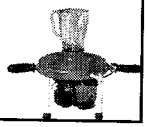
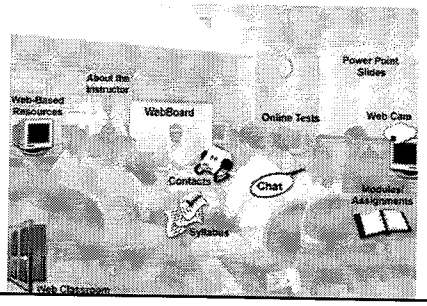
Blogs, Blends, Boards, or Back to the Future: Builidng the Ultimate Online Learning Environment

Curt Bonk, Professor, Indiana University
President, SurveyShare, Inc.
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk/
http://SurveyShare.com



Florida Gulf Coast University Web-Class of the Future



Personalized Learning Environments

- **There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.**

Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)

- **Web 2.0 technologies including social networking software, weblogging, Wikis, personal publishing, authoring tools, tools for collaboration (e.g., Writely), news aggregators**
- **Other tools include calendaring and scheduling tools, email, chat and instant messaging.**

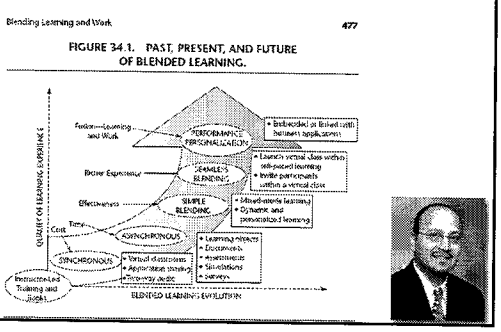
Personalized Learning Environments
(Mark Johnson et al., University of Bolton, 2006)

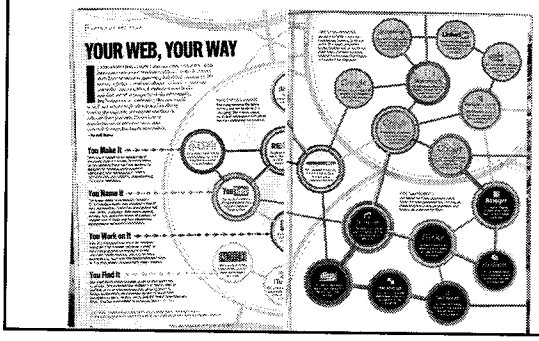
- **Context—providing a preferred context for learning.**
- **Conversation patterns—supporting conversations in learning and moderating that learning**
- **Team—helping connect one to others who share similar learning interests.**
- **Activities—matching one's learning activities to one's learning preferences.**
- **Social events—matching people for learning events based on personal profiles, preferences, and contacts.**
- **Technology—making tools available that prefer.**

Personalized Learning Environments

- **Providing learning paths for students.**
- **Offering portfolios that stay with learner—showcases work.**
- **Students select from a range of learning environments, courses, and instructors.**
- **Learner cohorts are made up of students from various countries of choice.**
- **Age grouping is less relevant and instead a push for more learning by interest, knowledge, and experiences.**
- **Instructor will be on display for learner selection.**

Harvey Singh (2006)





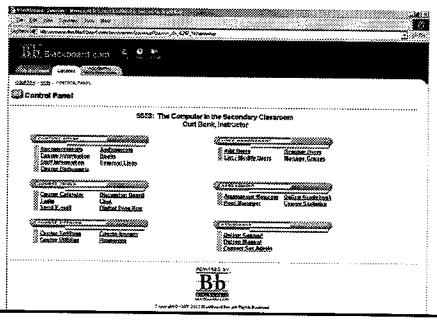
Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

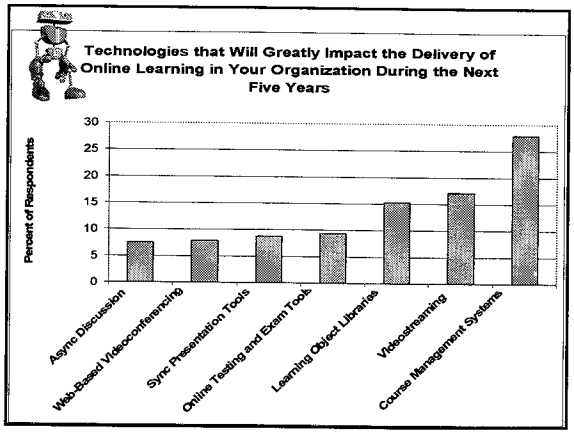
"Difficult choices lie ahead both for CMS vendors and for institutions of higher learning."

Next-Generation Course Management Systems, Educause Quarterly, Number 1, 2003, Colleen Carmean & Jeremy Haefner

"A very good thing has grown very large, very quickly, and few faculty are speaking or being heard in the discussions of what an ideal CMS might look like in maturity."

Teaching Technology of 21st Century (diff type of blackboard)





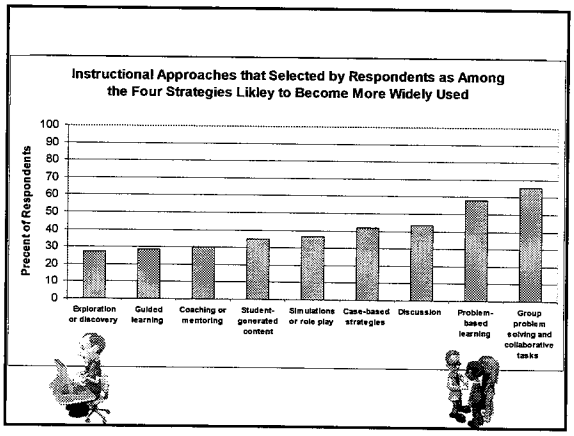
Question:
What is wrong with the course management systems we are using?

What are the problems?

- Hard to use?
- Poor interface?
- Few options?
- Limited tools?
- High cost?
- Minimal or no support?

What are the Goals?

- Higher productivity?
- Instructor sharing?
- Data integration?
- More efficient tools (e.g., drop boxes, tracking changes, enhanced gradebooks)
- Student collaboration?
- More instructor control?
- More student control?



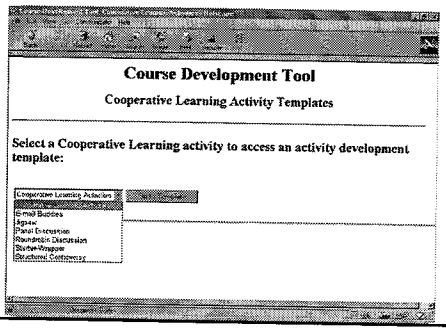
What will Next Generation Tools Focus on?

- Active, constructivistic
- Contextual, work embedded
- Engaging, motivational
- Team oriented, collaborative
- Fosters ownership, personal control
- Intelligent, advisement, mentoring

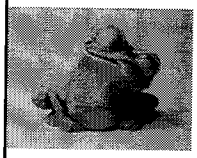
Learning and Thinking Skills Goals?

- Search, explore, filter Information
- Summarize and synthesize
- Generate ideas
- Document and justify ideas
- Problem solve, make decisions
- ??????
- ??????

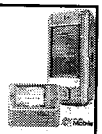
Frameworks and Templates for Thinking



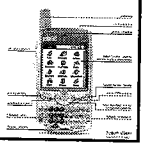
Group Reflection #1: What skills should they promote?



Trend #1. Mobile Learning



- Increasing use of mobile and handheld will create rich and exciting new avenues for learning. Teachers can deliver instruction and participate in class from more locations.



Trend #2.
Greater Visualization, Individualization, and Hands-on Learning

- Online and FTF learning environments will increasingly become individualized; in particular, emphasizing visual and hands-on activities.

Trend #3. Self-Determined Learning

- ICT will foster greater student responsibility for learning. Decisions about the type and format of blended learning will be made by students instead of instructors or instructional designers. Learners will be designing their own programs and degrees.

Trend #4. Student Expectations Rise

- Students will be used to having more choices and selections so their expectations will rise as do the expectations of their parents.

Trend #5.
Personalized Learning Environments

- There will be increasing focus on providing the learner with what he or she needs and wants with the growth of personalized learning environments (PLEs) during the coming decade.

Trend #6.
Increased Connectedness, Community, and Collaboration

- ICT will open new avenues for collaboration, community building, and global connectedness. It will become used as a tool for global understanding and appreciation.

Trend #7.
Increased Authenticity and On-Demand Learning

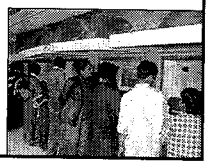
- Online learning will focus on authenticity and real world experiences to supplement, extend, enhance, and replace formal learning. As this occurs, blended learning will fuel advancements in the creation and use of online case-learning, scenarios, simulations and role play, and problem-based learning.

Trend #8.
Linking Work and Learning

- As blended learning proliferates, the lines between workplace learning and formal learning will increasingly blur. Higher education degrees will have credits from the workplace and even credit for work performed.

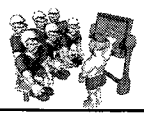
Trend #9.
Less Predefined Schedules

- When teachers are teaching and students are learning is less clear. New norms and measurement scales will emerge.



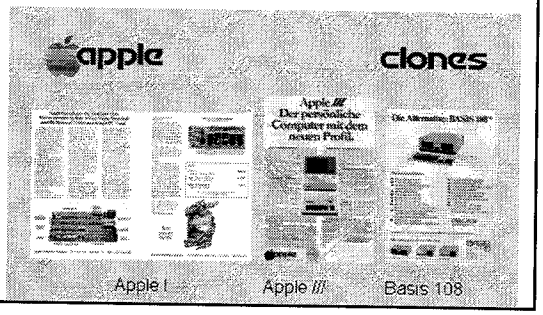
Trend #10.
Changed Instructor Roles

- The role of an instructor or trainer in a blended environment will shift to one of mentor, coach, and counselor.

