






Masterclass Part 3: Adding Some Jumbo Motivation to Online Courses and Activities with the TEC-VARIETY Model

Dr. Curtis J. Bonk
 Professor, Indiana University
<http://php.indiana.edu/~cjbbonk>,
 cjbbonk@indiana.edu






We are not motivating students with the technologies that they love!








Jumbo Motivation is Needed!














August 5, 2010
Remaking the College Campus,
Bridget McCrea, Campus Technology
<http://campustechnology.com/Articles/2010/08/05/Remaking-the-College-Campus.aspx?Page=1>

CAMPUS TECHNOLOGY

Remix: Ed Tech Post
 Are students inspired by new mobile devices to gain motivation as part of their education?

Ed Tech Trends | Interview
Remaking the College Campus
 Can a learning center be both a college magnet of the future and a physical space, technology, and collaborative space?
 By Bridget McCrea • 8/5/10



Yonsei University Library, Seoul, Korea



Feb 1, 2011: Self-Organized Learning
 from Sugata Mitra, Teacher-Replacing Tech: Friend or
 Foe?, Gregory Ferenstein, Fast Company

FAST COMPANY We're all connected. See how Hooty connects people, profits and the planet.

TECHNOLOGY | DESIGN | ENTREPRENEUR | LEADERSHIP | SPECIAL REPORTS

Teacher-Replacing Tech: Friend or Foe?

Just as the Internet replaced telephone operators and the eighth row of desks in the 1960s, waves of automation, teachers may be next on the chopping block. Subsequent to learning in a cheap, self-organizing, self-paced and self-directed way to make technology teachers a centerpiece of education.

Ok, Million Dollar Question: How do you motivate online learners? What Words come to mind?

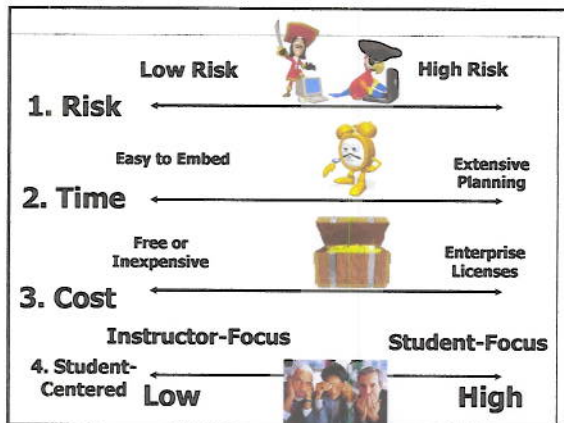
Motivation Research Highlights
 (Jere Brophy, Michigan State University)

1. Supportive, appropriate challenge, meaningful, moderation/optimal.
2. Teach goal setting and self-reinforcement.
3. Offer rewards for good/improved performance.
4. Novelty, variety, choice, adaptable to interests.
5. Game-like, fun, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, peer interaction.
7. Allow to create finished products.
8. Provide immediate feedback, advance organizers.
9. Show intensity, enthusiasm, interest, minimize anxiety.
10. Make content personal, concrete, familiar.

I even reflected on this for a moment...and then something magical happened...

Magic #1: 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



1. Tone/Climate: Social Ice Breakers

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

B. Favorite Websites
 1. Everyone posts 1-2 of their favorite Websites and explain why.
 2. Peers comment on or rate them.

1. Tone/Climate: C. Video Course Intros
 (examples from Northern Virginia Community College and Indiana University KD (online MBA) program)
 Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=8O9rqJD1GXo>

2. Encouragement, Feedback, etc.:

A. Online Self-Testing (e.g., self study in vocabulary, anatomy, chemistry, dissection, etc.)

Upper Extremity Muscles

Which of the following are ANTONYMS for the word MAXIMUM?

A. clear, undetectable, fishbone, landfill
 B. non-plenty, twofold, porous
 C. create, withhold, keep, hold
 D. make lumpy, clear, assure, please
 E. resolve, least, minimum, litter

A B C D

1 / 20

2. Encouragement, Feedback, etc.:

B. Tutorials with Screen Capture
 (e.g., Jing, Screen)

2. Encouragement, Feedback, etc.:

C. Video Scenario Learning Accounting Interviews and Preparatory Course Review Modules (Franklin University, cost and forensic accounting course)

<http://video.franklin.edu/Franklin/acct/managerialaccounting/cost-behavior-player.html>
<http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html>

Cost Behavior

Variable Cost Fixed Cost

Cost behavior is the way costs react to changes in the levels of business activity.

