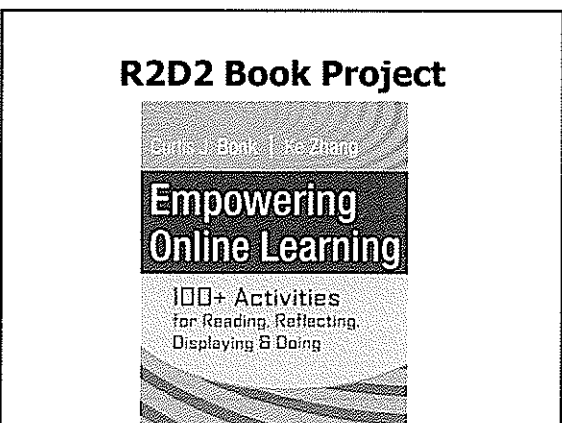
1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).
2. Auditory learners prefer to hearing directions, lectures, or verbal information.
3. Reading and writing learners prefer text passages, words, and written explanations.
4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.



The R2D2 Method

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

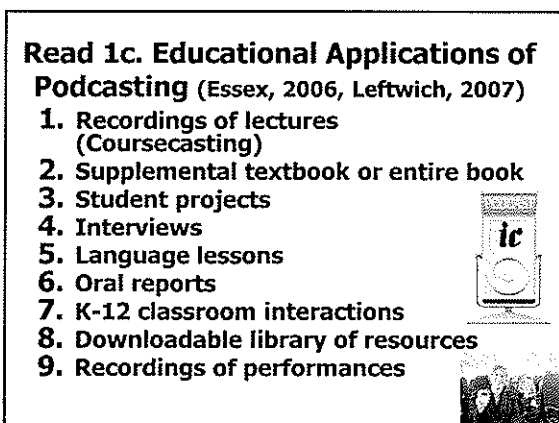
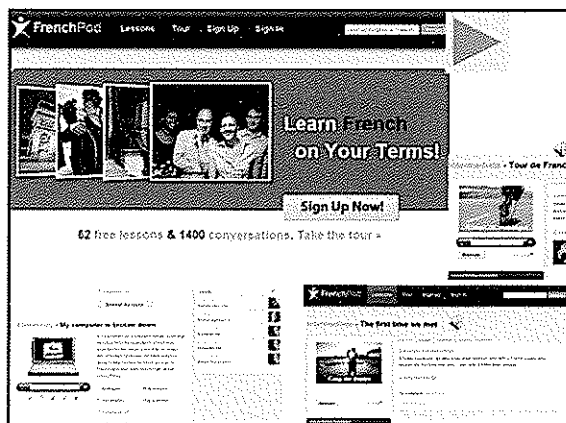
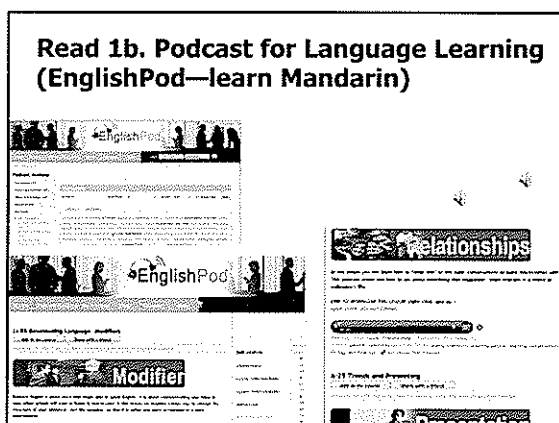
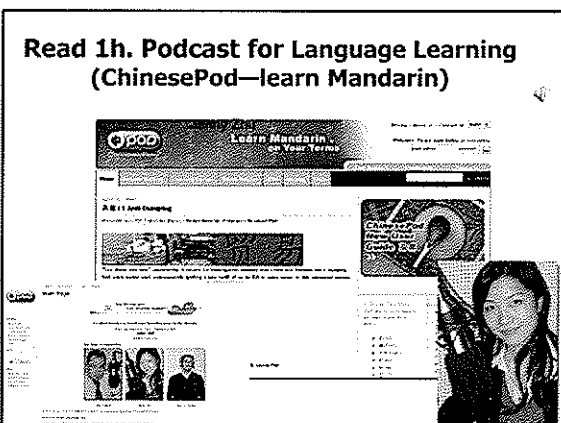
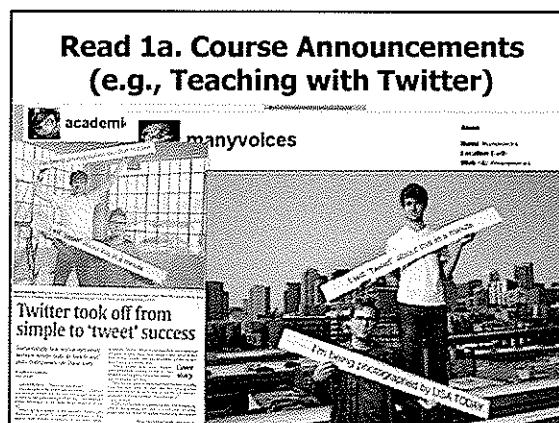
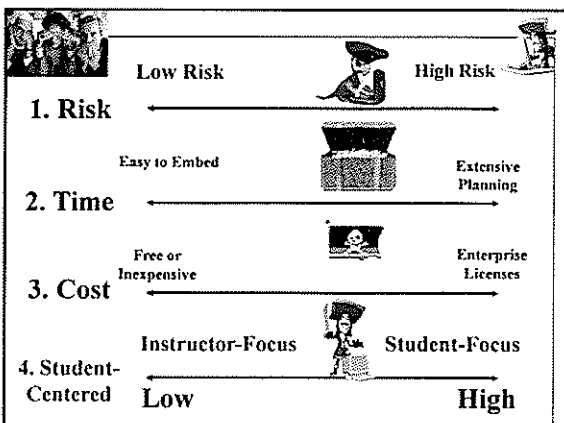
Four small images of the R2-D2 robot from Star Wars, shown in different poses and settings. The first is standing, the second is sitting, the third is standing with a different background, and the fourth is sitting in a different pose.