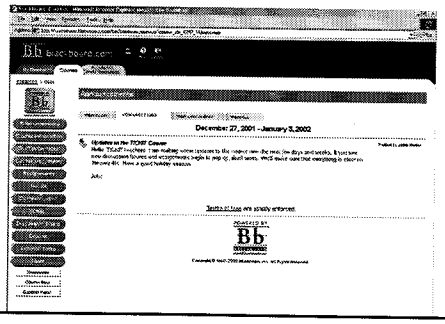


Technology of the 1980s

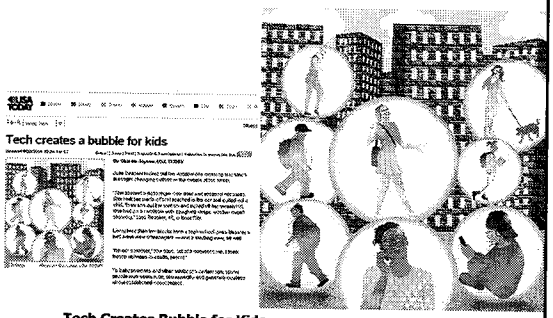
Technology of the 1980s



Technology of the late 1990s: Course Management Systems

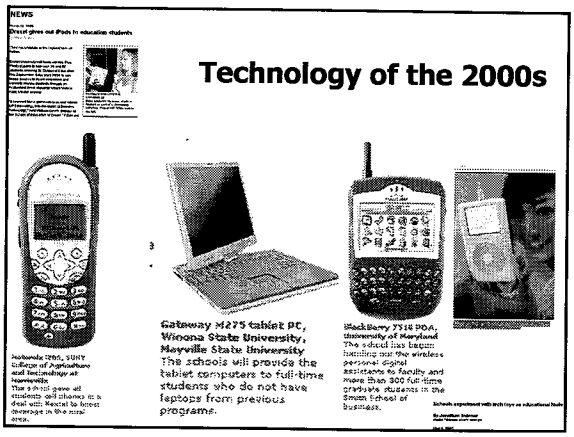


Next Generation of Students



Tech Creates Bubble for Kids
Alejandro Gonzalez, USA TODAY, Updated 6/20/2006 10:34 AM ET

Technology of the 2000s



Effects of interactive multimedia in distance learning

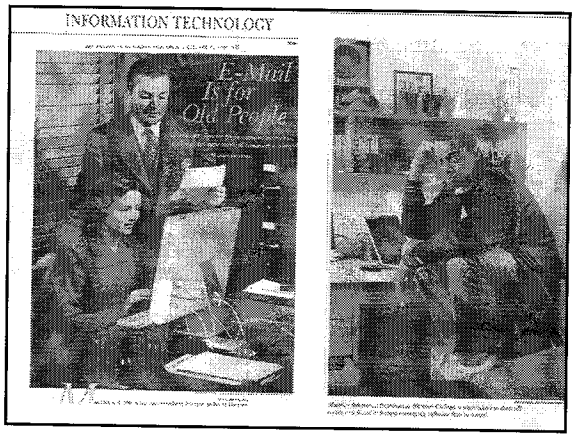
Giti Javidi and Ehsan Sheybani, 2004, In Proceedings of the IASTED International Conference WEB-BASED EDUCATION

"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

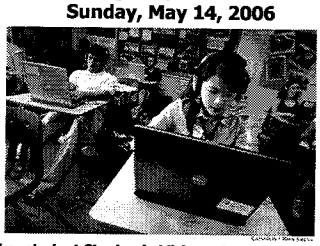
A Different Generation??? Multitasking...

"YOUNG AND WIRED," Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Gloria Kwan listens to her iPod while text messaging a friend who's in class. Chronicle photo by Mike Kepka



"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages -- how will the sheer amount of time spent plugged in affect our kids?" Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006



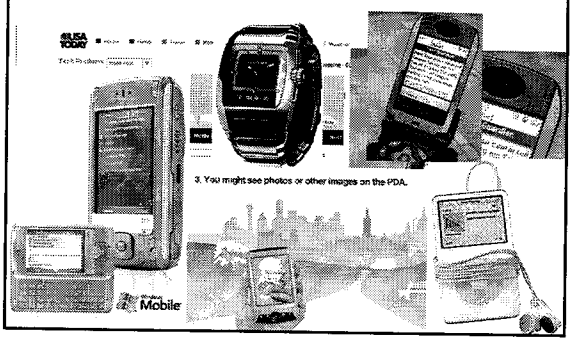
Harker student Stephanie Lil (wearing a false nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Kepka

USA Today, October 3, 3006

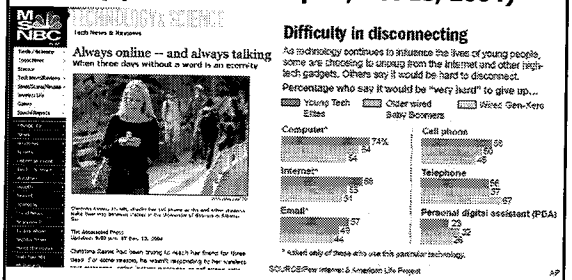
Freshmen Arrive Bearing Gadgets and Great Expectations
September 22, 2006
Chronicle of Higher Ed

- **Students will spend 27.5 percent more on electronic purchases this year than last year, according to a report on the National Retail Federation's annual Back-to-College Consumer Intentions and Actions Survey. That's $10.46-billion, in a category that includes flat-panel TV's, video-game consoles, laptops, and, of course, digital music players.**

All learning in one's own hands?



Demand for Internet in US
(Special MSNBC report, Dec 13, 2004)



"Learning that takes place in the classroom isn't as important as time studying on your own."
•Dziuban, Moskal, & Hartman (2005)

Generation Raised on the Internet

Comes of Age, MSNBC, Dec., 13, 2004, Martha Irvine

- **For 21-year-old William Herbert, the Internet has replaced newspapers and TV weather reports (he visits Weather.com every morning). He pays his bills online, registers for classes, books airline and train tickets, checks TV listings, buys movie tickets and gets travel directions.**

CAMPUSMOVIEFEST.COM showcases the collab work of tens of thousands of student filmmakers from around the world

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"One manifestation of the new sharing and personal publishing culture is Campus MovieFest (CMF), a filmmaking competition started in 2000 by students at Emory University (GA). It has since grown into an international event involving tens of thousands of college students, faculty, and staff."

How P2P Will Change Collaborative Learning
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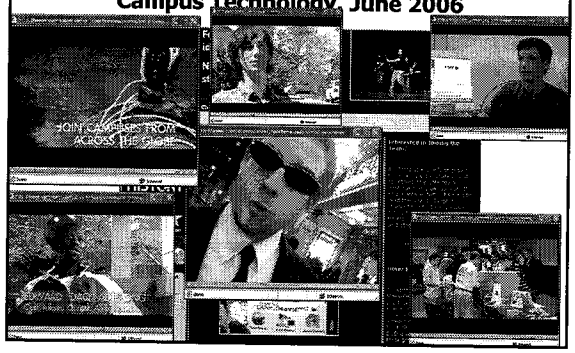
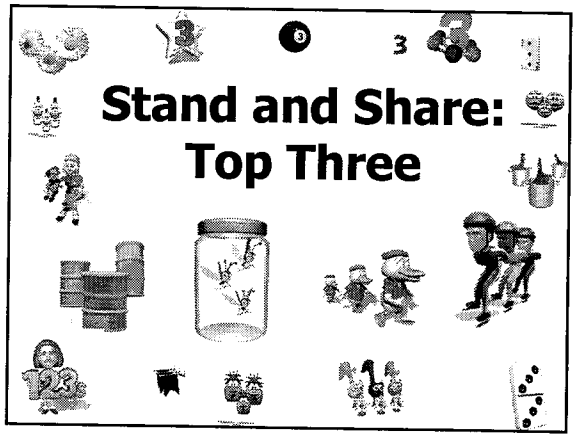


How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"As learning experiences shift from a focus on reading prepackaged content to more active learning where students explore, research, problem solve, and create, the P2P capabilities of file sharing and collaboration become ingrained in the learning process. Teenagers use these types of technologies naturally and almost automatically."

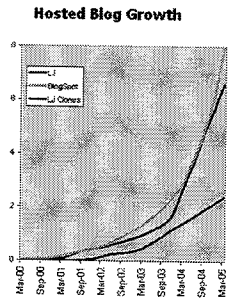


(1) Blogs, (2) Wikis, and (3) Podcasts

- **Definitions**
- **Leading Figures**
- **Instructional Ideas**
- **Research, Data, and Other Examples**

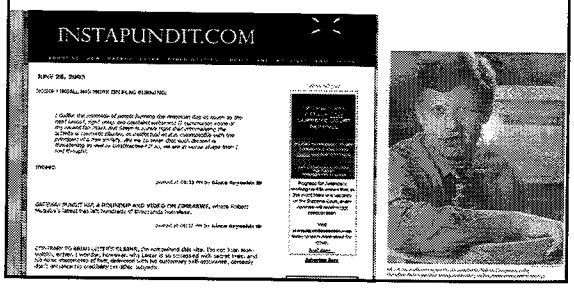
Trend #1: Blogging (75,000 new blogs each day, USA Today, March 27, 2006)

Quarter	Blog Population
Q1 2000	29,500
Q2 2000	56,100
Q3 2000	115,000
Q4 2000	197,000
Q1 2001	352,000
Q2 2001	626,000
Q3 2001	951,000
Q4 2001	1,200,000
Q1 2002	1,670,000
Q2 2002	2,140,000
Q3 2002	2,570,000
Q4 2002	3,070,000
Q1 2003	3,730,000
Q2 2003	4,660,000
Q3 2003	5,760,000
Q4 2003	7,300,000
Q1 2004	9,620,000
Q2 2004	12,820,000
Q3 2004	16,200,000
Q4 2004	21,000,000
Q1 2005	31,600,000
Q2 2005	37,800,000
Q3 2005	45,200,000
Q4 2005	53,400,000



Growth Rate
-
606%
126%
131%
105%

Scholars who Blog, Chronicle of Higher Ed, (Glenn Reynolds, instapundit.com; Stephen's Web, www.downes.ca)



Not Just an American Phenomemon

canada.com
WHERE PERSPECTIVES CONNECT

Tuesday » October 10 » 2006

China says number of blogs tops 34 million with 55 million regular readers

Canadian Press

Tuesday, September 26, 2006

BEIJING (AP) - The number of blogs in China has topped 34 million, more than 30 times as many as the country had four years ago, news reports said Tuesday.

Some 17.5 million people in China consider themselves Web log writers, while 55 million regularly read them, newspapers and the Xinhua News Agency said, citing a report by the government's China Internet Network Information Centre.

Web logs are hugely popular in China, where the government controls all media and the Internet offers most people the only public forum for expressing opinions. Most blogs deal with pop culture, travel, family matters and other nonpolitical subjects.

Stephen Downes (2004)

"A blog...is and has always been more than the online equivalent of a personal journal. Though consisting of regular (and often dated) updates, the blog adds to the form of the diary by incorporating the best features of hypertext: the capacity to link to new and useful resources. But a blog is also characterized by its reflection of a personal style, and this style may be reflected in either the writing or the selection of links passed along to readers. Blogs are, in their purest form, the core of what has come to be called *personal publishing.* (p. 18)."

