

Debate Topic: Online and Face-to-Face Pedagogies are the Same

Curtis J. Bonk, Professor, Indiana University
cjbonk@indiana.edu

Carolyn Alexander-Bennett
ePrincipal, FarNet, Learning Community Online
carolyn.bennett@farnet.school.nz

Joyce Seitzinger, Founder, Academic Tribe
joyce@academictribe.co



**A dozen ways that
they are pedagogically
the same!**



#1. First thing you do is to pair by first initials of first names in the first week of their first course.



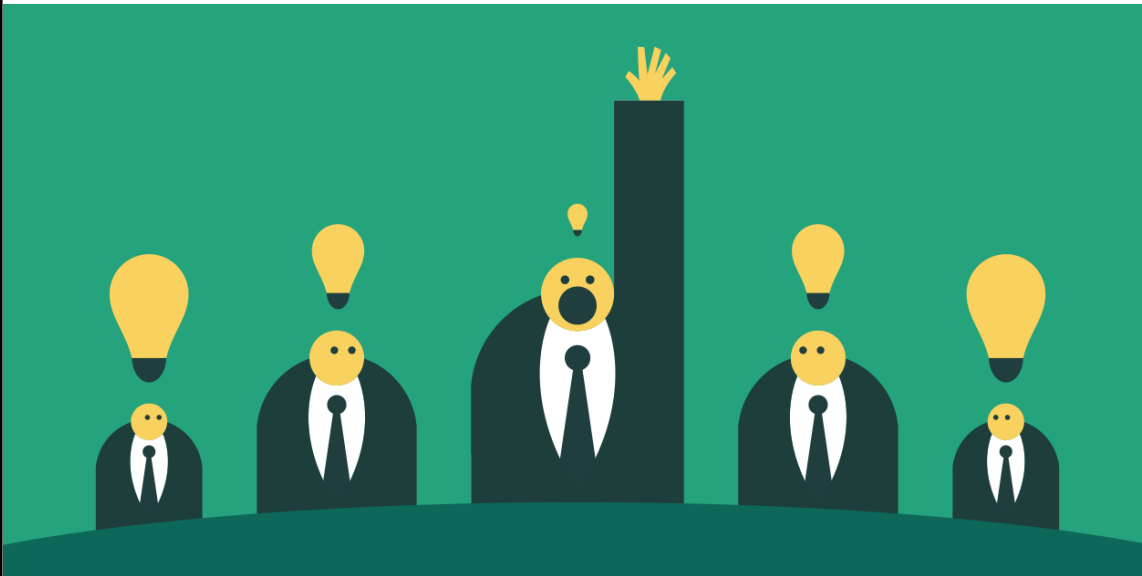
**#2. A pair is a pare is a
pear...As in Think-Pair-
Share.**



#3. Brainstorming online will still require that you have a brain.



#4. And reverse brainstorming is still going to be confusing as hell.



