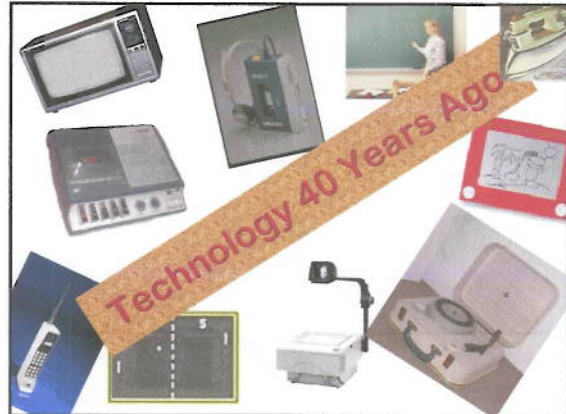


A Four-Part Masterclass of Video-Rich, Motivational, Personalized, Blended, and Interactive and Engaging Learning

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



New technologies hit us everyday!



**July 21, 2010
Status update: Facebook logs 500 million members, USA TODAY, Kristin McGrath**

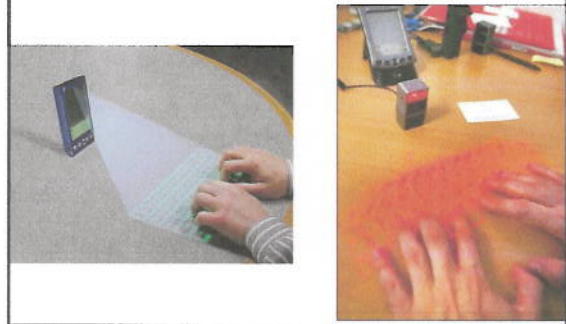


**August 2, 2010
IPad, other high-tech gadget trends differ by region, USA Today, David Lieberman**



New York Mayor Michael Bloomberg works on his iPad while waiting for a subway on July 14.

Here Comes Tomorrow...?



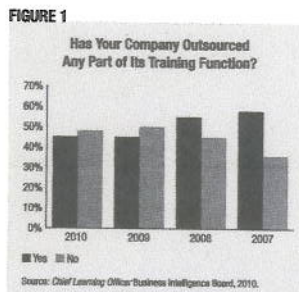
Poll #1: Who is sometimes frustrated by many changes???



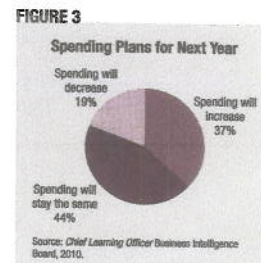
Masterclass Part 1: The Rise of Shared Online Video, the Fall of Traditional Learning

Dr. Curtis J. Bonk
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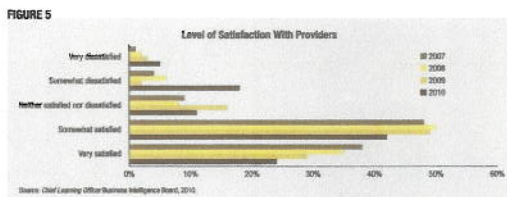
**CLO Mag, September 2010
 Cushing Andersen, IDC**



**CLO Mag, September 2010
 Cushing Andersen, IDC**



**CLO Mag, September 2010
 Cushing Andersen, IDC**



The Age of Shared Online Video

**Elliott Masie, Learning Trends,
March 2, 2010**

"The introduction of video into almost every aspect of our learning and work tasks is profound and "disrupting." As designers, we must experiment with these formats – looking for evidence and appropriate use cases and examples of when not to use video."

**Elliott Masie, Learning Trends,
March 2, 2010**

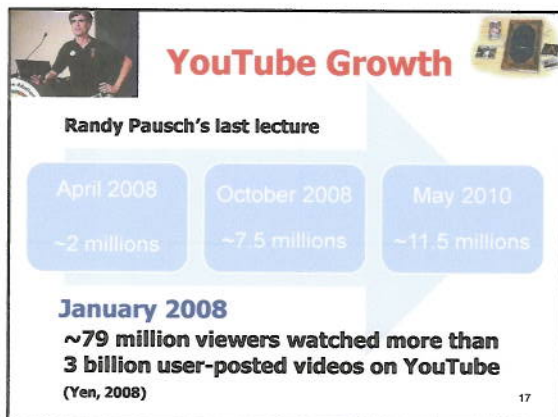
"Raising bandwidth, lowered equipment costs, ease of editing and growing expectations of learners will make video a profound component of our learning efforts going forward. "

**Elliott Masie, Learning Trends,
March 2, 2010**

- Video "YouTube" story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)

**Elliott Masie, Learning Trends,
March 2, 2010**

- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching



Why Use Video?

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.



Why Use Video?

- 3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
- 4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.



Why Use Video?

- 5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.



Why Use Video?

- 6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
- 7. Anchored instruction and macrocontexts: John Bransford and colleagues.
- 8. Multimedia theory: Richard Mayer.



Which of these video sharing sites do you use?