According to Linda Evarts (2003)

"Web logs — blogs for short — are the surprise wedding of the informational capacity of journalism and the speed of instant messaging....Composed of short and frequently updated postings arranged in chronological order, blogs are Web sites similar to online journals, offering information on topics ranging from foreign policy to poetry."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A blog is a Web journal containing dated entries on a given topic or scheme. They can include search, feedback from readers and links to other sites. They can be written by one person or a group. Blogs can be used to share a viewpoint, enable collaborative discussion, present new product ideas, or explain ongoing news or changes."

Educational use of Blogs

For instructors
- **Professional practice**
- **Networking and knowledge sharing**
- **Course management tool**
- **... ...**

For students
- **Reflections or journals**
- **Dialogue with peers**
- **Group work**
- **Communicate with instructor**
- **... ...**

Blogging Questions

1. **Who has a blog? Any for a specific class?**
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?**

Educational use of Blogs

For instructors
- Professional practice
- Networking and knowledge sharing
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- … …

For students
- Reflections or journals
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- Communicate with instructor
- … …

Blogs (diaries, writing)

Number of Hosted Blogs Created, by Gender, 2003

	Blogs created	% of blogs created
Male	1,810,000	44%
Female	2,310,000	56%
Total	4,120,000	100%

Source: Perseus Development Corporation, October 2003

Perseus surveyed blogs on the following hosting services: Blog-City, BlogSpot, Diaryland, LiveJournal, Pitas, TypePage, Weblogger and Xanga. As for the age of bloggers, Perseus finds that over one-half of bloggers are between the ages of 13 and 19. Following this age group, 39.6% of bloggers are between the ages of 20 and 29, representing over 1.6 million blogs.

Sample Uses of Weblogs
(especially English writing class)

1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

Blogger Software: You have many choices!

1. **Blogger: http://www.blogger.com/**
2. **Diaryland: http://www.diaryland.com/**
3. **Live Journal:** http://www.sixapart.com/livejournal/
4. **Movable Type:** http://www.sixapart.com/movabletype/
5. **Pitas: http://www.pitas.com/**
6. **TypePad:** http://www.sixapart.com/typepad/pricing
7. **Xanga: http://www.xanga.com/**

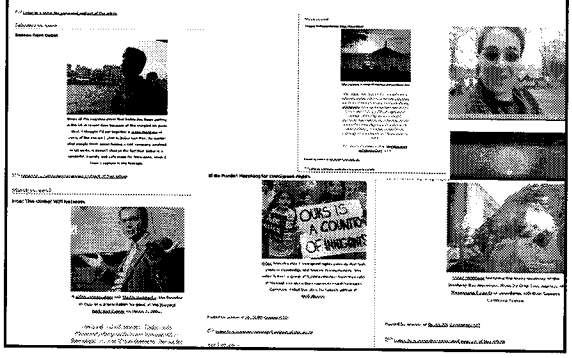
New Pew Survey Defines Today's Bloggers
Jimmy Moore, July 22, 2006

- Among the different kinds of blogs out there, here is the breakdown:
- Personal life - 37 percent (can you say MySpace.com?)
- Political - 11 percent
- Entertainment - 7 percent
- Sports - 6 percent
- News/Current Events - 5 percent
- Business - 5 percent
- Technology - 4 percent
- Religion/Faith - 2 percent
- Health - 1 percent

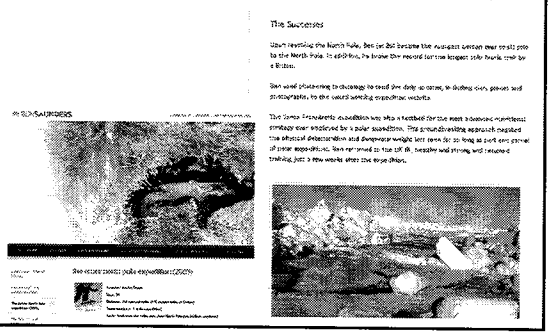
Pew Research Group
New Pew Survey Defines Today's Bloggers
Jimmy Moore, July 22, 2006

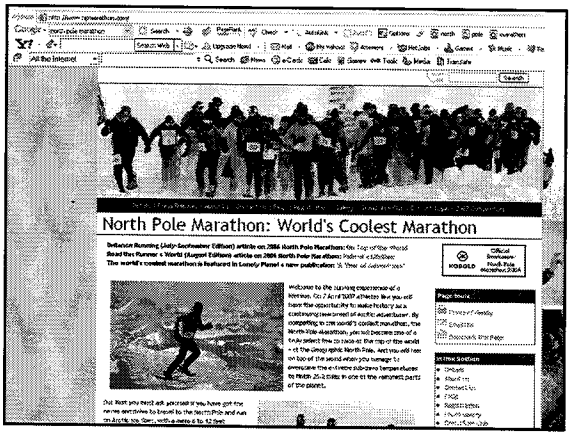
- Most bloggers are young, 18-30 year olds
- Most bloggers spend hours on Internet per day
- Most bloggers share their personal experiences
- Most bloggers write daily or almost daily
- Most bloggers LOVE to write and are good at it
- Most bloggers never published their writings b4
- Most bloggers have a full-time job (and it's not blogging!)

Vlogging (Video Blogging)



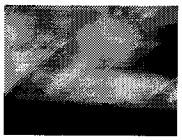
Adventure Blogging (Ben Saunders, Mark Fennell)



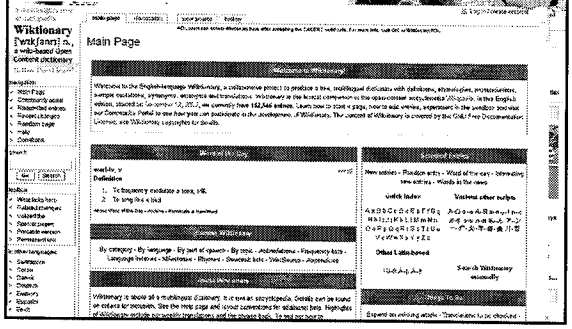


Think-Pair-Share... What have you learned so far?

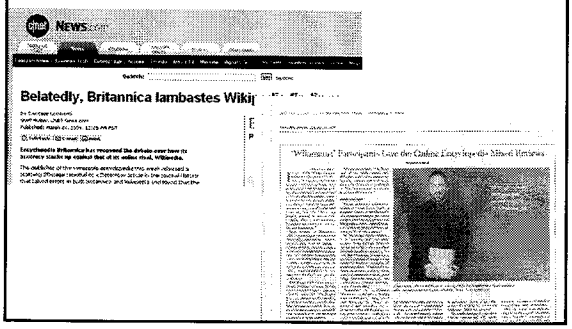
- If no partner, stray to another group.
- Next set more motivational and collaborative!!!!

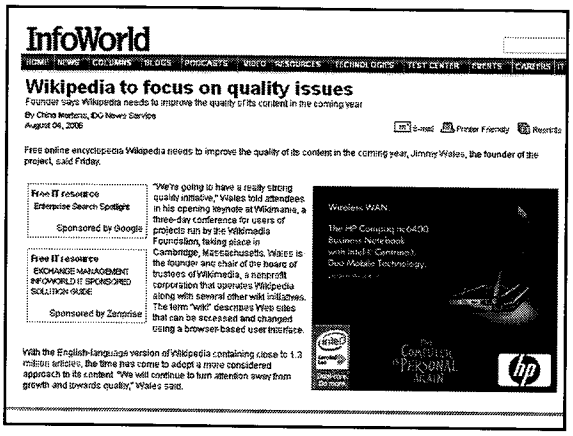


Trend #2. Wikis



Debates about Wiki Quality





InfoWorld

HOME | NEWS | COLUMNS | BLOGS | PODCASTS | VIDEO | RESOURCES | TECHNOLOGIES | TEST CENTER | EVENTS | CAREERS | IT

Wikipedia to focus on quality issues

Founder says Wikipedia needs to improve the quality of its content in the coming year

By China Martens, IDG News Service
August 04, 2006

E-mail | Printer Friendly | Reprints

Free online encyclopedia Wikipedia needs to improve the quality of its content in the coming year, Jimmy Wales, the founder of the project, said Friday.

Free IT resource
Enterprise Search Spotlight
Sponsored by Google

Free IT resource
EXCHANGE MANAGEMENT INFOWORLD IT SPONSORED SOLUTION GUIDE
Sponsored by Zenprise

"We're going to have a really strong quality initiative," Wales told attendees in his opening keynote at Wikimania, a three-day conference for users of projects run by the Wikimedia Foundation, taking place in Cambridge, Massachusetts. Wales is the founder and chair of the board of trustees of Wikimedia, a nonprofit corporation that operates Wikipedia along with several other wiki initiatives. The term "wiki" describes Web sites that can be accessed and changed using a browser-based user interface.

With the English-language version of Wikipedia containing close to 1.3 million articles, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.

Info World
By China Martens, IDG News Service
August 04, 2006

- With the English-language version of Wikipedia containing close to 1.3 million articles, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.
- Wikipedia and Wales have battled criticism over the accuracy of information contained in the encyclopedia, which was originally set up to allow anyone to add and edit any content on the Web site.
- The negative publicity reached fever pitch last year when John Seigenthaler, a U.S. journalist and former political aide, wrote an article about what he found in a Wikipedia biographical listing about himself.

Info World
By China Martens, IDG News Service
August 04, 2006

- The defamatory content, which had sat mostly unaltered for four months on the Wikipedia site, linked Seigenthaler to the assassinations of both U.S. President John Kennedy and his brother Robert Kennedy, the U.S. Attorney General, who Seigenthaler had worked for as an assistant.
- "That was really bad, a terrible error, and we fixed it really quickly," Wales said, noting that after he appeared on CNN with Seigenthaler to discuss the incident in December, traffic to Wikipedia nearly tripled.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A wiki is a collection of Web pages that can be easily viewed and modified by anyone, providing a means for sharing learning and collaboration."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Wikis can be used to create content on-the-fly, as a repository for information and for archiving group learning. Benefits include speed, simplicity and a sense of ownership among participants."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Teams use them to track virtual team members, provide information about their roles, discuss project processes, and share knowledge and insights. Benefits include ease of collaboration, editing and access."

For Teachers New to Wikis

- Wikis are free, online writing spaces.
- Wikis use simple formatting rules, so no HTML understanding required.
- Highly collaborative composing and creativity
- Authors do not claim ownership
- Published online
- Wikis provide a history and anyone can revisit prior versions of text

For Teachers New to Wikis

- Wikis are a writing space
- Writers build upon, edit, and revise
- Power and authority reside in the community not in an individual
- Permissions can be set to limit readers and writers who participate

How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook

de Pedro, X., Rieradevall, M., López, P., Sant, D., Piñol, J., Núñez, L., & Llobera, M. (2006b). ***Writing documents collaboratively in higher education using Traditional vs. Wiki methodology (II): QUANTITATIVE results from a 2-year project study.*** Barcelona, Spain. Retrieved February 10, 2007, from http://eprints.upc.es/cidui_2006/pujades/comunicaciones_completas/doc969.doc

Methodology

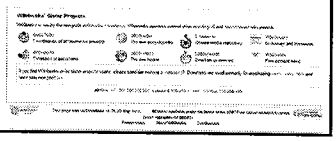
We defined in "the first part" what we called Traditional methodology and Wiki methodology (De Pedro et al., 2006), and we use the same terminology here.

