
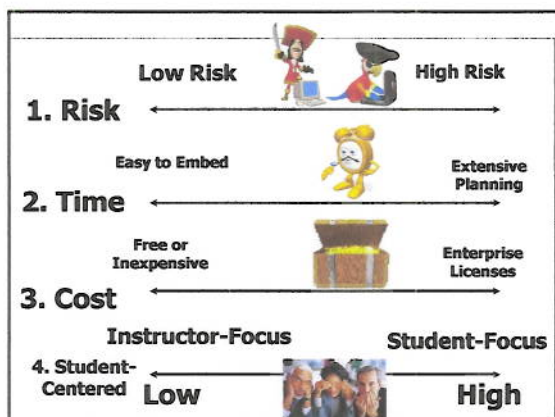



**100+ Innovative, Interactive, and Easy to Implement Instructional Ideas**

Dr. Curtis J. Bonk, [cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)  
Professor, Indiana University


### 1. Structured Controversy Task

- Assign 2 to pro side and 2 to con side
- Read, research, and produce different materials
- Hold debate (present conflicting positions)
- Argue strengths and weaknesses
- Switch sides and continue debate
- Come to compromise
  - Online Option: hold multiple forums online and require to comment on other ones.



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


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



### 3. Brainstorming

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

- Generating ideas to solve a particular problem, issue, situation, or concern.
- More is better and the wilder the better.
- Hitchhiking or piggybacking as well as combining ideas is encouraged. However, there is no evaluation of ideas allowed.
- For example, How can we increase the use of active learning ideas in college settings?




### 4. Mock Trials with Occupational Roles

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

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

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



### 5. Scholar Role Play or Debate Panel or Symposia

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

### 6. Online Role Play Personalities

- List possible roles or personalities (e.g., coach, questioner, optimist, devil's advocate, etc.)
- Sign up for different role every week (or for 5-6 key roles during semester)
- Reassign roles if someone drops class
- Perform within roles—try to refer to different personalities in peer commenting

### 7. Six Hats (Role Play):

(from De Bono, 1985; adopted for online learning by Karen Belfer, 2001, Ed Media)

- White Hat: Data, facts, figures, info (neutral)
- Red Hat: Feelings, emotions, intuition, rage...
- Yellow Hat: Positive, sunshine, optimistic
- Black Hat: Logical, negative, judgmental, gloomy
- Green Hat: New ideas, creativity, growth
- Blue Hat: Controls thinking process & organization

### 8. Jigsaw

- Form home or base groups online of 4-6 students.
- Student move to expert groups in online forums.
- Share knowledge in expert groups and help each other master the material.
- Come back to base group to share or teach teammates.
- Students present ideas FTF or in a **synchronous webinar** or are individually tested; there are no group grades.

### 9. Eight Nouns Activity

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

### 10. Scavenger Hunt (online?)

1. Create a 20-30 item scavenger hunt (perhaps to find resources that will later need).
2. Engage in activity.
3. Collect work.
4. Post scores.

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

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

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



## 12. Accomplishment Hunt

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

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



## 13. Séance or Roundtable

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



## 14. One minute papers or muddiest point papers

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

- Have students write for 3-5 minutes what was the most difficult concept from a class, presentation, or chapter. What could the instructor clarify better.
- Send to the instructor via email or online forum.
- Optional: Share with a peer before sharing with instructor or a class.



## 15. PMI (Plus, Minus, Interesting) (L = Cost, L = Risk, M = Time)

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



Cool Stuff

## 16. Free Text Chats

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

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



### 17. Reuse Online Discussion Transcripts

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



### 18. Reuse Blog Transcripts

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



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



### 20. Online Book Reviews (L = Cost, M = Risk, M = Time)

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



### 21. Listen and Reflect on Book Author Podcasts



### 22. Webstreamed Lecture Reflections

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



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

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



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

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



### 25. Paired Article Critiques in Blogs

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

Article	Student Critique	Student Peer Review
Ashworth, J.B. (2007). <i>Does the Community of Inquiry Framework Predict Outcomes in Online MBA Courses?</i>	Stephen Messer	Lorraine Ryan
	Caroline Parnell	Karen Leopold
	Liz Ye	Flores Liu
	Alex Binkley	Lori Adkins
Meyer, K.A. (2002). <i>Face-to-Face versus Threaded Discussion: The Role of Tone and Higher-Order Thinking</i>	Lorraine Ryan	Paul Anderson
	Hank Chantal	Yvonne Toucy
	Nancy Arnes	Caroline Parnell
	Karen Leopold	Liz Ye
Sera, P., Li, C.S. and Polzer, A. (2006). <i>A study of teaching presence and student sense</i>	Frankie Whitson	Alex Binkley
	Hannah Stewart	Sofia Rosowich
	David Sloan	Nancy Arnes

