

**27+ Innovative, Interactive, and Easy to Implement Instructional Ideas for FTF, Blended, and Fully Online Courses (A Two Part Masterclass)**

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Professor, Indiana University**



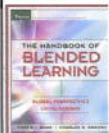
**Masterclass Part 1:  
Blended Learning and Beyond**

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<http://mypage.iu.edu/~cjbonk/>**



**What I will discuss...**

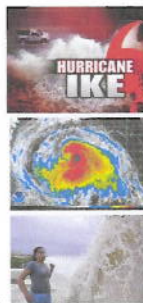
1. Definitions of blended learning
2. Advantages and disadvantages
3. Models of blended learning
4. Examples of blended learning
5. Implications for blended learning



**Who is demanding fully online and blended learning?**



**Those in hurricanes!**



**Those in earthquakes!**



**Free online school coming to some in Haiti**  
 (Earthquake that killed more than 200,000 also ravaged universities, leaving few educational options) eCampus News, Dennis Carter, Sept 21, 2010  
<http://www.ecampusnews.com/technologies/free-online-school-coming-to-some-in-haiti/>

The screenshot shows the eCampus News website interface. The main headline reads "Free online school coming to some in Haiti". Below the headline, there is a sub-headline: "The founder of the nation's first online university, who's founder was providing an education for millions after an earthquake completely destroyed most of the country's colleges, said administrators the school is a web-based program, administration beginning there in September 2010." The page also features a "School Media Editors" logo and several small images related to the story, including a map of Haiti and photos of the aftermath of the earthquake.

**Those affect by volcanos...**

A collage of images illustrating volcanic activity and its effects. It includes a large image of a volcano erupting with a massive plume of ash and smoke, a smaller image of a lava flow, and several photos of people in various settings, some appearing to be in a classroom or meeting. There are also maps showing volcanic activity in different regions.

**Those in blizzards and ice storms...**

A photograph showing a car completely encased in a thick layer of ice, illustrating the impact of a blizzard or ice storm. The background shows a snowy landscape with trees and buildings.

**Snowmegeddon, DC winter of 2010**

A collage of images from the "Snowmegeddon" in DC. It features a snowman in a top hat, a person skiing on a snowy slope, a view of the US Capitol building covered in snow, and a car stuck in a snowdrift. The images capture the chaotic and wintry conditions of the event.

**Those where there are diseases and outbreaks...**

A composite image. On the left is a microscopic view of several blue, spherical cells. On the right are three smaller images: a person in a white lab coat, a person wearing a face mask, and hands being washed with soap and water under a faucet.

**The Sloan Consortium**

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings.
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

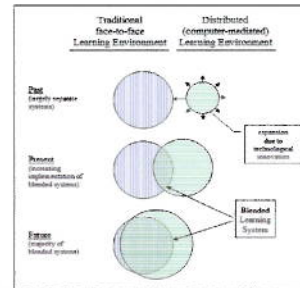
A red arrow points from the "Blended/Hybrid" row to the right.

### 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)



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



### Where is Blended Beneficial?

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



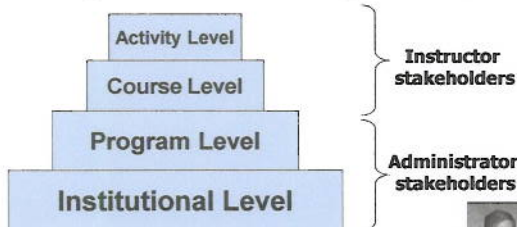
### Examples of Blended Learning, Margaret Driscoll, e-Learning

