


Masterclass Part Three: Blended Learning A to Z: Myths, Models, and Moments of Magic

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What I will discuss...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning



Handbook of Blended Learning (HOBLe)


- University of Phoenix, Capella University, JIU, National University
- Microsoft, IBM, Sun, Cisco, Macromedia, Oracle, WebCT
- The World Bank, the DOD in USA
- In Canada: York University and the University of Calgary
- Other universities in Japan, Korea, Malaysia, Singapore, China, NZ, South Africa, Israel, Mexico, Australia, Wales, England, USA




Blended Learning: Two Parts

1. Models and Frameworks
2. Problems and Solutions (i.e., examples)

(When do blends make sense?)




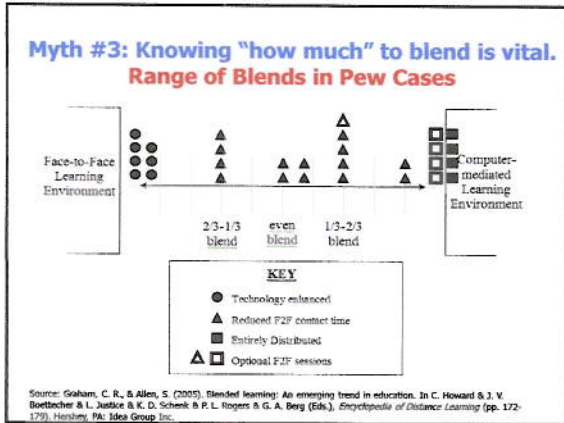
Blended Learning Defined and Explained



Myth #1: People will know what I am saying when I say "blended learning."
Myth #2: Blended is the same as "hybrid."
The Sloan Consortium

| Proportion of content delivered online | Type of Course | Typical Descriptions |
|--|-----------------|--|
| 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 courses. 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. |





Myths #4: Blended learning is easy to define.
Myth #5: Blended learning is hard to define.
Blending Online and F2F Instruction

- "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)

Those in the Military!
Going the Distance, Elizabeth Millard, University Business, March 2011

Going the Distance

Cameras hidden are denying students to continue or discontinue distance education option, with some even cheating both.

By Elizabeth Millard

A REMOTE, SELECTIVE PROGRAMS BOUND BY time, college and university administrators are faced with a question: Is there a more cost-effective distance education option in their institution's portfolio?

Some institutions are taking a look at the military, such as the Army's Reserve Component, an organization that provides distance education to its members. The organization's members are active-duty soldiers who are deployed to various locations around the world. The organization's members are active-duty soldiers who are deployed to various locations around the world. The organization's members are active-duty soldiers who are deployed to various locations around the world.

E LEARNING

THUNDERBOLT

THUNDERBOLT

THUNDERBOLT

DAU Acquisition Knowledge Management System
a collaborative environment sustaining acquisition skills & knowledge

| | DAP / ACC | FY09 | FY10 |
|-------------------------|-----------|-----------|-----------|
| Registered Users | | 79,065 | 100,725 |
| Contact Hours | | 1,236,971 | 1,885,894 |
| Knowledge Contributions | | 65,920 | 70,733 |
| Page Views | | 181.6M | 280M |

