Instructional Ideas and Technology Tools for Online Success

Massive Open Online Course

Dr. Curt Bonk, Indiana University
CourseSites by Blackboard
May 2012
Preface

Introduction:
Dr. Curtis Bonk taught an open course utilizing the CourseSites platform over the span of 5 weeks during May 2012. This document is a culmination of themes from discussions and blogs posts from the course as well as shared resources. Each week contains links to the session recording from the week, link to the PDF of the PowerPoint slides, the discussion and blog summary, and resources. We would like to thank all the course participants for their valuable contribution of ideas, resources, and collaboration.

The course will remain accessible at https://open.coursesites.com/.

Course Description:
Motivating students and creating community within blended and online learning environments are crucial to academic achievement and success. This open course will provide both theoretical concepts and practical tools for instructors to improve motivation, retention, and engagement within blended and online courses.

Course Objectives:
- Identify and apply relevant motivational strategies and instructional techniques
- Construct thinking skill options for different types of learners and subjects
- Design and share innovative thinking skill activities as well as unique cooperative
- Map and apply instructional models and ideas to online learning tools

About the Professor:
Curt Bonk (http://profile.educ.indiana.edu/Default.aspx?alias=profile.educ.indiana.edu/cjbonk) is Professor of Instructional Systems Technology at Indiana University and President of CourseShare. Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology. He received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. A well-known authority on emerging technologies for learning, Bonk reflects on his speaking experiences around the world in his popular blog, TravelinEdMan (http://travelinedman.blogspot.com/). He has coauthored several widely used technology books, including The World is Open: How Web Technology is Revolutionizing Education (2009), Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing(2008), The Handbook of Blended Learning (2006), and Electronic Collaborators (1998).

CourseSites by Blackboard:
CourseSites (http://www.coursesites.com) is a free, hosted online course creation and facilitation service that empowers individual K–12 teachers, college and university instructors and community educators to add a web–based component to their courses, or even host an entire course on the Internet.

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VI. COURSE RESOURCES
I. Week 1: *Motivation and Retention Online (TEC-VARIETY)*

**TEC-VARIETY Model**
- Tone/Climate: Psych Safety, Comfort, Belonging
- Encouragement: Feedback, Responsive, Supports
- Curiosity: Fun, Fantasy, Control
- Variety: Novelty, Intrigue, Unknowns
- Autonomy: Choice, Flexibility, Opportunities
- Relevance: Meaningful, Authentic, Interesting
- Interactive: Collaborative, Team-Based, Community
- Engagement: Effort, Involvement, Excitement
- Tension: Challenge, Dissonance, Controversy
- Yields: Goal Driven, Products, Success, Ownership

a. Week 1 Session Resources


b. Week 1 Discussion Board Summary

**Motivation and Retention Challenges:**

- I too have many students who identify having no experience using the technology and then don't take advantage of training.
- Some students and even faculty are afraid to ask questions in fear that they will appear to be stupid.
- Almost daily I experience resistance (from the faculty) to anything other than a whiteboard, over filled PowerPoint slides, and a textbook.
• I find the lack of reading directions to be a key factor in why some students failed their final project.
• Fear of being wrong in what they say.
• The whole "you must post one response and reply to three other students' posts" makes what could be a great opportunity to explore a topic so mechanical and uncreative.
• Language problems
• Students are procrastinators and try to complete an entire semester of work on the day before the last day of class, and then ask for an extension.
• I find that breaking assignments down into bite-sized chunks helps.
• Have the students complete in-class activities during the online session and randomly call on students to share their screen and or use the whiteboard all while giving their explanation via the mic. Students who did not respond would of course be penalized.
• Students have a misperception of online courses pertaining to the time and effort that should be put in. Often perceiving online courses as minimal work, effort, and time.
• Learners are online student for a reason, time constraints due to jobs, life, etc.
• Procrastination and poor time management: do not understand the amount of time needed to devote to their online courses.
• Instructors and students not actively engaging students/peers consistently.
• Issues with students reading the syllabus.
• Online course can be overwhelming for some students, such as late enrolled students.
• Language barriers: some don’t feel comfortable sharing.
• Course design: courses can have a boring look and feel to them.
• Failure to make the content come alive to students (i.e. making it relevant).
• Some instructors lack the necessary training for teaching F2F and online courses.
• Sometimes the learner can simply feel that it's easy to 'hide' in a large class.
• Time zones
• Restrictions on accessing materials for entire course
• Courses do not acknowledge varying skill levels.
• After I presented what I felt was a significant point or asked a question on a forum, there was no response from either learners or the instructor.
• My face-to-face teaching style relies heavily on student interactions, with my interactions usually just to direct discussion traffic. This same approach doesn't work online, especially as a class begins.
• I am not IT trained.
• Lack of on-time feedback from instructors and lack of peer interactions between students.
• Poorly calculated the amount of study time they needed in order to keep up with an online course.
• The group of learners who has the hardest time with motivation are those who:
  ▪ Only want a grade, independent of the work required to earn the grade.
  ▪ First-time distance learners, who are not prepared for the rigors of independent/facilitated learning
  ▪ Do not respond or engage
Only want positive strokes, not authentic and realistic feedback/coaching
Let life distract them from the learning goals and fail to discuss the distractions or ask for support
Take a course because it is required, not necessarily desired
Fail to make the connections from the materials to the real world, i.e., find utility in the knowledge

One of the biggest challenges that I have experienced with student motivation is their own assumptions as to how an "online" course is supposed to be constructed, and how they the student is to be evaluated.
The great difficulty for them is working alone at home. Loneliness seems to be the major problem.
They do not adhere to deadlines.
I find it extremely time-consuming to comment on every post by every student and to give him or her meaningful feedback.

Solutions:

P540 Week 3: Archive URL: mms://wms.indiana.edu/ip/istream/fall08/EDUC-P_540_8832_20080905_2.wmv (Recorded September 5, 2008 - 45 minutes)
Social Cognitive Theory and Self-Efficacy from Albert Bandura
Social learning theories (e.g., Bandura, 1977)

Stephen Covey's "Begin with the end in mind"
FYI, here is an interesting recent publication from the DOE on Analytics
SNAPP analytic tool (free download at http://research.uow.edu.au/learningnetworks/seeing/snapp/index.html) that provides a visual representation of online discussion. A visualization shows the interactions in discussion forums and "identifies disconnected students, information brokers high and low performing students, and the extent to which a learning community is developing."
• One can use podcasts, voice mail, voice announcements, use Jing (free), Audacity (free) or Camtasia (expensive) for PC or GarageBand for Mac users. If audio is included, best practices require that transcripts are included for the hearing impaired.

• [http://www.podomatic.com](http://www.podomatic.com)

• Students could be in charge of leading content summary for different weeks/units by posting a video overview that ingests the course content and adds their own personal flair to the experience at the same time.

• Two things were helpful: (a) the feeling that the instructor was listening, and (b) the feeling that the instructor was taking action (doing things, being responsive, making suggestions, etc).

• Another approach is to give ownership to the learners.

• Motivating students begins with motivating faculty.

• book, Made to Stick, by Chip Heath and Dan Heath

• This article from The Chronicle on Higher Education demonstrates how tech and nontech can both work--if "wonder" is a major part of the course: [http://chronicle.com/article/A-Tech-Happy-Professor-Reboots/130741/](http://chronicle.com/article/A-Tech-Happy-Professor-Reboots/130741/). It's not what you use; it's how you create that sense of purpose, wonder, and community.

