Slide 1

Masterclass Part II:
Ultra-Engaging Online, Blended, and FTF Learning: 50 Low Risk, Low Cost, Low Time Strategies

Dr. Curtis J. Bonk
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Slide 2

January 16, 2019
Survey: Online, Blended Dominate Today's Learning Environments
Rhea Kelly, Campus Technology
***Campus Technology*'s 2018 Teaching with Technology Survey**
https://campustechnology.com/articles/2019/01/16/survey-online-blended-dominate-todays-learning-environments.aspx?m=2

2

Slide 3

January 16, 2019
Survey: Online, Blended Dominate Today's Learning Environments
Rhea Kelly, Campus Technology
***Campus Technology*'s 2018 Teaching with Technology Survey**
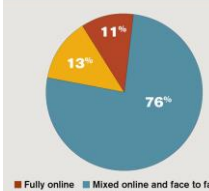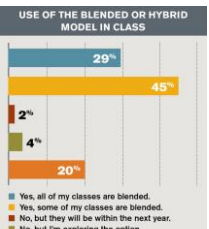https://campustechnology.com/articles/2019/01/16/survey-online-blended-dominate-todays-learning-environments.aspx?m=2

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Slide 4

February 3, 2020
Who Needs Blended and Online Learning?

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Slide 5

February 3, 2020
Coronavirus, Fox News
http://www.scmp.com/news/hong-kong/health-environment/article/1813336/mers-case-brings-back-memories-hong-kongs-sars

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Slide 6

August 22, 2019
Blended Students
At Indiana U., video platform blends traditional and distance education
Betsy Foresman, edscoop
https://edscoop.com/indiana-university-video-conferencing-technology/

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Slide 7

January 20, 2016
Blended Beer

Universities tap growth of craft beer, offer classes, Chicago Tribune

http://www.chicagotribune.com/business/ct-college-craft-beer-offer-classes-20160120-story.html

Portland State University in Oregon started an online Business of Craft Brewing program in 2013. It has become one of the school's most successful professional certificate programs, drawing people from around the world, said Scott Gallagher, the university's director of communications. "We discovered that there's a huge need for people who wanted to get a certificate," Gallagher said. "They didn't necessarily want to go to college or already had a college degree and wanted to open up a brew pub."
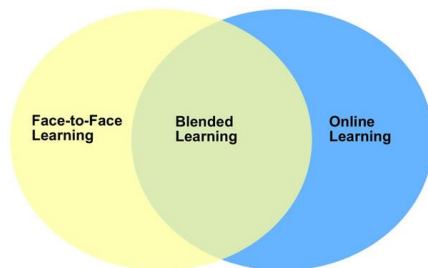
7

Slide 8

Learning is More Blended…

1. Definitions of blended learning
2. Myths of blended learning
3. Models of blended learning
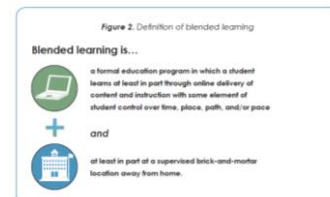4. Examples of blended learning

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Slide 9

Answer: Blended Learning

Face-to-Face Learning | Blended Learning | Online Learning

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Slide 10

Classifying K-12 Blended Learning
Heather Staker and Michael B. Horn, May 2012

http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf
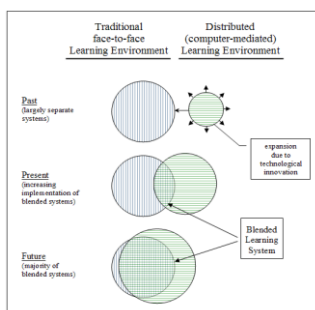
"Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home *and at least in* part through online delivery with some element of student control over time, place, path, and/or pace."

Figure 2. Definition of blended learning

Blended learning is…

a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace

and

at least in part at a supervised brick-and-mortar location away from home.

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Historical Emergence of Blended
(Graham, 2006)

Traditional face-to-face Learning Environment | Distributed (computer-mediated) Learning Environment

Past (largely separate systems)

Present (increasing implementation of blended systems)

expansion due to technological innovation

Future (majority of blended systems)

Blended Learning System

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Slide 12

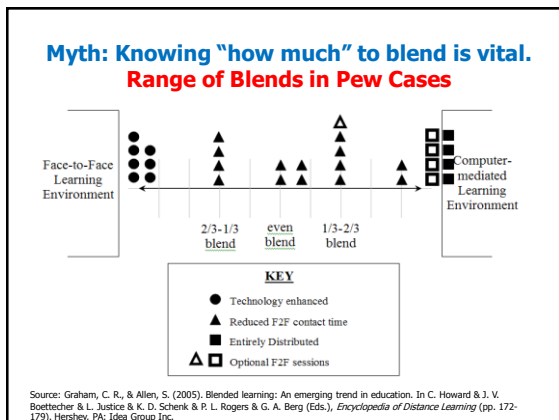### Myth: People will know what I am saying when I say "blended learning."
Myth: Blended is the same as "hybrid."
The Sloan Consortium

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 discussions, 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.