1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

A circular diagram of the R2D2 Method and a photograph of a woman speaking. The diagram shows the four stages of the method in a circle. The photograph shows a woman with long dark hair, wearing a headscarf, speaking into a microphone.



Read 1d. Wiki Steps on How to do Something: WikiHow
<http://www.wikihow.com/>

Read 1e. Indexing Sounds in Cities with Google Maps

Read 1f. Podcasts for Peace
 (Jeff Lebow, World Bridges and EdTechTalk)

Read 1g. Referenceware and Terminology Exercises Online (e.g., Webster's, Visual Thesaurus)
<http://www.visualthesaurus.com/>
 (\$2.95/month; \$19.95/year)

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

2. Reflective and Observational Learners

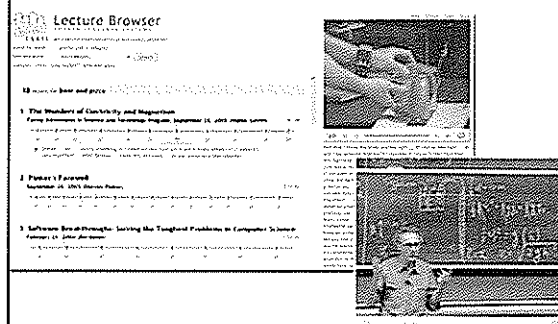
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Display 3a. Pubcasts! (videos of scientific papers and science)

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee <http://www.scivee.tv/>

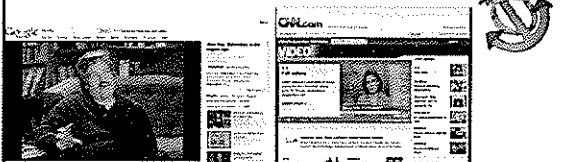


Display 3b. OpenCourseWare Video Browser (New Ways to Find Lectures)



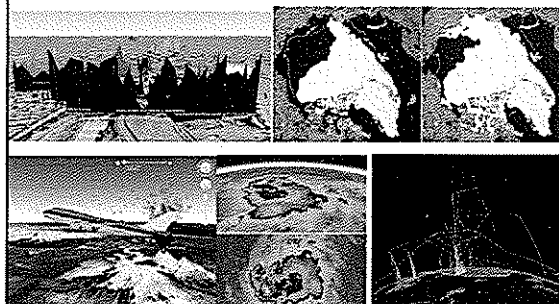
Display 3c. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- 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.