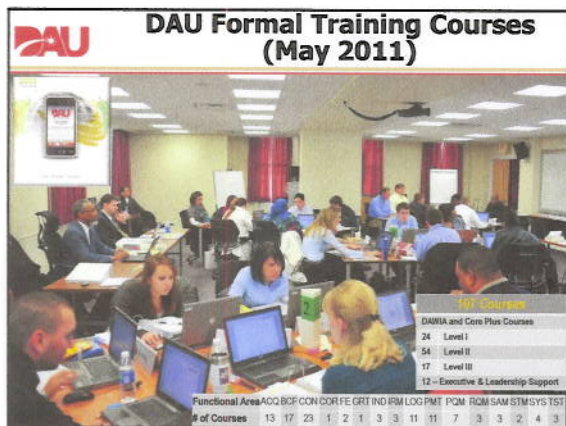
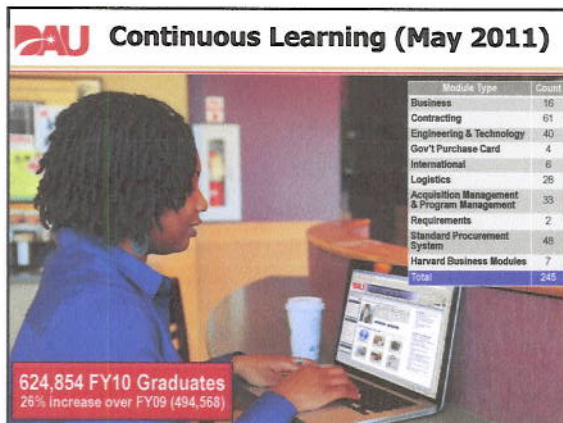
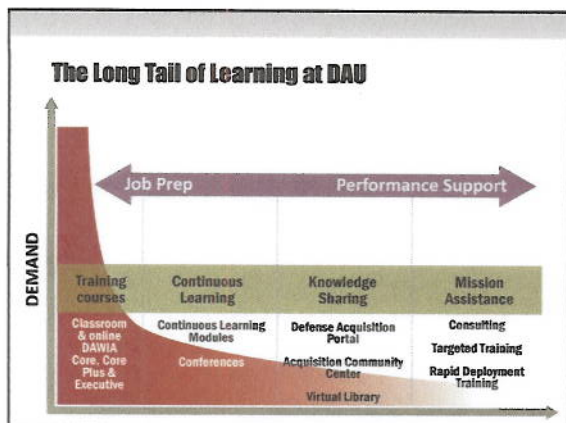
We Support the Job 24/7!

DAU provides learning and job support assets needed to "Fill the Gaps" supporting learning "On the Job"

EXAMPLS

- AAP G&A Policies
- Templates
- Handbooks
- Guidebooks
- Guidance Webcasts
- Best Practices
- Communities of Practice
- Regulations
- TOOLS
- Video/Audio
- Rapid Deployment Training
- Classroom Materials
- Browsable OLC/CI courseware
- Gaming Scenarios
- Simulations

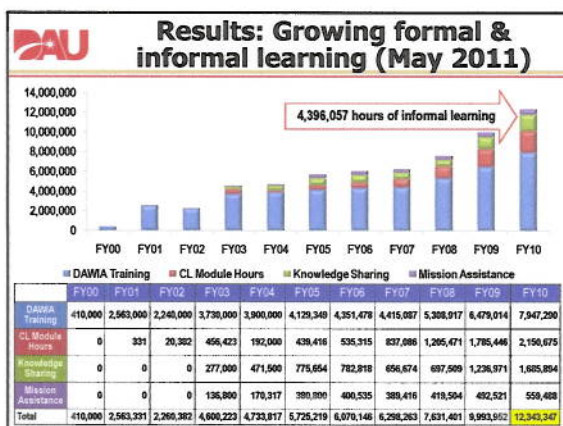
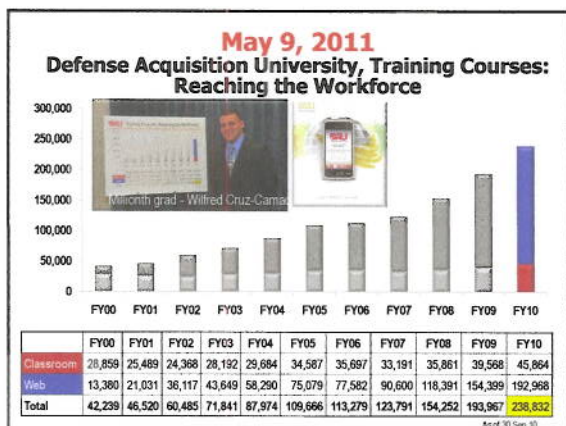
Formal Learning → On the Job Learning

