











Can You Really Teach a MOOC in a Refugee Camp?, Chronicle of Higher Education, Steve Kolowich http://chronicle.com/blogs/wiredcampus/can-you-really-teach-a-moccin-a-refugee-



Two men living in Dadaab, a refugee camp in Kenya, would watch lecture videos and take online quizzes at a nearby United Nations compound. (InZone)



VII. Learning is More Online June 15, 2014

Starbucks offers workers 2 years of free college, CNN Money, Gregory Wallace (from Arizona State online programs)

ttp://money.cnn.com/2014/06/15/news/economy/starbucks-schultz-education/index.html?hpt=hp_t/ http://www.nytimes.com/2014/06/16/us/starbucks-to-provide-free-college-education-to-thousands-of-workers.html





VIII. Learning is More Social October 24, 2014

Facebook launches Rooms app for anonymous sharing of interests, USA Today, Jessica Guynn



IX. Learning is More Open December 2, 2014

"Nature" Journals go Open Access





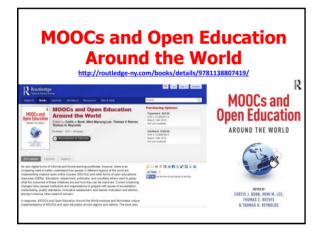
X. Learning is More Massive

Teaching 54,000 People Around the World MOOC at UPenn; Recession Fuels Explosion of Online Learning

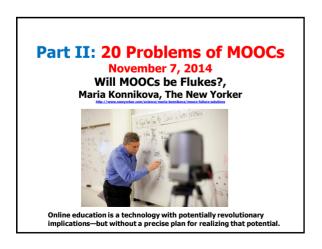


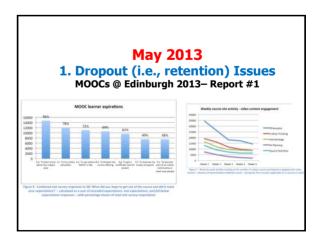




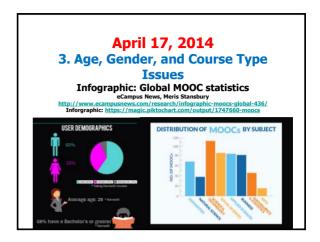


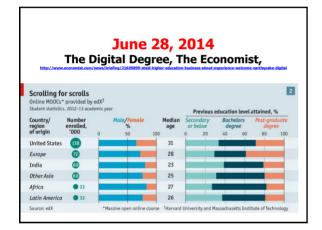


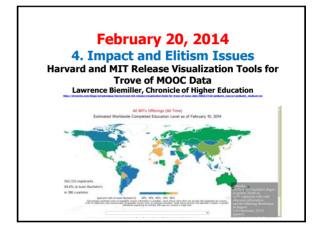




June 13, 2014 2. Lack of Engagement Issues 8 Things You Should Know About MOOCs Chronicle of Higher Education, Jonah Newman and Soo Oh http://chronicle.com/article/MOOCs-Edx/146901/ THI CHRONICLI OF HIGHIS IDOCATION 5. Nearly half of registrants never engage with any of the content Courses are broken into anywhere from 11 to 4th chapters, but frow students look at them all. Only a percent of participants look at every chapter, and fewer than one in 10 view even half of the material. In fact, of those who viewed any course material, half looked at 11 percent of the course chapters or less.