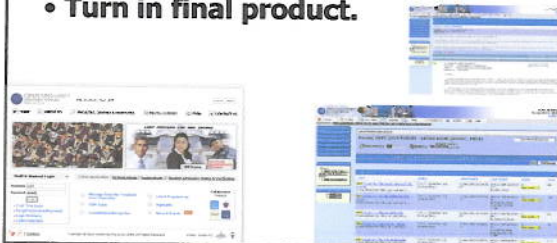
### Think-Pair-Share... What have you learned so far?

- If no partner, stray to another group.
- Share with group



### 26. Cross-Class Collaboration

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



### 27. Student Generated Podcasts and Reflections

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



## 28. Just-In-Time Syllabus

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

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)  
e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.



## 29. 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.



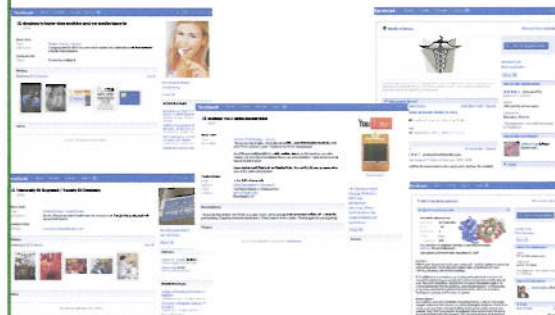
## 30. Class Voting and Polling (perhaps electronic)

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

(Note: Delphi or Timed Disclosure Technique: anonymous input till a due date and then post results and reconsider until consensus  
Rick Kulp, IBM, 1999)



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



## 32. Case-Based Learning: Student Cases

1. Model how to write a case and practice answering.
2. Generate 2-3 cases during semester based on field experiences.
3. Link to the text material—relate to how how text author or instructor might solve.
4. Respond to 6-8 peer cases.
5. Summarize the discussion in their case.
6. Summarize discussion in a peer case.  
(Note: method akin to storytelling)



## 33. Scenario Learning (Option 6, Bloomington, IN)



### 34. Poster Sessions and Gallery Tours (Bonk, 1995)

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



### 35. Peer Mentoring Sessions (Bonk, 1996)

1. Have students sign up for a chapter wherein they feel comfortable and one that they do not.
2. Have a couple of mentoring sessions in class.
3. Debrief on how it went.



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

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



### 37. Rapid Data Collection

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



### 38. Questioning Options (Morten Flate Pausen, 1995)

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



### 39. Stand and Share

1. Present a question.
2. When know the answer, stand up to indicate to the instructor that you have an answer.
3. Wait until all are standing.
4. Call on one at a time.
5. When you give an answer or hear you answer given, you can sit down (unless you have an additional answer).







## 45. Little Known Fact #2

- Write on notecard a little known fact.
- Instructor collects and passes out.
- Students put card on forehead without reading it and finds the person with it (yes/no questions: is this you?).
- When find match, interrogator asked questions of the confessor and finally guesses it.

–Could do this online.



Little  
Known  
Facts



## 46. Séance or Roundtable

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



## 47. Swami Questions (V)

1. Have students leave you with questions during break time.
2. At end of session go thru as many of them as you can in last 5-10 minutes.
3. Alternative Swami Questions (V)
4. Take questions home and come up with creative answers (put in sealed envelopes)
5. Next time start class dressed as a swami and put answers and answer questions before opening envelopes.



## 48. Just Suppose or What If (L = Cost, L = Risk, M = Time)

- Imagine a situation or scenario and reflect on the consequences.
- "Just suppose you have six weeks of paid professional development each summer for workshops or classes like this, what would teaching be like? What would learning be like?"



## 49. Wet Ink or Freewriting (L = Cost, M = Risk, M = Time)

Writing without reflecting or lifting your pen for a set period of time.

- Just imagine: imagine you have created a highly active teaching situation...What do you see? Can students wonder, question, speculate, take risks, active listening, respect for ideas, withhold judgment, seek justification??? How is creativity fostered here? Describe environment. Physically, mentally, emotionally, etc...



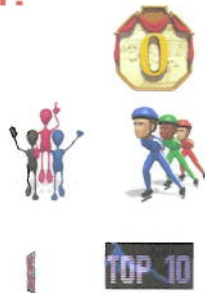
## 50. Cool Resource Provider (Bonk, 2004)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.