↑ Cost of food and labor ↑ Number of meals ↑ Property tax

2. Encouragement, Feedback, etc.:
D. Online Accounting Lessons
 (e.g., Lyryx; <https://lifa.lyryx.co>)

3. Curiosity, Fun:
A. Online News
 (Giant jellyfish, Tiny T. rex, and Ardi)

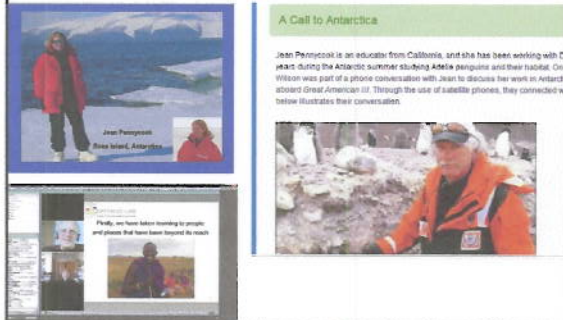
3. Curiosity, Fun: B. Cross-Cultural Videoconference (e.g., Global Nomads Group, Int'l Studies for Indiana Schools (i.e., ISIS); Mandarin Chinese, Niger, Sudan, Life in Eastern Europe Today (Bulgaria), History and Culture of Mexico)

3. Curiosity, Fun:
C. Online Games

3. Curiosity, Fun: D. WolframAlpha
 (access knowledge)
<http://www.wolframalpha.com/>

4. Variety, Novelty:
A. Cool Resource Provider or Tech Demos

4. Variety, Novelty: B. Synchronous Session with Guest Expert...MM



A Call to Antarctica

Jean Penneycook is an educator from California, and she has been working with D...
 Wilson was part of a phone conversation with Jean to discuss her work in Antarc...
 aboard Great American III. Through the use of satellite phones, they connected...
 below illustrates their conversation.

Please, we need better training to people and places that have been beyond the reach

Arlington Racetrack




Jockey's are Important



5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys) (links to text, soundtracks, video clips, etc.)



5. Autonomy, Choice: B. Online Cases (e.g., Mark Braun, IU)



Slide 106, acute...
 Slide 137, acute...
 Slide 137, acute...
 Slide 140, acute...
 Slide 146, acute...
I'd like to take the quit now.

Diagnose: endometrial adenocarcinoma and focus: poorly differentiated tubular adenocarcinoma

5. Autonomy, Choice: C. Explore Online Museums, Zoos, Library Exhibits



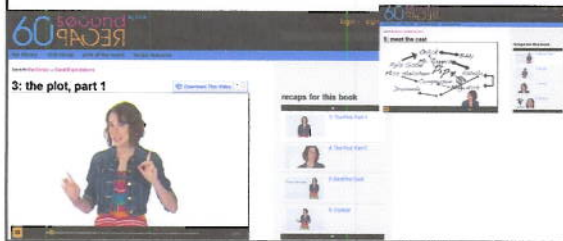
BODY WORLDS

THE HUMAN MUSEUM OF NATURAL SCIENCE

THE VINCENT VAN GOGH GALLERY


MeOM

6. Relevance, Meaningfulness:
A. 60 Second Recap, Jenny Sawyer
<http://www.60secondrecap.com/>
 Actress to students: Lend me your earbuds!
 English major, 24, rambunctiously recaps the classics in 60-second Web videos; By Greg Toppo; USA TODAY, September 2009

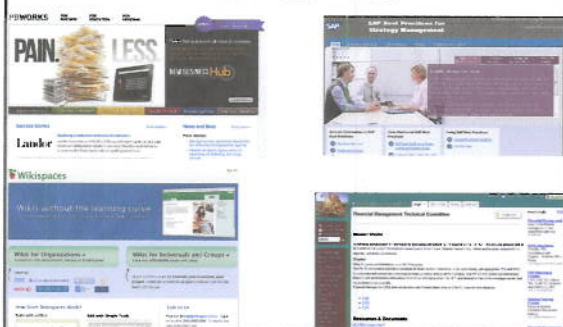


6. Relevance, Meaningfulness:
B. Tour an Online Oil Drilling Site or Role Play Situations (i.e., BP)
<http://www.youtube.com/watch?v=ts45BkAnqTs>


Open newsroom learning



6. Relevance, Meaningfulness:
C. Business Wikis




Internal Wikis for Knowledge Management (e.g., Intelpedia)

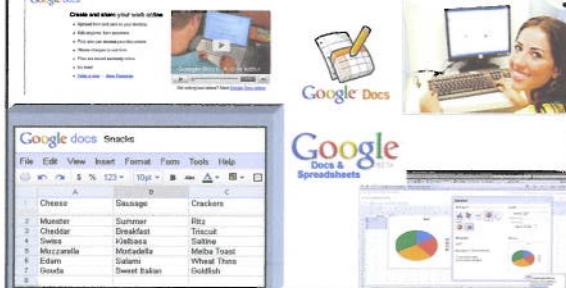


Per Josh Bancroft, Intel engineer and the creator of Intelpedia at Intel: "Imagine that you could have all the features and functionality that Wikipedia has on your own internal wiki."
 "In the four-plus years that Intelpedia has been up and running, I have had exactly zero reported instances of an unwanted edit — of someone spamming or vandalizing or doing something inappropriate." JD Lasica, July 8, 2010 interview with Josh,
<http://www.socialmedia.biz/tag/intelpedia/>