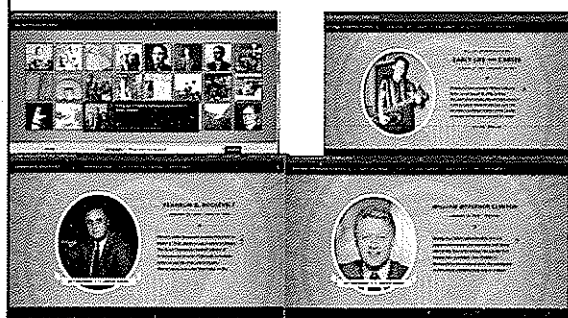


Display 3d. Map Mash-ups

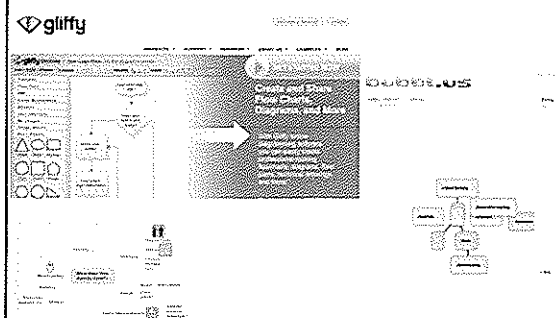
(e.g., Shakespeare's Global Globe; PopSci, June 13, 2008, Michael Behar
GOOGLE EARTH ENVIRONMENT GUIDE THE FREE SOFTWARE FROM GOOGLE
GIVES SCIENTISTS A NEW WORLD VIEW)



Display 3e. Online Timelines (US Presidents)



Display 3f. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind, Gliffy, Mindmeister, or Mindomo)

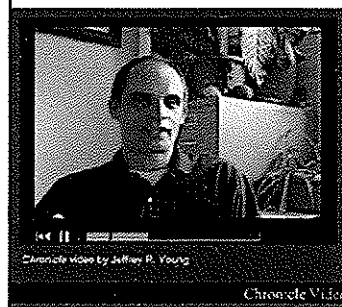


Display 3g. Historical Documents discoverbabylon.org

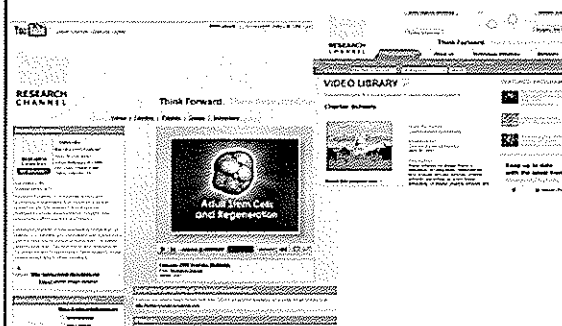
- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and finally the famous Iron Age empire of Assyria...offers three-dimensional walk-throughs of sites in the Valley of the Kings.



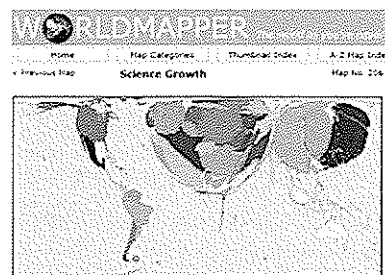
Display 3h. Vlogging (Video Blogging) e.g., Andy Calvin's Waste of Bandwidth Michael L. Wesch, Kansas State, The Machine is Using Us



Display 3i. Online Research Channels (Research Channel, UChannel)