• Students need to feel that their work is appreciated.

• Prepare an introduction similar to an ad that promotes the course and all it has to offer.

• Scrap the textbook and use current, relevant documents such as journals, newspapers, chapters of books, etc.

• Finding Flow: A Journey Toward Happiness

• Reference: Rachelle (2012, May 2). Finding flow: A journey toward happiness [Web log]. Retrieved from [http://tinkerlab.com/2012/05/finding-flow-how-children-find-happiness/Authentic, relevant and engaging tasks which the adult learner can immediately see the answer to WIIFM (what's in it for me) are the way to go for more motivating online education.

• [http://www.classdojo.com](http://www.classdojo.com) as a classroom management tool

• [http://polleverywhere.com](http://polleverywhere.com)

• BrainHoney

• “Sheltered Environment”-K12: Edmodo, Google Docs, Facebook Groups, Yammer, Dropbox, Ning; Anything that can require a password is a possibility.

• Presentations


  ▪ Jesse Dee's Steal This Presentation:

  ▪ [http://www.slideshare.net/jessedee/steal-this-presentation-5038209](http://www.slideshare.net/jessedee/steal-this-presentation-5038209)

  ▪ "Presentation Zen" book by Garr Reynolds.

  ▪ [http://www.garrreynolds.com/Presentation/index.html](http://www.garrreynolds.com/Presentation/index.html)

  ▪ Here is the full info from the website. [http://infact.se/english/](http://infact.se/english/)

  ▪ See an example of what it is capable of here:

  ▪ [http://www.forskning.se/infact/planetenstartsida.4.750e225412568041f288000536.html](http://www.forskning.se/infact/planetenstartsida.4.750e225412568041f288000536.html)

  ▪ Download at SourceForge or contact us at red@forskning.se
• StudyMate creates interactive games- similar to Jeopardy, crossword puzzles, concentration & hangman for student to practice rote type learning. http://goanimate.com/
• Assign someone to be Voice of the Chat and let you know about questions. I learned that from Steve Gilbert and the crew from the TLT-Group. ( http://www.tltgroup.org/ ) (Some of you might be interested in their FridayLive! sessions http://tltgroup.roundtablelive.org/FridayLive)
• Google Apps (with real time editing for all participants at the same time).
• I have been using the BB Instant Messenger.
• Icebreaker: I have them introduce themselves, including a picture NOT of themselves but that reflects who they are. They then have to explain how the picture reflects them or their life.
• Daniel Pink Drive, suggests that people seek three things: Autonomy, Mastery, and Purpose.
• I just finish d going through a quest-based learning training experience and I was really impressed by how motivating it was. I felt a little silly that I was so excited to "level up" after I completed enough quests, but it really helped me to want to keep learning and moving through the material.
• I'm attending an open university that starts each curricular unit with the discussion of a «learning contract», corresponding to a detailed course guidelines. So, during the first week every student will read and reflect and make comments. And during that period one can make suggestions. Once accepted the contract, everybody starts working on the topics, discussions, individual and group assignments, ending with one final individual work.
• A typical week often looks like this: (1) Reading of required chapters/articles due Wednesday, async Forum post due Wednesday, synchronous Collaborate session takes place on Thursday, async Forum responses due Friday, Quiz due Saturday, Writing assignment due Sunday. To add the variety component, I often design in an individual and/or group Final Project. The Project is due the second to last class week as it allows the last week to be used for the class-wide reveals of the projects, peer review and general celebration. The Project is broken down into stages (for example: abstract, outline, research, first draft, final polishing) and those stages are added to weeks across the semester. The result is: (1) Project is GRADUALLY CONSTRUCTED throughout the semester and not "Shake-n-Baked" at the last minute, (2) I can give them REGULAR FEEDBACK across the stages, and (3) offers the VARIETY we seek across the weeks (but it's variety with purpose which link up to something bigger and not just for it's own sake)
• http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks.html
• Appealing to students competitive, gaming-nature may add some incentive that was not intrinsically there in the content.
• http://www.teambasedlearning.org/
• I recently watched a recorded webinar from the Elearning Guild on mobile learning or mlearning.
• http://www.elearningguild.com/content.cfm?selection=doc.2224&utm_campaign=bestof1204&utm_medium=email&utm_source=elg-member
• I like the idea of polling. I have done Survey Monkey.
• Students find reminders helpful.
• 6 Easy Steps to Online Success: Source: http://campustechnology.com/articles/2011/10/24/6-easy-steps-to-online-success.aspx

1. Clean Up Your Act – Students will not respect your content if its presentation is awkward or sloppy. Today, universities and design firms that understand the importance of appearance are setting the bar for professionally designed courses.” While our syllabi were a
strict template, my individual project sheets were not so I designed them all in InDesign and students were instantly drawn to the easy format. Information was accessible and due dates were clear and not lost in 3 pages of text.

2. **Answers in 24 Hours** - E-mail is the lifeblood of online teaching. Every student e-mail is entitled to a response within 24 hours. I don't always have the answer in 24 hours. An e-mail reply need only say that the request has been received, steps have been taken to address it, and that the matter should be resolved in a certain number of days. This always satisfies the customer.” All Design & Media students were told during orientation they could expect to receive an email within 24 hours during the week & 48 hours during the weekend. This was also my biggest compliment from students. They loved that we were all accessible. If you have instructors who are teaching an online course and they can’t respond to a student within 24-48 hours, I’d find another instructor.

3. **Plenty of Structure** - Online students are often afraid of drifting in cyberspace. The lack of a teacher's physical presence makes them wonder if they are going to be able to stay on task. The best way to increase each student's comfort level is with lots of clear structure. The weekly format for the online study guides is the same for all 10 courses in the two-year rotation, so students don't need to figure out how each new course works. Instead, they can dive directly into the content.” I began implementing a standard template for all of our design courses so students would know where to look from course to course for vital information.

4. **Formal Phone Conferences at Midterm** - Every student has one formal appointment with the program chairman each semester. Since the majority of students live more than 50 miles from campus, these are done by phone. I post a table of available days and times using Google Docs, and each student claims an open slot.” I also did this through Skype with students who wanted a video chat.

5. **Do Online what Online does best** - The only way to make up for what technology can't do well is to make maximum use of what it does exceedingly well, such as providing infinite rewind capacity. Each student in my courses gets about 15 hours of instructor-generated video demonstrations. The videos go far beyond what the textbook offers. Students tell me they watch these videos three and four times each.” I’ve used Jing & Camtasia for quite a while now and I always made screencasts to help students better understand how particular software tools operated.

6. **The Perpetual Best in Show Contest** - After students hand in projects, I post the best work in the learning management system for all to admire. I also archive the semester's best projects online for future classes. When a student is struggling for an idea or to understand what a project should look like, it often helps to give him a peek at some of the best work from previous semesters.” In our F2F course, we had a giant display wall in the classroom of the best work of our students. For the online students, I made our department a private Facebook group where students could ask to join and we’d use this for local events, job postings & internship opportunities we’d find for students as well as an album for student work.