- 1. BBC News Video and Audio
- 2. CNN.com Video
- 3. MSNBC.com
- 4. Google Video, Yahoo Video
- 5. Current TV
- 6. For a TV
- 7. MIT World
- 8. YouTube, YouTube Edu
- 9. TeacherTube
- 10. Link TV, Explore, Global Pulse, Latin Pulse
- 11. Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.



Learning and Memory Videos



On-Demand Webcasts in Virtual Classroom Settings

(Grant Thornton, August 2010, CLO Magazine)
<http://www.clomedia.com/case-study/2010/August/2998/index.php>

Grant Thornton
A passion for the business of accounting

Yahoo! Video

Yahoo! Video

BBC News and Video

BBC NEWS

msnbc tv

msnbc tv

CNN Video

CNN

BookTV (C-SPAN2)

<http://www.booktv.org/>

Top Nonfiction Authors and Books

Link TV (Television without Borders)



The screenshot shows the Link TV website interface. At the top, there's a navigation bar with 'link' logo. Below it, several video thumbnails are displayed, including one of a man in a white shirt and another of a person in a boat. A 'Give Now' button is visible on the right side. The layout is clean and modern for its time.

Explore Series (Annenberg)



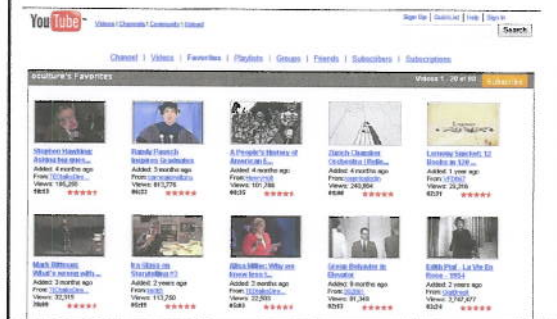
The screenshot shows the Explore Series website. It features a prominent image of a panda in the center. Surrounding it are several smaller video thumbnails, including one of a gorilla and another of a man in a white shirt. The website has a blue and white color scheme.

Academic Earth



The screenshot shows the Academic Earth website. The main heading is 'Free online video courses from leading universities.' Below this, there are three video thumbnails: 'Introduction to Mac OS X', 'JavaScript', and 'Evolution: Natural Selection'. The website has a dark header with 'ACADEMIC EARTH' logo and navigation links like 'Subjects', 'Courses', 'Instructors', and 'Playlists'.

Best Academic of YouTube



The screenshot shows a YouTube channel page titled 'Best Academic of YouTube'. It features a grid of video thumbnails with titles and view counts. Some titles include 'Introduction to Mac OS X', 'JavaScript', and 'Evolution: Natural Selection'. The page has a standard YouTube layout with a search bar and navigation links.

University Shared Online Video Sites

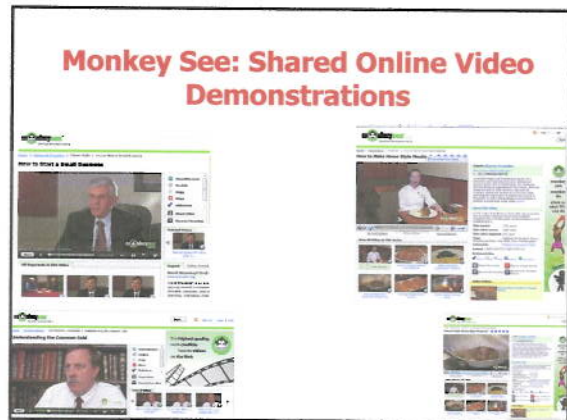
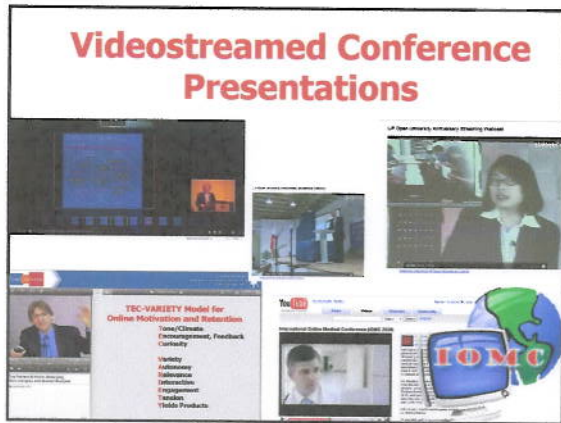