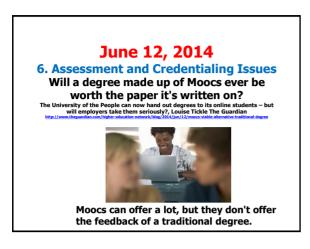






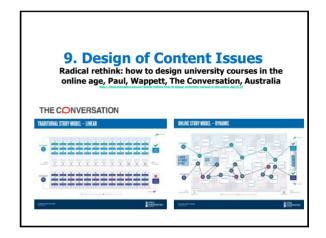




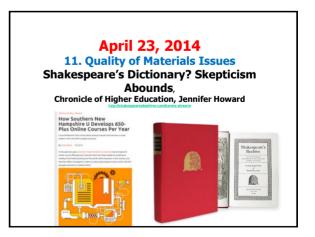


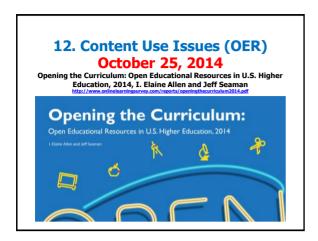


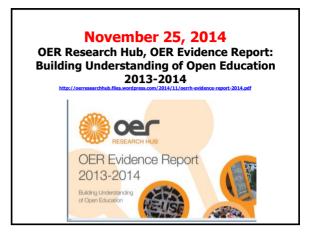


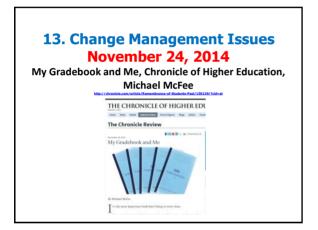


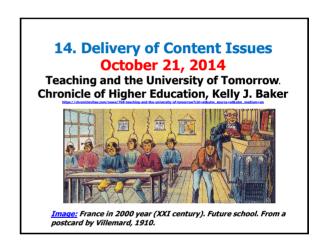






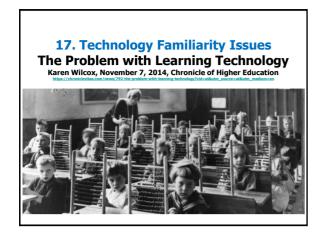






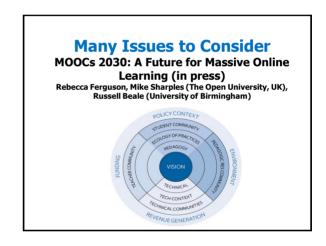




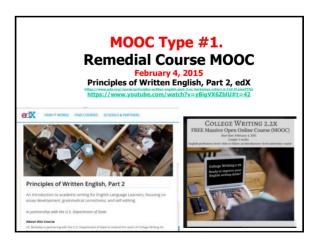




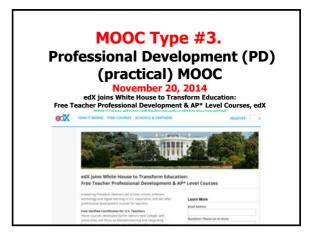


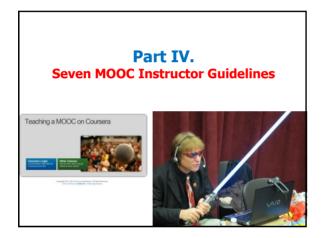


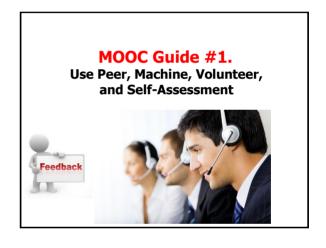


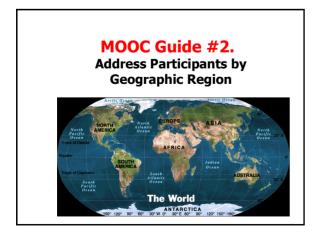


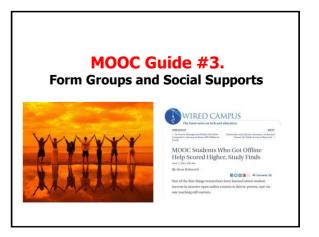


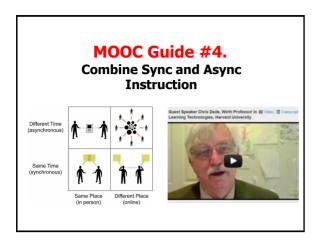




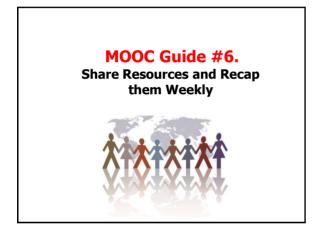


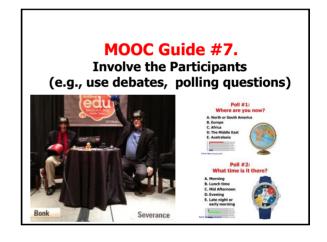


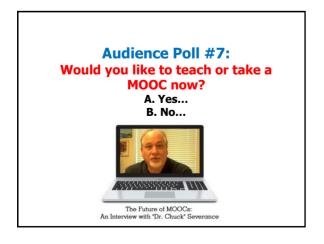














Part V. **Motivation and Engagement**

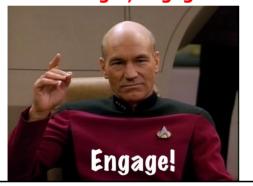




What did Jean-Luc Picard say?