7. Interactive, Collaborative:
A. Online Language Learning
 (Skype, MSN, Ecpod, Mixxer, Livemocha, Babbel, KanTalk etc.)



7. Interactive, Collaborative:
B. Collaborative Documents (Google Docs)



	A	B	C
1	Chesse	Sausage	Crackers
2	Munster	Stammer	Riz
3	Cheddar	Breakfast	Tisicup
4	Swiss	Flabiosa	Saltine
5	Mizzanella	Montadella	Melba Toast
6	Edam	Stiamu	Wheat Toss
7	Genoa	Sweet Italian	Guldfish
8			

**7. Interactive, Collaborative:
C. Working In Virtual Teams**
(e.g., Collanos, Ning, Groove, SharePoint, Google Docs)

Ning

**8. Engagement, Effort:
A. Flash, 3-D Visualization, & Laboratory Software**

**8. Engagement, Effort:
B. Dr. Monica Rankin's class, UT Dallas,
Cuban Revolution (April/May 2011)**
<http://www.youtube.com/watch?v=ocQMf1kPo98>

**8. Engagement, Effort:
C. Flash, 3-D Visualization, & Laboratory Software**

**9. Tension, Challenge, etc.:
A. Ethical Debates**

**10. Yields Products, Goals:
A. Student YouTube Products**
<http://www.youtube.com/watch?v=xwSiryPzsQ>
http://www.youtube.com/watch?v=x3FJyi4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

10. Yields Products, Goals: More Student YouTube Products

Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCPw99W8>
 Shuya Xu and Yoo Ma (Blog my online lmg): <http://www.youtube.com/watch?v=im7GQM9frhc>
 Julie Rust (Participatory Learning): http://www.youtube.com/watch?v=c0b_SBRWV0M
 Cesar Dagli (Animal perspectives on course): <http://www.youtube.com/watch?v=csd1E14G53k>

10. Yields Products, Goals: B. Create Own Channel in YouTube (e.g., my channel "TravelinEdMan")

<http://www.youtube.com/user/TravelinEdMan>

10. Yields Products, Goals: C. Video Blogs

10. Yields Products, Goals: D. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)

<http://www.youtube.com/watch?v=im7GQM9frhc>

10. Yields Products, Goals: E. Employee Film Competitions (Deloitte Film Festival)

At: <http://www.youtube.com/user/DeloitteFilmFest>
 Is This Heaven?: http://www.youtube.com/user/DeloitteFilmFest#p/u/14/k4Wn_h5ce7c
 Dude Where's My Proposal: <http://www.youtube.com/user/DeloitteFilmFest#p/u/4/eh1Bu7G5Hrs>
 Behind the Scenes: <http://www.youtube.com/user/DeloitteFilmFest#p/u/0/Wf5-5aDeUE>
 The Green Dots: <http://www.youtube.com/watch?v=idDuHSubZTY>
 Kid Fakes Job Interview: <http://www.youtube.com/watch?v=b9gbb6-17f8&feature=related>

TEC-VARIETY Model for Online Motivation and Retention

- Tone/Climate
- Encouragement, Feedback
- Curiosity
- Variety
- Autonomy
- Relevance
- Interactive
- Engagement
- Tension
- Yields Products


Poll: How many ideas did you get so far?

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.



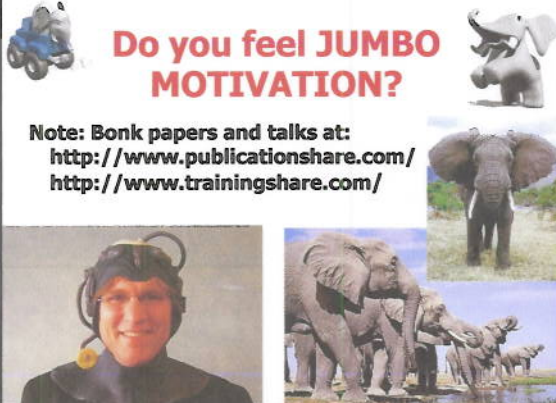
99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four




Do you feel JUMBO MOTIVATION?