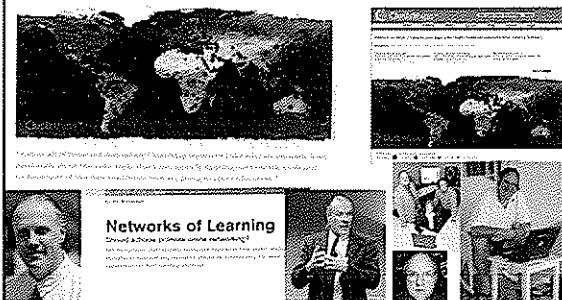


Display 3j. World Trends and Indices (e.g. Worldmapper)

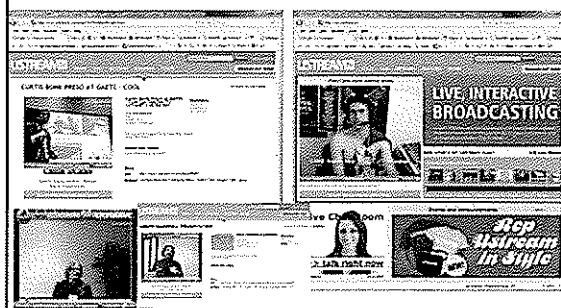


"Singapore is engaging industry in the materials science research, as we position ourselves for the global knowledge-driven economy, and for our next phase of development as a..."

Display 3k. Cluster Maps (who is reading your blog or using your product); Blog of Will Richardson, famous K-12 blogger (left) and Learning Theories Book of Michael Orey, Univ of Georgia (right)



Display 3L. You Ustreamed my Ustream: Now that's a Twitter of an Idea



Display 3M. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)



Display 3N. Tracking Live Internet Events (e.g., Thawing: A Colossal of an Idea) (caught Feb. 2007; thawed April 30, 2008)

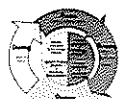


Deep-Sea Behemoth

Captain John Bennett examines the world's first intact adult male colossal squid on board his New Zealand fishing boat in February, 2007, in the Ross Sea near Antarctica. The gigantic sea creature weighs a world record 1,089 pounds. After being frozen whole for over a year, scientists at New Zealand's national museum will thaw the squid for further study.

4. Tactile/Kinesthetic Learners

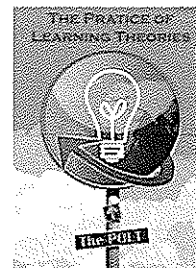
- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



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

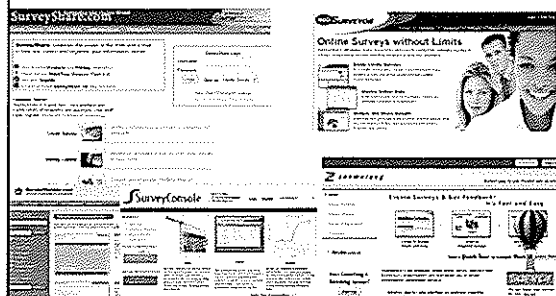
Web 2.0 and Emerging Learning Technologies

From Wikibooks, the open-source textbooks collection



Do 4b. Wiki: Romantic Poetry Project (Professor Mike Phillipson, English at Bowdoin College)

Do 4c. Survey Research and Market Analysis (e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)



Do 4e. Mobile Learning and Social Networking (e.g., Mixi, Yayoi Anzai, Professor Japan)

Do 4f. Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>


[illegible]

Do 4h. Cool Resource Provider

(Bonk, 2004) Capture and Videostream Lectures
(e.g., Apreso CourseCaster)

Cool Stuff

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class via synchronous meeting or asynchronous discussion post.



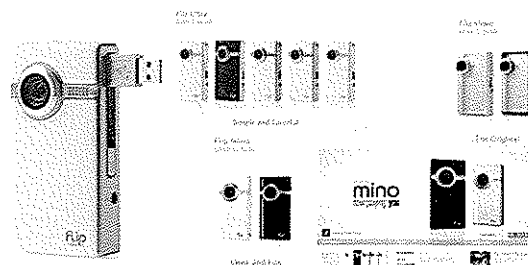
Do 4I. Virtual Crime Scene:

Explore Murder Evidence
(Arjuna Multimedia, Bloomington, IN)



Do 4J. Student Produced Video

In the year since its invention, the Flip has taken 13 percent of the camcorder market, according to its maker, Pure Digital. Its size and simplicity mean it can go where most camcorders can't.