Subject	Code	Degree and cycle	Cycle	Students	Type of group assignment
Applied Ecology (Bio-UB)	EAUB	Biology	2nd	24	Synthesis and critical thinking
Applied Ecology (CCAA-UAB)	EAUAB	Environmental Sciences	1st	60	Synthesis and critical thinking
Applied Vegetal Physiology	FVA	Biology	2nd	69	Writing a report from practical classes
Evaluation of Environmental Impact	AIA	Environmental Sciences	2nd	60	Report writing, synthesis and critical thinking
Functional Ecology	EF	Environmental Sciences	1st	50	Information gathering and synthesis
Health and Environment	SIMA	Nursery	1st	25	Information gathering and synthesis
Metabolism Regulation	RM	Biology	1st	300	Writing a report from practical classes
MultiMedia	MM	Documentation	1st-2nd	80	Writing a report from practical classes

Table 1. Subjects, degrees and cycles, students, type of work

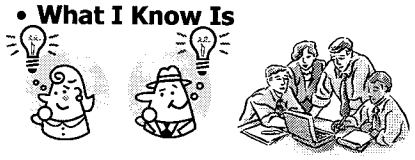
Wiki Resources/Options

- Wikipedia
- Wikibooks
- Wiktionary
- Wikiversity
- Wikispecies
- Wikiquote
- Wikinews



What is a wiki?

- What I Know Is



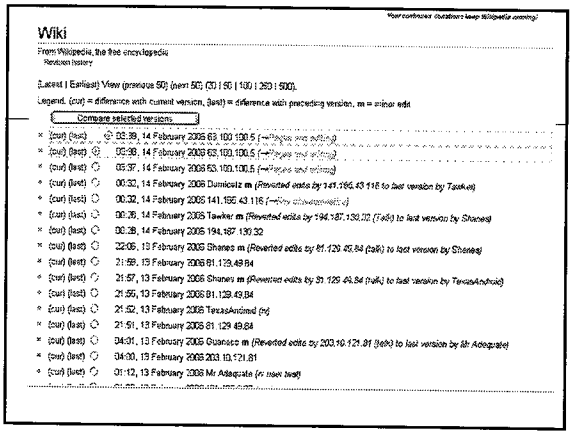
- collaborative web-writing
- cross class/ interdisciplinary projects
- project spaces

What is a wiki?

- Ward Cunningham, in 1995
- The name, wiki, is based on the Hawaiian term *wikiwiki,* meaning "quick"

Wiki Questions

1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?



Wiki Software

- Wiki software is a type of collaborative software that runs a Wiki system.
  - Java based: http://sourceforge.net/projects/friki
  - Perl based (Twiki) http://twiki.org/
  - PHP based http://www.qwikiwiki.com/
  - PHP & MySQL http://www.mediawiki.org/

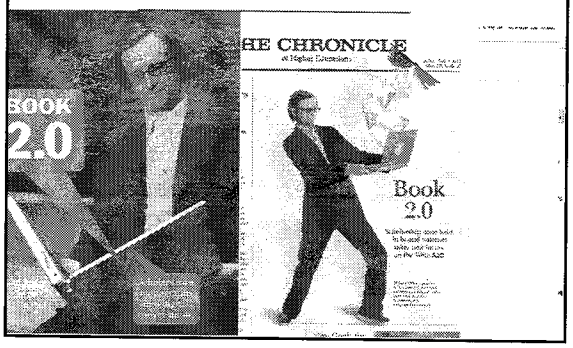
Wiki farm

- A "Wiki farm" refers to a server or a collection of servers that provides wiki hosting, or a group of wikis hosted on such servers.
  - http://www.seedwiki.com/ (public, WYSIWYG)
  - http://pbwiki.com/ (password-protected, text editor)
  - http://www.jot.com/ (password-protected, WYSIWYG)

How to choose?

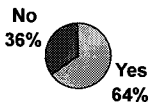
- Source code (Text editors vs. WYSIWYG)
- Access control (password vs. open to public)
- Editing control (various levels of editing controls)
- Free vs. license fee
- RSS awareness
- Advanced features (spell-check, emoticons, blogging, polling , calendar)

Wikibooks

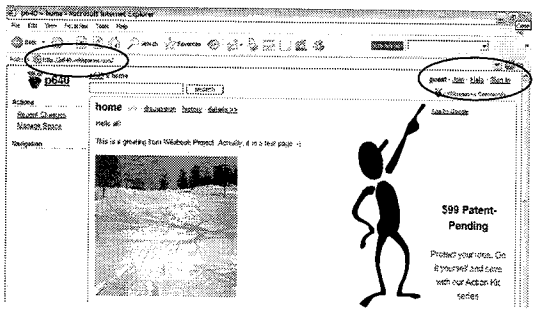


Wikibook Research

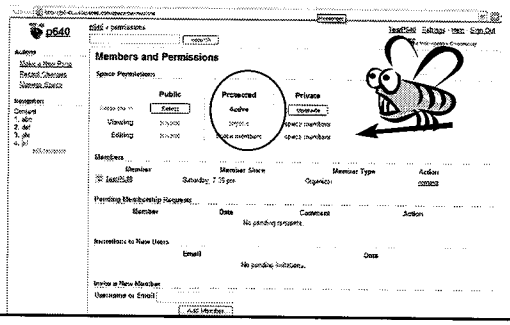
Can a Wikibook ever be completed?



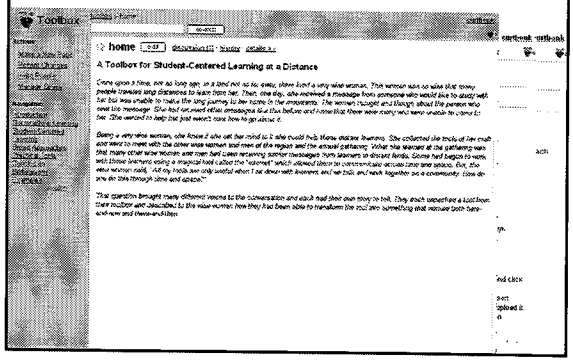
My Wikibook Project



Members



Wikibook Creation and Collaboration



Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology

- **Stanford University last week launched the Stanford Wiki, a spin-off of the Wikipedia Web encyclopedia. It will focus solely on things related to Stanford.**
- **Stanford Wiki is the brainchild of Tristan Harris, student in computer science. "The Stanford Wiki is a place for students to share information about essentially anything they want related to Stanford," Harris told the *Stanford Report*. "It can be about their favorite professors, the best places to take people on dates, the worst dining halls, [or] good places nearby to get haircuts."**

Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology

- **Harris added that the content on Stanford Wiki can also include "plenty of non-superficial things," including "grants and scholarship programs only a few people on campus know about, ways to eat for free during the week, or the secret transportation systems to get around the area." The Stanford Wiki, unlike Wikipedia, will sell ads and be for-profit...**

MIT Launches Center for Collective (Wiki) Intelligence, October 10, 2006
Campus Technology

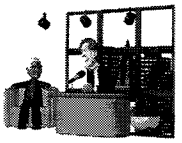
- **MIT opens the doors this week of the MIT Center for Collective Intelligence (CCI), which has set the ambitious goal to understand how to harness the power of large numbers of people – connected via the Internet and other technologies – to solve a range of business, scientific, and societal problems.**
- **CCI Director Thomas Malone said the recent successes of "Google and Wikipedia suggest that the time is now ripe for many more such systems." Malone, author of "The Future of Work," said the Center's research will address, "how can people and computers be connected so that – collectively – they act more intelligently than any individuals, groups, or computers have ever done before?"**

A Million Penguins

- **Back in November, Meredith wrote a post on *We Are Smarter Than Me*, an anticipated Pearson publication that is a collaborative effort of thousands of authors registered on WeAreSmarter.org. Today, Penguin UK launched a similar effort - its first wiki novel *A Million Penguins*.**
- **Using MediaWiki technology, anyone who registers on www.amillionpenguins.com is able to edit and/or add onto this web-based tale for the next 5 weeks. Already, there are 500 posts (some by return users), four chapters, and an interlude. While there are no definite plans to publish a print version, the site has quickly developed a decent web community during the first day of launch.**

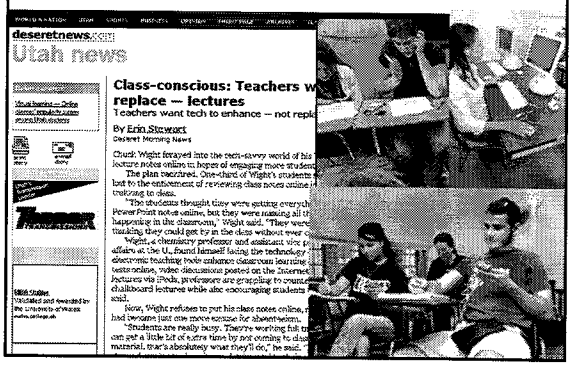
Group Reflection #2 and Brief Intermission Please Share




3. Podcasting, Webcasting, and Coursecasting

(Adam Curry; www.dailysourcecode.com)



Educational Applications

1. **Recordings of lectures (Coursecasting)**
2. **Supplemental textbook or entire book**
3. **Student projects**
4. **Interviews**
5. **Language lessons**
6. **Oral reports**
7. **K-12 classroom interactions**
8. **Downloadable library of resources**
9. **Recordings of performances**

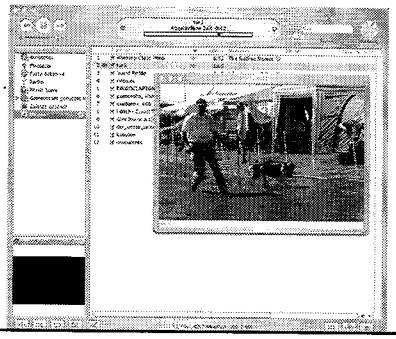
Apple Plans to Inhabit Living Room

The New York Times

By JOHN MARKOFF and LAURA M. HOLSON

Published: September 13, 2006

Vodcasting



Playfuls.com
July 15, 2006

- Nielsen/NetRatings announced that 6.6 percent of the U.S. adult online population, or 9.2 million Web users, have recently downloaded an audio podcast. Also 4.0 percent, or 5.6 million Web users, have recently downloaded a video podcast. These figures put the podcasting population on a par with those who publish blogs, 4.8 percent, and online daters, 3.9 percent. However, podcasting is not yet nearly as popular as viewing and paying bills online, 51.6 percent, or online job hunting, 24.6 percent.