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Myth: Knowing "how much" to blend is vital.
Range of Blends in Pew Cases

Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettecher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

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Examples of Blended Learning

- Put assessments/reviews online
- Online discussions
- Online labs
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online

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Blended Model #1.
Face-to-Face Primary
(online is for remediation of supplement)

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Blended Model #2. Rotation
(students alternate FTF and Online instruction)

16

Blended Model #3. Flex
(curriculum primarily online with instructors available FTF)

17

Blended Model #4. Online Lab
(lab or field experience component of course is online)
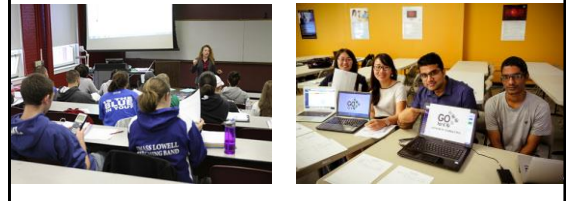

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Page 3

Blended Model #5. Bookend
(first and last part of the course is online and middle portion is FTF)

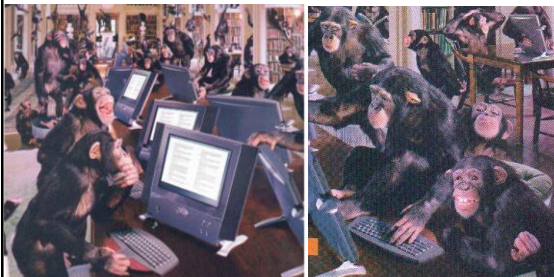Source: American Management Association, AMA at Work

19

Blended Model #6. Anchor
(start with FTF or what students are familiar with and then move to online; or the opposite and start online and move to F2F)

20

A Dozen Blended Learning Examples

21

Blended Solution #1.
Medical Images and Multimedia
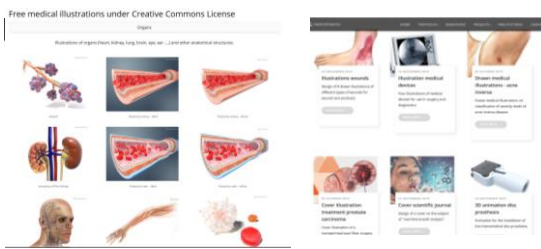**e.g., Pixabay**
https://pixabay.com/images/search/nurse/

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Blended Solution #2.
Medical Graphics in Creative Commons
http://www.medicalgraphics.de/en/free-pictures.html

23

Blended Solution #3.
Medical Graphics in Wikicommons
http://www.medicalgraphics.de/en/free-pictures.html

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Page 4

Blended Solution #4.
**Reading from Open Access Journals
(e.g., DOAJ—Directory of Open Access Journals)**
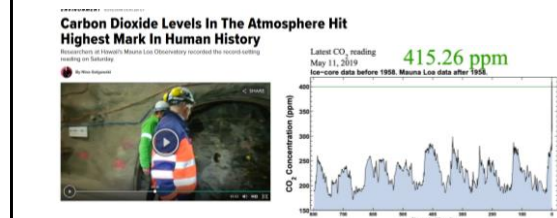https://doaj.org/

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Blended Solution #5.
Something in the News
**Carbon Dioxide Levels In The Atmosphere Hit
Highest Mark In Human History**
Nina Golkowski, The Huffington Post
https://www.huffpost.com/entry/co2-levels-hit-new-high_n_5cd9882ae4b0c388e584eb09
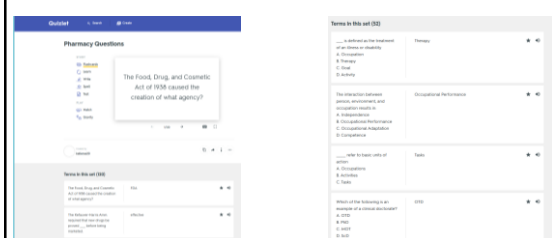
26