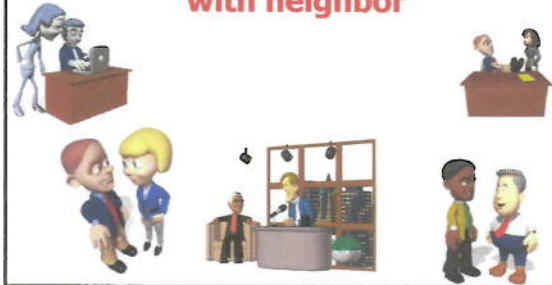



**Poll: How many ideas did you get so far?**

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




**Half-Way...Brief Intermission  
Please Share Best Idea so far  
with neighbor**





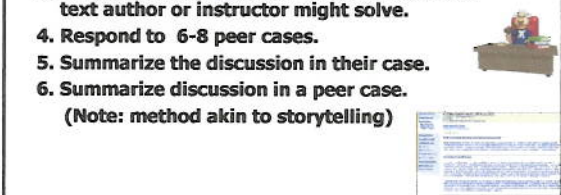
### 51. Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. If a large section class, divide into teams
3. Reflect on job setting or observe in field
4. Record notes on Web and reflect on concepts from chapter
5. Respond to peers
6. Instructor summarizes posts




### 52. Case-Based Learning: Student Cases

1. Model how to write a case and practice answering.
2. Generate 2-3 cases during semester based on field experiences.
3. Link to the text material—relate to how text author or instructor might solve.
4. Respond to 6-8 peer cases.
5. Summarize the discussion in their case.
6. Summarize discussion in a peer case.  
(Note: method akin to storytelling)




### 53. 99 Second Quotes (L = Cost, M = Risk, M = Time)

- Everyone brings in a quote that they like from the readings
- You get 99 seconds to share it and explain why you choose it in a sync chat or videoconference
- Options
  - Discussion wrapped around each quote
  - Small group linkages—force small groups to link quotes and present them
  - Debate value of each quote in an online forum



### 54. Set Time Presentations (L = Cost, M = Risk, M = Time)

- Assign topic to present on for next class.
- Inform of time allotted.
- Student present.
- Stop when time is up.
- Open to questions and answers.
- Instructor comments.
- Move to next person.



### 55. Reflection Papers Trend Papers (3-4 page)

- Have students write papers about emerging trends in the field.
- Have them select topics from a list or suggest topics. What did they learn?
- Perhaps have them present their trend papers to the class.



### 56. Reflection Papers: Job Application Papers (3-4 page)

- Students write reflection papers on how different concepts in class link or connect (or perhaps later might connect) to their present or future jobs.
- Perhaps provide them with sample papers from prior semesters.



### 57. The Envelope Game (Thiagi, 1988)

- Tell class they will be tested on ability to apply their learning.
- Have teams write a problem on a large envelope.
- Pass to next team to solve (they place solution in envelope).
- Pass to next team to solve and so on.
- Original team ranks solutions.
- Have teams retrieve ranked solutions.



### 58. Index Match Cards (Active Learning, Silberman)

- Make an equal amount of note cards, half with questions and the other half with the answers to the questions.
- Mix up and give each student a card.
- The exercise is to find you match.
- After they find their match, go around the class and go through questions and answers.



### 59. Two Heads vs. One (Thiagi, 1988)

- Everyone posts a 100 word summary of an article.
- Students pair up and produce a better 100 word summary.
- Their 3 summaries are read and rated by other groups.
- Groups rank them for 1 for best, 2 for 2<sup>nd</sup> best, and 3 for third.
- Pass back to original team.



### 60. Summary Judgment (Thiagi, 1988)

- Collect summaries and distribute 2 to each group of 2 people.
- Have them put a smiley face by the best summary.
- Post summaries on wall and have students read them.



### 61. One Visual Exercises

- Tell students to bring in one visual representing their outside readings.
- Have students become the instructors using that visual.



### 62. Different Strokes (Thiagi, 1988)

- Have students create a summary of the readings: 1 page, 2 page, 10 question, an outline, a visual, a list of key points, a flowchart, a mind map, a slogan, a bumper sticker.
- Share and compare.
- Discuss.



### 63. Outlines and Outline Mentoring (Thiagi, 1988) (L = Cost, M = Risk, M = Time)

- Give students choice in the assigned readings.
- Have them bring an outline of the best 1 article he/she read.
- Have them follow lecture with outline and then discuss pts missed by instructor.
- Have them generate Q's from outlines.
- Have them mentor another student who did not read that article.