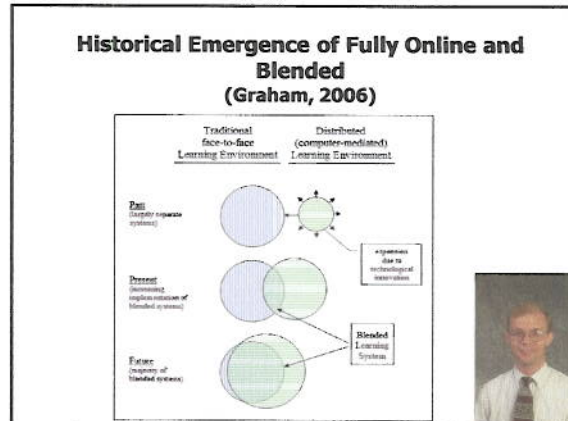
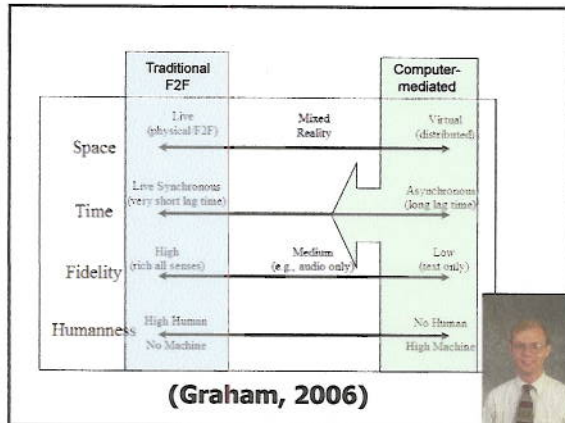


DAU Description of Blended Learning

"We blend classroom and on-line by requiring the use of on-line knowledge assets to complete the classroom course. We also blend on-line pre-requisite courses prior to classroom follow-on courses."


Christopher R. Hardy, Ph.D.
 Director, Global Learning and Technology Center (May 9, 2011)





Myth #6: Blended learning works everywhere. Where is Blended Beneficial?

- Large Classes (spanish, intro psych, algebra, elementary statistics, biology)
- Classes with working students
- Students spread over a distance
- Classes with certification
- Classes with need for standardization
- New requirements for a profession
- Writing intensive classes
- Theory classes



Athletes and Performers

Going the Distance, Elizabeth Millard, University Business, March 2011






Photo courtesy of Elizabeth Millard, University Business, March 2011

Examples of Blended Learning, Margaret Driscoll, e-Learning, March 2002


- Put assessments/reviews online
- Follow-up in community of practice
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online
- Use e-mail and instant messaging

Myth #7: People learn more in face-to-face settings than blended or fully online ones.

Fully Online and Blended Learning Advantages

1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more



Myth #8: Faculty can have a logical discussion with administrators about blended learning.
Models of Blending
 Blending occurs at the following four levels:

Activity Level
 Course Level
 Program Level
 Institutional Level

Instructor stakeholders
 Administrator stakeholders

1. Activity- and Course-Level Blends
 Blended learning systems: Definitions and directions
 (Osguthorpe & Graham, 2003)

Learning Activities
 Students
 Instructors

Face-to-face
 Online

Face-to-face
 Online

Face-to-face
 Online

Key
 Face-to-face classroom
 Student
 Instructor
 Online Interaction

2. Course-Level Blend: Using CMS to blend distance and F2F learners
 (Rogers, Graham, et al., 2003)

Face-to-Face Classroom
 Online
 Web

3. Program-level blending
 (blend same for all participants)
 Kelley Direct Online MBA (IU)

1600
 1400
 1200
 1000
 800
 600
 400
 200
 0

2002-3 2003-4 2004-5 2006

■ Certificate Programs
 ■ MS
 ■ Public MBA
 ■ Corporate MBA

The Online Classroom Experience
 Photo courtesy of Kelley Direct Online

Deliverable Kelley Direct Online MBA system, from concept to a blended delivery model in 18 months and three months needed to develop the curriculum

Living the Dream
 Photo courtesy of Kelley Direct Online

KELLEY SCHOOL OF BUSINESS
 INDIANA UNIVERSITY
 Public Online Education

Myth #9: There is a best model of blended.
AMA Special Report, Effectively Implementing a Blended Learning Approach
 (Steven Shaw & Nicholas Igneri, 2006)