- In terms of motivating students to participate on discussion forum, if instructors could train students to be creative in constructing a proper and eye-catching subject title (e.g., using repetition, punctuation, conspicuous, capitalization, emoticons, and so on).
- To create more comfortable learning environments for students, require certain training of the faculty in units that they can easily fit into their schedules and in the appropriate areas for their subject and delivery.
• One of my favorite places for online simulations is PhET (http://phet.colorado.edu/)
• A few of my favorites that I am suggesting to our instructors: Online Self Testing, Polling, Online Gaming, and Interactive Simulations.
• Have used the eClicker app on shared iPads in face to face sessions.
• Using clickers in the classroom would allow me to check for understanding and since results are anonymous, I think more students would be willing to respond.
• Asynchronous hangouts haven't worked in my courses. I will recommend chat / Skype / Google + in my next course.
• Voicethread
• Glogster
• Google Spreadsheets
• 5 Major Points (takeaway) in Google Presentation
• Personal page in PbWorks or Google Sites
• Have a retention specialist reach out to a student with a personal contact and make sure they are on track only 2 days after missing an assignment.
• We need to pay close attention to class size, 24/7 quality support for students and faculty, quality and design in course design, and faculty development.
• (Students) Start studying the given material as soon as possible so that you'll have time to reflect and this will enable you to:
  § Post comments in the forums early in the week and go back to them once or twice more before the week is finished: receiving comments enhances a sense of active participation which triggers the wish to do it again and empowers retention.
  § Suggest that students read and reply to others in the forums so that everyone in the course receives at least one reply.
  § Establish a word limit: synthesis is always appreciated.
• Encourage collaborative-based learning and peer interactions so students don't feel they are isolated.
• Needs analysis
• Personal message to a learner. I use voice tools a lot on Bb so the students can hear my voice and read the text of emails.
• Rubric for online participation http://deoracle.org/learning-objects/sample-rubric-for-grading-online-class-participation.html
• Quia (http://quia.com)
• Online Cafe: learners could relax, express themselves on different subjects than the ones they were dealing in the course and propose links, movies, songs, readings, articles etc. to others.
• ARCS model.
• Number of Discussion Posts: I think I'd consider a holistic approach to discussion grading - if you made 5 out of 5 "A" level contributions, then your overall discussion grade would be an "A". 4 out of 5 at "A" level, or 4 for 4 at "B" level would earn an overall "B", and so on.
• Subject Value Pedagogy: http://www.oncourseworkshop.com/Motivation028.htm
• They want to know that I am "real" even though they can't see me. I don't excuse their lack of effort, but simply relate to whatever life throws at us during a semester.
• I am careful to explain how every concept, discussion, assignment, etc. will relate to their chosen career path.
• They contribute the bare minimum to assignments and discussions:
  ▪ Model longer and more thoughtful posts.
  ▪ Bring back from students in the course that did more than the minimum and have them be guides or role models.
  ▪ Post best work on the course website.
  ▪ Give awards for best posts.
  ▪ Have a 3-sentence rule. First sentence is usually I agree with the previous post. Second sentence is "I think" or "I feel" or "I believe" or something. Third sentence, they actually write deep thoughtful comments.
  ▪ Assign them to fill the screen each time that they post. I once did this and got the best critical thinking ever. Simple procedure and huge results.
  ▪ Give out recognitions and awards for best performances.
  ▪ Have task job aids and scaffolds to support higher quality work.
  ▪ Give a list of possible tasks and have the students pick and tweak them.
  ▪ Make the course meaningful.
  ▪ Have final projects or products that can go in a project gallery.
• We have a simple method of breaking forums into smaller groups. So in a class of 100 I'll run 5 forums (or more if the topic requires it) and the students can have more intimate and easier to digest threads.
• A proper Week 0 for every course where students get a good orientation to the course and tips to be successful online learners is a definite must.
• Universal Designs for Learning.
• Choice.
• Flexibility.
• Difficulties helping distance learners with technology issues:
• Recruit prior students as peer mentors.
• Create job aids or scaffolds.
• Ask your successful students what they did to succeed. Create help systems based on their responses.
• Find out what tends to work and create documentation for it.
• Find or create a tutorial of basic computer skills.
• I have the students take a survey (which gives me some important demographic information) to experience an exam, give them a format to introduce themselves on the discussion board and make a journal post regarding their hopes and concerns for the course.

• Expose students to the syllabus and schedule scavenger hunt. First a narrated video tour of the syllabus and schedule followed by a required quiz. As an extra-added bonus, completion of these activities is also a good way to track participation during that critical first week.

• Use either scavenger hunts or assign short quizzes in the first week with questions that directly relate to the syllabus.

• There is a tool called Piazza that can organize student questions and your answers (or peer answers) for you. It is gaining in popularity here in the USA. Check it out perhaps:
  
  https://piazza.com/

• 10 Suggestions:

  1. Point out student successes.
  2. Recap the week and post it to your course management system.
  3. Text students with reminders of due dates or have them sign up for your (Twitter feed with that.)
  4. Assign critical friends who remind each other of due dates and major tasks and clear up confusions.
  5. Tell them the consequences.... i.e., "3 students last semester got the lowest grades and they were the ones who did not read the syllabus."
  6. Create a game or scavenger hunt or crossword puzzle with key syllabus items in them.
  7. Ask them why they are not reading their emails.
  8. Ask students for options to email.
  9. Assign a student to be the recap person who informs all students of due dates and allow that student to accumulate pts for doing so or skip an assignment.
  10. Have testimonials from previous students, including the value of reading their syllabus.

•  
  
  http://www.indiana.edu/~icy/media/de_series/community.html Software that delivers to the student his/her class standing per assignment would provide valuable feedback and keep students motivated and competitive.

• Software that delivers a weekly homework schedule to students can help students manage their time wisely thus avoiding costly extensions.

• "Get out of Jail Extension" I call it. It buys the student 1 - 2 day freebie pass.

• Email reminders the evening work was due.

• I standardized the time and day (Monday & Thursday midnight) that things were due.

• Incentives

• Case Studies and hands on work have to start from day one.

• Capture each lesson, using Skype or YouTube or chat session transcription. Gives students the option to "attend" class when they have time available. Can be reviewed several times.

• Chunking course content into smaller sections

• Using icebreakers throughout the course to keep students engaged

• Instructors setting clear course expectations

• Sending email announcements, posting due dates/times, and having notifications set

• Course orientation/tour and quiz on the syllabus:
“Start Here”: Illustrations, tutorial video and a navigator are provided such as course information and its policies, it is learning objectives, assignments, grades and pre-requirement.

- Give student right to choose and provide input on what they would prefer
- Asking the learners their expectations for the course can be helpful and useful in deciding what instructional methods/strategies/activities to use
- Using adaptive release making students mark the content as review before other content appears within the course
- Instructors participate heavily in the beginning of the course to set the tone for the rest of the semester/course
- Set small challenges for students in the course with achievement awards
- Using a gamification strategy to motivate

**Topics discussed as a result of motivation and retention question:**

- Intrinsic vs. Extrinsic motivators
- Synchronous vs. asynchronous environment
- Students and instructors need a chance to adjust to the differences of the asynchronous environment
- Students don’t have trouble engaging and being motivated when using asynchronous environments like Twitter and Facebook:
  - Flipped Classroom
    - [http://tinyurl.com/cp33oj4](http://tinyurl.com/cp33oj4)
      - "New ED-Ed Site Turns YouTube Videos Into 'Flipped' Lessons"
- Tips on how to be successful when teaching a large class size online, also is there an optimal class size for online courses

**What is missing or changed in TEC Variety Model?**

- The model elements can be condensed
- Jane McGonigal's book, Reality Is Broken, about the power of games. She says there are four defining elements: Goals, Rules, Feedback, and Voluntary Participation. Many, many people find themselves strongly motivated to continue playing games (in many cases for tens of hours per week--the equivalent time commitment of a part-time job!) in which they have to work at hard challenges and overcome difficult obstacles
- Activities that have a logical arrangement from start to finish. The closing activity will directly correlate to the initial activity within the course.
- No mention of Bandura’s self efficacy
- References were dated
- Lack of current research on communities of inquiry
• Found no categorization of intrinsic and extrinsic motivators; should be identified and then prioritizing both motivating and non motivating factors