Blended Solution #6.
**Online Practice Tests and Interactive
Flash Cards (e.g., Pharmacy, OT, etc.)**
http://quizlet.com/

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Blended Solution #7.
**Video Tutorials, Demonstrations,
and How-To's** (videos, tutorials, etc.)
(Jing, GoView, Screenr, Overstream, Screencast-o-Matic; http://tec-variety.com/TEC-Variety_links-examples-resources.pdf)

28

Blended Solution #8.
Short Video Anchors
http://www.tubechop.com/watch/378752
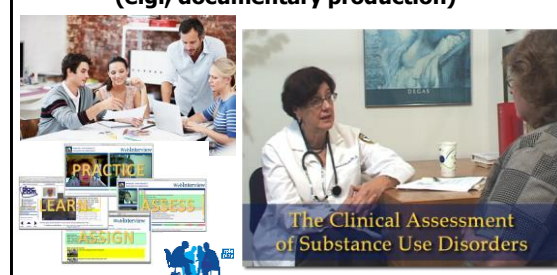
29

Blended Solution #9.
**Online Role Play or Debate
(e.g., documentary production)**

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Blended Solution #10.
Flipping the Classroom
https://www.youtube.com/watch?v=_i7owTK3QQE

Flipped Classrooms and an example at Stanford Med

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Blended Solution #11.
Analyzing Online Raw Data

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Blended Solution #12.
Virtual Labs and Training Simulators
(e.g., Virtually Inspired, Drexel University)
https://virtuallyinspired.org/

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Blended Solution #13.
Videos with Test Questions (e.g., TEDEd)
(Lessons about every single element on the periodic table)
http://ed.ted.com/periodic-videos?utm_source=TED-Ed+Subscribers&utm_campaign=92b1054add-
2013_09_219_19_2013&utm_medium=email&utm_term=0_1aaccced48-92b1054add-46761201

34
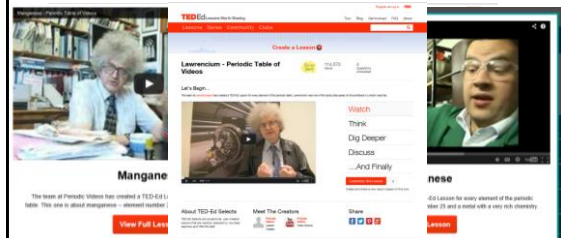
Blended Solution #14.
Virtual Reality in the Anatomy Lab
(e.g., TEDEd)
https://www.youtube.com/watch?time_continue=64&v=7yE5IhtTDHQ&feature=emb_logo

35

40 Engaging Collaborative and Active Learning Ideas (note ideas that will work (+), might work (?), and will not work (cross off))
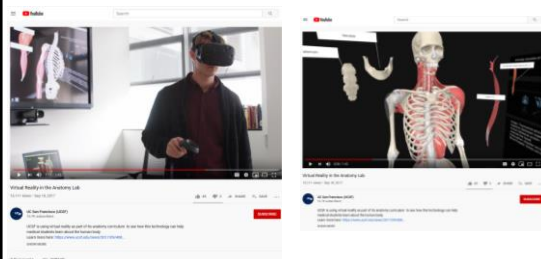
36

1. Ice Breaker: Goals and Expectations Charts
(L = Cost, L = Risk, M = Time)

a. What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?
b. Write short and long terms goals down on goal cards and post to discussion forum.
c. Write 4-5 expectations for this session.
d. Expectations Flip Chart (or online forum):
e. Debrief.

37

2. Just in Time Teaching
(online warm-up activities)

• Assign a problem before class.
• Evaluate solutions.
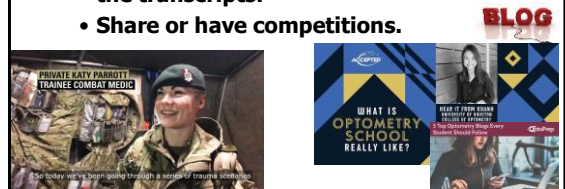• Change class based on results.

38

3. Internship, Practicum, Job, Workplace Internship, and Field Reflections

39

4. Reuse Online Discussion and Blog Transcripts

• Have students bring in their online discussions or to class.
• Look for key concepts embedded in the transcripts.
• Share or have competitions.