Podcast Questions

1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

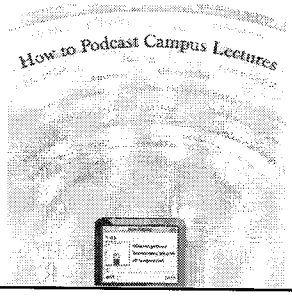
Podcast Guides

- Short, to the point
- Not loaded with URLs and other stuff to write down--put that in the blog
- Informal, friendly, conversational

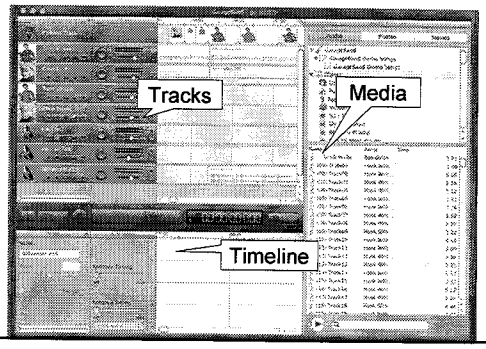
Gather (Chris Essex, 2006)

- Find content
- Collect related URLs, citations
- Arrange for interviews
- Write script
- Collect images, sound clips, "podsafe" music

Chronicle of Higher Education
January 27, 2007

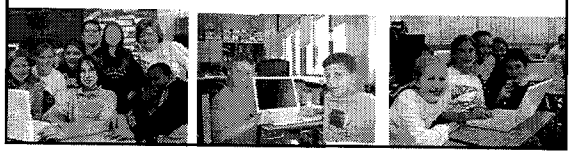


Record & Edit



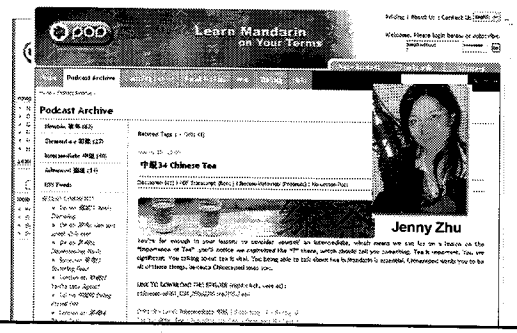
Podcasting and Coursecasting
(Adam Curry; www.dailysourcecode.com)

"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."
"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)

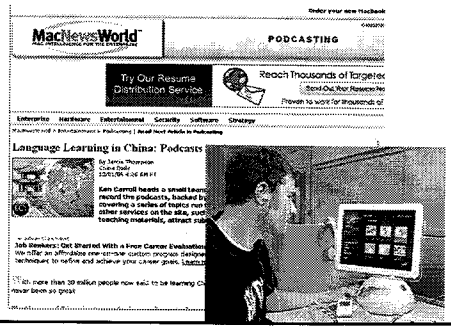


Coursecasting: Purdue and IU

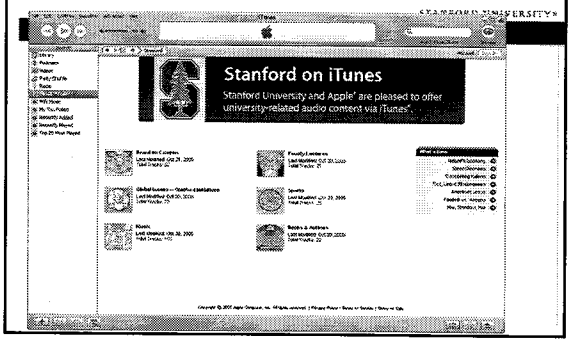
Language Learning
(ChinesePod—learn Mandarin)



Other Languages



Podcasting
http://itunes.stanford.edu/



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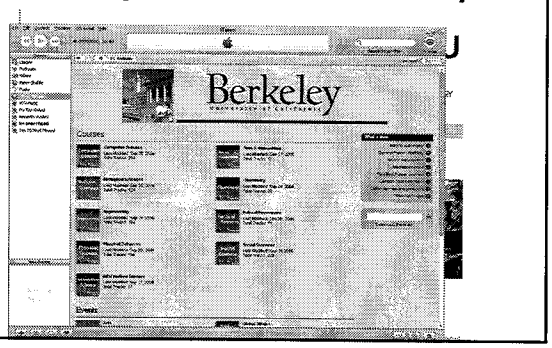


Webcasts: WorldBridges Goals

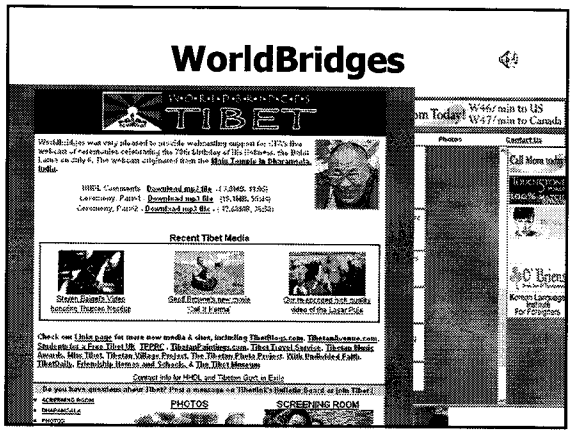
What is Worldbridges?

- **Worldbridges is a network of individuals and organizations that use live, interactive webcasting and other new media technologies to help people connect, learn, & collaborate.**
  (Webheads, Koreabridge, Worldbridges Tibet, EdTechTalk, etc.)

Goals & Values

- **Our primary goal is to foster understanding and cooperation amongst the citizens of the world. We value civility and respect, open source collaboration, fair distribution of income, and a sense of world identity.**

WorldBridges



Blended Learning

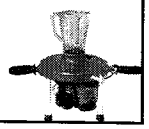
Emergence of Blended Learning Systems in Higher Ed

In 2002 the President of Pennsylvania State University said that the convergence between online and residential instruction was "the single-greatest unrecognized trend in higher education today."

Young, J. R. (2002, March 22). 'Hybrid' teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education,* pp. A33.

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)**



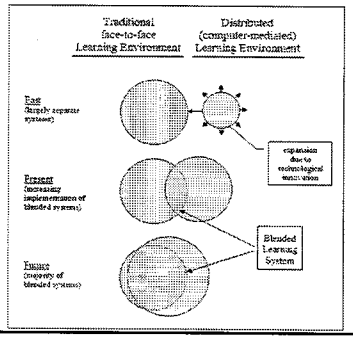
The Sloan Consortium

(2003). Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003
http://www.sloan-c.org/resources/sizing_opportunity.pdf

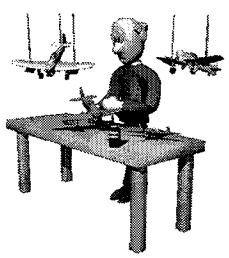
- **Traditional: 0% online technology**
  - **(all content in writing or orally)**
- **Web facilitated: 1 to 29% online**
  - **(Web syllabus or tasks supplemental)**
- **Blended/Hybrid: 30-79% of content is delivered online & some FTF meetings**
- **Online: 80+% of content is online**

Historical Emergence of BL

(Graham, 2006)

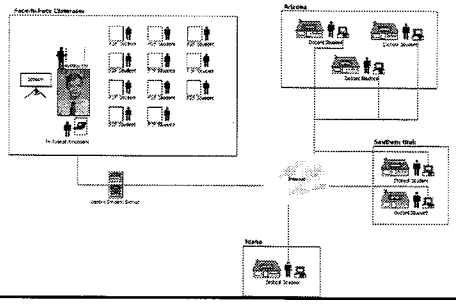


Frameworks and Models of Blended Learning...

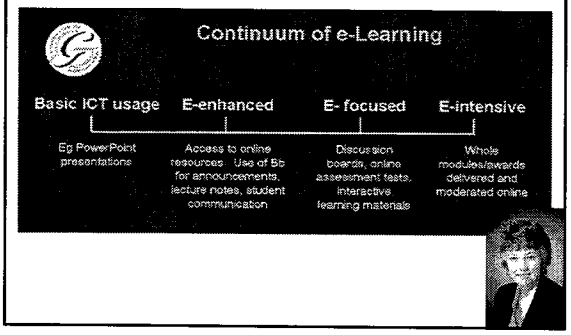


Course-Level Blend: Using CMS to blend distance and F2F learners

(Rogers, Graham, et al., 2003)



Enhancing Blends
(Univ of Glamorgan, Wales, 2006)



Task

- **Ideas definitely Can Use (Circle or write down)**
- **Ideas you might use (check off or write down in a separate column)**
- **Ideas you cannot use (cross off or put at the bottom)**

	Low Risk	High Risk
1. Risk	←	→
	Easy to Embed	Extensive Planning
2. Time	←	→
	Free or Inexpensive	Enterprise Licenses
3. Cost	←	→
	Instructor-Focus	Student-Focus
4. Student-Centered	Low	High

1. Learner-Centered Learning Principles
(American Psychological Association, 1993)

Cognitive and Metacognitive Factors
1. Nature of the learning process
2. Goals of the learning process
3. Construction of knowledge
4. Strategic thinking
5. Thinking about thinking
6. Context of learning

Motivational and Affective Factors
7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort

Developmental and Social Factors
10. Developmental influences on learning
11. Social influences on learning

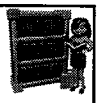
Individual Differences
12. Individual differences in learning
13. Learning and diversity
14. Standards and assessment

2. Constructivistic Teaching Principles (Brooks, 1990)

1. Build on student prior knowledge.
2. Make learning relevant.
3. Give students choice in learning activity.
4. Student autonomy & active lrng encouraged
5. Use of raw data sources & interactive materials
6. Encourage student dialogue
7. Seek elaboration on responses and justification
8. Pose contradictions to original hypothesis
9. Ask open-ended questions & allow wait time
10. Encourage reflection on experiences

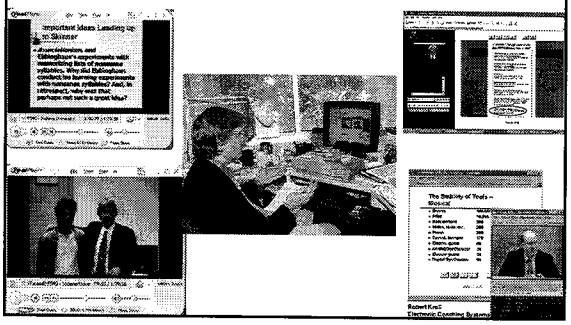
Part I: 10 Blended Learning Solutions

Blended Solution #1. Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)



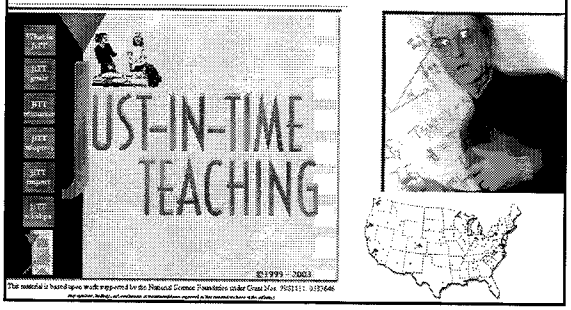
- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.