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

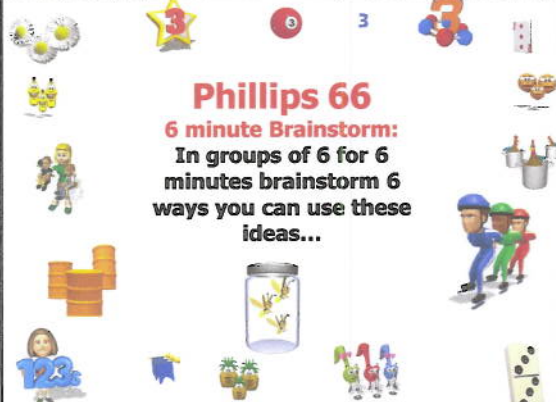


Masterclass Part 4: Where Are You R2D2?: Addressing Learning Styles and Diverse Learners with the Read, Reflect, Display, and Do Model


Dr. Curtis J. Bonk
 Professor, Indiana University
<http://php.indiana.edu/~cjbbonk>,
 cjbbonk@indiana.edu




Phillips 66
 6 minute Brainstorm:
 In groups of 6 for 6 minutes brainstorm 6 ways you can use these ideas...



Frame work: #5: The R2D2 Model



Empowering Online Learning
 100+ Activities for Reading, Reflecting, Displaying & Doing





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. Online Article Portals and Databases

<http://r685articledatabase.weebly.com/>
<http://ella.sis.indiana.edu/~bahallo/r685/>
http://php.indiana.edu/~cibonk/Syllabus_R685_Spring_of_2011.htm

Read 1b. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

Read 1c. Reading from Open Access Journals (e.g., PLOS)

The International Review of Research in Open and Distance Learning
 A refereed journal to advance research, theory and best practice in open and distance learning worldwide
 Athabasca University

Read 1d. Course Announcements (e.g., Teaching with Twitter; Course announcements and following people (e.g., microblogging))

education

follow us on twitter

Follow me!

Poll: Podcast Questions

- Who has listened to a podcast?
- Who listens to a certain podcast on a regular basis?
- Who has created a podcast?
- Who has created a vodcast?
- Who thinks podcasting is simply more talking heads?

February 27, 2011

Actually Going to Class, for a Specific Course? How 20th-Century. New learning technologies prompt a rethinking of traditional course structure, Chronicle of HE, Jeffrey R. Young

THE CHRONICLE of Higher Education

Technology

February 27, 2011

Actually Going to Class, for a Specific Course? How 20th-Century. New learning technologies prompt a rethinking of traditional course structure.

By Jeffrey R. Young

The first question many undergraduate students ask professors on the first day of their semester: "How much class do I have to go to?"

"There's not really much need for teachers anymore," since so much material is online, says Dekunle Somade, a senior at the U. of Maryland at College Park.

Read 1e. Listen to Open Access Podcast Shows (and write papers)

nature REVIEWS CANCER

Military History Podcast

ENGLISH IN THE REAL WORLD weekly podcasts

NursingShow.com

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

Observe

Reflect

Discuss

Change

Reflect 2a. Individual Blogging Reflections

Reflect 2b. Critical Friend Blog Postings (Kristen and Susan)

My Personal Reflections on Web 2.0

R685: The Web 2.0

12685 is the world

Reflect 2c. Expert and Domain Specific Blog Reflections (English, Health, Business, etc. blogs)

THE WALL STREET JOURNAL

The English Blog

University of Pennsylvania Turns to Industry for Medical Research

Reflect 2d. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)

Come and See Africa (CASA)

Africa in Action, Rwanda

Blogging Questions

1. Who has a blog?
2. Who regularly reads other people's blogs?
3. Who assigns blogging tasks?
4. Who has created a video blog?
5. Who thinks it is an utter waste of time to blog?

Reflect 2e. Scenario Learning (Option 6, Bloomington, IN)

Scenario Learning

Scenario 6: Bloomington, IN

More Scenario Learning (e.g., Krispy Kreme Management 101)

Krispy Kreme Management 101

Scenario Challenge

Why is it important for each of us to study across class some brand values for all work behaviors?

More Scenario Learning (Skills Training from Wisdom Tools)

WisdomTools

WisdomTools

WisdomTools

WisdomTools

Clear exits are essential to exit an area safely. Identify any other road exits, barriers, and obstructions in the area of the work location causes the potential safety in the workplace vicinity.

What safety controls could have prevented this accident?

How are you using your experience in this case?

What are the conditions of your vehicle to ensure a safe environment for off?

Reflect 2f. Case and Online Discussion (Kelley Direct, IU)

What Life Option?

Workplace Case (20)

Step 1: Discuss the case and assign each to the assigned group. Each group will have 15 minutes to discuss the case and prepare a presentation.

Step 2: Presentations and online lesson to the assigned group. Each group will have 15 minutes to present their case and answer questions.

Step 3: Discuss the case and assign each to the assigned group. Each group will have 15 minutes to discuss the case and prepare a presentation.

Step 4: Presentations and online lesson to the assigned group. Each group will have 15 minutes to present their case and answer questions.

Step 5: Discuss the case and assign each to the assigned group. Each group will have 15 minutes to discuss the case and prepare a presentation.

Step 6: Presentations and online lesson to the assigned group. Each group will have 15 minutes to present their case and answer questions.