Before Seminar Online
 Prepare
 Assess Knowledge
 Plan

Live Seminar Online
 Measure
 Apply
 Continuous Learning

After Seminar Online
 Measure
 Apply
 Continuous Learning

AMA at Work: lifelong learning, lifelong growth

Source: American Management Association, AMA at Work

Framework for organizational development through training
Assess, Learn, and Apply
 (Copyright Microsoft, Ziob & Mosher, 2006; Handbook of Blended Learning)

Microsoft Products and Services for Lifelong Learning

Assess
 Measure
 Individual

Learn
 Learning Objectives
 Learning Activities
 Learning Resources

Apply
 Application
 Assessment
 Evaluation

ACADEMIC CREDENTIAL PRODUCTS
 Includes: Master's Degree, Certificate, Diploma

4. The Open U Malaysia (from Abtar Kaur)

- Started August 2001 : approx. 800 students
- Total students (2005): approx. 33,000
- Total students (2010): over 85,000
- Total full-time academic staff : 60
- Total part-time academic staff (tutors): approx 3,000
- 33 Learning Centres (7 Regional Centres)
- Pedagogical approach: Blended Learning

| | |
|-----------|-------|
| Year 2001 | 753 |
| Year 2002 | 7622 |
| Year 2003 | 16998 |
| Year 2004 | 26666 |
| Year 2005 | 35996 |
| Year 2006 | 53248 |
| Year 2007 | 64489 |
| Year 2008 | 76425 |
| Year 2009 | 89409 |
| Year 2010 | 91222 |

4. Institutional-level Blending (Brian Linquist, University of Phoenix)

- Completely online courses
- Residential F2F courses
- Blended Courses
 - *Local Model* = 5 week courses with first and last week F2F
 - *Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)

Myth #9: Blended learning in higher education is vastly different from the corporate world.

The IBM Four Tier Learning Model.
Blending Learning for Business Impact – IBM's case for learning success. *Nancy Lewis, VP, & Peter Orton, IBM*

Blending Online Is the Solution!

10 Blended Models

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

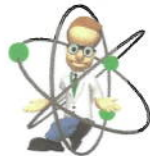
Blended Model #2. Rotation
(students alternate FTF and Oline instruction)



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



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



Blended Model #5. Self-Blend
(students decide on which courses they take online or which portion of the course is online)




Blended Model #6. Online Driver
(courses primarily online and physical facilities used to supplement or as needed)



Blended Model #7. Bookend
(first and last part of the course is online and middle portion is online; AMA Special Report, Blended Learning Opportunities Alison Rossett (2006))



Blended Model #8. Anchor (start with FTF or what students are familiar with and then move to online)



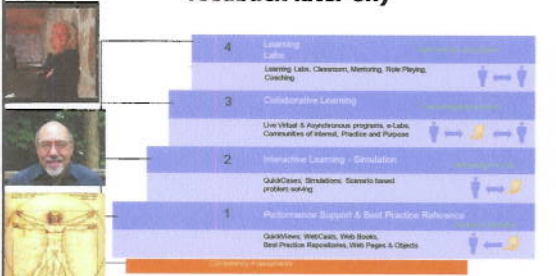
Blended Model #9. Field (combine FTF and online as needed...mix and match)

Table 1. What Might Go in the Blend

| | |
|--|--|
| Live face-to-face (formal) <ul style="list-style-type: none"> Instructor-led classroom (FTF) Workshops Coaching, mentoring On-the-job (OTJ) training Work-based problems | Live face-to-face (informal) <ul style="list-style-type: none"> Collegial relationships Work teams Apprenticeships |
| Virtual collaboration/synchronous <ul style="list-style-type: none"> Live e-learning classes Coaching, mentoring Instant messaging, SMS | Virtual collaboration/asynchronous <ul style="list-style-type: none"> Email Online communities and discussion boards Listservs Blogs, wikis, podcasts |
| Self-paced learning (print, CD/DVD, electronic, wireless) <ul style="list-style-type: none"> Online modules Online resource links Simulations and scenarios Assessments and self-assessments Workbooks, readings | Performance support <ul style="list-style-type: none"> Online help systems Pract job aids Online knowledge databases Documentation Performance support tools |