99 Seconds Stop and Share: Top Three Things Learned so Far!

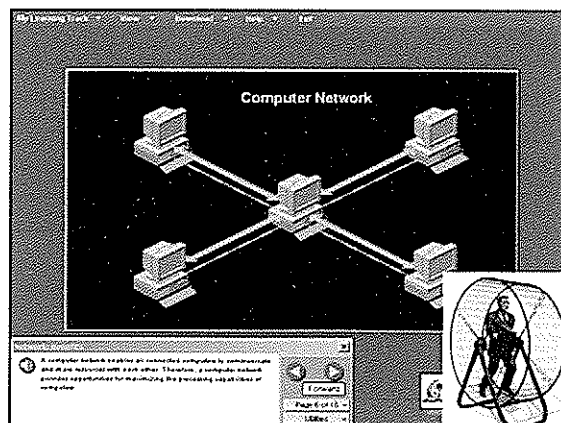
Workshop Part 2. Adding Some TEC-VARIETY: A New Model for Hundreds of Online Motivation and Retention Activities

Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu

Most ID Models in the 1980s Prescriptive

INSTRUCTIONS

- gaining attention
- Informing learners of the objective
- stimulating recall of prior learning
- presenting the stimulus
- providing learning guidance
- eliciting performance
- providing feedback
- assessing performance
- enhancing retention and transfer



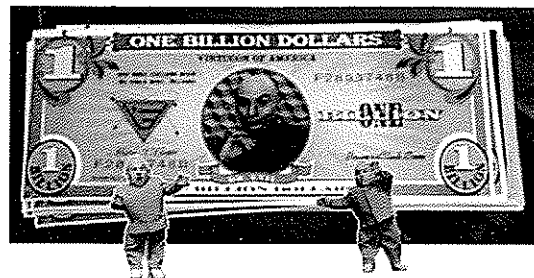
Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-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)



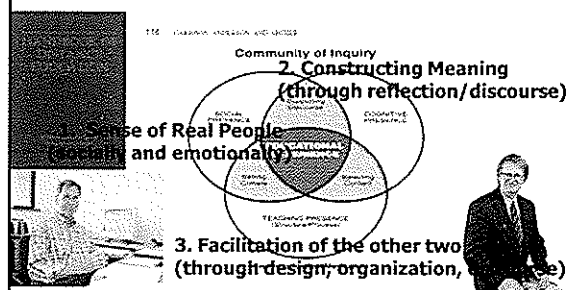
Ok, Million Dollar Question: How do you motivate learner with technology?



I even reflected on this for a moment...I thought about the people I met



A Theory of Critical Inquiry in Online Distance Educ
Randy Garrison, Terry Anderson, & Walter Archer
2003, Handbook of Distance Education, Moore & Anderson (Eds.)
garrison@ucalgary.ca; terrya@athabascau.ca



Factors in Creating any Community (Rick Schwier)

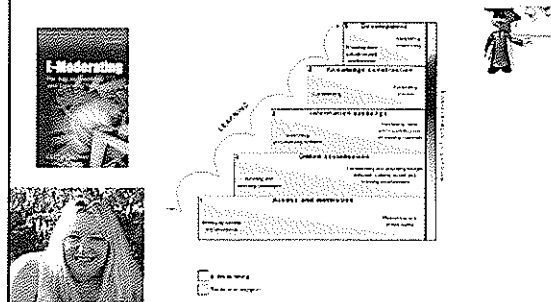
- (1) membership/identity
- (2) influence
- (3) fulfill of indiv needs/rewards
- (4) shared events & emotional connections

(McMillan & Chavis, 1986).