40

5. Structured Controversy Task

• Assign 2 to pro side and 2 to con side
• Read, research, and produce different materials
• Hold debate (present conflicting positions)
• Argue strengths and weaknesses
• Switch sides and continue debate
• Come to compromise

41

6. 321
(Like: K-W-L or K-W-H-L)
3 = Takeaways
2 = Things you knew already
1 = Question you have

42

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7. 333

3 = Good things
3 = Bad things
3 = Questions

43

8. One minute papers or muddiest point papers
(L = Cost, M = Risk, M = Time)

• Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
• Send to the instructor via email or online forum.
• Optional: Share with a peer before sharing with instructor or a class.

44

9. Reflection Papers: Job Application and Trend Papers
(3-4 page)

• **Have students write papers about emerging trends in the field.**
• **Have them select topics from a list or suggest topics. Give sample papers.**
• **Perhaps have them present their trend and job applications papers to class.**

45

10. Value Lines

• **Pose question or issue**
• **Students mark down their feelings or votes**
• **Share votes and rationale with class**
• **Recast votes**

46

11. Best 3 Activity
(Thiagi, personal conversation, 2003)

• **After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout).**
• **Work with another who has 3 as well and decide on best 3 (or 4).**
• **Those pairs work with another dyad and decide on best 3 (or 4).**
• **Report back to class.**

47

12. PMI (Plus, Minus, Interesting)
(L = Cost, L = Risk, M = Time)

• **After completing a lecture, unit, video, expert presentation, etc. ask students what where the pluses, minuses, and interesting aspects of that activity.**

What's good +	What's bad -	What's interesting ?

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Page 8

13. Two Heads vs. One
(Thiagi, 1988)

- **Everyone posts a 100 word summary of an article.**
- **Students pair up and produce a better 100 word summary.**
- **Their 3 summaries are read and rated by other groups.**
- **Groups rank them for 1 for best, 2 for 2nd best, and 3 for third.**
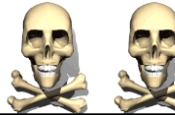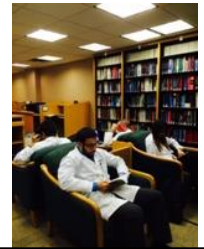- **Pass back to original team.**

49

14. Online Resource Library (ORL) or Library Day

Do Medical Schools Still Need Books?

50

15. Nominate Quotes
(e.g., Hippocrates)

- **Students can explore online quotes (Wikiquote).**
- **Suggest best ones.**
- **Respond to other suggestions.**

Whenever a doctor cannot do good, he must be kept from doing harm.
Hippocrates

51

16. Just Suppose and What If?
(L = Cost, L = Risk, M = Time)

- **Imagine a situation or scenario and reflect on the consequences.**
- **"Healthcare was free in the United States."**

52

17. Reverse Brainstorming
(L = Cost, L = Risk, M = Time)

- **Generating ideas to solve the reverse of a particular problem, issue, or concern.**
- **More is better and the wilder the better.**
- **Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.**
- **For example, How can we decrease the use of active learning ideas in college settings?**

Costs for a full abdomen MRI in Philadelphia, Pennsylvania
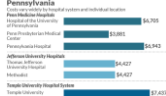
53

18. Online Scholar Debate Panel or Symposium

- **Instead of role play, form online debate panels or symposia on particular topics.**
- **Set the time for each debate or open it up for an entire week.**
- **Or bring in expert guests for the debate or panel.**

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Page 9

19. 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)
- Perform within roles—try to refer to different personalities

55

20. Numbered Heads Together

https://www.youtube.com/watch?v=QhrCA1pA3jw (Video: 0.27)
Which Dwarf are you today?
http://www.playbuzz.com/rebeccam16/which-of-the-7-dwarfs-are-you

a. **Assign a task and divide into groups (perhaps 4-6/group and count off 1-4).**
b. **Perhaps assign group names or hold competition between them.**
c. **Discuss problem or issue assigned.**
d. **Instructor calls on groups & numbers.**
 (Online Option: assign numbers and ask certain one to do different things.)

56

Poll: Almost Half-Way… Please Share the Best Two Ideas so Far
(Think: which can you use?)

57

21. Jigsaw

- Form home/base groups of 4-6 students.
- Student move to expert groups in forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.
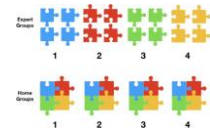
58

22. Phillips 66 (Buzz Groups)

- Assign topic (e.g., review readings for this week).
- Students work in groups of 6 for 6 minutes on a particular problem.
- After 6 minutes, stop discussion.
- Share with class.