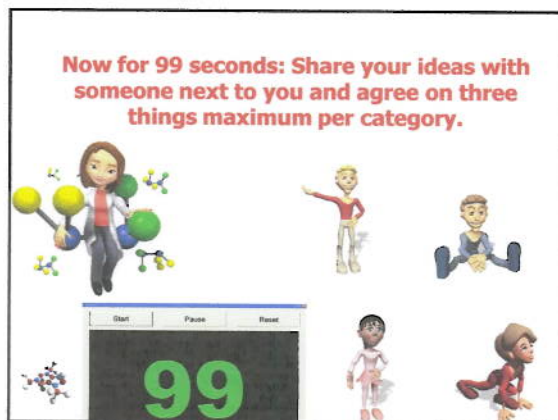
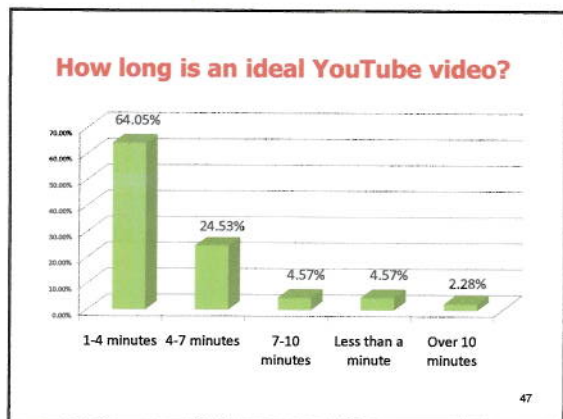
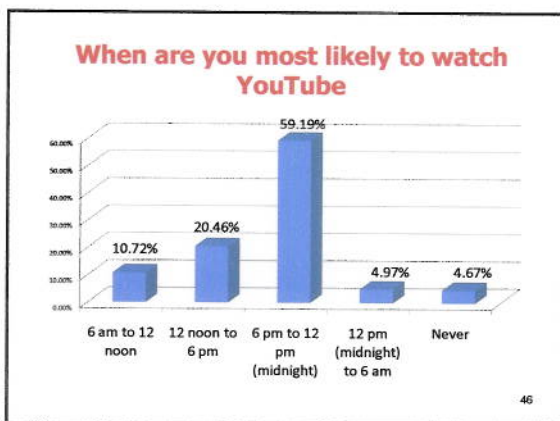
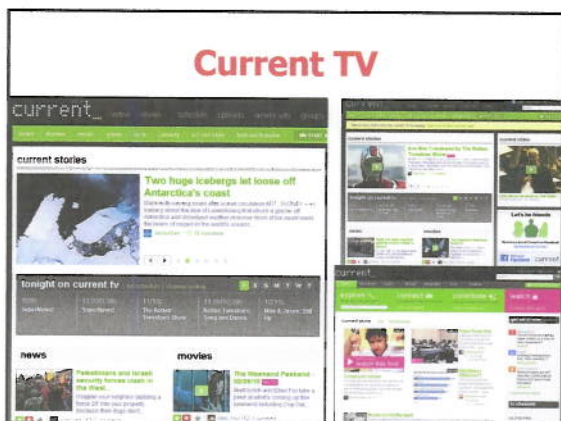
This block is a collage of screenshots from various university video sites. It includes logos for Harvard Business School, Stanford University, and Vanderbilt University. One prominent screenshot shows a video player with the title 'VUCAST'. The collage illustrates the variety of educational content available from different institutions.

Fora TV








The screenshot shows the Fora TV website. It features a large video player at the top with a man speaking. Below the player is a list of video thumbnails with titles and view counts. The website has a dark theme and includes social media links.








Masterclass Part 2: Online Motivation with the TEC-VARIETY Model

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August 9, 2010
Indiana Launches Western Governors University Program. *Diverse: Issues in Higher Education*,
 Jamal Eric Watson

CLO Mag, September 2010

Running Learning Like a Business




Applying the principles of industrialization to developing and delivering learning can result in predictable, reliable, high-quality experiences at the right price.

CLO Mag, September 2010



WE WERE REDUCED TO MAKING SHADOW PUPPETS.


Jumbo Motivation is Needed!




Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges
 (i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



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




Motivation Research Highlights
(Jere Brophy, Michigan State University)

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




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



Magic #1: TEC-VARIETY Model for Online Motivation and Retention

1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
- ...
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

1. Tone/Climate: A. Video Course Intros
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)
Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
<http://www.youtube.com/watch?v=BQ9rqJD1GXo>



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

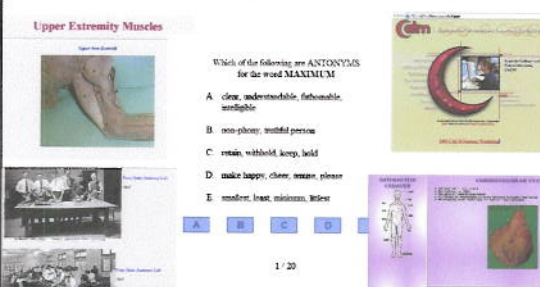
Upper Extremity Muscles

Which of the following are ANTONYMS for the word MAXIMUM?

- A. clear, understandable, fashionable, unapplicable
- B. non-phony, useful person
- C. retain, withheld, keep, hold
- D. make happy, cheer, assure, please
- E. smaller, least, minimum, lesser

A B C D E

1 / 20



2. Encouragement, Feedback, etc.:
B. Tutorials with Screen Capture
 (e.g., Jing, Screenr)

The image shows two software interfaces. On the left is the 'Jing' interface, which includes options to 'Snap a picture of your screen', 'Record video of onscreen action', and 'Share instantly over the web'. On the right is the 'screenr' interface, which features a 'Publish' button and a 'Record your onscreen action' button.

2. Encouragement, Feedback, etc.:
C. Instructor Presentation in Synchronous Sessions
 (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

The image displays four different software interfaces for synchronous sessions, arranged around a central blue play button icon. The interfaces show various video feeds, presentation slides, and control panels.