History, stories, expression, identity, participation, respect, autonomy, celebration, team building, shape group, Rick Schwier, 1999; University of Saskatchewan, richard.schwier@usask.ca



Model of Teaching and Learning Through CMC (Gilly Salmon, 2000)



TEC-VARIETY Model for Online Motivation and Retention

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

Intrinsic Motivation

"...innate propensity to engage one's interests and exercise one's capabilities, and, in doing so, to seek out and master optimal challenges

(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



1. Tone/Climate:

A. Coffee House Expectations

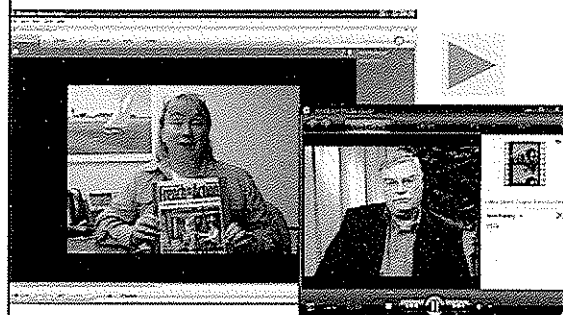
1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met



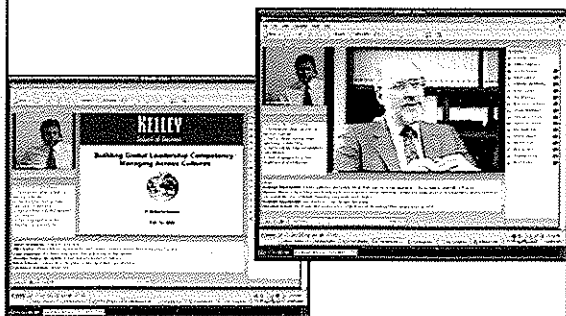
- B. Public Commitments:** Have students share how they will fit the coursework into their busy schedules



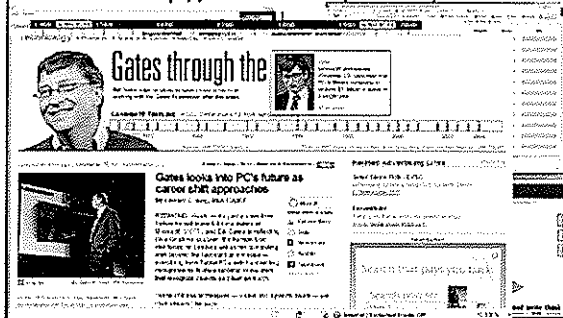
1. Tone/Climate: C. Video Course Intros (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)




2. Encouragement, Feedback, etc.: A. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)



3. Curiosity, Fun: A. Exploration and Demonstration: Virtual Tours and Timelines (HyperHistory) <http://simile.mit.edu/timeline/>



3. Curiosity, Fun: B. Virtual Field Trips



Gas prices fuel rise in virtual field trips
As soaring costs make traditional travel impossible for many schools, educators are turning to the internet.

By Linda Ward Beech, School Library & eSchool News

With virtual field trips, students can have a personal tour of Hawaii Volcanoes National Park.

As schools grapple with budget cuts and rising bus costs, many districts are looking for ways to provide virtual field trips. Making students and teachers with a budget-friendly option—virtual field trips.

Virtual field trips typically involve students using interactive technology to explore a virtual destination, such as the web site of a national museum, or a virtual tour.

ThinkCentre M55 Bundle
Includes a Canon i5000 printer

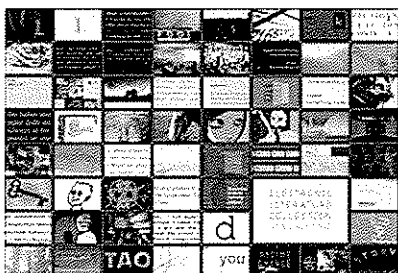
4. Variety, Novelty: A. Video Streamed Lectures & Expert Commenting



Examples of video streaming lectures and expert commenting include:

- A lecture titled "The Role of the Teacher" by Dr. J. K. Smith.
- A lecture titled "The Role of the Teacher" by Dr. J. K. Smith.
- A lecture titled "The Role of the Teacher" by Dr. J. K. Smith.