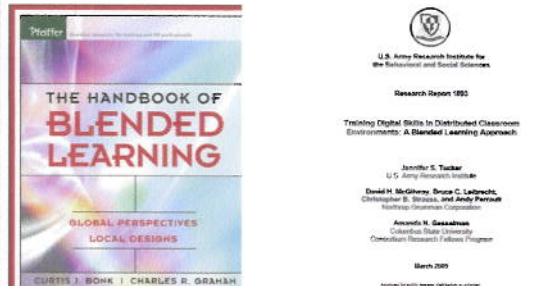
Adapted from Bennett, Douglas, & Pitzer, 2001, Aris

Blended Model #10. Degrees of Humanness (rely on computer-based feedback and interaction at first and switch to human feedback later on)



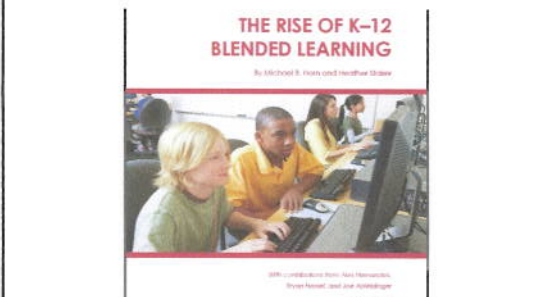
Recent Reports on Blended

<http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA495731>



Recent Reports on Blended

<http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf>



Myth #10: If you read the enough research you will be able to know the impact of blended learning.

- Improved Pedagogy**
 - Interactive vs. Transmissive environments
 - Authenticity integration into work
- Increased Access/Flexibility**
 - Reduced seat time courses – UCF M courses
- Increased Cost Effectiveness**
 - Corporate: ROI – IBM 47:1, Avaya, Microsoft
 - Higher Ed: PEW Grants

Part II: 13 Fully Online and Blended Learning Problems and 40 Solutions

Problem Situation #1: Brief FTF Experiences

- Face-to-face (FTF) experiences are brief, one-week journeys. Need to need to build self-confidence, create social supports, teams, camaraderie, etc.

Ok, Million Dollar Question: What can you do in 1 week?

Blended Solution #1+.
Sample Activities for Brief Meetings

1. Assign web buddies, email pals, critical friends based on interests, confidence, location, etc.
2. Ice breakers—paired introductions, corners.
3. Solve case in team competitions with awards.
4. Test technology in a lab.
5. Assign teams and exchange info for small teams using text messaging.
6. Library (digital and physical) scavenger hunt.
7. Do a podcast documenting the meeting.
8. Have everyone create a blog on the experience.
9. Open an e-portfolio for each student
10. Brainstorm how might use technology in program.

Problem Situation #2: Student Absenteeism




- Students miss class to attend a conference or event or a personal problem arises. Or students asks to watch the class a second time.

| Session | Class | Day | Time | Location | Address |
|---------|-------|-----|-------------|----------|---------|
| 001 | 101 | MON | 10:00-10:50 | 101 | 101 |
| 002 | 101 | TUE | 10:00-10:50 | 101 | 101 |
| 003 | 101 | WED | 10:00-10:50 | 101 | 101 |
| 004 | 101 | THU | 10:00-10:50 | 101 | 101 |
| 005 | 101 | FRI | 10:00-10:50 | 101 | 101 |
| 006 | 101 | SAT | 10:00-10:50 | 101 | 101 |
| 007 | 101 | SUN | 10:00-10:50 | 101 | 101 |
| 008 | 101 | MON | 11:00-11:50 | 101 | 101 |
| 009 | 101 | TUE | 11:00-11:50 | 101 | 101 |
| 010 | 101 | WED | 11:00-11:50 | 101 | 101 |
| 011 | 101 | THU | 11:00-11:50 | 101 | 101 |
| 012 | 101 | FRI | 11:00-11:50 | 101 | 101 |
| 013 | 101 | SAT | 11:00-11:50 | 101 | 101 |
| 014 | 101 | SUN | 11:00-11:50 | 101 | 101 |




Blended Solution #2. Post Courses in YouTube and iTunes (e.g., Berkeley)

Problem Situation #3: Facilities and Time

- Limited facilities or rooms for teaching. Or students cannot make it to class every week or are working full time.