### 64. Press Conference (Thiagi, 1988)

- Divide class into 3 teams and assign different articles or readings
- Next time announce a team to get ready for a press conference
- Members of other 2 groups write down 3 questions each on index cards
- Mix and redistribute 3/student
- Identify particular people from the press conference group and ask questions of them
- Other 2 groups decide on most imp't points and makes a presentation on them.



### 65. Poster Sessions (Bonk, 1995)

- Have students create something from the readings—a flowchart, timeline, taxonomy, concept map.
- Have half of the students present their ideas in one half of the room for 15-20 minutes and then reverse roles.



### 66. Starving Artist Art Fair (Bonk, 1997)

1. Have students create concept maps for different chapters.
2. Put work on wall and only identification is a student number.
3. Students go around the room and rank each piece of art.
4. Pass out \$1,000,000 of (Bonker) bills to each student.
5. Bid on artwork
6. Those with highest rated artwork and most accumulated artwork get bonus points.





### 73. Planted Questions (Active Learning, Silberman)

- Choose questions that will help guide my lesson and write them out on note cards sequentially with a cue on them.
- Prior to the lesson pass the cards and explain to the students who you gave cards to about the cues.
- Then during the implementation of the lesson perform cues to get students to ask questions which guide lesson.
- Debrief at end.



### 74. Questioning Options (Morten Flate Pausen, 1995)

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



### 75. Rapid Data Collection

- Before, during, or after a lecture, assign students to go outside for 15-20 minutes to collect data on certain questions.
- Give handout.
- Come back to class to discuss.
- Perhaps assign to teams with competitions.



### 99 seconds: What have you learned so far?

- Write down 1-2 solid ideas and 1-2 fuzzy ones.
- Share with partner.
- Share with group.



### 76. Volunteer Technology Demos (Bonk, 1996)

- Take students to a computer lab.
- Have students conduct a technology demonstration that relates to something from the class (replaces an assignment).
- Include handout
- Debrief



### 77. Tests and Bells (Bonk, 2004)

- After or during a lecture, have students form into interest groups and make summaries of pts.
- Have the students take a class quiz.
- Each group gets a bell to answer pts from the lecture.
- Give pts for first group (or 2) that rings their bell and has correct answer. (take off pts for wrong answers.)
- Total pts and give prizes.
- Discuss and debrief



### 78. Surface and Deep Facts and Questions (Bonk, 2011)

- Students write a major fact from the prior week on a notecard and a minor one on the reverse.
- Under that, they note a surface question on a notecard and a deep question on the back.
- Pass card to the right and read new card. Do this twice.
- Now answer questions on card you have.
- Pass to right and read twice.
- Now apportion pts to each question and fact.
- Read the ones you like best.



### 79. Nominal Group Process

1. Give statement of the problem.
2. Silent generation of ideas to solve it.
3. Round robin sharing of ideas and piggy backing of them.
4. Classification & grouping of ideas.
5. Straw vote ranking of ideas. Secret ballots.
6. Further clarification of ideas and emerging concepts. Can change wording.
7. Final priority weighting. Public vote.



### 80. One Stray-Three Stay

- Give a task to small groups of students.
- Assign one person as spy or pirate to see the answers of other students (one stray-three stay method) and share with group.



### 81. One Stay-Three Stray

- Group assigns one person from their group to stay behind and share product or ideas with others who visit their poster or station (one stay-three stray method).



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

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

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



### 83. Metaphorical thinking (L = Cost, M = Risk, M = Time)

- how is my school like:
  - a prison, a beehive, an orchestra, ghetto,
  - expedition, garden, family, herd, artist's palette,
  - machine, military camp, Olympic games, hospital, theater, etc.



**84. Student Selected Lectures**  
(Frederick, College Teaching)  
(L = Cost, M = Risk, M = Time)

- Orderly brainstorming in which the students generate ideas about the topic for today.
- Ideas are organized in some rationale coherent pattern on the chalkboard.
- Students vote on what items to discuss.
- **Alternatives: students select lecture topics, stories, or activities from a list provided by the instructor.**



**85. Force Field Analysis on Problem**  
(L = Cost, M = Risk, M = Time)

- **Driving Forces:** list on left side of a paper, the forces that might help them solve a problem (the allies!).
- **Restraining Forces:** list on the right, the forces that are working against them. What are the forces operating against the solution of the problem?
- Perhaps assign some value related to difficulty or importance and compare columns and make decisions (e.g., 0 (low) to 5 (high)).

**86. K-W-L or K-W-H-L**  
(L = Cost, L/M = Risk, M = Time)

At the end of a unit, student presentation, videotape, expert presentation, etc., have student write down:


- What did you know?
- What do you want to know?
- What did you learn?
- H = How will we learn it?