2. Encouragement, Feedback, etc.:
D. Video Scenario Learning Forensic Accounting Interviews
 (interpret both the verbal and the nonverbal communication),
Franklin University
<http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html>

The image shows three sequential frames from a video scenario. The first frame shows two men in a meeting. The second frame is a close-up of a man speaking. The third frame is a close-up of another man speaking.

2. Encouragement, Feedback, etc.:
E. Sharing Your Slides, Syllabus, Notes, Documents, etc.
 (e.g., SlideShare)

The image is a screenshot of the SlideShare website. It features a navigation bar with 'Home', 'Browse', 'My SlideShare', 'Upload', 'Community', and 'Wiki'. Below the navigation bar, there is a search bar and a list of categories for browsing slides, including Business, Health, Education, and Technology.

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


The image is a collage of online news articles and images. It includes a headline about 'Human origin takes a new track' with a picture of a man, a picture of a dinosaur, and a picture of a jellyfish. There are also smaller images of a person and a dinosaur.

3. Curiosity, Fun: B. Online Games
 (e.g., public health; the POD game Points-of-Dispensing (PODs))

The image shows six different screenshots of online games and educational software. The games include a public health simulation, a strategy game, a puzzle game, and a soccer game.

3. Curiosity, Fun: C. WolframAlpha (access knowledge)

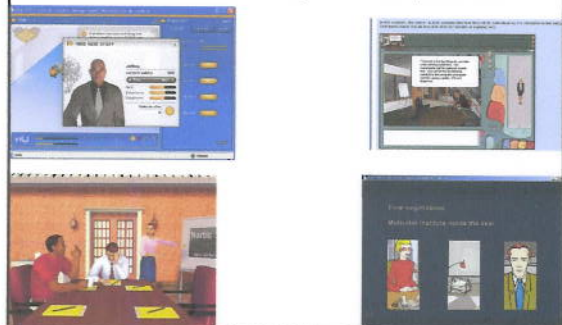
<http://www.wolframalpha.com/>




4. Variety, Novelty: A. Virtual World Interviews of Famous People




4. Variety, Novelty: B. Educational Simulations, Scenarios, and Manipulations



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



5. Autonomy: Choice: B. Multiple Topics B. Decision Making in bus course




6. Relevance, Meaningfulness: A. Tour an Oil Drilling Site (i.e., BP)

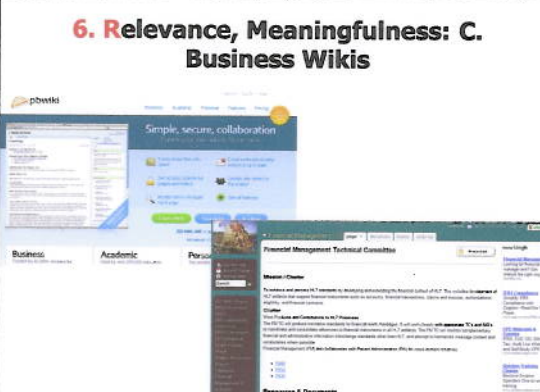


6. Relevance, Meaningfulness: B. Shell Oil: Workflow Learning


- In this context, authentic work-based activities are learning activities that are anchored in workplace practice and that are focused on developing the participants' ability to solve problems in their everyday professional job roles (Merrill, 2002).



6. Relevance, Meaningfulness: C. Business Wikis




6. Relevance, Meaningfulness: D. Internal Wikis for Knowledge Management (e.g., Intelpedia)




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

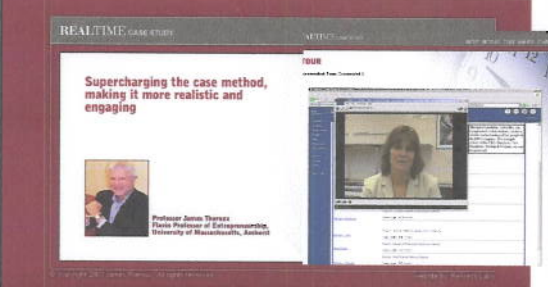
7. Interactive, Collaborative: A. Online Language Learning (Voxopop, Skype, MSN, etc.)



7. Interactive, Collaborative: B. Collaborative Documents (Google Docs) and Bookmarking (Diigo, Delicious)



7. Interactive, Collaborative: C. Real World Problems (PBL online): Real-time Cases



7. Interactive, Collaborative: D. 7 Effective Wiki Uses and the Companies that Benefit from Them

<http://www.lkhw.org/2008/01/08/7-effective-wiki-uses-and-the-companies-that-benefit-from-them/>

Quote from 7 Effective Wiki Uses and the Companies that Benefit from Them

- **SAP:** On the [SAP Developer Network Wiki](#) the, "main criteria for choosing to put content in the wiki is its volatility and dynamics, extendability and/or collaborative character. Ask yourself the question, if you want others to be able to change, extend, regroup, add, etc. your contribution." That's an excellent question to ask, especially for content that's going on a public wiki.