KELLEY SCHOOL OF BUSINESS
INDIANA UNIVERSITY
BLOOMINGTON, IN

Reflect 2g. Analyze Online Cases (problems, solutions, etc.)

Medical Case Study: Analyzing the Safety of Medical Devices

Introduction to Medical Case Studies

Case Study: Analyzing the Safety of Medical Devices

Case Study: Analyzing the Safety of Medical Devices

Case Study: Analyzing the Safety of Medical Devices

Reflect 2h. Workplace and Field Reflections

3. Visual Learners

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

Visual Learners

Auditory Learners

Reading/Writing Learners

Kinesthetic Learners

Interpersonal Learners

Death Star II

Death Star II

Death Star II

Death Star II

Death Star II

Death Star II

Display 3a. Virtual Tours and Timelines (i.e., HyperHistory; <http://simile.mit.edu/timeline/>)

Virtual Tour of Oxford

Welcome to the unique photographic virtual reality tour of the historic university city of Oxford.

This unique virtual reality tour allows you to explore and manipulate 360 degree photographic panoramas of the city and university. It is constructed from hundreds of high quality photographs of Oxford.

Take a "Virtual History Tour" around Oxford.

- A Virtual Walk up to Oriel
- Respect to the City of Oxford
- Virtual Walk around the Village
- 2000 Years of Oxford
- Some of the Favorite Places of Oxford
- 2000 Years of Oxford
- Some of the Favorite Places of Oxford
- 2000 Years of Oxford
- Some of the Favorite Places of Oxford

Send electronic postcards to friends and family using some of the great photographs found on this website.

Display 3b. Videos for clinical education (Sungkyunkwan University School of Medicine, www.mededu.or.kr)



환자의 앞쪽에서, 왼손으로 환자의 오른쪽 갑상선을 반대편으로 밀고.

Display 3c. Visual presentations (e.g., Prezi)

<http://prezi.com/jhmhl59xd46/is-the-world-open/>
<http://prezi.com/8h7qrxyaymv/the-world-is-open/>



Display 3d. Concept Mapping and Timeline Tools (VUE, Bubbl.us, Cmap, Freemind, Glify, Mindmeister, or Mindomo)



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



This map shows the growth in scientific research of publications between 1990 and 2000. It shows the increase in scientific publications that territory has seen on the map.

In 1990, 51 scientific papers were published per million people living in the world. This increased to 126 per million by 2000. The increase was experienced primarily by increases with strong scientific activity. However, the United States, with its higher total population (281 million), experienced a smaller increase since 1990 than that in Japan, China, Germany and the Republic of Korea. Singapore had the greatest per person increase in scientific publications.

"Inclusion in emerging markets in the material science research, as we position ourselves for the global knowledge-driven economy, and for our rapid phase of development as a nation." (Thomas O'Brien/Greenprint, 2003)

Territory size shows the proportion of the number of active scientific papers that were published in 2000 compared with 1990, relative to their world share.

- Open PDF poster, designed for printing. You need Acrobat Reader.
- View related territory maps to compare your territory.
- Color Map for each map. (Click Small or Large.)
- Technical notes for file data.
- All of the data we use is uncopyrighted, see data page.

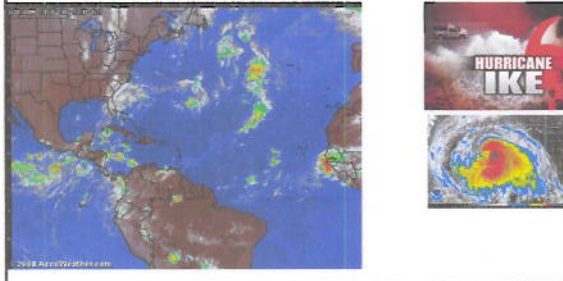
Display 3f. Medical Animations and Videos (e.g., YouTube, CNN, BBC)



Display 3g. Download and Use Online 3D Sketches (Google SketchUp; download <http://sketchup.google.com/3dwarehouse>)



Display 3h. Weather-Related Visuals and Animations

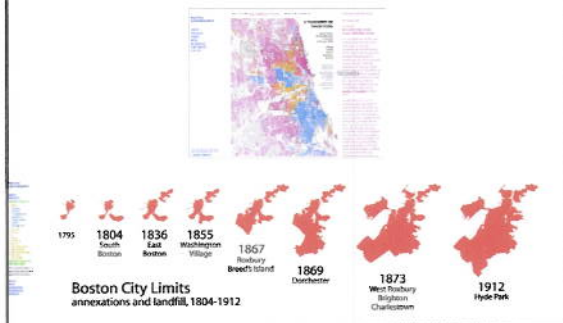


Display 3i. Online History Portals and Resources (Civil Rights Digital Library and Amistad)



Display 3j. Radical Cartography

<http://www.radicalcartography.net/index.html?chicago0dots>



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.