**87. Text-Based Bingo Cards** (Bonk, 2002)

- Hand out Bingo cards with categories of key ideas on the horizontal (e.g., (online instructional techniques) and vertical (e.g., different age groups or disciplines).
- As you go through each category, students look at the connection and indicate how they would use that idea.
- First one with Bingo gets a prize.








So who has Bingo?



BINGO			
one	two	three	four
five	six	seven	eight
nine	ten	eleven	twelve
thirteen	fourteen	fifteen	sixteen

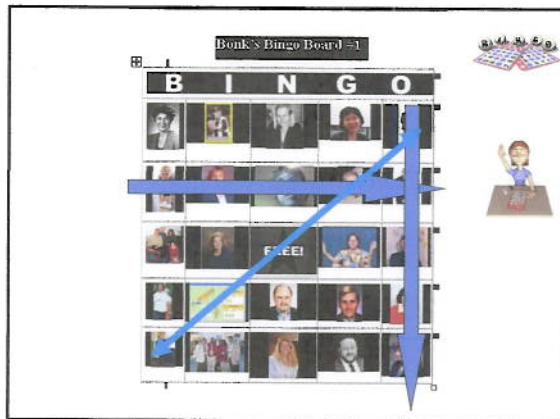




**88. Visual Bingo Cards** (Bonk, 2003)



- Hand out Bingo cards of pics of people from the field.
- Have a PowerPoint presentation of key points and include a picture of someone in the field associated with each slide.
- If have matching pic on Bingo card, they must do something (e.g., explain how they would use the idea)
- First one with Bingo gets a prize.





### 89. Wikibook Creation

- Ask students to create a Wikibook.
- Give feedback to peers.

### 90. Poster Sessions and Gallery Tours (Bonk, 1995)

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

### 90b. Talking String (L = Cost, L = Risk, L = Time)

- State what hope to gain from this workshop (or discuss some other issue) as wrap string around finger; next state the names of previous people and then state their reasons.

### 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.



### "Video Primers in an Online Repository for e-Teaching and Learning" V-PORTAL, TravelinEdMan (27 free/open YouTube videos), September 2010

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



### Free music video site Vevo eyes iPad, other mobile possibilities, Jefferson Graham, USA TODAY, December 17, 2010

[http://www.usatoday.com/tech/news/2010-12-17-vevo17\\_ST\\_N.htm](http://www.usatoday.com/tech/news/2010-12-17-vevo17_ST_N.htm)

Top video content streams	Viewers
Google (YouTube)	14.3 billion
Yola	787 million
Yahoo	560 million
Vevo	540 million
Viacom	457 million
Discovery	455 million
AOL	340 million
Blue	247 million
Fox Interactive (iSpace)	200 million
CBS	197 million

### Skype for iPhone adds two-way video calling

### cnet Reviews, December 20, 2010

[http://reviews.cnet.com/8301-19512\\_7-20026803-233.html](http://reviews.cnet.com/8301-19512_7-20026803-233.html)



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

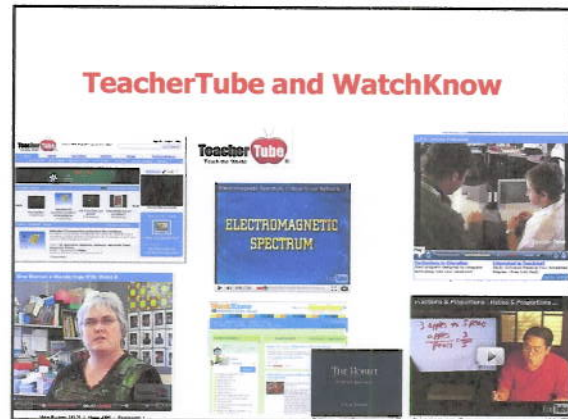
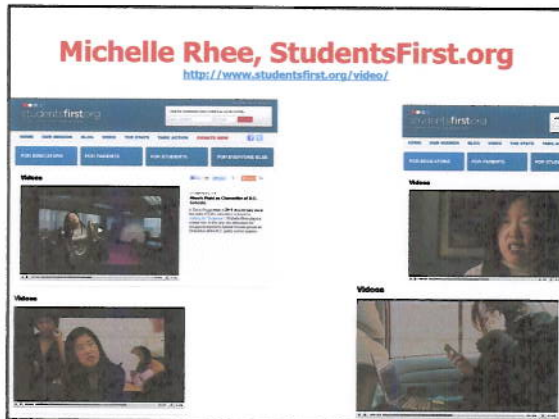
- Video "YouTube" story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)