5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys) The Electronic Literati, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)



5. Autonomy, Choice: B. Volunteer Technology Demos (Bonk, 1996)

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief



5. Autonomy, Choice: C. Clickers; Innovation is but one click away...



Examples of clickers and interactive technology include:

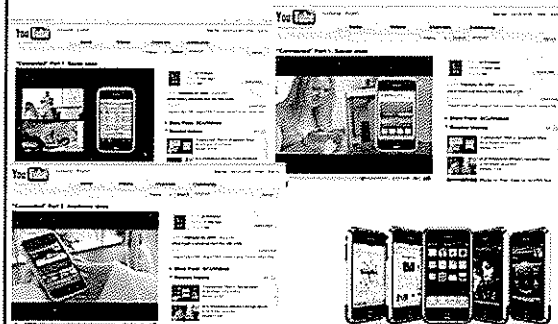
- A hand holding a clicker.
- A hand holding a clicker.
- A hand holding a clicker.

5. Autonomy, Choice: D. Multiple Topic Forums or Task Options

- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

6. Relevance, Meaningfulness: A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch

Connected (Part 1/2) from Abilene Christian Univ: <http://www.youtube.com/watch?v=Tp8fpp2h1U>

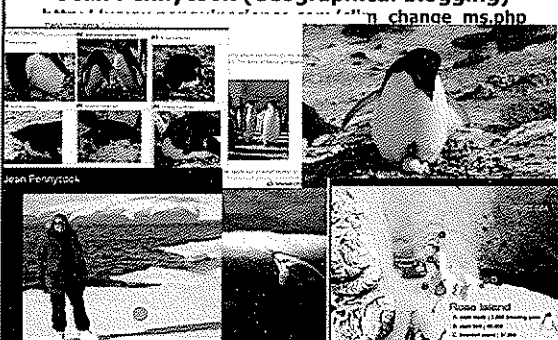


6. Relevance, Meaningfulness: B. 99 Second Quotes (L = Cost, M = Risk, M = Time)

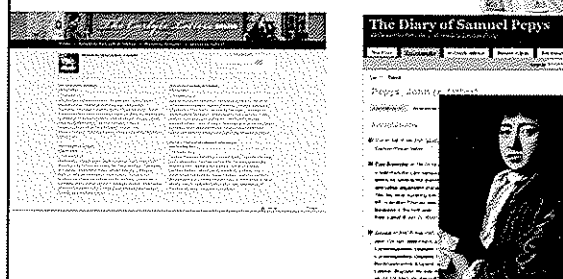
99

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
 - Discussion wrapped around each quote
 - Small group linkages—force small groups to link quotes and present them
 - Debate value of each quote in an online forum

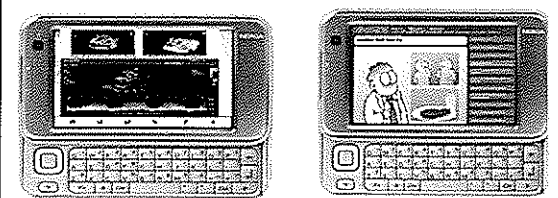
6. Relevance, Meaningfulness: C. Real Explorer or Teacher Interaction Jean Pennycook (Geographical blogging)



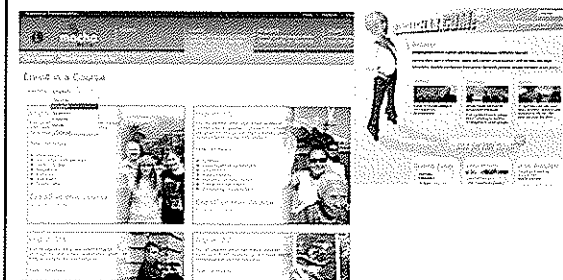
6. Relevance, Meaningfulness: C. Reflection on Online Contents: The Carlyle Letters Exploring Victorian World Through Letters and The Diary of Samuel Pepys, John Evelyn



6. Relevance, Meaningfulness: D. Mobile Health and Medical Education (Courtesy of Paul Kim, Stanford University)



7. Interactive, Collaborative: A. Online Language Learning (Mixxer, Livemocha, Friends Abroad)



8. Engagement, Effort: B. Just-In-Time Syllabus

(Raman, Shackelford, & Sosin) <http://jicetweb.unomaha.edu/ice.htm>
<http://jicetweb.unomaha.edu/ice.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, collab, develop interests)

e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.