Like best about the TEC Variety Model:

• Flexibility
• Regimented checklists to see if the course is meeting the student’s needs
• 8 nouns ice breaker and ice breakers in general
• Memory exercises using short keywords
• Using Pinterest  http://pinterest.com/

c. Week 1 Blogs Summary

Steps to motivate students:

• Look at the tasks that students need to be able to achieve at the conclusion of the session (or course).
• Create tasks around building the students' skills in the chosen area.
• Think about the materials and support that the student needs to complete the tasks.
• Draw on a wide range of technologies and resources to make completing the tasks possible (and engaging)
• Use instructor’s knowledge of the subject to SUPPORT the student rather than to 'deliver material' to them.
II. Week 2: *Addressing Diversity and Learning Styles (R2D2)*

![Diversity and Learning Styles Diagram]

a. Week 2 Session Resources


- Session YouTube Video (1:55): [http://www.youtube.com/watch?v=PtqnyUEnRIE&feature=relmfu](http://www.youtube.com/watch?v=PtqnyUEnRIE&feature=relmfu)

- Color PDF of Slides: [http://www.trainingshare.com/pdfs/R2D2_Blackboard.pdf](http://www.trainingshare.com/pdfs/R2D2_Blackboard.pdf)

b. Week 2 Discussion Board Summary

How diverse are your online or blended classes? How do you address diverse student needs in your fully online or blended classes?
Challenges:

- Students’ lack of skills to navigate online courses is the main reason for problems with retention.
- It is difficult to assist the students when they have a broad range of computer skills.
- Students lack motivation to seek out and explore the tools and resources provided by the instructor and instead use the help desk to answer their questions.
- Students choose not to read the assigned materials.
- It is difficult to maintain consistency and flexibility in online courses.
- There are not enough hands-on activities in online courses.
- Creative assignments are difficult to grade.
- It is difficult to define expectations and create assessments when multiple options for assignments:
- It is difficult to motivate students to do more than the minimum requirements.
- Students get overwhelmed with too many options.
- There is not enough time to complete the R2D2 model.
- Most online content is text-based:
  - Check out Mark Bullen's blog at [http://www.netgenskeptic.com](http://www.netgenskeptic.com)
  - Students are diverse in terms of:
    - Learning styles
    - Comfort levels of using technology
    - Computer proficiency skills
    - Culture/ ethnicity

Solutions:

- Capzcles, onetruemedia
- We provide printable brochures with screenshots and pictures.
- The Challenge of Teaching Content When Test Stakes Are High | Faculty Focus
- Provide a course orientation before the course starts.
• Provide a course orientation with reference guides for navigating the CMS, which includes directions for signing in, submitting assignments and writing emails. Include screenshots, pictures and/or videos with detailed explanations.
• Pair students to offset technology abilities.
• Incorporate UDL Principles.
• Incorporate Quality Matters standards.
• Use a variety of teaching methods.

How do our own learning styles/preferences impact our teaching? How can understanding our own learning styles/preferences better prepare us to target diverse learners?

Challenges:

• It is difficult to incorporate Web 2.0 tools if students do not have computer access at home.
• It is difficult for the educators of older generations, who did not grow up using technology, to easily incorporate technology into their instruction.
• Educators progress through stages and the first stage is to teach the way they were taught. (Awareness, resistance, understanding, use, share, advocate)
• At what point does the learning preference transition to a "disability"?

Solutions:

• I have my students take a VARK inventory and we also use the Smarter Measures assessment to determine student learning styles.
• Students can self-select how to learn content based on their preference.
• Create a checklist as a reminder to address all learning styles.
  • http://www.surfaquarium.com/MI/intelligences.htm
• Tell students to try new activities, even if they are challenging.
• Communicate with students and ask for feedback. Use tools such as surveys. PDF reader tools to give feedback on written tasks.
• If students were aware of instructor’s learning styles, then they could select instructors according to their own personal learning styles.
  • http://classweb.gmu.edu/ndabagh/Resources/IDKB/CATS.html
• Technology is useful for communicating with others in remote areas, which have limited access to experts.
• Teacher educators can conduct training for instructors about their learning styles and how they can accommodate their students.
  • http://www.engr.ncsu.edu/learningstyles/ilsweb.html
  • http://jolt.merlot.org/vol7no4/koutropoulos_1211.htm
• Educators should find out students’ technology competencies and multimedia fluency.
• Find a balance between all the learning styles.
• Motivation and access affect educators’ willingness to use Web 2.0 tools.
  
  • http://mostlytechnology.wordpress.com/2012/03/18/introverts-education-and-technology-part-1/
  
  • Educators should combine different models and strategies to create their own best practices for their context.
  
  • http://www.deefinkandassociates.com/
  • http://www.duq.edu/cte/teaching/syllabus-course-design.cfm
  • http://www.theideacenter.org/research-and-papers/idea-papers/idea-paper-no-42
  • http://wcetblog.wordpress.com/2012/04/20/correspondence-definition/

Learning Styles Debate:

• Myers Briggs Type Indicator test:  http://en.wikipedia.org/wiki/Myers-Briggs_Type_Indicator
• Recent research says that learning styles do not exist.
• Educators should choose the learning styles that are appropriate for the context.
• Educators should be aware that students have different learning preferences.
• Educators teach using their preferred learning style(s).
• Educators teach using the delivery methods that were used when they were students.
• Educators can teach using their preferred learning style(s) and incorporate the other learning styles.
• Educators are experts in content, but not experts in learning and how to study.
• Educators are not equipped to help students with their learning styles if they don’t know their own.
  
  • http://learningstylesevidence.blogspot.com/2012/01/memory-and-vark-part-4-working-memory.html
• Students should use and be comfortable with all learning styles because they will not be accommodated in the real world.
• Students of different generations cannot be categorized into technology novices and experts because there are exceptions.
  
  • http://www.youtube.com/watch?v=sIv9rz2NTUk
  
  • http://www.sciencedaily.com/releases/2009/12/091216162356.htm
• Pair students with different learning styles.
• Learning styles and multiple intelligences are used synonymously.
• Accommodations for learning styles are similar to accommodating students with disabilities.
• “Bill Nye the Science Guy” is a good example of incorporating the different learning styles.
• Educators should teach content and learning skills.
• Educators should not be responsible for teaching learning skills.

Can you be a critic or highly suspicious of the learning style measures or ideas and still use the R2D2 model?

• The R2D2 model is a good start for inexperienced educators.
• Objectives and content should determine where instructors begin when using the R2D2 model.
• http://www.jarche.com/key-posts/personal-knowledge-management/
• It is not the educator’s responsibility to accommodate learning style preferences.
• Meeting students’ where they are and providing a student-centered approach is paramount to success (customer service).
• Educators should provide options and allow students to select their own path.
• R2D2 and TECH-VARIETY serve as good reminders to reassess what is taught and how it is taught.
• http://www.learningcentered.org/blog/
• Students will not experience deep learning if they substitute reading” with watching videos and listening to podcasts.
• Assessment is missing in the R2D2 model. For example, when options are provided, educators should be careful when evaluating final products.

How might you operationalize or use the R2D2 model in the future?