### Fora TV (Howard Gardner and Michelle Rhee)

[http://fora.tv/2009/07/02/Transforming\\_the\\_System\\_An\\_Interview\\_with\\_Michelle\\_Rhee](http://fora.tv/2009/07/02/Transforming_the_System_An_Interview_with_Michelle_Rhee)






**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, Expto.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong




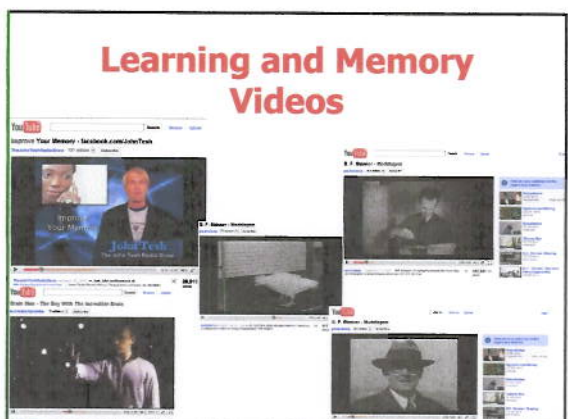
**Five Anchors and Enders:  
Instructor Centered**



**91. Online Video Anchoring**


Online videos are used as an anchor or advance organizer of a class lecture.






**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.




**92. Online Video Ender**

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




**93. 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.




**94. 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=u6XAPnuFJc>



**95. 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



## 96. 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.



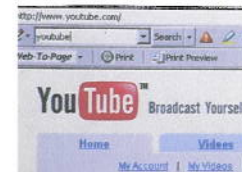
## 97. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.



## 98. Anchor Archives

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



## 99. Video Anchor Debates

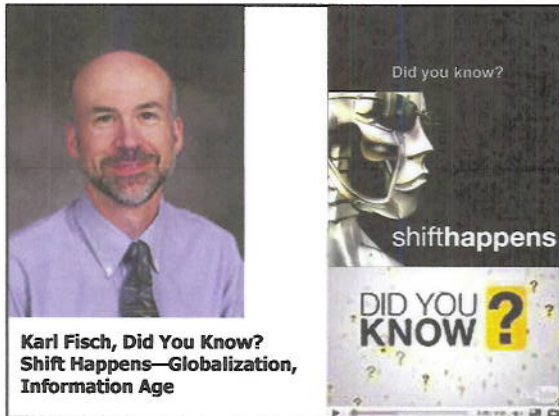
Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



## 100. 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.



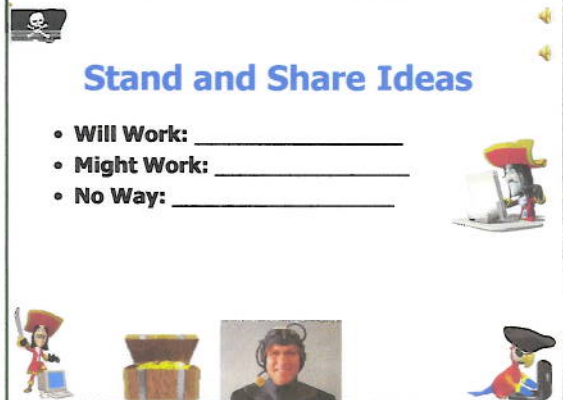
### Advice and Guidelines

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.



### Stand and Share Ideas

- Will Work: \_\_\_\_\_
- Might Work: \_\_\_\_\_
- No Way: \_\_\_\_\_

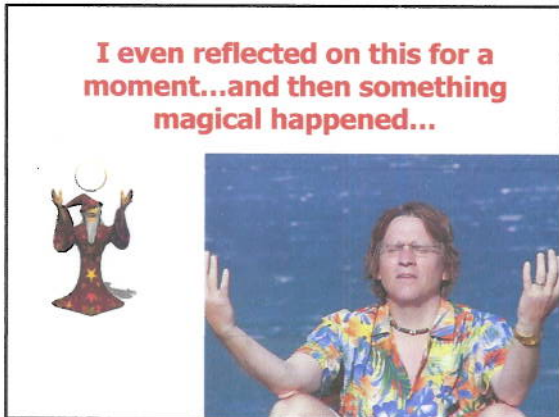


**We are not motivating students with the technologies that they love!**



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





**TEC-VARIETY Model for Online Motivation and Retention**

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

**1. Tone/Climate: Social Ice Breakers**

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

**B. Favorite Websites**

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

**1. Tone/Climate: C. Video Course Intros**  
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

**2. Encouragement, Feedback, etc.:**

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


**3. Curiosity, Fun:**

**A. Online News**  
(Giant jellyfish, Tiny T. rex, and Ardi)

### 4. Variety, Novelty:

#### A. Cool Resource Provider or Tech Demos..MM

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class.