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

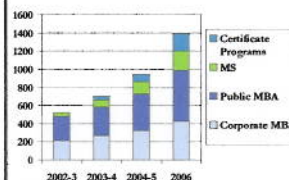


**Myth: Faculty can have a logical discussion with administrators about blended learning.**

**Models of Blending**  
 Blending occurs at the following four levels:



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



The Online Classroom Experience




Using the System





**KELLEY SCHOOL OF BUSINESS**  
 INDIANA UNIVERSITY

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



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





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



Source: American Management Association, AMA at Work

### Part II: 13 Fully Online and Blended Learning Problems and 17 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.

Blended Class Sessions for 2010

Session Number	Topic	Date	Time	Location	Facilitator
001	Introduction	11/03/10	10:00-11:00	1000	Dr. [Name]
002	...	...	...	...	...
003	...	...	...	...	...
004	...	...	...	...	...
005	...	...	...	...	...
006	...	...	...	...	...
007	...	...	...	...	...
008	...	...	...	...	...
009	...	...	...	...	...
010	...	...	...	...	...



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



### Problem Situation #3: Facilities and Time

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



### Blended Solution #3. Webcast Lectures (Tegrity, Echo360, Mediasite, etc.)



### 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. Explore Online Museums, Zoos, Library Exhibits (Museum of Online Museums or MoOM)



### Blended Solution #5. Open Ed Resources & OpenCourseWare (e.g., MIT OpenCourseWare)

The image shows two screenshots. The top one is the MIT OpenCourseWare website, displaying a list of courses by department. The bottom one is a video player showing a lecture titled 'Lec 3 | MIT 18.06 Linear Algebra, Spring 2005' with a professor in a blue shirt standing in front of a chalkboard.

### Blended Solution #6. ORL or Library Day (e.g., The Thompson Library at Ohio State Univ)

The image is a collage of three photos. The largest photo shows a multi-story library interior with bookshelves and people. A smaller photo shows people sitting at tables in a library study area. Another small photo shows the exterior of a modern library building.

### Blended Solution #7. Readings All Web Resources

- Post all articles to the Web or only use freely available ones.
- Let students select the ones that they want to read.
- Turn in final reflection papers.

The image shows a screenshot of a web resource page. It features a video player with a person speaking, and text below it that reads 'With MIT's Topical Edition, ITB, Lecture 2010, 1 Credit' and 'The World is Open with Web Technology'.

### 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.

The image shows a cartoon illustration of a student sitting at a desk with a laptop, looking thoughtful. There are also small figures of people around the desk, one appearing to be presenting or explaining something.

### Blended Solution #8. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia

The image shows two screenshots. The left one is a Wikibook page titled 'College of Information Processing Systems by City'. The right one is a Wikipedia page titled '1. Preliminary Work: Critiques of Learning Theories Wikibook (2010, 7/10)'.

### 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.

The image shows a cartoon illustration of a person holding a large gear. To the right, the text 'THE REAL WORLD' is written in a stylized, hand-drawn font.

**Blended Solution #9. Real World Problems (PBL online): Real-time Cases**

**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 #10. 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)**

**Blended Solution #11. 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**

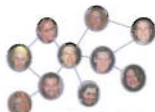
**Problem Situation #8: Student Reflections and Connections**

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

**Blended Solution #12. Expert Video Reflections and Scaffolds online (E-Reading First Ohio; reflect, share, and compare)**

### 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 #13. Global Videoconferencing



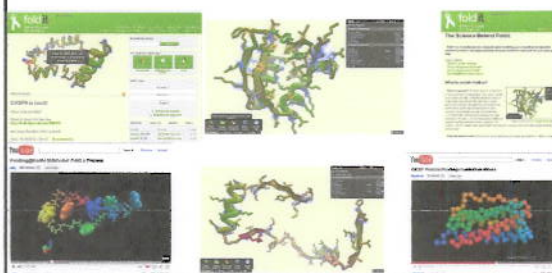
### Problem Situation #10: Need to Visualize Content