Poll: Wiki Questions

- Who regularly reads Wikipedia articles just for fun?
- Who regularly reads Wikibooks?
- Who seeks Wikipedia for content?
- Who has edited or written new articles on Wikipedia or Wikibooks?
- Who thinks it is ok for students to cite from Wikipedia?



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-content textbooks collect. Table of Contents



Do 4b. Simulations, Animations, and Role Play

Military Training
The ability to create immersive training and simulation for general education students is one of the most powerful tools available to educators. It allows students to experience a variety of situations and scenarios in a safe and controlled environment. This type of training is used in a wide range of fields, from military training to medical simulation.

Virtual Classroom
The ability to create immersive training and simulation for general education students is one of the most powerful tools available to educators. It allows students to experience a variety of situations and scenarios in a safe and controlled environment. This type of training is used in a wide range of fields, from military training to medical simulation.

Communication Center
The ability to create immersive training and simulation for general education students is one of the most powerful tools available to educators. It allows students to experience a variety of situations and scenarios in a safe and controlled environment. This type of training is used in a wide range of fields, from military training to medical simulation.

Do 4c. Podcast Productions and Shows

Do 4d. Virtual Worlds

Do 4e. Paired Article Critiques in Blogs

• Students sign up to give feedback on each other's article reviews posted to their blogs.

Article	Student Critique	Student Peer Review
Arbaugh, J. B. (2007). Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?	Stephen Mason Cynthia Pennington Lin Yu Alex Dinsley	Laraine Ryan Karna Leonard Flora Liu Lori Addison
Mayer, J.A. (2007). Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking	Laraine Ryan Hui Ji Dinsley Nessa Azara Karna Leonard Francesca Whitman	Paul Anderson Yvonne Toney Cynthia Pennington Lin Yu Alex Dinsley
Shea, P., Li, C.S. and Pickett, A. (2006). A study of teaching persistence and student sense	Heather Dinsley David Wilson	Sasha Raspopich Nessa Azara

Do 4f. Survey Research and Market Analysis

(e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

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

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

Do 4h. Podcast Productions and Virtual Performances for students of pronunciation class

The image shows a collage of digital content. On the left is a screenshot of a Podomatic podcast page with the text 'podomatic PODCAST'. In the center is a screenshot of a virtual world interface with a red header that says '2. City your life'. On the right is a small screenshot of a virtual world window with a title bar that says 'Do you want to open or save the file?'.

Do 4i. Medical Simulations in YouTube and Second Life

The image displays several screenshots related to medical simulations. On the left is a YouTube video player showing a 'Second Life - Heart Murmur Sim' with a 3D anatomical model of a heart. On the right is another YouTube video player showing a 'Medical Simulation in the Virtual World of Second Life by MATHS'. Below these are two smaller screenshots from Second Life, one showing a virtual 'Exam Rooms' sign and another showing a virtual medical simulation environment.

Do 4j. Uploading Mobile Books (e.g., BookRix, <http://www.bookrix.com/>)

The image features a collage of mobile learning resources. On the left is a screenshot of the BookRix website with the text 'Mobile Devices & Learning' and 'How mobile devices are re-shaping the field of education'. In the center is a screenshot of a mobile book interface showing a page of text. On the right is another screenshot of a mobile book interface showing a page of text.

Do 4k. Virtual Microscopes (Sungkyunkwan University School of Medicine, www.mededu.or.kr)

The image shows virtual microscope content. On the left is a large screenshot of a histological slide showing pink and purple tissue. On the right is a smaller screenshot of an endoscopic view with the text 'Stomach, endoscopic examination and biopsy. Poorly differentiated tubular adenocarcinoma'. Below this is another screenshot of an endoscopic view with the text 'Pyloric antral: Advanced gastric carcinoma with multiple Lugol-iodine stain and lymphovascular growth'.

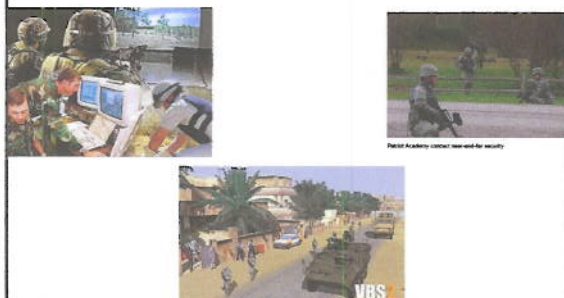
Do 4L. Virtual Quizzes (www.mededu.or.kr)

The image displays several screenshots of virtual quiz interfaces. On the left is a screenshot of a quiz interface with a grid of images and text. In the center is a screenshot of a quiz interface showing a person in a white coat. On the right is a screenshot of a quiz interface showing a person in a white coat.