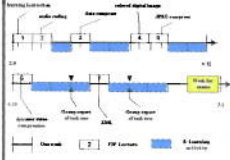


Blended Solution #3. Webcast Lectures and Videostream for Remote Students (Tegrity, Echo360, Mediasite, etc.)

Logos for Tegrity and sonicfoundry are visible.




Blended Solution #4. Alternating F2F and Online Classes

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Same in a multimedia class at Beijing Normal University (BNU)

Problem Situation #4: Web Supplemental Activities



- Fail to finish class discussion or other activity in time. Or desire to integrate the Web more in your face-to-face instruction or outside of class. Want to provide course resources and activities for students to explore.


Blended Solution #5. Podcast Shows




Blended Solution #6. Online Portal Explorations

Blended Solution #7.
Virtual Guests
 (e.g., Skype, Adobe Connect, etc.)



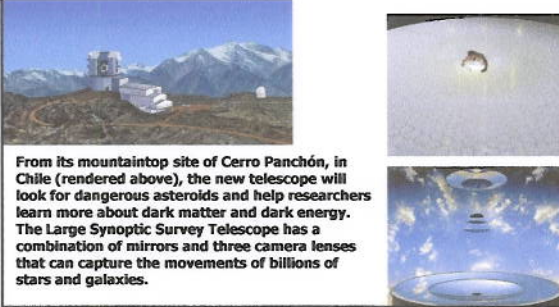
Blended Solution #8.
Open Ed Resources & OpenCourseWare



Blended Solution #9.
Open Source Photography (e.g., Flickr, Everystockphoto.com; courses on Winter Olympics, photography, geography, culture, meteorology, physics, etc)



Blended Solution #10. Space Portals
 (e.g., A New Motion Picture of the Universe, With Free Admission for Colleges Large and Small, By Ben Terris, Chronicle of HE, Feb 7, 2010)




From its mountaintop site of Cerro Panchón, in Chile (rendered above), the new telescope will look for dangerous asteroids and help researchers learn more about dark matter and dark energy. The Large Synoptic Survey Telescope has a combination of mirrors and three camera lenses that can capture the movements of billions of stars and galaxies.

Blended Solution #11. Supplemental Lectures (e.g., Academic Earth)



Problem Situation #5: Student Learning Control

- Want to give students more control and ownership over their own learning. Want to foster student generative learning or being authors of their own knowledge.



Blended Solution #12. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)



Problem Situation #6: Preparedness for the Profession

- Students are not prepared for their professions when they graduate. Or want to better apprentice students into their chosen profession. What to provide opportunities to work with practitioners, experts, mentors, and coaches in authentic learning environment.



Blended Solution #13. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)



Blended Solution #14. Simulations and Executive Coaching



Blended Solution #15. Real World Problems (PBL online): Real-time Cases



Blended Solution #16. Tracking the Life of a Scientist (e.g., Brian J Ford, independent scientist)



Blended Solution #17. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)

Focus Question: How do you, as an expert, view the students' work? Where do you see growth in the students' work? How do you see the students' work? How do you see the students' work?

Focus Questions:

1. What evidence do you see in the students' work that shows they are meeting the standards?
2. How does the work show evidence of growth?
3. What other evidence do you see in the students' work that shows they are meeting the standards?
4. What does the work show about the students' work? How do you see the students' work? How do you see the students' work?

Examples:

1. Identifying the students' work that shows evidence of growth.
2. Identifying the students' work that shows evidence of growth.
3. Identifying the students' work that shows evidence of growth.
4. Identifying the students' work that shows evidence of growth.

Problem Situation #7: Collaborative Skill Deficit

- Students need collaboration and teamwork skills. Want to build virtual teaming skills in class activities or work with learners in other locales or situations.