8. Engagement, Effort: A. Synchronous and Asynchronous Events (e.g., Breeze + Video + Online Forum + Online Papers)

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

9. Tension, Challenge, etc.: A. Electronic Guests & Mentoring (Simon Fraser University News: <http://www.sfu.ca/medlapr/news/2001/Sept8/hightech.html>)

Benefits of Virtual Coaching, CLO Mag, July 2010

Virtual Coaching:
Using Technology to Boost Performance

© 2010 by CLO Magazine

Coaching and mentoring development is no longer based on chance in the workplace today. It requires systematic and deliberate use of virtual coaching technology to boost performance and productivity on demand.

The Impact of Online Coaching
A recent C-Check Associates survey of 200 U.S. and Canadian users of virtual coaching found the following:

Response	Percentage
Agree	83%
Neutral	9%
Disagree	14%

Coaching content will help train for harder-to-work-related situations successfully.

Response	Percentage
Agree	82%
Neutral	10%
Disagree	7%

Source: C-Check Associates

10. Yields Products, Goals:
A. Student YouTube Products
<http://www.youtube.com/watch?v=xivS1ryPzsQ>
http://www.youtube.com/watch?v=x3FJy4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>

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

10. Yields Products, Goals:
C. Create Own Channel in YouTube (e.g., my channel "TravelinEdMan")
<http://www.youtube.com/user/TravelinEdMan>

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

Alt: <http://www.youtube.com/user/DeloitteFilmFest>
 Is This Heaven: https://www.youtube.com/watch?v=JzU14j4Ww_h5w
 Dude Where's My Proposal: https://www.youtube.com/watch?v=JzU14j4Ww_h5w
 Behind the Scenes: https://www.youtube.com/watch?v=JzU14j4Ww_h5w
 The Green Dot: https://www.youtube.com/watch?v=JzU14j4Ww_h5w
 Kid Fakes Job Interview: https://www.youtube.com/watch?v=JzU14j4Ww_h5w

TEC-VARIETY Model for Online Motivation and Retention

Tone/Climate
 Encouragement, Feedback
 Curiosity


Variety
 Autonomy
 Relevance
 Interactive
 Engagement
 Tension
 Yields Products

Poll #1: How many ideas did you get so far?

- 0 if I am lucky.
- Just 1.
- 2, yes, 2...just 2!
- Do I hear 3? 3!!!!
- 4-5.
- 5-10.
- More than 10.

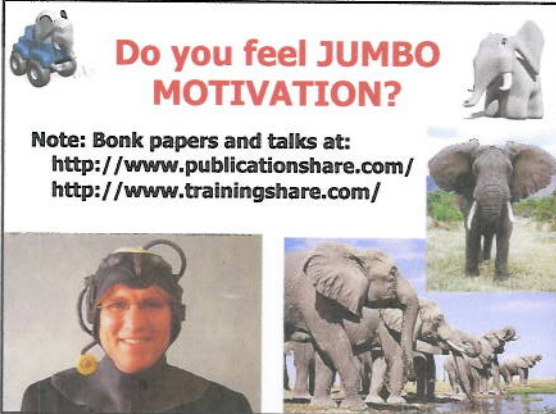
99 seconds: What have you learned so far?

- **Solid and Fuzzy in groups of two to four**




Do you feel JUMBO MOTIVATION?

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




Masterclass Part 3: Addressing Learning Styles and Diverse Learners with the R2D2 Model

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




Magic #2: The R2D2 Model



Curtis J. Bonk | Ke Zhang


Empowering Online Learning

100+ Activities for Reading, Reflecting, Displaying & Doing




The R2D2 Method

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



1. Auditory or Verbal Learners

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



Read 1a. Publishing in Open Access Journals (e.g., PLOS)

The screenshot shows the PLOS ONE journal homepage. The main article featured is 'The International Review of Research in Open and Distance Learning', described as a refereed e-journal to advance research, theory and best practice in open and distance learning worldwide. The journal is published by Athabasca University.

Poll: Podcast Questions

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

Read 1b. Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

The image shows two screenshots. On the left is an iTunes library with a podcast titled 'IT Bootcamp'. On the right is a presentation slide titled 'Audio Acquisition via Computer' which includes a diagram of audio input and output devices and a 'Figure 1 Instructional Design Process' diagram.

Read 1c. Podcast Show Reflections

- Students listen to a podcast.
- Reflect on what they learned in an online forum.
- Students comment on each other's post.

A collage of images related to podcasts and language learning, including logos for 'English in the Real World' and 'Better English', and a photo of a person speaking into a microphone.

Read 1d. Wiki Steps on How to do Something: Wikihow <http://www.wikihow.com/>

The screenshot shows the WikiHow website. The main article is 'How to Use English Punctuation Correctly'. The page includes a list of steps and related articles.

Read 1e. Business Podcasting

The screenshot shows a website for business podcasts. It features a section for 'Podcasts' with a featured podcast 'Kelley MBA' and a list of other business-related podcasts.

Read 1f. Directories of Business Finance Podcasts

The screenshot shows a website with a search bar and several podcast listings. One listing for 'CPA podcasts' includes a list of authors and their respective podcasts, such as 'The CPA Podcast' and 'The CPA Podcast: A Podcast for CPAs'.