Do 4M. Virtual Worlds (e.g., Dr. Monica Rankin's class, UT Dallas, Cuban Revolution) <http://www.youtube.com/watch?v=D4uBhZN9Oos>

The image shows virtual world content. On the left is a screenshot of a YouTube video player showing a virtual world scene with the title 'Castro Salvado'. On the right is a screenshot of a virtual world scene showing a large ship on the water. Below these are two more screenshots of virtual world scenes, one showing a person in a virtual world and another showing a virtual world scene.

Do 4N. Simulation Games



3 99 Seconds Stop and Share and Stand: Top Three Things you can use! 3

Masterclass Part 5: Hyper-Engaging Best Practices for Any Class Size or Format: Low-Risk, Low-Cost, Low Time

Dr. Curtis J. Bonk
Professor, Indiana University
<http://php.indiana.edu/~cjbonk>,
cjbonk@indiana.edu



1. 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
- Online Option: hold multiple forums online and require to comment on other ones.



2. Think-Pair-Share or Turn To Your Partner and Share

- Pose a question, issue, activity, etc.
 - Students reflect or write on it.
 - Then they share views with assigned partner.
 - Share with class.
- Online Option: assign email pals, Web buddies, or critical friends and create activities.



3. Brainstorming

(L = Cost, L = Risk, M = Time)

- Generating ideas to solve a particular problem, issue, situation, 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 increase the use of active learning ideas in college settings?



4. Mock Trials with Occupational Roles (L = Cost, H = Risk, M/H = Time)

- Create a scenario (e.g., school reform in the community) and hand out to students to read.
- Ask for volunteers for different roles (everyone must have a role).
- Perhaps consider having one key person on the pro and con side of the issue make a statement.
- Discuss issues from within role (instructor is the hired moderator or one to make opening statement and collects ideas.

Online Option: volunteer for roles or assign roles to each team member or have them sign up for different roles.

5. Scholar Role Play or Debate Panel or Symposia

- Find controversial topic(s) in the readings.
- Hand students slips of paper with different persona or roles (i.e., authors) that form into 2-3 different groups or factions.
- Have students meet in their respective groups to form a plan of action.

24.3. I am so wise so listen. Aristotle 11/25/07

74.5. He ain't heavy - he's my brother... Moderator Theresa

For me, my children, it's all about helping each other. Our friends Bruner and Vygotsky suggested that let parties, either! They wanted us to work together so enables all of us to benefit from each other's knowledge.

74.6. HARRY LARROLD Jane Goodall 04/23/07

I hope that everyone has been feeling wonderful too

6. 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



7. Six Hats (Role Play):

(from De Bono, 1985; 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



8. Jigsaw

- Form home or base groups online of 4-6 students.
- Student move to expert groups in online 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.

9. Eight Nouns Activity

- Please describe yourself with 8 nouns and explain why those nouns apply to you. Also, reply to 2-3 peers in this class on what you have in common with them.



10. Online 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.



11. Goals and Expectations Charts (L = Cost, L = Risk, M = Time)

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

- a. Write short and long terms goals down on goal cards that can be referenced later on.
Post these to a discussion forum.
- b. Write 4-5 expectations for this session.
- c. Expectations Flip Chart (or online forum): share of 1-2 of these...
- d. Debrief is met them.



12. Accomplishment Hunt

(L = Cost, M = Risk, M = Time)

- a. Post to a discussion forum 2-3 accomplishments (e.g., past summer, during college, during life);
- b. Students respond to each other as to what have in common or would like to have. Or instructor lists 1-2 of those for each student.



13. Séance or Roundtable

- Students read books from famous dead people
- Have a student be a medium
- Bring in some new age music and candles
- Call out to the spirits. (if online, convene when dark (sync or asynchronous) and invite guest from other campuses)
- Present current day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Debrief



14. 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.



15. PMI (Plus, Minus, Interesting)

(L = Cost, L = Risk, M = Time)

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




Cool Stuff

16. Free Text Chats


(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
 1. Text chats involve all learners in real time in reading or writing language.
 2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
 3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.




17. Reuse Online Discussion Transcripts

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



18. Reuse Blog Transcripts

- Have students bring in their blogs on the readings for the week for a reflection or sharing.
- Summarize key points by group.
- Present in 2-3 minute summaries.




19. Reuse Expert Blog Posts, Chat Transcripts, Interviews, Conferences, Online Presentations



20. Online Book Reviews

(L = Cost, M = Risk, M = Time)

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



21. Listen and Reflect on Book Author Podcasts



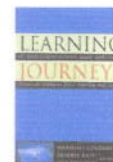
22. Webstreamed Lecture Reflections

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors helps moderate it.



23. Reflection Papers: Chat with Expert Reflection Papers (3-4 page)

- Have students reflect on guest expert talks.
- Have them perhaps post and compare their papers online.
- Also, consider having papers be written across various guest speakers.