• Use the R2D2 model to develop a checklist to ensure equal distribution of activities according to the different learning styles.
• Use the R2D2 model to remind students to read, reflect, display and do in order to deepen their own learning.
• Consider objectives and utilize R2D2 activities to achieve them.
• Use the R2D2 model for professional development training for teachers and professors.
• Share the R2D2 model with coworkers.
• Voicethread is an example of a tool accommodates learning style preferences.

Can the Web be divided into just 4 simple activities as Bonk suggests with his Read-Reflect-Display-Do (i.e., R2D2) model? What, if anything, is missing from the R2D2 model?

• Do not use the model as a prescription or “cookie cutter approach.”
• Do not use the model as progressive stages.
• Not all educators (federal, state, and local government policy makers) are “on board” with best practices.
• Feedback is an essential component.
• The R2D2 puts the responsibility of learning on the learner as it provides a framework and options for learners to create their own path.
• An alternative to R1 “Read” could be “Research.” This allows learners to choose how they will obtain the information.
• http://youtu.be/BML4C_ah3P
• Cross-reference and link the R2D2 model with constructivist pedagogy. http://classweb.gmu.edu/ndabbagh/Resources/IDKB/CATS.html
• Add a “Share” component to the R2D2 model.

Do you have a particular success story (or set of stories) to share in terms of dealing with diversity or student learning preferences online?

• https://bubbl.us/
• http://www.thebrain.com/
• https://www.mindjet.com/home (Free 30 Day Trial)
• A free timeline making tool is: http://www.teach-nology.com/web_tools/materials/timelines/
• www.quizlet.com
• Quest to Learn
• Bill Pelz - this one is mentioned a lot - http://clear.unt.edu/Content/Services/Training/bb_handouts/discussion_board_rubric.htm
• scroll down - rubrics for db, wiki, blog, twitter, etc. - http://effectiveonlineteaching.org/2012/01/25/rubrics-for-assessments-of-online-activities/
• http://www.csuchico.edu/celt/roi/
• Blogs -
• http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-_blogs/27196
• http://online.rit.edu/faculty/teaching_strategies/managing_discussion/strategies.cm
• Blog: Online groups-Cooperative or Collaborative?
• Assign blogs for students to reflect on how they have used or will use what they have learned in the course.
• Educators should make themselves available to students.
• Use UDL principles to meet the needs of all learners.
• Blend synchronous and asynchronous delivery methods.
• Create student contracts to help students plan and satisfy coursework commitments.
• Offer options for assignments.
• Allow students to create their own products such as videos and digital pictures.
Create games.
Move away from text-based assignments and lecture-based delivery.
Use accessible formats on the Internet (PDF, PowerPoint presentations, video clips, etc.) and assign students to relate the information to the real world and discuss with peers.
Record tutorials for students to play and replay as needed.
Use peer review so that students receive feedback from multiple sources.
Reflections:

- I recently read a Moodle article about "Separate and Connected Knowing". I began to wonder if grading rubric might be exchanged for classification rubrics--not a right vs. wrong evaluation, but a "this is how this student is coming to know" classification.
- I've tried having online students do peer reviews on each others' papers eg 2 positives about the paper and 2 areas for improvement - all students have the rubric and instructions for the assignment already.
- Here's an example of one article I spotted...(available at: http://www.ifets.info/ ) Title: Can Online Peer Assessment Be Trusted? Authors:Bouzidi, L'hadi; Jaillet, Alain Educational Technology & Society, v12 n4 p257-268 20

Is R2D2 a constructivist theory?

- 4MAT

http://www.aboutlearning.com/

- The R2D2 model is not an instructional design model but a learner-centered framework
- The R2D2 is a framework for course design
- How to effectively pair up students based on their learning styles
- The social aspect of constructivist theory does not always address differentiation explicitly
• The R2D2 model proposes an eclectic approach to instruction. It inclusive of constructivist theory as well as cognitive (and metacognitive) theory and even behavioral and social learning theory.

c. Week 2 Blogs Summary

Discussion on Learning Style:
• There is no one solution
• Sometimes learning style does not exist, it is related to desired outcomes
• Learning style is too broad to discuss
• The assumption that the younger generation uses better the technology than the older ones may be misleading. They use it differently, there are cultural and experience factors that influence the way learners use the Web and the tools.
• Learning style might be related with the general feature of one generation. (Such as Silent Generation, Baby Boomer, Generation X, Y, Z)
• Divergent thinking: http://youtu.be/hzBa-frc2JA

Discussion on R2D2:
• Too simple to cover many different aspects
• Needed to select a proper aspect
• Integrated in the workshop
• Deep learning approach
• Many people like ‘Do’ part particularly.
• R2D2 model is not particularly new, it builds on other theories and models, such as Kolb's learning styles and H. Gardner's Multiple Intelligences, etc.
• Interaction is an important dimension, and it is not included.

Discussion of Instructional Design:
• It is necessary to exchange our struggle of our design, otherwise, others will treat us like super-pros, and they won’t open their minds to us.

Steps to preparing students for online learning:

1. Explain how (and why) the online site is integrated.
2. Provide an orientation activity.
3. Provide clear instructions.
4. Communicate your netiquette expectations.
5. Clarify your workload expectations.
d. Week 2 Shared Resources

Free Online Books:


Online Articles Mentioned in Week 2:

- Introducing ShareStream at UIC: Easy Multimedia for Teaching & Learning https://sites.google.com/a/uic.edu/itlnews/announcements/introducingsharestreamatuicestreamingultimediaforteachinglearning

Technology Tools Mentioned in Week 2:

- Bitstrips (Create your own comics): http://www.bitstrips.com/
- Cacoo (online diagram drawing and collaboration tool): https://cacoo.com/
- Cosm (great for sensors all over the world): https://cosm.com/
- Flipbook (make animated books):
http://www.readwritethink.org/files/resources/interactives/flipbook/

- Gap minder for visuals:
  http://www.gapminder.org/
- Glogster (make you own interactive poster online):
  http://www.glogster.com/
- JOLT: Journal of Online Learning and Teaching (Merlot):
  http://jolt.merlot.org/
- Lynda.com (for online software tutorial):
  http://www.lynda.com/Member.aspx
- Mapping (good resources for mapping):
  - http://www.measureofamerica.org/maps/
- Mind mapping tools
  - https://bubbl.us/
  - http://www.thebrain.com/
  - https://www.mindjet.com/home (Free 30 Day Trial)
- Piazza (a place where students can come together to ask, answer, and explore under the guidance of their instructor):
  https://piazza.com/
- PLoS Biology:
  http://www.plosbiology.org/home.action
- Reading doesn't have to be visual only (iOS has great assistive technology for reading in VoiceOver):
  http://etc.usf.edu/techease/4all/mobile-devices/introduction-to-voiceover-for-ios-2/#accessvid
- Scratch (create interactive stories, games, music and art - and share them online):
  http://scratch.mit.edu/
- Showme (teach and learn anything by drawing):
  www.showme.com
- Timeline maker (extremely basic but interesting):
  http://www.teach-nology.com/web_tools/materials/timelines/
- The Thiagi group (improving performance playfully):
  www.thiagi.com
- Web 2.0 apps
  http://www.go2web20.net/
- Wikibook
  http://en.wikibooks.org/wiki/Main_Page
- Wordle (as a filter for researching a topic):
  http://www.wordle.net/create