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

The diagram illustrates a cycle of learning: 'Doing' leads to 'Reflecting', which leads to 'Viewing', which leads to 'Watching', which then leads back to 'Doing'. The images below show a person in a blue shirt, a person in a white shirt, and a person in a white shirt.

Poll: Blogging Questions

- Who has a blog?
- Who regularly reads other people's blogs?
- Who assigns blogging tasks?
- Who has created a video blog?
- Who thinks it is an utter waste of time to blog?

Reflect 2a. Expert and Domain Specific Blog Reflections

The screenshot shows a blog post titled 'Film of the Week: This is it' by Michael Jackson. The post includes a poster for the film and a Google search bar.

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

The screenshot shows a medical case study website with a title 'Welcome to Medscape Case Portal' and various sections including 'Case Study' and 'Diagnosis'.

Reflect 2c. Big Think (short topical videos from famous people)

The screenshot shows the Big Think website with two video thumbnails. The first is 'Five Ways to Become Happier Today' by Tal Ben-Shahar, and the second is 'Anti-Aging Genes' by Leonard Guarente.

Reflect 2d. Free OpenCourseWare of Open Educational Resources (e.g., watch or Listen to Online Courses or Programs on Disaster Preparedness and other areas)

The screenshot shows the website for the Center for Persons with Disabilities. The main heading is "Online Courses Address Emergency and Disaster Preparedness". Below this, there is a section titled "On-line Courses for Independent Living Center Staff I". The text describes the center's commitment to providing accessible online courses for emergency and disaster preparedness. A sidebar on the left lists various categories and search options.

Reflect 2e. Health Blogs and White Papers

The screenshot shows a blog post from "Public Financial Management Blog". The title of the post is "Capital Budgeting and Public Financial Management - Part 1". The content discusses the importance of capital budgeting in public financial management and provides a link to a white paper on the topic. The page layout includes a header with the blog name, a main content area with text and a video player, and a sidebar with navigation and search options.

Reflect 2f. Watch or Listen to Online Conferences, Courses, etc.

The screenshot shows an advertisement for the "3rd International Online Conference on Business and Management". The ad features a central image of a globe and text describing the conference's focus on business and management. It also mentions "Freelance Switch" and "International Freelancers Day: A Free Online Conference for Freelancers" scheduled for September 24, 2010.

Reflect 2g. Online Synchronous Cases and Teams; Simulated Boardroom Chat; College Wales, Univ. of Glamorgan

The screenshot shows a simulated boardroom chat interface. The main window displays a "Task 2: Going Global part 1" with instructions for participants. On the right, there are two windows labeled "Board" and "Room", which appear to be virtual representations of a boardroom. The interface includes a chat area at the bottom and various navigation and control buttons.

3. Visual Learners

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

The image contains three distinct visual elements. On the left is a circular diagram with four colored segments (yellow, green, red, blue) and arrows indicating a clockwise cycle. In the center is a globe showing the Earth. On the right is a photograph of a person wearing a space helmet and oxygen mask, looking out of a window.

Display 3a. Pubcasts! (videos of scientific papers and science)

NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee

The screenshot shows the SciVee website interface. It features a search bar at the top, a navigation menu, and a main content area displaying a video player with a woman speaking. Below the video, there are search results and additional information about the SciVee project, which aims to make scientific research more accessible through video.

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

The image shows three different mind mapping software interfaces. On the left is 'collaborative online mind mapping' (VUE) with a dark interface and a central node. In the middle is 'Mindmeister' with a clean, light-colored interface and a central node. On the right is 'bubbl.us' with a colorful, multi-colored interface and a central node. Below these are several small diagrams representing concept maps.

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

The image shows the 'WORLDMAPPER' website interface. The main feature is a world map titled 'Science Growth' with various countries colored in different shades of purple, pink, and green. Text on the right explains that the map shows the growth of scientific research between 1980 and 2002. It notes that in 1990, 87 scientific papers were published per 100 people, and by 2002, this had increased to 205 per 100 people. It also mentions that Singapore had the highest per person increase in scientific publications.

Display 3d. Video Blog (Vlog) and Vodcasts

The image shows a video blog (vlog) on the left with several video thumbnails and a video player. On the right is a website for 'Lateline Business Vodcasts' with a navigation menu and a list of recent items, including 'Risks: Slave Labour and Brown collapse' and 'Clean references: IBM'.

Display 3e. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV))

The image shows two screenshots of video content. On the left is a YouTube video titled 'The 8PP Business Simulation' with a video player and a description. On the right is a CNN website showing a news anchor and a video player.

Display 3f. Business Vodcasts

The image shows the 'Lateline Business Vodcasts' website. It features a navigation menu, a description of the vodcast service, and a list of recent items with links to individual vodcast files.

Display 3g. Exploration and Demonstration: Virtual Fieldtrip and Tours

The image shows several screenshots of virtual fieldtrip and tour software. It includes a 3D model of a building, a map of a city, and a virtual tour interface with a camera and navigation controls.