**PS40 Cool Resource Provider and Moderator Sign Up Sheet**

Available people are working with the few students who it is possible they may not attend while you are trying to raise money. Make sure you have someone to do the sign up sheet by contacting your business teacher for help and ask for a copy below.

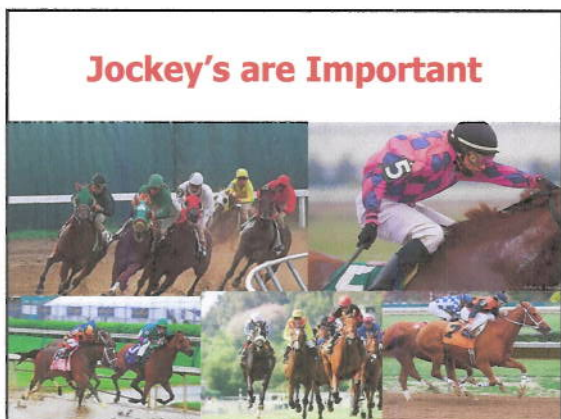
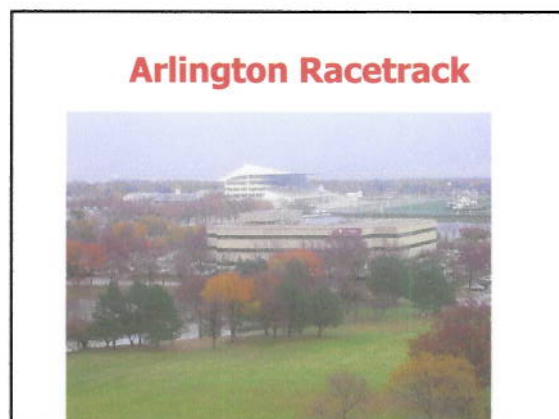
**Instructions:** Please get your name in the list for the **PS40 WEEK** our next daily completion was for **October 10-12 or Adult Learning, 2010**. If you are unable, please check the green **Sign Up** button below each week.

**Week 1: Introduction to the Study of Learning** **Adult**

2. Introduction to the Study of Learning


2. Introduction to the Study of Learning

2. Introduction to the Study of Learning



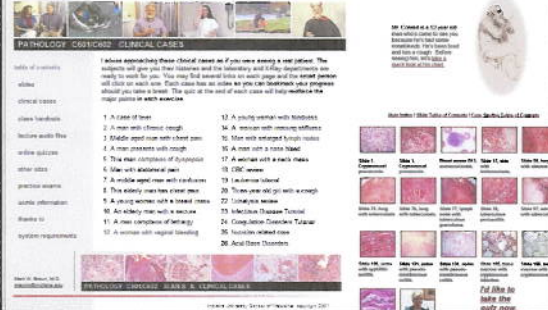
### 5. Autonomy, Choice: A. Online Literature Search (Class Google Jockeys)

(links to text, soundtracks, video clips, etc.)



### 6. Relevance, Meaningfulness:

#### B. Online Cases (e.g., Mark Braun, IU)

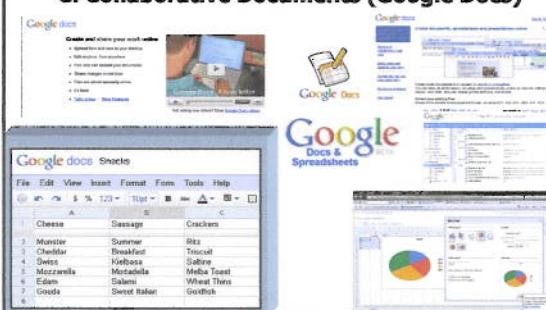


**PHYSIOLOGY CASE STUDY: CLINICAL CASES**

1. A case of heart failure  
2. A man with chronic cough  
3. Middle aged man with chest pain  
4. A man presents with cough  
5. The main complaint of dyspnea  
6. Man with abdominal pain  
7. A middle aged man with weakness  
8. This elderly man has chest pain  
9. A young woman with a head injury  
10. An elderly man with a seizure  
11. A man complains of vertigo  
12. A woman with vaginal bleeding

13. A young woman with headache  
14. A woman with urinary symptoms  
15. Man with enlarged lymph nodes  
16. A man with a nose bleed  
17. A woman with a neck mass  
18. CRC screen  
19. Cervical cancer  
20. Ten year old girl with a cough  
21. Complete review  
22. Infectious Disease Tutorial  
23. Congenital Deafness Tutorial  
24. Congenital Deafness Tutorial  
25. Nucleus Pulposus  
26. About the Cervix

### 7. Interactive, Collaborative: C. Collaborative Documents (Google Docs)



**Google docs**

Google Docs and Sheets are your most useful tools.