Videos Mentioned in Week 2:
• Coca Cola Commercial - I'd Like to Teach the World to Sing (In Perfect Harmony) - 1971 
  http://www.youtube.com/watch?v=ib-Qiyklq-Q
• Coca Cola campaign (Project Re: Brief | Coca-Cola | Mobile Ad Demo): 
  http://www.youtube.com/watch?v=45Z-GevoYB8&feature=relmfu
• EdX: The Future of Online Education is Now: 
  http://www.youtube.com/watch?v=SA6ELdIRkJRU
• Intro to Thiagi: 
  http://youtu.be/YSAvbbs8IW4
• Recycling: 
  http://www.youtube.com/watch?v=zSiHjMU-MUo
• Walking up stairs 
  http://www.youtube.com/watch?v=2IXh2n0aPyw
• Other Resources and Info-graphics: 
  ▪ The Flipped Classroom Infographic 
    http://www.knewton.com/flipped-classroom/

Free Summary Reports on Online and Blended Learning:

  http://sloanconsortium.org/sloanc_publications and 
  http://sloanconsortium.org/publications/survey/index.asp (free survey reports)
    http://www.sloanconsortium.org/sites/default/files/staying_the_course-2.pdf
    c.org/publications/survey/pdf/k-12_online_learning_2008.pdf
  ▪ Association of Public and Land Grant Universities. (2009, August). Online Learning as a 
    Strategic Asset. Volume 1: A Resource for Campus Leaders. 
    http://www.sloanconsortium.org/sites/default/files/APLU_online_strategic_asset_vol1-
    1_1.pdf and Volume 2: The Paradox of Faculty Voices: Views and Experiences with 
    Online Learning. 
    http://www.sloanconsortium.org/sites/default/files/APLU_online_strategic_asset_vol2-
    http://www.sloan-
    c.org/publications/survey/pdf/learningondemand.pdf (summary is here: 
    http://sloanconsortium.org/sites/default/files/class_differences.pdf
  ▪ Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, & Karla Jones (2010, 
    September). Evaluation of Evidence-Based Practices in Online Learning: A Meta-

- Trends in Instructional Tool Usage in Online Education Programs, Research Brief, Eduventures, February 2010 (study of 96 universities) [Link](https://www1.vtrenz.net/imarkownerfiles/ownerassets/884/SOE-RB_12_Trends%20in%20Instructional%20Tool%20Usage%20in%20Online%20Education%20programs_3.3.10.pdf)

- Project Tomorrow and Blackboard Inc.

- K-12 Online Learning:

**Additional Resources from Curt Bonk:**

- Curt Bonk’s V-PORTAL of 27 (10 minute) videos for teaching online: YouTube Version: [Link](http://www.youtube.com/TravelinEdMan)
  - Indiana University Instructional Consulting Office: [Link](http://www.indiana.edu/~icy/media/de_series.html)
- Curt Bonk’s Open Access Articles: [Link](http://www.publicationshare.com/)
• Journal Portal: Educational Technology/Instructional Technology Journals and Magazines: 
http://www.trainingshare.com/resources/distance_ed_journals_and_online_learning_books.php

• Educational Technology/Instructional Technology BA, Master’s, and Doctoral Programs: 
http://www.trainingshare.com/resources/Instructional_Technology_and_Educational_Technology_Programs.php
III. Week 3: 50 Hyper-Engaging Ideas: Critical, Creative, Cooperative

a. Week 3 Session Resources

- Session Collaborate recording:

- Session YouTube Video (1:06):
  http://www.youtube.com/watch?v=7hGBhEVKpfY&feature=youtu.be

- Color PDF of Slides:
  http://www.trainingshare.com/pdfs/50-75+_Activities_for_any_class_size-Blackboard-with_polls.pdf

b. Week 3 Discussion Board Summary

Are there online pedagogical strategies or activities that you can think of or have used that can enhance critical and creative thinking as well as teamwork? If so, what are some of them?

- Types: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups.
- There are three general types of group work: informal learning groups, formal learning groups, and study teams.
- Collaborative Learning:
  - Group Work:
    - Plan for each stage of group work.
    - Group instructions & grades.
    - Give students skills they need to succeed in groups.
    - Written contracts.
    - Deep Learning in groups:
    - Assignments should motivate students to learn.
They should build on a carefully structured, integrated knowledge base.

Learning should include: Active student involvement and interaction among students.

Carefully consider whether you should assign groups or allow the students to self-select.

Send weekly update emails to groups. Work with the group leader every week to keep them on track. Work on solutions to problems together. Send out a group survey. Students rank each member’s participation level.

Class Wiki: Take one term and define it. Include outside video sources that help support definitions. Use examples as well as non-examples.

Wiki: Research using the Library of Congress. Cite primary sources. Link audio, PDF, video.


Peer Review

GlogsterEDU: Participants add comments at the bottom of the Glog.

Pinterest Board

WebQuests

Podcast: Engage in expert interviews.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning Event</th>
<th>Teacher’s role</th>
<th>Learners’ role</th>
<th>Resources</th>
<th>Perspective</th>
<th>Other comments</th>
</tr>
</thead>
</table>
1. Kaizen Philosophy
3. idonethis.com
4. ePortfolio: learning journal
5. Work in pairs/groups. Propose a few themes to choose and explore. Give a range of tools & options to present work. Display the class work. Each pair/group to comments on other pair/group.
7. CSI Activity: Use concepts as clues. Students must investigate and solve the crime.
8. Problem-based Learning
9. Problem of the Day: Based on real-life scenario. Discussion Board response should include: How problems should be handled, policies that need to be followed, consequences that should occur, contacts that should be made.
10. Discussion Board: Add to the last student’s response. No repeats.
11. Frustration Tool: Don’t give any directions.
14. PowerPoint Presentations: Design one slide for each main point of lesson/unit using only one word or short phrase and one graphic. Share with classmates. Everyone votes and chooses winner for best explanation, most creative, most consistent design, etc.

**How can you foster collaborative learning or teamwork in fully online or blended courses? Do you have any specific examples or ideas?**

- Structured Controversy: [http://olc.spsd.sk.ca/de/pd/instr/intera.html](http://olc.spsd.sk.ca/de/pd/instr/intera.html) from Instructional Strategies Online.
- Webquest that looks like a Website: jogtheweb.com
- Set a timer and allow participants 2 minutes each to share.
• Provide participants with options of formats for collaborative work (i.e. Skype, shared blogs, wikis, Dropbox).
  • [http://www.teambasedlearning.org/](http://www.teambasedlearning.org/)
    ▪ Create group tasks that require interdependence.
    ▪ Make group work relevant.
    ▪ Create assignments that fit the students’ skills and abilities.
    ▪ Assign group task that allow for a fair division of labor.
    ▪ Set up “competitions” among groups.
    ▪ Consider offering group test taking.

• Key Questions to Consider for Group Activities:
  ▪ What will you do?
  ▪ Why are you doing it?
  ▪ How will this activity further your course objectives?
  ▪ How will you introduce this activity to the students?
  ▪ How will you form groups?
  ▪ How will you monitor students’ interactions and learnings?
  ▪ How will you foster positive interdependence?
  ▪ How will you maintain individual accountability?
  ▪ What problems/challenges do you expect?

• KWL graphic organizer
• PMI graphic organizer
• Teleconferences
• Align Assessments with Objectives:
Writing Measurable and Observable Learner Outcomes
Assessment of Learning Outcomes

This information on writing learning outcomes provides all the information necessary to successfully register continuing education activities.