59

23. Human Graph

- **Class lines up:** (1-5)
- 1 = Strongly agree,
- 3 = neutral,
- 5 = strongly disagree
- **e.g., this workshop is great!**
- In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).

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Page 10

24. Different Strokes
(Thiagi, 1988)

- **Have students create a summary of the readings: 1 page, 2 page, 10 question, an outline, a visual, a list of key points, a flowchart, a mind map, a slogan, a bumper sticker.**
- **Share and compare.**
- **Discuss.**

61

25. 99 Second Quotes and Set Time Presentations
(L = Cost, M = Risk, M = Time)

- **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**
- **Options**
  - **Discussion wrapped around each quote**
  - **Link or debate quotes online**

62

## 26. Cool Resource Provider
(Bonk, 2004)

- **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.**

63

27. Poster Sessions and Gallery Tours

- **Have students create something--flowchart, timeline, taxonomy, concept map.**
- **Have half of the students present for 15-20 minutes and then reverse roles.**
- **Post these in the course management system.**
- **Discuss, rate, evaluate, etc.**
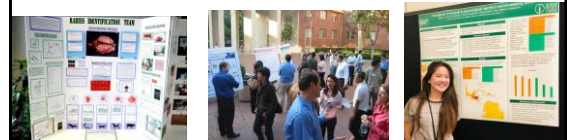
64

28. Critical Friend, Think-Pair-Share, or Turn To Your Partner and Share
May 9, 2018
A Review of Innovative Teaching Methods Academic Radiology
https://med.nyu.edu/departments-institutes/innovations-medical-education/

- **Pose a question, issue, activity, etc.**
- **Students reflect or write on it.**
- **Then they share views with assigned partner and share with class.**
  - **Students are given the history of a 56-year-old healthy woman with atraumatic bilateral ankle pain and bilatera; Achilles tendon pain.**
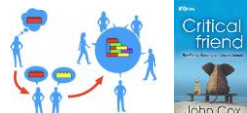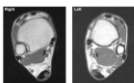
65

29. Index Match Cards
(Active Learning, Silberman)

- **Make an equal amount of note cards, half with questions and the other half with the answers to the questions.**
- **Mix up and give each student a card.**
- **The exercise is to find you match.**
- **After they find their match, go around the class and go through questions and answers.**

66

30. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.

67

31. One Stay-Three Stray

- Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).

68

32. Talking String
(L = Cost, L = Risk, L = Time)

- State what hope to gain from this workshop (or discuss some other issue) as wrap string around finger; next state the names of previous people and then state their reasons.

69

33. Student Created Documentaries
R678 Final Projects, April 2016
The Making of an Adventurer (video), Troy Cockrum
https://www.youtube.com/watch?v=ew6e7Chd9I8

70

34. Scavenger Hunt

1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.

71

35. Virtual Conference Attendance and Reflection Papers
(e.g., free online philosophy class summer 2014 in a virtual world, May 2014, UW Whitewater; see:
http://www.uww.edu/news/archive/2014-05-second-life)

- Have students attend an online conference.
- Ask them to write a reflection paper on the keynotes or other sessions.
- Share in online drop box or discussion forum.

72
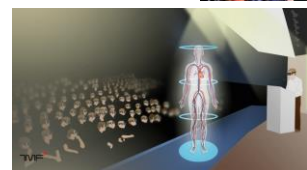
Page 12

36. Peer Mentoring Sessions
(Bonk, 1996)

1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.

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37. Issue Cards and Discussion Questions
(L = Cost, L = Risk, M = Time)

- Everyone brings in question and issue cards on the articles or readings.
- Partner off and create a list and then collect question cards, and,
- Pass out to different groups to solve.
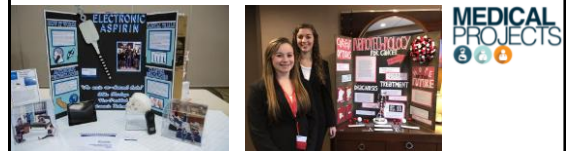

74

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38. Online Book Reviews

- **Have students read different books online and post reviews on forum or to Amazon or send to the author.**
- **Give each other feedback.**

75

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39. Peer Feedback and Reviews of Student Galleries, Exhibits, and Other Products

- **Have students review and evaluate each other's work in an online gallery, exhibit hall, and website.**

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40. Stand and Share

1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).

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Poll: Three Words from this Session…?
e.g., "I am happy!" and… "minions are happy!"

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Page 13

Questions and Comments?

Note: Bonk papers and talks at:
   http://www.publicationshare.com/
   http://www.trainingshare.com/

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