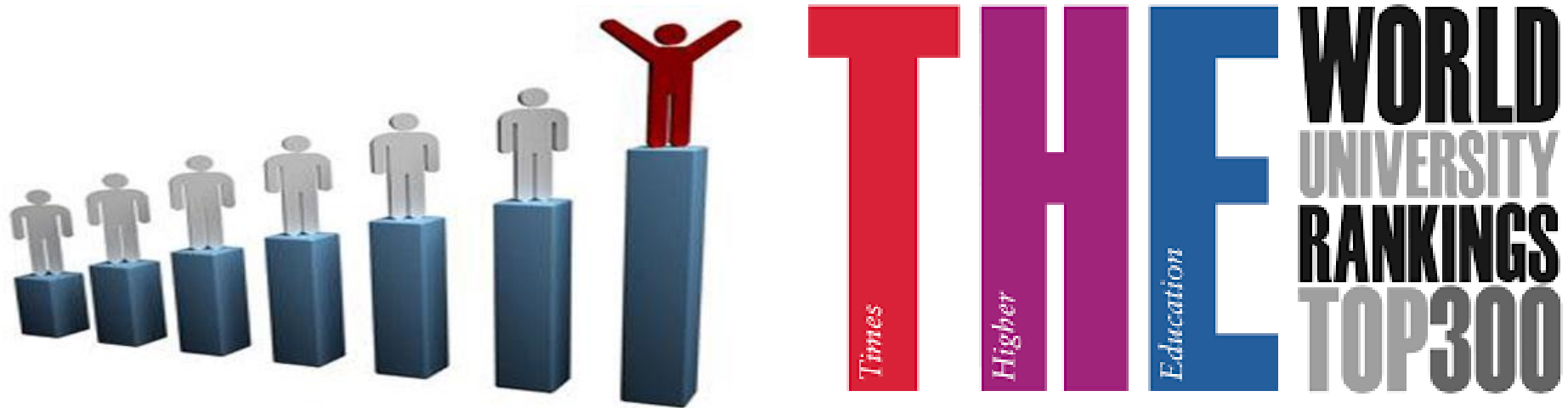
Change Your Thinking

- Instead of asking:
 - “How do I solve or prevent this issue?”
 - “How do I achieve these results?”
- Ask:
 - “How could I possibly cause the issue?”
 - “How could I possibly achieve the opposite effect?”

#5. Guess what...? Games of 20 questions still require 20 questions.



#6. Ranking activities still require that you rank something.



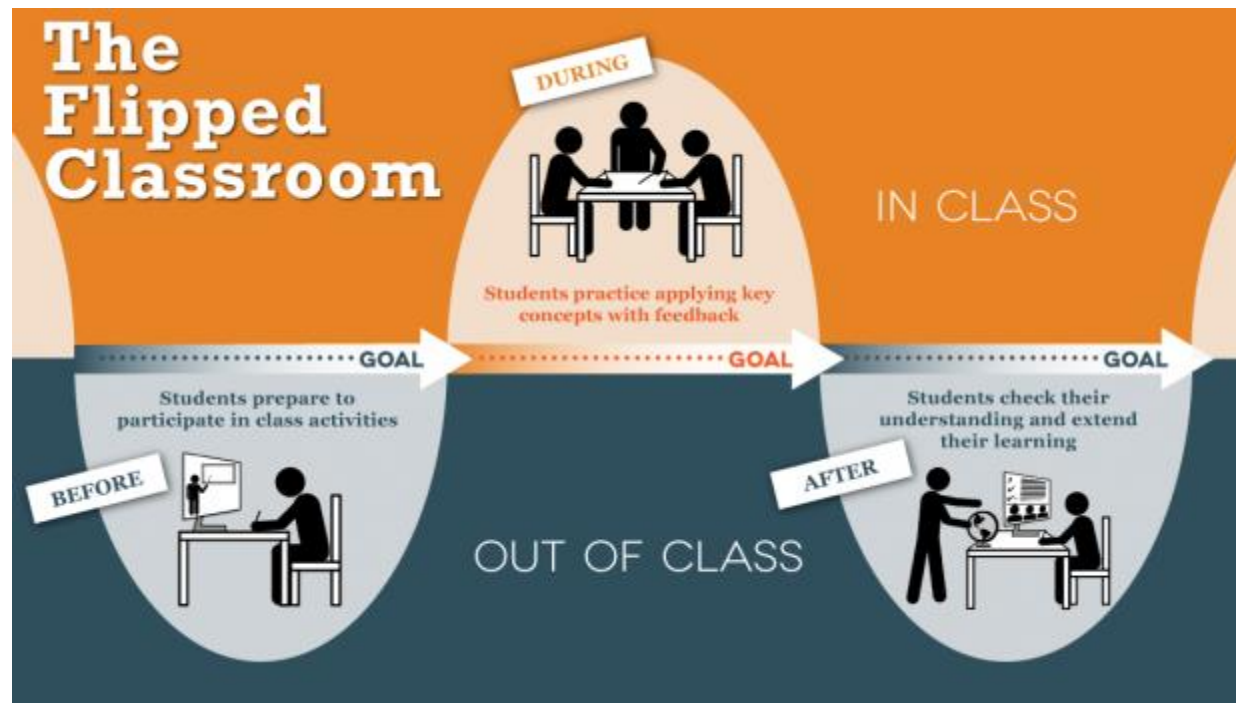
#7. And debates still require a controversial issue or topic to talk about.