Well-developed learning outcomes are participant oriented, and OBSERVABLE and MEASURABLE. On page 2 of the Activity Form, requirement #2 is learning outcomes. The form states: Describe the skills, knowledge, and/or attitudes (learning outcomes) participants will be able to demonstrate as a result of this activity. (For example: As a result of this activity, the participant will be able to...). When writing your learning outcomes use ACTION VERBS. See examples below.

USE: EASY TO OBSERVE OR MEASURE
- The participant will be able to perform venipuncture management procedures.
- The participant will be able to identify language disturbances due to dementia.
- The participant will be able to list three benefits of the new AAC device.

These use ACTION VERBS and are OBSERVABLE and MEASURABLE.

AVOID: DIFFICULT TO OBSERVE OR MEASURE
- Participant will understand the importance of cochlear implants.
- Participant will become familiar with oral motor therapy techniques.
- Participant will learn about accent reduction strategies.
- Participant will appreciate the value of a FEES procedure.

These are not OBSERVABLE or MEASURABLE actions.

To further assist you, a list of ACTION VERBS is attached. They should prove helpful in writing learning outcomes that meet the Continuing Education Board’s requirement that participants will be able to identify/demonstrate what they have gained by attending your activity.

HELPFUL HINT

When you write correct Learning Outcomes, your Assessment of Learning Outcomes writes itself!

Example:

Learning Outcome:

1. The participant will be able to identify two fluency intervention strategies.

Assessment of Learning Outcome

1. Name two fluency intervention strategies discussed in this activity.
Learning Outcomes

The Provider (organization) has clear and concise written statements of intended learning outcomes (e.g., behavioral or performance objectives) that are based on identified needs for each continuing education activity.

Guidelines

Intended learning outcomes are synonymous with behavioral and performance objectives. Unlike program objectives that identify the instructional goals of the presenter, learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience. Learners should be informed of these intended learning outcomes before and during the activity. Learning outcomes should be published in promotional materials about the activity. If publication of learning outcomes is not possible, information should be available to prospective participants upon request. Learning outcomes are the foundation for planning, instruction, measuring progress, obtaining periodic feedback, and making final assessment.

Required Practices

- Written learning outcomes that reflect what learners will be able to demonstrate are established for each continuing education activity. If learning outcomes are established for a large activity such as a convention, then each session within that activity must be keyed to one or more of the overall activity outcomes, or each individual session must have its own learning outcomes.
- Learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience.
- Written learning outcome statements are clear, concise, measurable, observable (when applicable), and focused on the performance of the learner.
- Planned learning outcomes are based on identified needs.
- The number of planned learning outcomes is limited and reasonable.
- Learners are informed of intended learning outcomes.

Assessment of Learning Outcomes

The Provider (organization) ensures that achievement of the activity’s intended learning outcomes is assessed using procedures established during the activity’s planning.

Guidelines

Learning assessment refers to the measurement of individual performance or behavior in relation to intended learning outcomes. Assessments may be made during and at the conclusion of the learning activity. Learning assessment made during the activity may help reinforce learning and provide a point of reference for the learner’s progress.

The learning assessment procedure, timing, and its application are part of the planning process. Because the learning assessment procedure depends on the intended learning outcomes, the outcomes must be measurable, observable (when applicable), clearly stated, and focused on the performance of the learner. If satisfactory completion of the activity and/or the earning of ASHA CEUs is based on satisfactory completion of a learning assessment, then the assessment is considered “formal,” and participants must be informed about the nature of the required assessment before the start of the activity.

Learning assessments may take diverse forms, such as performance demonstrations under real or simulated conditions, written or oral examinations, a question-and-answer session, written reports, completion of a project self-assessment, or locally or externally developed standardized examinations. A self-assessment may be used to elicit participants’ opinions about the degree to which learning took place. For example, questions may be developed to ask participants if they learned new information, how they intend to use the information, and so forth. Learning assessments may be made during, at the conclusion of, or some time after the learning experience.

Required Practices

- Learning assessment procedures are established during activity planning.
- Learning assessment procedures measure intended learning outcomes achieved.
- Participants are informed in advance when formal learning assessment procedures are to be used to determine satisfactory completion of the activity and/or the earning of CEUs.
• Use technology.
• Diigo
  
  http://www.pccua.edu/faculty_staff/In-
  Services/Innovative%20Abstracts/Innovation%20Abstrac
  tSewptemberXXVI_17%20%286%29.pdf
• Put more weight on the quality of students' responses to each other's postings and the overall quality of the discussion goes way up.
• Tell each group member to review group members’ profiles. Post and reply to two group members. In one post: praise member, ask a question, pose a question for deeper understanding. At the end of discussion, one member summarizes discussion. Share summary with class.
• Rotate student roles.
• Student Roles:
  ▪ Summarizer: Prepare the core elements of the groups’ response, a summary of the most important points from the readings. Your other teammates will engage the class with solutions to the threat, and examples. Your contribution to summarizing the main ideas for the rest of the class will be very important.
  ▪ Example: Your job is to engage the rest of the class by using an example to make the main ideas more clear and concrete. Your other group members will form a core response, and summarize the ideas. Although the groups’ presentation should contain mostly summary and solutions, your contribution to summarizing the main ideas for the rest of the class will be very important.
  ▪ Problem-Solver: Your job is to elaborate on the summary of the case/problem by posing solutions – what can do to help with the problem? The groups’ presentation should contain equal parts of problem.

  • Pair students to peer critique the literature review sections and offer constructive feedback.
  • http://www.youtube.com/watch?v=V5tSSgBJq2s
  • Team Blogs
  • Assign groups to establish a timeline for project due date.
  • Virtual Classroom (e.g. Adobe Connect) Use breakout rooms to group students.
  • Assign teams to play online learning games against each other.
  • Students role-play as they post to Discussion Board.
  • Footprint agenda
  • Evaluate group dynamics: http://www.babson.edu/faculty/teaching-learning/group-project-survival-guide/Pages/home.aspx
  • http://www.theworldcafecommunity.org/
  • http://www.theworldcafe.com/principles.html
• Blog about a quote from the reading. The blog includes three key components: 1) the quote (at the top of the entry) and its source; 2) a careful and deliberate analysis and reflection of the quote; and 3) a concluding open-ended discussion question that prompts others to join in the discussion of the quote. Respond to four other blogs. Include links to media, and/or graphics.

• www.criticalthinking.org

• Capstone: Work with a partner to create a presentation. Record presentation and share with others. Provide memory book to document experience.

How can you foster creativity and/or critical thinking in fully online or blended courses? Do you have any specific examples or ideas?

• Having just completed an MVCR/ION Course in Improving Communication in Online Courses, I would recommend the following best practice resource for team building tips in group activities:

  - http://cte.uwaterloo.ca/teaching_resources/tips/teamwork_skills.html

• Critical thinking process:
  • Identify assumptions;
  • Imagine different possibilities, alternatives, or limitations;
  • Use evidence to rule out some of those possibilities. Conclude with a degree of certainty that your evidence allows;
  • Repeat the cycle as often as possible.

• Critical Thinking: Provide articles to critique and categorize. Peers react and respond to other’s critiques.