Blended Solution #2. Video Streamed Lectures and Expert Commenting

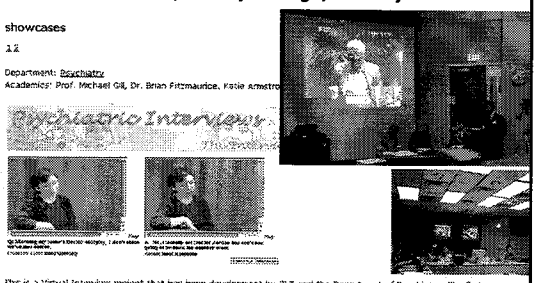


Blended Solution #3: Warm-ups Online Just-In-Time-Teaching (JiTT)

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

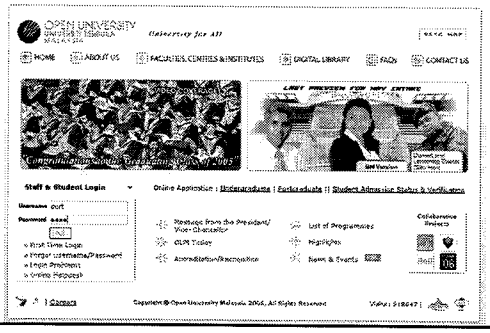


Blended Solution #4. Video Observations (e.g., Virtual Psychiatric Interview, Trinity College, Dublin)

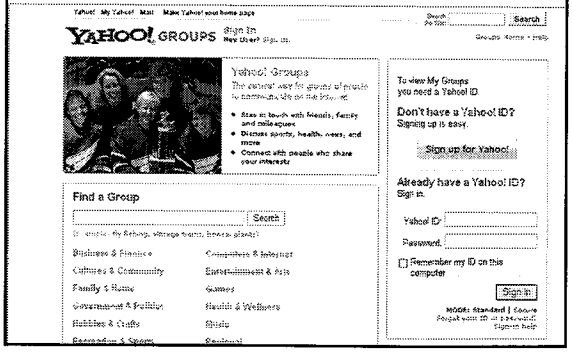


This is a Virtual Interview project that has been development by CLT and the Department of Psychiatry. The first iteration was launched in March, 2004 for students. In this project student are given the opportunity to carry out a clinical interview with a patient. The student decides what questions are asked and with the aid of video clips can listen and watch the patient responses.

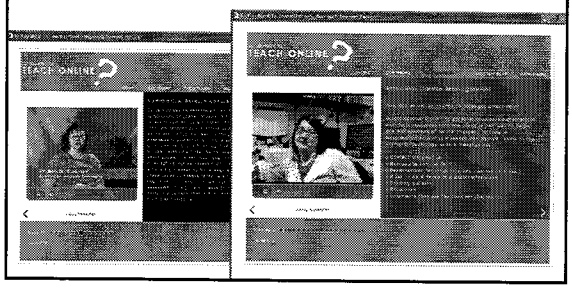
Blended Solution #5. Cross-Class Collab (Indiana Univ and Open U of Malaysia)



Blended Solution #6. Online Groups...

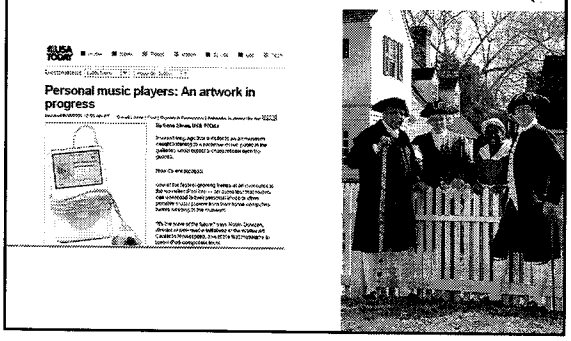


Blended Solution #7. Community of Practice: Online Professional Development

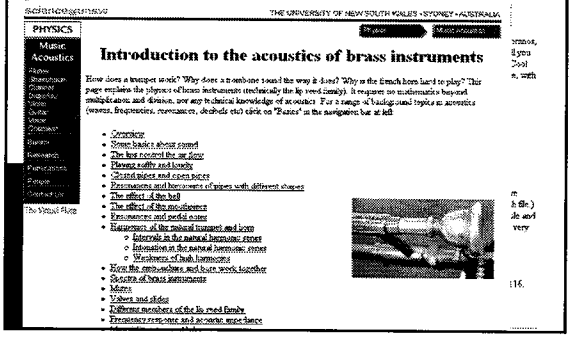


Blended Solution #8. Anchored Instruction: News Content Videos (CTGV, 1990?)

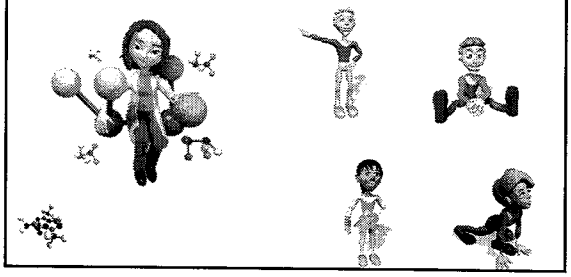
Blended Solution #9. Art and History Exhibits



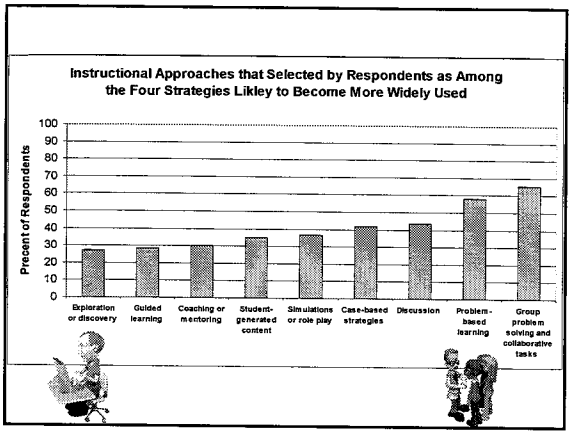
Blended Solution #10. Basic Acoustics of Musical Instruments



99 Second Stretch Break and Chat!!!



Part II. Mucho Motivation 10+ Ideas



TEC-VARIETY Model
Online Motivational

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: Ice Breakers

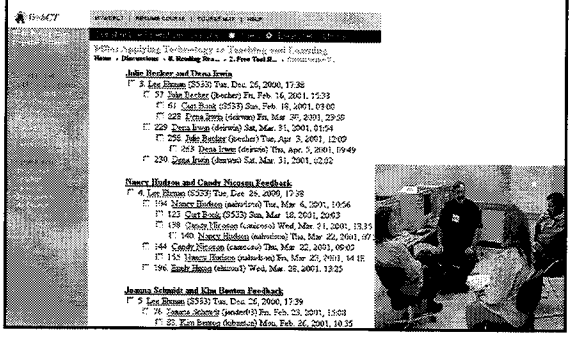
A. Eight Nouns Activity:

1. Introduce self using 8 nouns
2. Explain why choose each noun
3. Comment on 1-2 peer postings

B. Coffee House Expectations

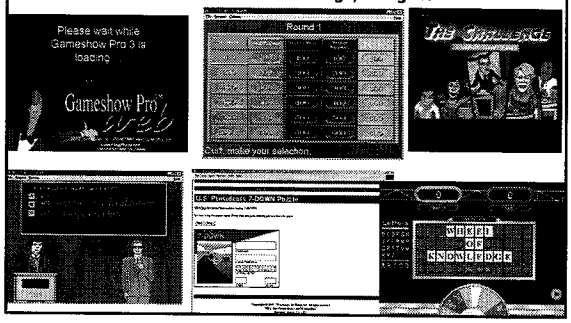
1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met

2. Encouragement, Feedback, etc.:
A. Critical/Constructive Friends, Email Pals...



3. Curiosity: A. Games
e.g., Online Jeopardy Game

www.km-solutions.biz/caa/quiz.zip;
Games2Train: The Challenge; Thiagi.com



4. Variety:

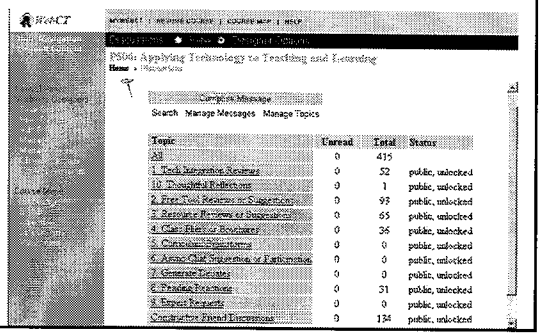
A. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

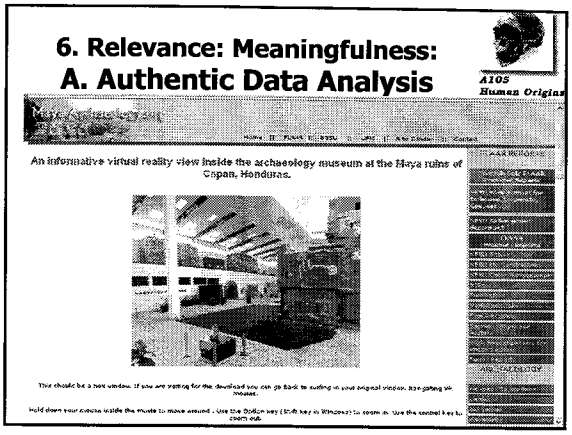
B. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

5. Autonomy: Choice: A. Multiple Topics



6. Relevance: Meaningfulness: A. Authentic Data Analysis

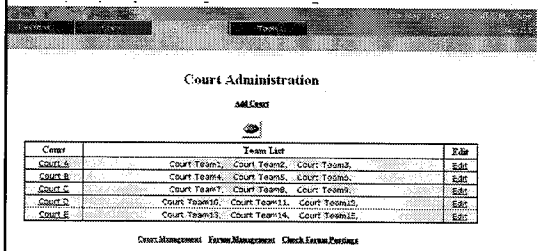


6. Relevance: Meaningfulness:

B. Ozarks Tech Community College and MOREnet, the Missouri Research and Ed Network, REAL-TIME PALEONTOLOGY Research using Videoconferencing