#8. Minute papers still take a minutes. And muddiest point papers still require muddy points.



#9. “Flipping the class” can happen in online or FTF classes.



#10. FTF classes can have virtual cafes, discussion forums, online book reviews, etc.



#11. You can have virtual polls and you can have physical in class polls.



#12. Guest experts can make virtual or physical appearance or some of both.



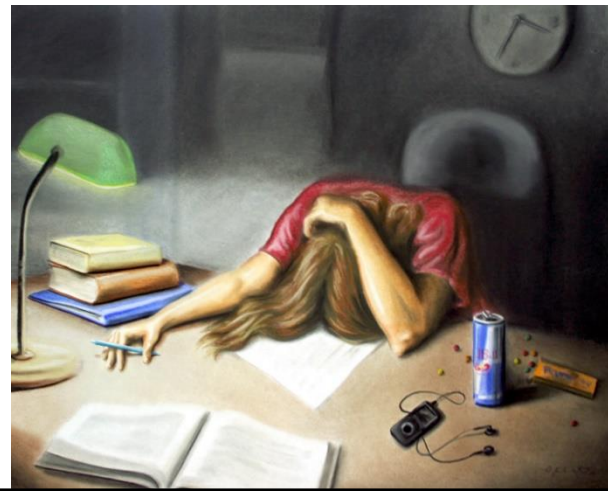
**But did you know how else
they are similar?
(A dozen ways to motivate
in FTF and online courses)**



#13. Instructor has wild celebration each time a student drops her online course.



#14. Announces during the first day of class, “my previous teaching assistant died last semester from editing grammar mistakes in student papers.”



#15. Announces that office hours will be each Thursday morning at 4 am for 10-15 minutes.



#16. Instructor informs students that he/she will grade their work at the end of the semester so as to keep them all in suspense and interested in the course.



#17. Instructor collects photos of 2 dogs, a cat, a smiley face, Darth Vader, 4 hobbits, 1 Orc, Attila the Hun, Sigmund Freud, a colossal squid, and a couple of Muppets for the course Facebook fan page and Pinterest and lists them as prior students of the course.



**#18. In the course section
“About the Instructor,” students
find links to a witchcraft sites,
psychiatric counseling services,
and alcoholics anonymous
events.**



#19. Instructor starts the first week by telling his students that this will be the hardest, butt-kicking class they have ever experienced. Last year's students have almost finished their final projects.



#20. Randomly decides which students to reply to like a daily game show.



**#21. Places course articles
in a random order and
forces students to
reconstruct the weeks.**



#22. Assigns students Star Wars names and assumes the role of Obiwan Kenobe...homely looking girl assigned to be Jabba the Hut is not amused.



#23. Every morning, the instructor sends an email message to her students with the first six words being “Work harder you puny brained people.”



#24. Instructor dons a Star Trek outfit for each synchronous session and stands on a make-shift bridge in his home office saying “Ok, #1, take us to warp 9 power and get us out of this intergalactic hell hole.”



How many of you have seen some of these work?



Dr. Curtis J. Bonk, Professor, Indiana University
cjbonk@indiana.edu

Carolyn Alexander-Bennett
ePrincipal, FarNet, Learning Community Online
carolyn.bennett@farnet.school.nz

Joyce Seitzinger, Founder, Academic Tribe
joyce@academictribe.co