24. Personal and Team Blog Reflections (Critical Friend Blog Postings)

- Ask students to maintain a blog.
- Have them give feedback to a critical friend on his or her blog.
- Do a final super summary reflection paper on it.



25. Paired Article Critiques in Blogs

- Students sign up to give feedback on each other's article reviews posted to their blogs.

Article	Student Critique	Student Peer Review
Arbaugh, J.B. (2007). <i>Exam the Community of Inquiry Framework: Product Outcomes in Online MBA Courses?</i>	Stephen Moore Caroline Pasewick Lin Yi Alex Bionderi	Laraine Ryan Karen Leopold Flora Lin Lori Atkinson
Meyer, K.A. (2003). <i>Face-to-Face versus Threaded Discussion: The Role of Time and Higher-Order Thinking</i>	Laraine Ryan Heidi Densid Norma Arosa Karen Leopold	Paul Anderson Yvonne Tacey Caroline Pasewick Lin Yi
Silva, P. L., C. S. and Pickett, A. (2006). <i>A study of teaching presence and student sense</i>	Francisca Whitmore Heather Bazzant David Wilson	Alex Bionderi Sofia Raspoich Norma Arosa

26. Cross-Class Collaboration

- Assign task across classes.
- Pair up students.
- Turn in final product.



27. Student Generated Podcasts and Reflections

- Ask students to create a podcast show.
- Write reflection papers on how it went.



28. Just-In-Time Syllabus

(Raman, Shackelford, & Sosin) <http://ecedweb.unomaha.edu/jits.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.



29. Class Voting and Polling (perhaps electronic)

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



30. Create a Class Social Networking Group (MySpace, Facebook, LinkedIn)



31. Case-Based Learning: Student 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 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)



32. Scenario Learning

(Option 6, Bloomington, IN)



33. Poster Sessions and Gallery Tours

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Post these in the course management system.
- Discuss, rate, evaluate, etc.



34. 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.



35. Pruning the Tree (i.e., 20 questions) (V)

- Have a recently learned concept or answer in your head.
- Students can only ask yes/no types of questions.
- If guess and wrong they are out and can no longer guess.
- The winner guesses correctly.



36. Rapid Data Collection

- Assign students to collect data on certain questions for a set time period (perhaps during a live class).
- Give handout.
- Come back to discuss.
- Perhaps hold competitions.



37. Questioning Options (Morten Flate Pausen, 1995)

- **Shot Gun:** Post many questions or articles to discuss and answer any—student choice.
- **Hot Seat:** One student is selected to answer many questions from everyone in the class.



38. ORL or Library Day

(e.g., The Thompson Library at Ohio State University)



39. Best 3

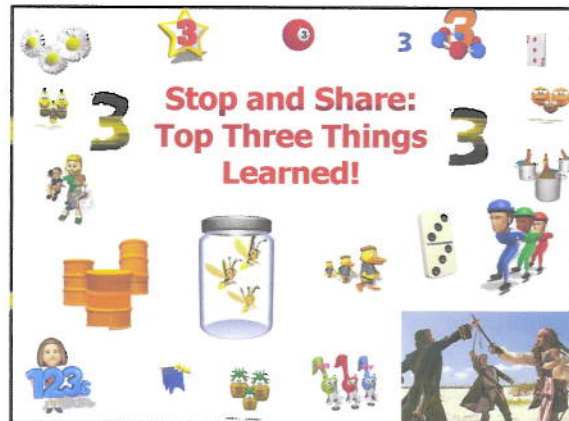
(Thiagi, personal conversation, 2003)

- After a lecture, have students decide on the best 3 ideas that they heard (perhaps comparing to a handout or dense sheet of paper).
- 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.



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).

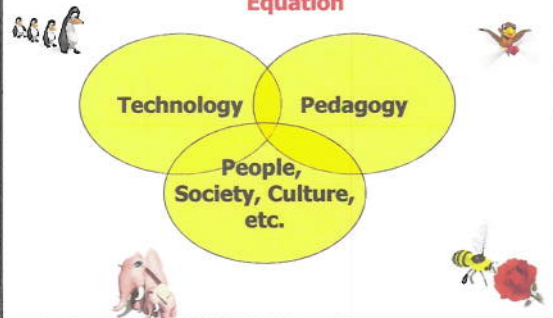
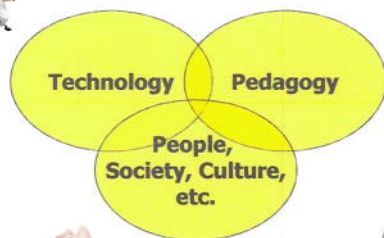


Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____



It is both Nature AND Nurture as well as PEOPLE!!! Technology is just part of the Equation



**Try the R2D2 Method!
Try TEC-VARIETY!
And hope for some magic!!!**

**Note: Bonk papers and talks at:
Slides at: TrainingShare.com
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