Blended Solution #18. Team and Individual Case Reflections (Kelley Direct, IU)

Case Reflections:

| Case | Subject | Author | Date |
|---------|---------|---------|---------|
| Case 1 | Case 1 | Case 1 | Case 1 |
| Case 2 | Case 2 | Case 2 | Case 2 |
| Case 3 | Case 3 | Case 3 | Case 3 |
| Case 4 | Case 4 | Case 4 | Case 4 |
| Case 5 | Case 5 | Case 5 | Case 5 |
| Case 6 | Case 6 | Case 6 | Case 6 |
| Case 7 | Case 7 | Case 7 | Case 7 |
| Case 8 | Case 8 | Case 8 | Case 8 |
| Case 9 | Case 9 | Case 9 | Case 9 |
| Case 10 | Case 10 | Case 10 | Case 10 |

Blended Solution #19. Online Role Play (Tulane University, Exercise for Renewable Energy, Freeman Sch. of Business, roles include power traders, electric utility analyst, independent power producers & utility dispatchers)

Utility-Airport merger

Blended Solution #20. Working In Virtual Teams (e.g., Collanos, SharePoint, Google Docs)

South African teams get virtual mentoring from all over the world

Blended Solution #21. Global Game Jams, Electronic Computer War Games, etc.

Global Game Jam

Blended Solution #22. Create an Online Community (e.g., Ning, Google Groups, or Yahoo Groups)

The image displays several screenshots of online community platforms. On the left, there's a screenshot of a Ning site for 'Business, Economics and Accounting Clubs (BEAC)'. In the center, a Google Groups page for 'Purdue Android Programming' is shown. On the right, a Yahoo! Education page is visible. Below the screenshots are logos for Ning, a globe, and a network diagram of blue hands.

Blended Solution #23. Mock Tour Packages (e.g., Univ of Illinois and Korea Tourism classes)

This slide features a collage of travel-related images including a person on a train, a sunset, the Taj Mahal, and pyramids. A text snippet reads: 'Students getting hands-on experience designing unique tours'. Another snippet mentions 'Jesse Wicks, who directs the UNL's Office of International and Tourism Development, is developing courses that involve students hands-on experience needed in the 21st century'.

Problem Situation #8: Student Reflections and Connections

- Students are not connecting content. They are just turning pages and going through the motions. Minimal student reflection is seen.

The image shows three small photographs of students looking at a computer screen. To the right of the photos is a hand-drawn scribble consisting of a single continuous line forming a loop.

Blended Solution #24. Expert Video Reflections and Scaffolds online (e.g., A Blended Case Example – Lilly Strategic Negotiation Training)

The image shows a screenshot of a video player interface. The video title is 'Psychiatric Interviews: The Truth'. Below the video are several small thumbnail images of people in a professional setting.

Blended Solution #25. Scenario Learning (Option 6, Bloomington, IN)

This slide is a collage of various images related to scenario learning, including a person in a lab coat, a person in a classroom, a person in a meeting, and a person in a professional setting.

Problem Situation #9: Learning Community

- There is a preference for creating an online learning community in order to increase student learning and retention in the program. Such a community might be in a single class or across a series of classes.

The image contains a network diagram of several circular icons representing people connected by lines. To the right of the diagram is a row of red chairs.

Blended Solution #26. Synchronous Sessions

Blended Solution #27. Guests Using Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

Blended Solution #28. Synchronous Learning from Instructors, Guides, and Mentors

Dr. Lee posts his discussion materials on the web.

Participants discuss the case synchronously.

Multimodal Interactions

Problem Situation #10: Need to Visualize Content

- Content is highly visual in nature and difficult to simply discuss in class. Or students have a preference for visual learning.

Blended Solution #29. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, University of Virginia)

Blended Solution #30. Virtual Tours and Timelines (i.e., HyperHistory; http://simile.mit.edu/timeline/)

Blended Solution #31. Simulations and Virtual Worlds Online (e.g., OpenSimulator)
http://opensimulator.org/wiki/Main_Page

The image shows a collage of screenshots from the OpenSimulator platform. On the left, there's a screenshot of the website's main page with various navigation options. On the right, there are three smaller images: a virtual room with a desk and chair, a virtual landscape with a large screen displaying a map, and a virtual character in a colorful, outdoor environment.

Blended Solution #32. Videos and Simulations (e.g., Foldit) puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) <http://fold.it/portal/>
http://www.youtube.com/watch?v=waEg_sUv2SI (visual excerpt from interview below: 1:23 minutes)
<http://www.youtube.com/watch?v=EZ1XuOqnuL8&feature=tw> (Stanford Project interview: 5 minutes)

The image displays a collage related to the Foldit project. It includes screenshots of the Foldit website's interface, which features colorful protein structures and interactive elements. There are also several images of protein simulations, showing complex, multi-colored molecular structures.