That's right, Engage!



January 11, 2015 Silicon Valley Turns Its Eye to Education, Natasha Singer, The New York Times



Brett Kopf, co-founder of Remind, with an employee, Christine Garland, last week. The company's San Francisco offices have been kept busy by its popular app. Credit Jim Wilson/The New York Times

New Instructor Roles (Concierge, Curator, Counselor, etc.)



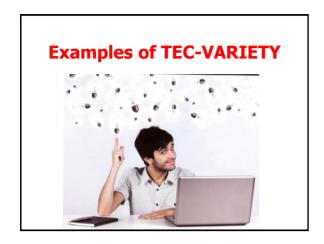
Introducing the "TEC-VARIETY book...

http://tec-variety.com/

What motivates?

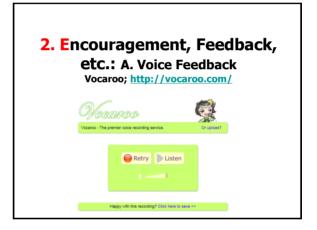
TEC-VARIETY

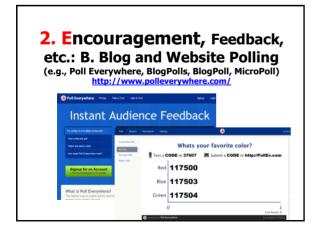
- HOUVALTES ?
 Tono/Climate: Psychological Safety, Comfort, Sense of Belonging Encouragement: Feedback, Responsiveness, Praise, Supports Curiosity's Surpise, Intrigue, Unknowns
 Variety: Novelty, Fun, Fentasy
 Autonomy: Choice, Control, Flexibility, Opportunities
 Relevance: Meaningful, Authentic, Interesting
 Interactivity: Collaborative, Team-Based, Community
 Engagement: Effort, Involvement, Investment
 Tenslon: Challenge, Dissonance, Controversy
 Yielding Products: Goal Driven, Purposeful Vision, Ownership