- Collaborative Documents
- Collaborative Spreadsheets
- Real-time updates
- Real-time collaboration
- Alerts
- Webinars

Choose	Message	Crackers
1. Munster	Summer	Ritz
2. Chandler	Breakfast	Triscuit
3. Quets	Hellbox	Salina
4. Mozzarella	Mozzarella	Medea Toast
5. Eden	Salami	Wheat Thins
6. Gouda	Sweet Italian	On the Border



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

**9. Tension, Challenge, etc.:**  
**B. Electronic Guests & Mentoring...MM**

**10. Yields Products, Goals:**  
**A. Student YouTube Products...MM**

<http://www.youtube.com/watch?v=xwSjryPzsQ>  
[http://www.youtube.com/watch?v=x3FJy4Pn\\_E](http://www.youtube.com/watch?v=x3FJy4Pn_E)  
<http://www.youtube.com/watch?v=eD1awpaSuP0>

**TEC-VARIETY Model for Online Motivation and Retention**

**Tone/Climate**  
**Encouragement, Feedback**  
**Curiosity**

**Variety**  
**Autonomy**  
**Relevance**  
**Interactive**  
**Engagement**  
**Tension**  
**Yields Products**

**99 seconds: What have you learned so far?**


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

**Magic #2: The R2D2 Model**

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



## The R2D2 Method

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




## 1. Auditory or Verbal Learners

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

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




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

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





## Read 1c. Wikibook or Wikipedia Editing or Critiques

- Ask students to critique a wikibook or page from Wikipedia



## 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

### Reflect 2a. Critical Friend Blog Postings...MM

My Weblog is Not Being There

It's not 2004 anymore. Back then, it was the only solution. Now, there's a lot of other options. It's not just about the content anymore. It's about the design. It's about the user experience. It's about the way you present your information. It's about the way you interact with your audience. It's about the way you build your brand. It's about the way you tell your story. It's about the way you connect with your readers. It's about the way you make your blog a place where people want to spend their time. It's about the way you make your blog a place where people want to learn. It's about the way you make your blog a place where people want to be inspired. It's about the way you make your blog a place where people want to be challenged. It's about the way you make your blog a place where people want to be entertained. It's about the way you make your blog a place where people want to be educated. It's about the way you make your blog a place where people want to be entertained. It's about the way you make your blog a place where people want to be educated.

### Reflect 2b. ORL or Library Day (e.g., The Thompson Library at Ohio State University) ...MM

### Reflect 2c. Life of a Scientist or Famous People Website (e.g., Brian J Ford, independent scientist)

<http://www.youtube.com/user/tellymonitor#p/a/u/1/LhGeApeKiaar>

### 3. Visual Learners

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

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

### Display 3b. Timeline Tools (e.g., SMILILE from MIT, Learning Tools from UBC)

**Display 3c. Online Portals of Rich Data**  
**United Nations Opens World Digital Library, Turning the Pages from the British Library, etc. (history, culture, literature, writing, art, etc.)**

**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.

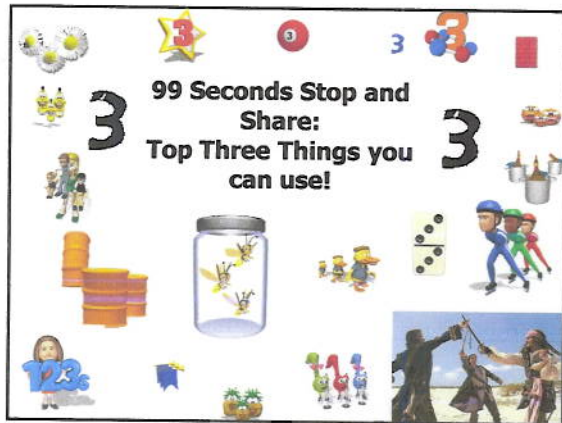
**Do 4a. Syllabus, Glossary, etc. in wiki:**  
**Students sign up for tasks (Ron Owston, York University)**

**Do 4b. Create Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)**

**Do 4c. Podcast Productions and Virtual Performances for students of pronunciation class (e.g., Tzu-Su Chen, Taiwan)**

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

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



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



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

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



**Slides at: TrainingShare.com**  
**Papers: PublicationShare.com**  
**Book: <http://worldisopen.com/>**  
**The World is Open.**