Blended Solution #33: Shared Online Video Demonstrations (e.g., Monkey See)

The image shows two screenshots of the Monkey See website. The left screenshot shows a video player with a man demonstrating a task. The right screenshot shows a similar video player with a different demonstration. The website layout includes navigation menus and search bars.

Problem Situation #11: Need for Hands-On Learning

- To learn the material requires that students try it out in a lab or real-world situation. Or students prefer hands-on learning activities.

The image contains four small illustrations representing hands-on learning: a person with a ball and string, a person using a pipette in a lab, a person using a magnifying glass on a plant, and a cartoon character holding a book.

Blended Solution #34. Educational Simulations

The image shows a collage of educational simulation environments. It includes a screenshot of two people in a virtual classroom setting, a screenshot of a person using a computer with a simulation, and a screenshot of a person wearing a headset, likely in a virtual world or simulation.

Problem Situation #12: Preference for Auditory Learning

- The content is heavily verbal or words. Or students have a preference to listen to a lecture or hear an instructor deliver a lecture.

The image contains three illustrations related to auditory learning: two cartoon characters talking, a cartoon character standing at a podium, and a photograph of a woman smiling while holding a book.

Blended Solution #35. Listen and Reflect on Book Author Podcasts



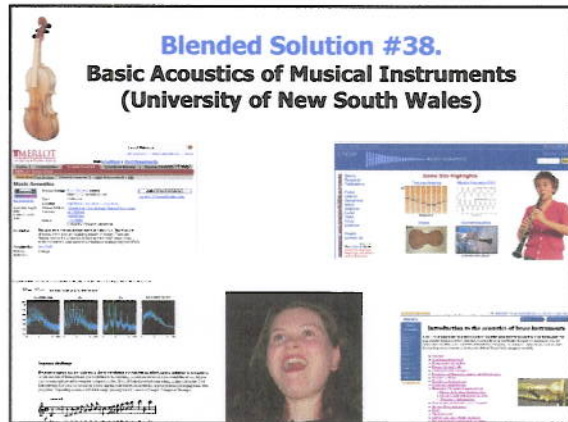
Blended Solution #36. Podcasting Lectures (e.g., School of Dentistry, University of Michigan)



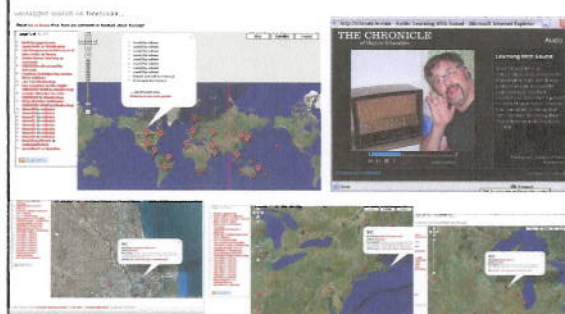
Blended Solution #37. Online Language Learning and Conversations (e.g., PalTalk, iTalki, Palabea, Babbel)



Blended Solution #38. Basic Acoustics of Musical Instruments (University of New South Wales)



Blended Solution #39. Indexing Sounds in Cities with Google Maps



Problem Situation #13: Lack of Instructor Presence

- Students need to see or hear from the instructor. They need a sense that the instructor is supporting their learning. They prefer face-to-face but are willing to try online.



Blended Solution #40.
Hold & Archive Synchronous Sessions

Trends, Implications, and Challenges for Blended Learning

1. Faculty and students are more mobile.
2. Students more choices.
3. Student expectations rise.
4. Greater self-determined learning.
5. More corporate university partnerships.
6. Courses increasingly modular.
7. Less predefined schedules.
8. When teaching less clear; when learning less clear.

Again, this talk covered...

1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Predictions for blended learning
6. Challenges for blended learning

Poll #1: How many ideas did you get?

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.

Stand and Share... Ideas to Steal

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

Questions and Comments

Note: Bonk papers and talks at:
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