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.

Do 4a. Survey Research and Market Analysis (e.g., Mister Poll, MicroPoll, Zoomerang, SurveyShare)

Do 4b. Preparatory Course Review Modules (Franklin University, MBA accounting course)

<http://vimeo.com/franklin.edu/franklin/acc2/managerialAccounting/costBehavior-player.html>

Variable Cost	Fixed Cost
Cost varies with level of activity	Cost does not vary with level of activity
Example: Direct materials	Example: Rent
Example: Indirect materials	Example: Depreciation
Example: Hourly wages	Example: Property taxes
Example: Hourly utility costs	Example: Insurance

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

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

Do 4d. Student podcasts for pronunciation class (e.g., Tzu-Su Chen, Taiwan)

Do 4e. Medical Simulations in YouTube and Second Life

Do 4f. Virtual Worlds/Virtual Reality/MMOG (IBM and Dell announcements)

Poll: How many ideas did you get from the second part of this talk?

- a. None—you are an idiot.
- b. 1 (and it is a lonely #).
- c. 2 (it can be as bad as one).
- d. 3-5
- e. 6-10
- f. Higher than I can count!

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

Masterclass Part 4: Blended Learning

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

Blending Online Defined

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

Historical Emergence of Fully Online and Blended (Graham, 2006)

The diagram illustrates the historical emergence of fully online and blended learning environments. It compares two types of learning environments: Traditional face-to-face Learning Environment and Distributed (computer-mediated) Learning Environment. The diagram shows three stages of development:

- First Stage:** Traditional face-to-face Learning Environment (represented by a single circle) and Distributed Learning Environment (represented by a single circle).
- Second Stage:** Blended Learning Environment (represented by two overlapping circles) and Distributed Learning Environment (represented by a single circle).
- Third Stage:** Blended Learning Environment (represented by two overlapping circles) and Fully Online Learning Environment (represented by a single circle).

 A box labeled 'evolution from technology-mediated' points to the transition from the first stage to the second stage. A box labeled 'Blended Learning System' points to the second stage. A box labeled 'Fully Online Learning System' points to the third stage. A small portrait of a man is shown in the bottom right corner of the slide.

AMA Special Report, Effectively Implementing a Blended Learning Approach
 (Steven Shaw & Nicholas Igreri, 2006)

AMA at Work: lifelong learning, lifelong growth

Source: American Management Association, AMA at Work

The IBM Four Tier Learning Support Model (2006)
 Blending Learning for Business Impact – IBM's case for learning success, 2006 Handbook of Blended Learning, Nancy Lewis, VP, & Peter Orton, IBM

Time for 13 Fully Online and Blended Learning Problems and 28 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.

Section	Section	Section	Section	Section
1001	1002	1003	1004	1005
1006	1007	1008	1009	1010
1011	1012	1013	1014	1015
1016	1017	1018	1019	1020
1021	1022	1023	1024	1025
1026	1027	1028	1029	1030
1031	1032	1033	1034	1035
1036	1037	1038	1039	1040
1041	1042	1043	1044	1045
1046	1047	1048	1049	1050



Blended Solution #2. Webstreamed Lecture Reflections

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

Section	Section	Section	Section	Section
1001	1002	1003	1004	1005
1006	1007	1008	1009	1010
1011	1012	1013	1014	1015
1016	1017	1018	1019	1020
1021	1022	1023	1024	1025
1026	1027	1028	1029	1030
1031	1032	1033	1034	1035
1036	1037	1038	1039	1040
1041	1042	1043	1044	1045
1046	1047	1048	1049	1050

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. Streaming Class Video for Remote Students (e.g., Tegrity, Univ of Central Florida)

University of Central Florida Rapidly Deploys Tegrity Campus 2.0

Within a single semester, more than 2,300 UCF students and 80 faculty members were using Tegrity Campus 2.0, making classes available to every student in the college, anytime.

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 #4. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer


<http://www.clomedia.com/take-five/brandon-hall/2010/September/3023/index.php>

A. **Genentech:** To train director-level employees, Genentech created the Strategic Team Leader Program, which blends various mediums, including peer coaching, social media, classroom learning, leaders teaching leaders and one-to-one coaching..."Our leaders learn best when their 'whole person' is developed — i.e., mentally, emotionally, kinesthetically and interpersonally."




Blended Solution #5. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer
<http://www.clomedia.com/take-five/brandon-hall/2010/September/3023/index.php>

B. Accenture: In its SAP IS-Automotive PAL Training program, Accenture uses a blended solution to forge relationships that help train employees in the automotive industry. "With increasing demand for deeper specialization comes increasing demand for access to experts..." To meet these needs, Accenture's interactive training includes presentations, videos, hands-on activities and faculty-student discussions. "By blending our virtual and classroom learning capabilities, we are able to cost-effectively bring the expert faculty from one part of the globe to the front of a classroom in another part of the globe and allow them to team with a local facilitator to deliver hands-on, interactive training," Prasse said.