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



### Blended Solution #14. Foldit

(puzzles that explain the shape that proteins fold into; the results can have huge impacts on scientific discoveries needed for Alzheimer's, AIDS, Cancer, etc.) <http://fold.it/portal/>  
[http://www.youtube.com/watch?v=awEe\\_sU0r8I](http://www.youtube.com/watch?v=awEe_sU0r8I) (visual excerpt from interview below: 1:23 minutes)  
<http://www.youtube.com/watch?v=E21XUQajnu8&feature=fvw> (Stanford Project interview: 5 minutes)



### 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 #15. Educational Simulations



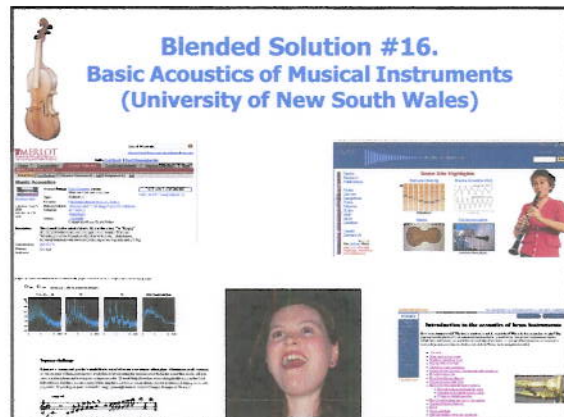


**Problem Situation #12:  
Preference for Auditory Learning**

- 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 #16.  
Basic Acoustics of Musical Instruments  
(University of New South Wales)**

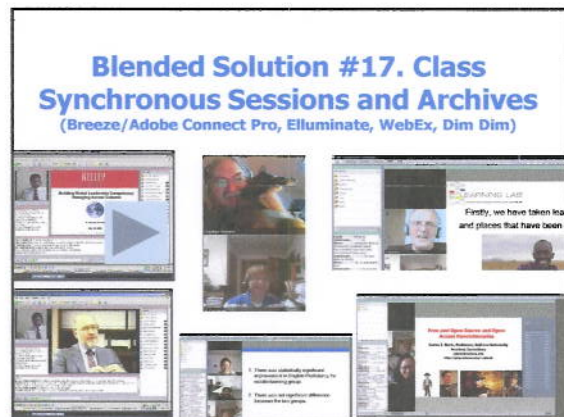


**Problem Situation #13:  
Lack of Instructor Presence**

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



**How many ideas did you get  
from this talk?**

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.




**Masterclass Part 2: The Rise of  
Shared Online Video, the Fall of  
Traditional Learning**

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## 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. **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?

5. **Dual coding theory (learning information verbally and visually is more richly stored):** Alan Paivio.
6. **Anchored instruction and macrocontexts:** John Bransford and colleagues.
7. **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. Fora 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



## Academic Earth



Free online video courses from leading universities.

Featured courses include: Introduction to Web 2.0, JavaScript, and Darwin: Natural Selection.

## Shared Online Video (e.g., YouTube and the Royal Channel)



THE ROYAL CHANNEL

Kylie Minogue collects her OBE at Buckingham

## TV Lesson (expert videos)



**Pubcasts! (videos of scientific papers and science; e.g., SciVee) NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers.**