- **1,600 feet of armored, direct-burial fiber-optic cable in the Riverbluff Cave in southwest Missouri, and have networked a field house where work is being done on discovered artifacts. Those finds include some of the oldest Ice Age fossils in North America. Polycom videoconferencing equipment will bring the field science into classrooms at various institutions around the state, while protecting the cave.**

7. Interactive, Collaborative: A. Court Room Forum (Bus Law)



8. Engagement: Clickers; Innovation is but one click away...

9. Tension, Challenge, etc.:

A. Online Role Play of Scholars, Personalities, or Famous People

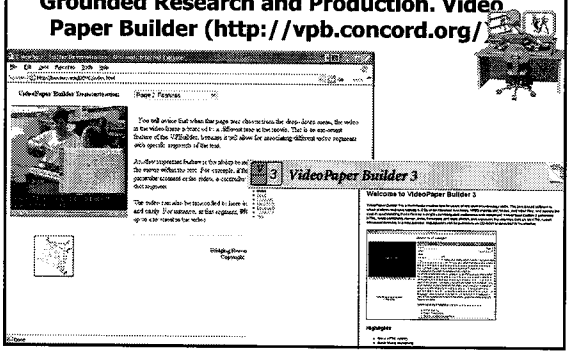
- **Enroll famous people in your course**
- **Students assume voice of that person for one or more**

24.3. I am so wise..so listen. Aristotle 11/25/03 05:49 PM

- Training Magazine might have a a little bit of a bias too. Also, I h boring instructional animations and videos. Classroom or e-learnin a good audiotape - they can all be good for learning. Cost-effectiv to go away as an issue, so we might as well face it instead of sayin learning is better than another - because it costs more! How did y of the Huns? Didn't you compare prices on spears and horses bef global conquests?

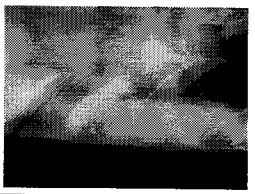
24.3.1. Again my opinion - e-learning is NOT cost-effective and is NOT value for money, and does NOT equate good quality Attila the Hun

10. Yields Products: A. Video Papers. Grounded Research and Production. Video Paper Builder (http://vpb.concord.org/



99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four



Part III: Addressing Learning Styles

Why Address Learning Styles?

- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation

Poll 1: Which learning style do you prefer?

a. Read (Auditory and Verbal Learners)
b. Reflect (Reflective Learners)
c. Display (Visual Learners)
d. Do (Tactile, Kinesthetic, Exploratory Learners)

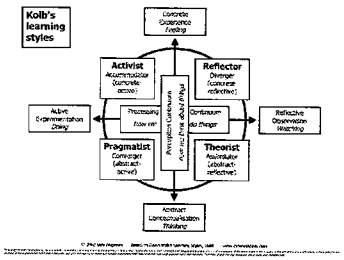
VARK learning styles (Fleming & Mills (1992a, 1992b). Four types of learners and learning styles

1. Visual learners prefer diagrams, flowcharts, graphics (they do not mention video, film, Webcasts, or PowerPoint presentations).
2. Auditory learners prefer to hearing directions, lectures, or verbal information.
3. Reading and writing learners prefer text passages, words, and written explanations.
4. Tactile or kinesthetic learners learn best by connecting to reality through examples, practices, or simulations.

Kolb (1984)

- **According to Kolb, effective learning involves four phases:**
  - **from getting involved (Concrete Experience) to**
  - **listening/observing (Reflective Observation) to**
  - **creating an idea (Abstract Conceptualization) to**
  - **making decisions (Active Experimentation).**
- **A person may become better at some of these learning skills than others; as a result, a learning style develops.**

One View of Learning Styles



Abstract Conceptualization vs. Concrete Experiences

- (**AC**) - I am rational and logical.
- (**CE**) - I am practical and down to earth.

- (**AC**) - I plan events to the last detail.
- (**CE**) - I like realistic, but flexible plans.

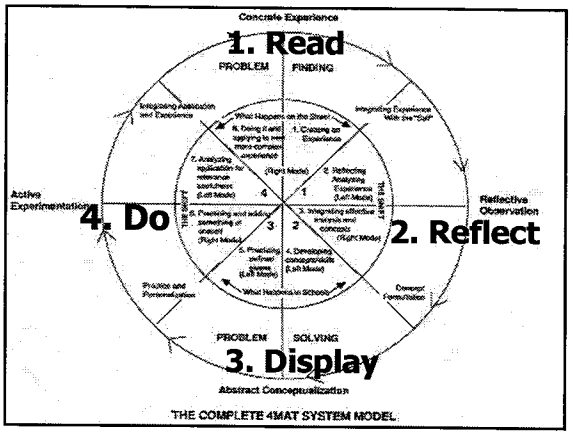
- (**AC**) - I am difficult to get to know.
- (**CE**) - I am easy to get to know.

Active Experimentation vs. Reflective Observation

- (**AE**) - I often produce off-the-cuff ideas.
- (**RO**) - I am thorough and methodical.

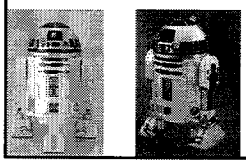
- (**AE**) - I am flexible and open minded.
- (**RO**) - I am careful and cautious.

- (**AE**) - I am loud and outgoing.
- (**RO**) - I am quite and somewhat shy.



The R2D2 Method

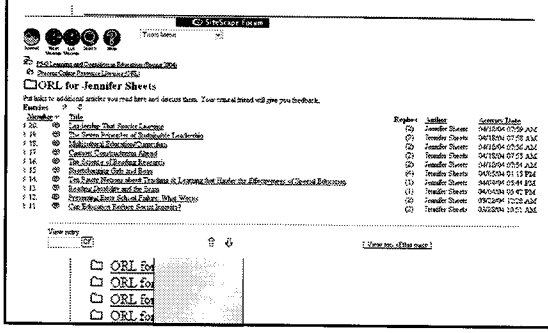
1. **Read (Auditory and Verbal Learners)**
2. **Reflect (Reflective Learners)**
3. **Display (Visual Learners)**
4. **Do (Tactile, Kinesthetic, Exploratory Learners)**



1. Auditory or Verbal Learners

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

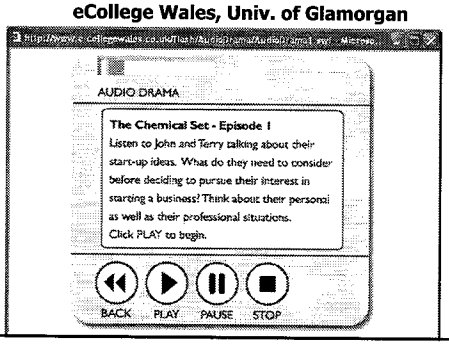
1a. Online Resource Libraries



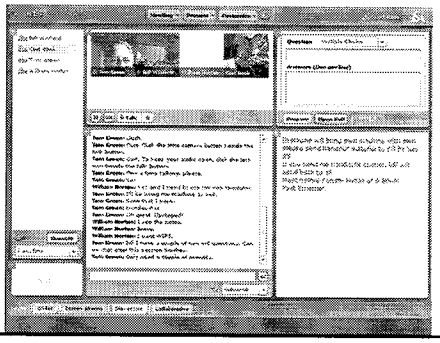
1b. Online Audio Cases

Audio Dramas

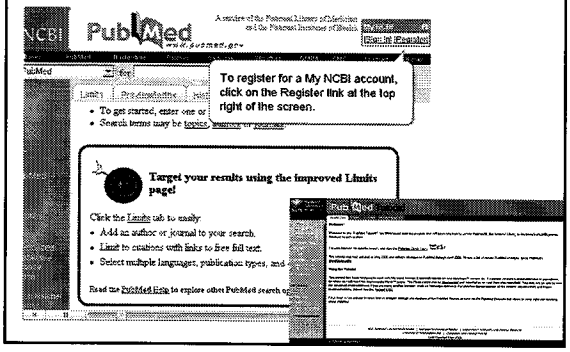
eCollege Wales, Univ. of Glamorgan



1c. Synchronous Conferencing



1d. Online Tutorials and Help



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**

2a. Post Model Answers

Employment Law and Ethics Project

Question 1

Would it be illegal for Laura to recommend Billings instead of Lewis? Explain, being specific about the legal doctrines that would apply?

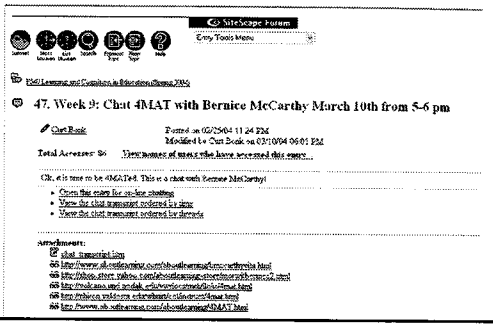
Answer 1

Under both Title VII of the 1964 Civil Rights Act and Section 1981 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Laura does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to this situation since Lewis has higher seniority, equal skills, and more direct experience with power tools, than does the other candidate Frank Billings.

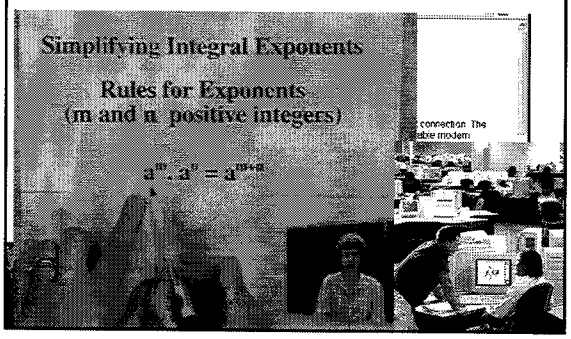
Title VII "prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and most other employment decisions." ARPCO is a covered entity under Title VII because they are "employing 15 or more employees and engaging in an industry affecting interstate commerce" and as the case footnotes point out, "as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms."