Blended Solution #6. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer
<http://www.clomedia.com/take-five/brandon-hall/2010/September/3023/index.php>

C. Genpact Analytics: Genpact's Disha Advanced Analytical Learning program has three phases: online pre-training and pre-testing features; training in a virtual WebEx classroom; and faculty involvement... We understood that the natural evolution of classroom training was to go to e-learning and then move toward blended learning, [so we] proactively worked to institutionalize this powerful learning methodology. The use of blended learning has helped solve our challenge of multiple-location training demands [and] contributed dollar savings in terms of time and resources, while ensuring an effective and constructive learning effectiveness. "...Genpact's approach addresses varied levels of learners located around the world and enables the company to handle diverse topics in banking, retail, health care and manufacturing. Blended learning also bridges the gap between theoretical knowledge and practical application.




Blended Solution #7. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer
<http://www.clomedia.com/take-five/brandon-hall/2010/September/3023/index.php>

D. Diageo: To meet the needs of a diverse workforce, the drink manufacturer uses a blended approach to Microsoft Office suite training. Developed with NIIT (USA) Inc., the solution includes on-site and public instructor-led classes, virtual instructor-led training, off-the-shelf e-learning courses and administrative and marketing support. By mixing online, on-site and self-paced training, the solution reduces both learning and travel time and has increased employee productivity.




Blended Solution #8. September 2010, Brandon Hall, Redefining Blended Learning, Chief Learning Officer
<http://www.clomedia.com/take-five/brandon-hall/2010/September/3023/index.php>

E. R.L. Polk & Co.: To train sales personnel on how to differentiate its automotive products from those of its competitors, R.L. Polk worked with Innovative Learning Group to create the PolkConnect Sales Enablement Certification Process. This solution blends a printed packet, online Web modules, an instructor-led workshop, assignments, tech-based job aids and coaching. "The key is ensuring that specific delivery methods and strategies enable learners to achieve the defined learning objectives. For instance, teaching employees how to climb a utility pole through hands-on training is more effective than having them take a Web-based course."




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 #9. A Blended Case Example – Krispy Kreme Management 101

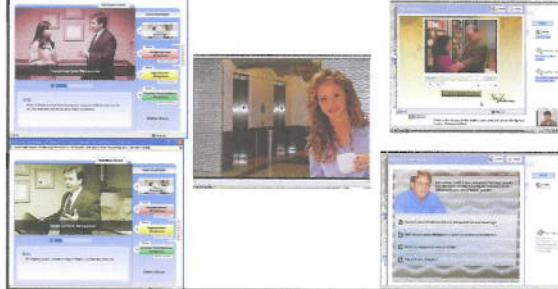


Problem Situation #6: Preparedness for the Profession

- 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 #10. Scenario Learning (Option 6, Bloomington, IN)



Blended Solution #11. Scenario skills training from Wisdom Tools



Blended Solution #12. Case and Scenario Learning (Kelley Direct, IU)



Blended Solution #13. Team and Individual Case Reflections (Kelley Direct, IU)




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 #14. 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)

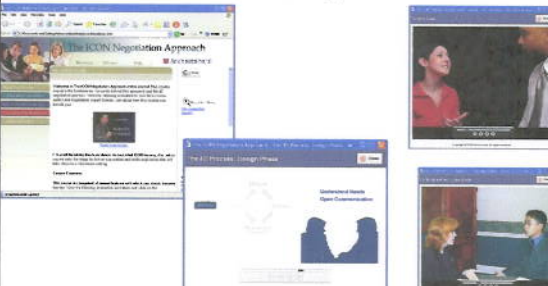


Problem Situation #8: Student Reflections and Connections

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




Blended Solution 15. A Blended Case Example – Lilly Strategic Negotiation Training



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.



Blended Solution #16. Create an Online Community (e.g., in Ning, Google Groups, or Yahoo Groups)



Blended Solution #17. Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)



Blended Solution #18. Global Videoconferencing

Blended Solution #19. Global Project Collab Teams (Columbia University engineering and computer science student collaboration with the Indian Institute of Technology Madras, the Helsinki University of Technology (HUT), the University of Twente in the Netherlands)

John E. Taylor, Director of the Project Network Dynamics Lab

Blended Solution #20. Global Game Jams, Electronic Computer War Games, etc.

Global Game Jam

Blended Solution #21. Accessing mobile Experts (e.g., online happiness network)

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

Blended Solution #23. Healthcare in Second Life (operating room in London and Austin)

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.

Blended Solution #24. A Blended Case Example – Roche Brand Stewardship

Blended Solution #25. Online Accounting Lessons (e.g., Lyryx; <https://lifa.lyryx.co>)

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.

Blended Solution #26. Listen and Reflect on Book Author Podcasts

Blended Solution #27: Teaching with Twitter A. Course announcements and following people (e.g., microblogging)

education

follow us on twitter

Follow me!

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 #28. Class Synchronous Sessions and Archives (Breeze/Adobe Connect Pro, Elluminate, WebEx, Dim Dim)

Firstly, we have taken look and places that have been to

3 Stop and Share: Top Three Things Learned!

Stand and Share Ideas

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

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

Sample papers :
<http://www.publicationshare.com/>
Archived talks:
<http://www.trainingshare.com/>