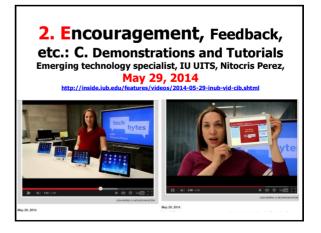












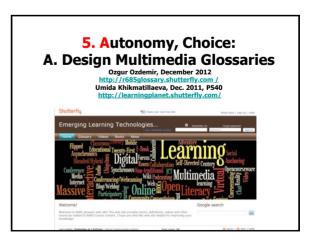


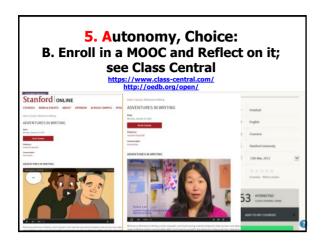




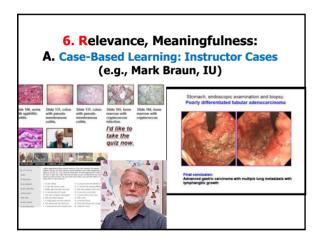


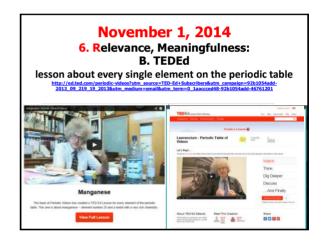




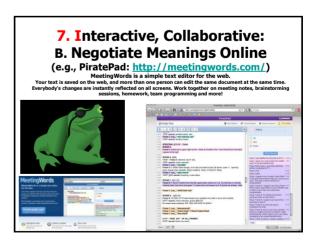


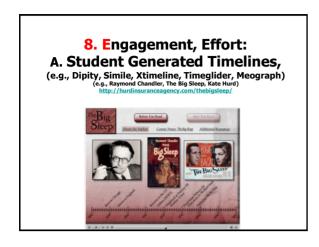






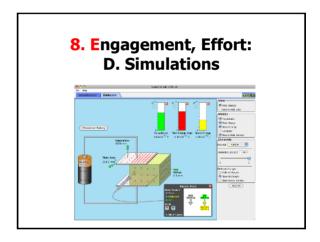




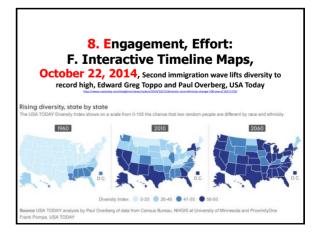


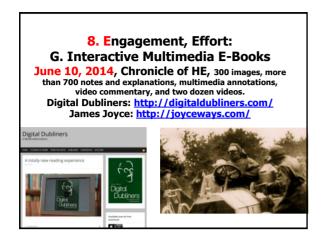


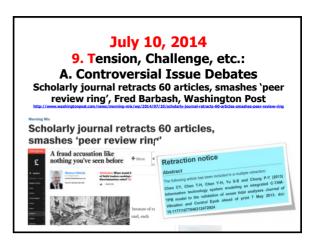






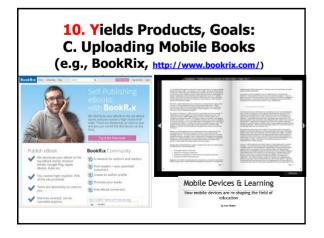














Audience Poll #8:

Any light bulbs going off in your head so far...? If so, where?

- A. Yes definitely
- B. Maybe
- C. No







Commitments: Stop and Share:

Which principle(s) of TEC-VARIETY will you use?

Tone/Climate

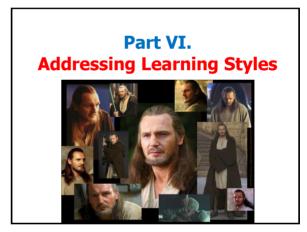
Encouragement, Feedback

Curiosity

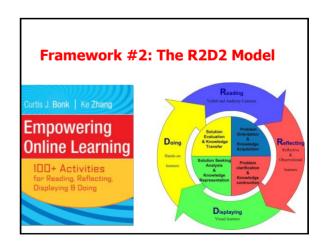
Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products







Question: How can technology address diverse learner needs?



The R2D2 Method

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







1. Auditory or Verbal Learners

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







Read 1a. Collect and Listen to Interactive Stories

(e.g., Meograph: http://www.meograph.com/)
Timelines with Oral Histories, Slavery and the Making of America
Time and Place, PBS



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





Reflect 2a. Big Issue Reflections

(Big Questions Online (BQO)), May 27, 2014 (e.g., What makes us generous? What is the difference between knowledge and understanding?)



3. Visual Learners

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

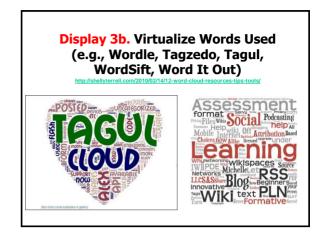


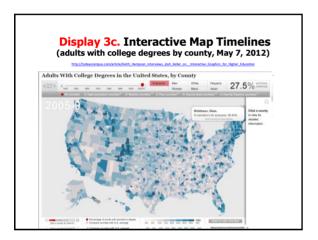


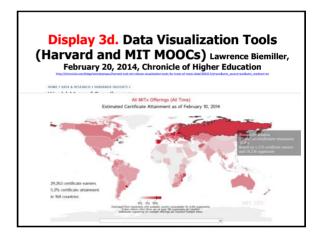








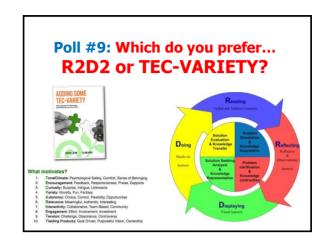












Poll #10: How many ideas did you get from this talk?

- 1. 0 if I am lucky.
- 2. Just 1.
- 3. 2, yes, 2...just 2!
- 4. Do I hear 3? 3!!!!
- 5. 4-5.
- 6. 5-10.
- 7. More than 10.



Charles Wedemeyer Quote: "It should be immaterial whether one has learned at the front door or the back door of the Palace of Learning. What one has learned—not where, or how, in what sequence, at what

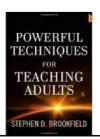
Palace of Learning. What one has learned—not where, or how, in what sequence, at what institution, or in what period of time—is the only criterion of supreme importance."

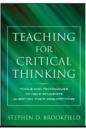
(Charles Wedemeyer, 1981, p. 216)



Powerful Techniques for Teaching Adults

Stephen Brookfield (2013)
Teaching for Critical Thinking (2012)





Any Questions?Try TEC-VARIETY...

- Slides at: TrainingShare.com
- Papers: PublicationShare.com
- Book: http://tec-variety.com/
 - Dr. Curt Bonk CJBonk@Indiana.edu