## Topical Lectures from Famous People (e.g., Big Think; Academic Earth)



## Videos of the Periodic Table

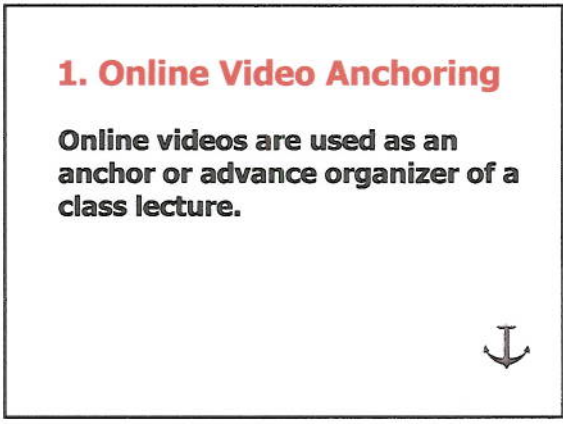
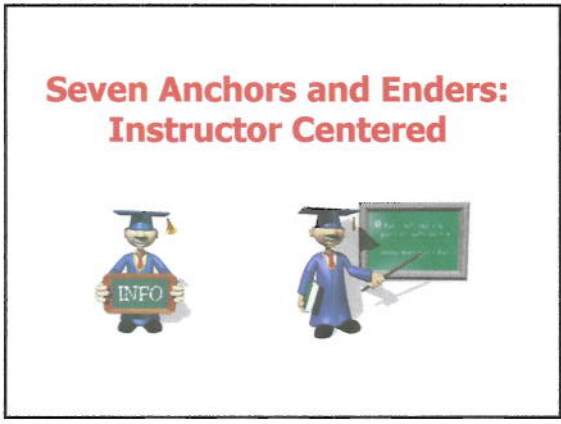
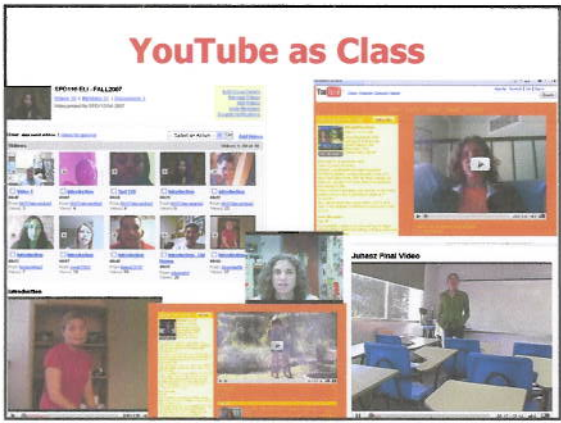
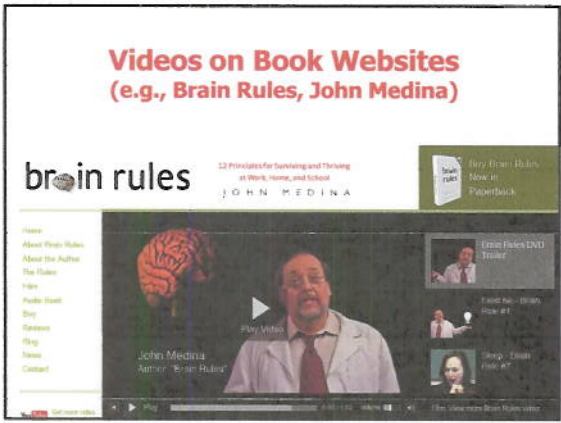


## Medical Animations and Videos (e.g., YouTube, CNN, BBC)



## Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)





## Learning and Memory Videos

## 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.

## 2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.

## 3. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.

## 4. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.

## RSA Animate - Drive: The surprising truth about what motivates us

<http://www.youtube.com/watch?v=u6XAPnuFJ2c>

## 5. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.



## Five Anchors and Enders: Student Centered



## 1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



## 2. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



## 3. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



## 4. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



## 5. Anchor Creator Interviews

Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.



Karl Fisch, Did You Know? Shift Happens—Globalization, Information Age

## Advice and Guidelines

1. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
2. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.



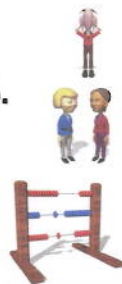
## Advice and Guidelines

3. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
4. Have back-up videos in case do not work or are taken down.



**Poll: How many ideas did you get from 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!



## Blended and Beyond Questions and Comments

**Note: Bonk papers and talks at:**  
**Slides at: [TrainingShare.com](http://TrainingShare.com)**  
**Papers: [PublicationShare.com](http://PublicationShare.com)**  
**Book: <http://worldisopen.com/>**