In this case, Title VII's disparate impact is not applicable since ARPCO's policy clearly states to "promote the most

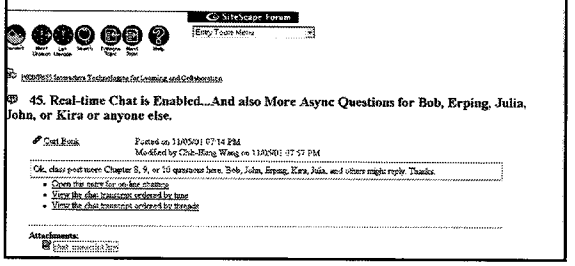
2b. Reuse Chat Transcripts



2c. Video Streaming: Math Emporium of Online Tutorials and Testing (Virginia Tech, Robert Olin)

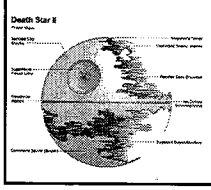


2d. Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)

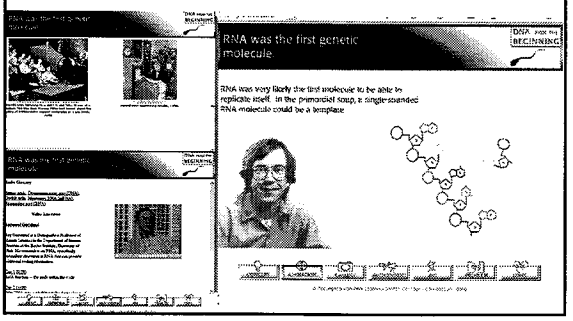


3. Visual Learners

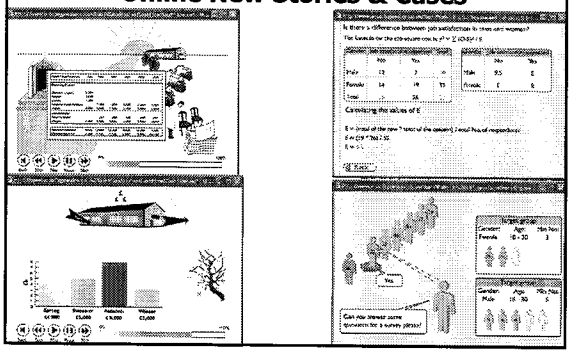
- **Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.**



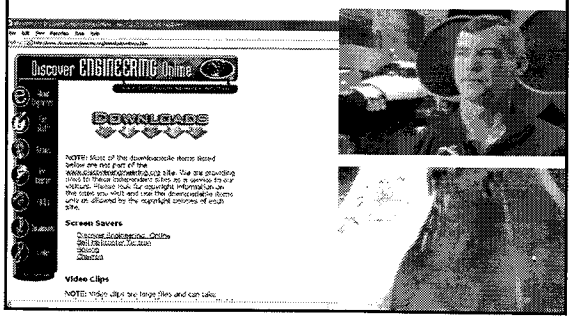
3a. Animations, Video Clips, Audio, Pictures, Web Resources, etc.



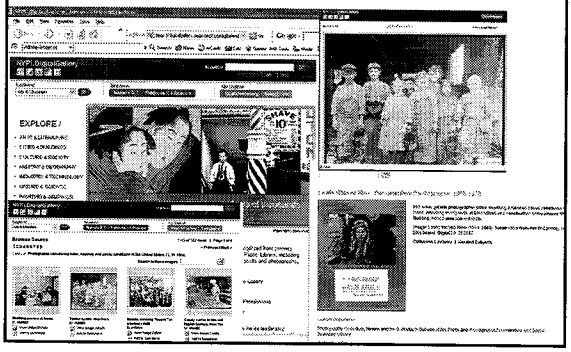
3b. Current Events: Interactive Online New Stories & Cases



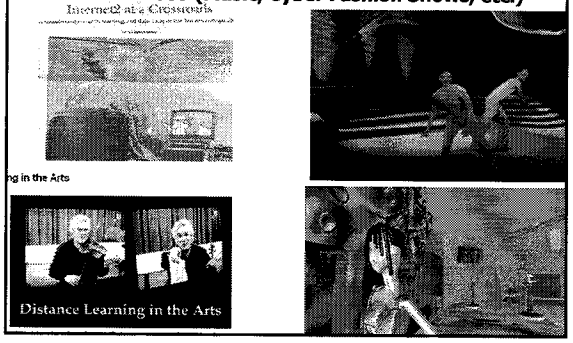
3c. Video Library of Concepts, Cases, or Experts



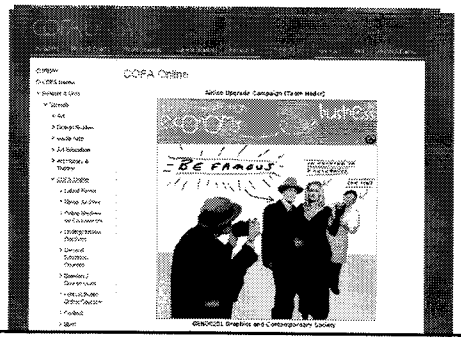
3d. Digital Libraries (LibraryShare)



3e. Online Modeling: Watch Expert Performances (Music, Cyber Fashion Shows, etc.)

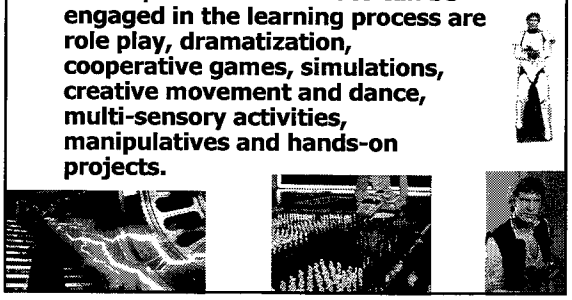


3f. Expert Mentoring Online in Art and Design (COFA Online, Omnium Project, Creative Waves—onine graphics and photomedia project)

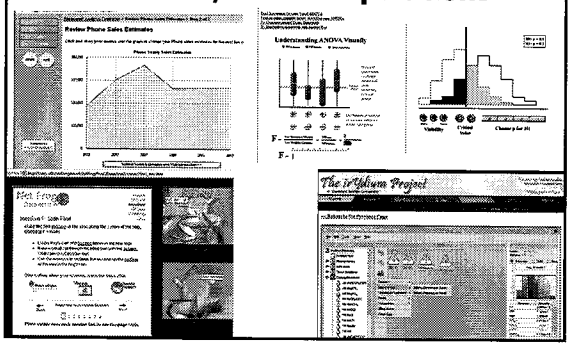


4. Tactile/Kinesthetic Learners

- **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.**

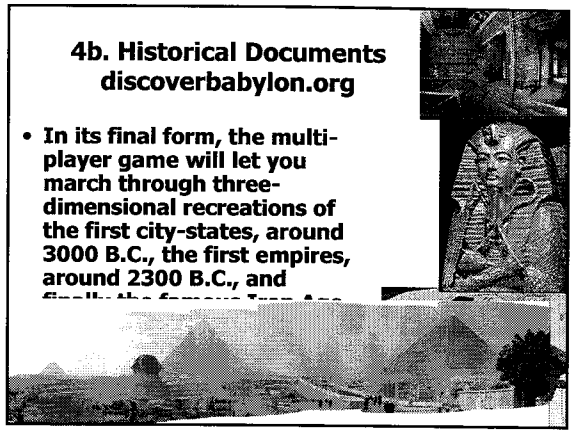


4a. Educational Simulations, Scenarios, and Manipulations



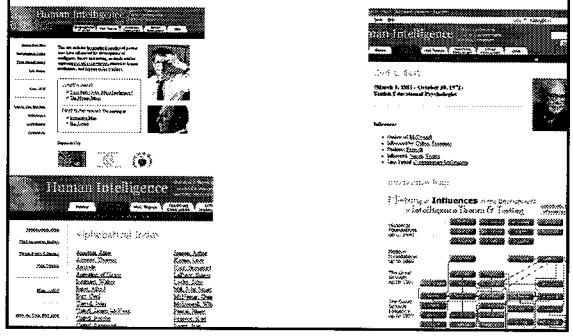
4b. Historical Documents discoverbabylon.org

- In its final form, the multi-player game will let you march through three-dimensional recreations of the first city-states, around 3000 B.C., the first empires, around 2300 B.C., and

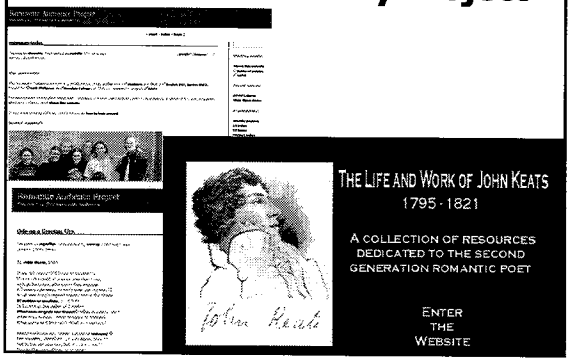


4c. Digital Storytelling

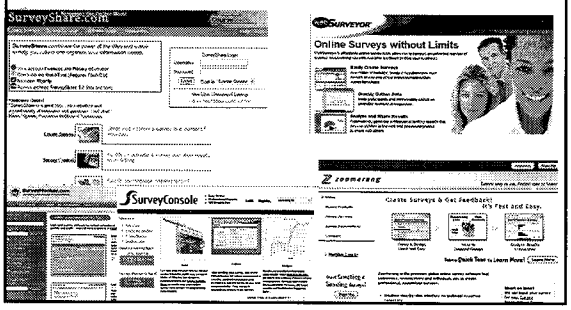
4d: Internally Built Web Links
(Human Intelligence Homepage, Jonathan Plucker, IU)



4e. Romantic Poetry Project



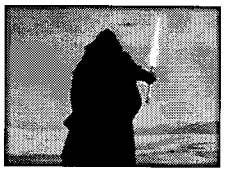
4f. Survey Research and Market Analysis
(e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyKey)

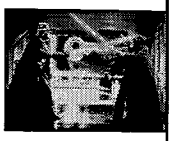


Next up: The MATRIX!!!!!!!!!!!

- **M**obile
- **A**uditory
- **T**hought-stimulating
- **R**eflective/**R**eal-World
- v**I**sually **I**nteractive
- e**X**tremely Hands-on

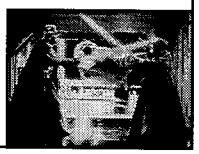
Try the R2D2 Method!!!



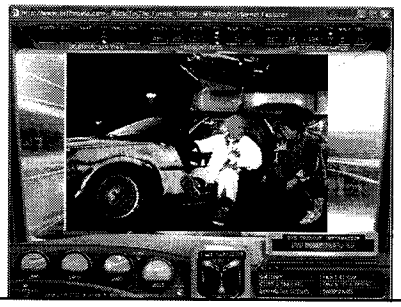


Stand and Share

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



What will e-learning look like in 2015???



Any Questions?
Sample Chapters at PublicationShare.com
archived Talks at TrainingShare.com

Ok, Final Task: Form 3 teams:

1. Wiki team
2. Blogging team
3. Podcaster team