8. Engagement, Effort: C. Flat Classroom Projects!!! (combine blogs, videoconferencing, chat, async discussion, etc.)

About Us

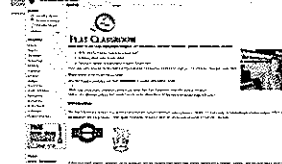
International School Disha Class Photo

Look at us in this photo. It is from our Flat Classroom project. We are having a



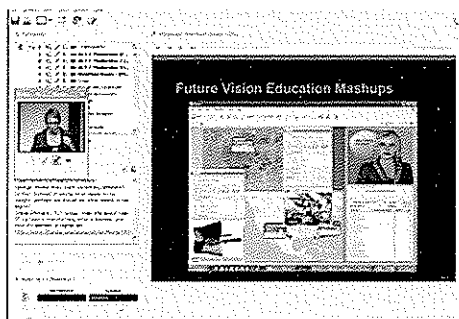
Reviewed: School's Class Photo

Our class is in the photo. We are proud to show that school. Our class is in the

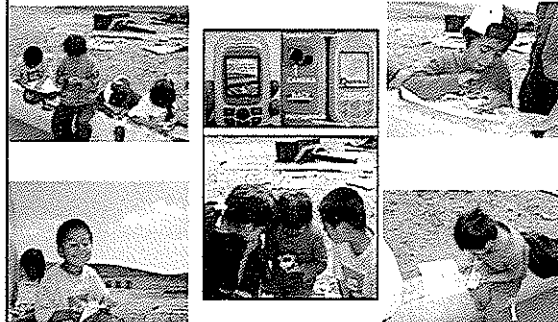


8. Engagement, Effort: D. Interactive Online Conferences

<http://itunes.stanford.edu/>



8. Engagement, Effort: E. Mobile Literacy (courtesy of Paul Kim, Stanford, Pocket School)



9. Tension, Challenge, etc.: A. Online Role Play of Famous People, Mock Trial, Debates, etc.

- Enroll famous people in your course
- Students assume voice of that person for one or more sessions

243 I am so wise to listen. Posted: 11/25/03 05:49 PM

245 Training Magazine might have a little bit of a bias to

For me, my children, it's all about helping each other. We must accept our friends' views and Vignette suggests that having to be

HAPPY BIRTHDAY Posted: 04/23/04 12:46 PM

I hope that everyone has been finding wonderful today

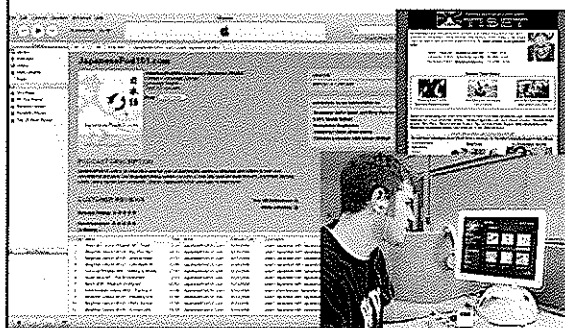


9. Tension, Challenge, etc.: B. Electronic Guests & Mentoring

(Simon Fraser University News: <http://www.sfu.ca/medupr/news/2001/Sept5/hightech.html>)



10. Yields Products, Goals:
A. Produce a Podcast
 JapanesePod, Arabic online, etc.



10. Yields Products, Goals:
B. Produce a YouTube Video



10. Yields Products, Goals:
C. Online Portfolios or Galleries (Flickr, Omnium)



10. Yields Products, Goals:
D. Film Festivals and Competitions



Poll #2: How many ideas did you get from this workshop so far?

- a. None—you are an idiot.
- b. 1 (and it is a lonely #).
- c. 2 (it can be as bad as one).
- d. 3-5
- e. 6-10
- f. Higher than I can count!

Try the R2D2 Method!!!
Try TEC-VARIETY!!!

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