• Think-Pair-Share: The activity requires the student to write down their response, then pair with a colleague and share their thoughts. Lastly, they summarize what is discussed and present to class.
• Create a wiki with scenarios that students respond to.
• Frequently Asked Questions: Direct students’ questions to a Discussion Board for all to see.
• Gallery of previous student work.
• Creativity: http://youtu.be/Mb-YnppxuoQ
• Collaborative critical thinking papers
• Extra Credit: Give students option to say “no” assignment.
• Create hyperlinks to connect concepts. Assign questions that require synthesis rather than description.
• Create a reference list for future reference.
• Students write discussion question based on reading. Post and facilitate discussion in Discussion Board.
• Jigsaw Method-Course-long Wiki Project: Students self-enroll in group of 4-6. In wiki, students first get to know each other. Next, they choose a topic from list. Then, they build site using text, images, video, papers, etc. Share with other groups at end of course.
• Creativity: Use artifacts from the past, in this example-paintings. Students choose iconographic elements. Envision what the elements would be today.
• Just-in-Time-Teaching: Use current and relevant content for discussion, short reflection papers, wikis
• Personal Quests for Knowledge: Ask a question. Answer it using a primary resource.

  ▪ Rubric for Personal Quest:
  ○ 0 - not completed by due date; question unrelated to social psychology; source of answer is not a primary source research report; answer is not supported by the findings reported in the article
  ○ 0.5 - Question is relevant to social psychology; source of answer is a primary research report; but source of answer can be found in the textbook; or answer does not fully reflect the complexity of the procedures or findings reported in the article, or answer is not summarized in the student's own words
  ○ .75 - alternative explanations or limitations are not discussed.
  ○ 1 - Answer is complete, reflects the complexity of the findings reported in the article, cannot be found in the textbook, is summarized in the student's own words, and alternative explanations and limitations are discussed.

How do you manage slackers?

Challenges:

• Technology is a challenge.
• Those that pull away never answer their email.
• Group work-diffusion of responsibility-”someone else will do it, not sure who” (social loafing)
• Students might feel they “don’t know enough,” intimidated by other classmates, don’t feel a part of the group, don’t understand what is required, not motivated.
• Students do not have the skills to work in groups.
• Slackers have difficulty organizing requirements around work and children.
• Students are bored.
• Students can set tone (good and bad).

Solutions:
• Address students by name.
• Give students tips on organizing and managing workload.
• Deactivate slackers on the online learning system
• Give 0 point in the progressive grade columns
• Assign slackers extra tasks
• Work-in-Progress Posts
• Critical friends/Support counselors
• Model, model, model.
• Establish rapport by using icebreakers, find out why they are interested in course, etc. (Show you care).
• Get inspired by watching the movie, “Freedom Writers.”
• http://www.clickertraining.com/node/396
• Group members need to have personal accountability. Recognize individual members’ contributions. Provide roles for each member and grade individually.
• Give option for students to form group to create a final e-portfolio project. Create contract that defines members’ roles.
• Dr. Bonk's Role Controversy site offers at least 28 possibilities to redefine *slackers* roles: http://www.indiana.edu/~bobweb/Handout/28roles.html
• Team contract
• Use the “Break out room” feature in Elluminate live session.
• Develop team checkpoints. Create sub-deadlines.
• Use a graded self and team evaluation at the end of the project where others can “fail” the slacker. Use this as part of grade.
• TeamPoll online tool https://www.cite.soton.ac.uk/tel-resources/topics/peer-review
• Use a poll in the beginning of the course to find out likes and dislikes of group work.
• Instructor immediacy, timely feedback, use of emoticons :)
• Give students choice to work alone, with partner, or with group.
• Give group the option to kick out a slacker.
• Send personal emails to applaud accomplishments.
• Groups can create their own rubric.
• Show slackers respect.
• Talk to slacker on telephone. More personal than email.
• Tell slackers the reality of the real world.
• Use WIMBA voice boards.
• Ask students to complete individual, personal questions in the beginning of course.

§ What completion of this class means to them;
§ What do they spend most of their time doing;
§ What is their biggest concern outside of school;
Something interesting about themselves;
Give one word that describes your relationship with computers.

**Forums Gone Wrong: How Do You Keep Them on Track:**

**Challenges:**

- Send student a letter at the end of the week telling them that you miss their input in the discussion.
- Technology is conducive to posters being bolder with what they say.
- Majority of meaning of a message is lost when we type it out which leads to misunderstandings.
- Never-ending paragraph
- Students “gang-up” on other students with strong opinions.
- Students describe everything learned instead of high notes.

**Solutions:**

- Students should agree to expectations before allowed to post.
- Casually mention in the F2F class that you are watching the discussion board.
- Determine if a discussion board is necessary.
- Provide instruction on netiquette in academic world.
- Provide guidelines for readability to discourage the never-ending paragraph.
- Personally contact problem posters. Next, contact administration.
- Strict policies
- Encourage or allow the students to intervene when they see problem posts.
- Share anonymous past experiences. Provide expectations and consequences.
- Book, “Managing Online Forums,” written by Patrick O’Keefe
- Instructors should respond to as many posts as possible.
- Require the subject to be an interesting question. Posts should be concise.
- Do not over-control the discussion.
- Provide examples of quality posts.
- Provi de rubric.
<table>
<thead>
<tr>
<th>Category</th>
<th>Forum Discussion Rubric</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Timeliness of response</td>
<td>9</td>
</tr>
<tr>
<td>Documentation and Relevancy</td>
<td>Position well introduced, integrated, and analyzed</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Position supported with analysis of source materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear reference to text being discussed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connections to other texts or reference points from previous readings and discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of quotes to persuasively illustrate and support the position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All non-original ideas correctly cited</td>
<td></td>
</tr>
<tr>
<td>Organization, Clarity and Fluency</td>
<td>Focused, unified response</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Consistently and explicitly connects to thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustained organization and control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly and effectively developed ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluent with effective transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accurate grammar, spelling, and punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear and thoughtful position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding of both sides of the issue</td>
<td></td>
</tr>
<tr>
<td>Quality of Comments</td>
<td>Appropriate</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Thoughtful and reflective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respectful of others’ remarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provokes questions and comments from others</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>150-250 words in initial post</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>100-200 words in follow-up post</td>
<td></td>
</tr>
<tr>
<td>Active Listening</td>
<td>Focus on others’ comments</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Consistency in responding to the comments of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insightful question asked that stays directly on the topic</td>
<td></td>
</tr>
</tbody>
</table>
When is teamwork appropriate and when is it not?

Challenges:

- How to align assignments with the right format (individual, small group, large group)?
- Some students coast along on the work of others
- Instructors assume students know how to work in groups.
- [http://online.wsj.com/article/work_and_family.html](http://online.wsj.com/article/work_and_family.html)
• The QUIET PLOTTER CRIME: Practices passive-aggressive insubordination. MODUS OPERANDI: Remains quiet at meetings; later undermines bosses and decisions. LEVEL: First degree nuisance

Solutions:

• Group strategies tips:
  ▪ Instructor selects student groups (4-5 students in each group)
  ▪ Instructor or students assign groups roles. Depending on the activity and technology, roles may vary. Example of group roles:
    ○ Group Chair And Chat/Collaborate Room Leader
    ○ Group Discussion Board Leader
    ○ File Exchange Leader
    ○ Final Report Editor
    ○ Report Submitting Leader
Group interaction technology tips:

- Group tools such as group discussion board, instant chat, file exchange and group email to be provided (features found in Blackboard and other course management systems for work groups.
  - Make sure that students know how to use the voice technology before the lesson begins. Such skills may include:
    - Install needed voice tool software and equipment
    - How to use the web audio online features
    - Archive (recording presentation - visual and audio)
    - Upload PowerPoint presentations into Blackboard Collaborate (online voice tools)

- The positive effects of students working in learning teams are well documented in the literature (Johnson and Johnson [http://www.co-operation.org/](http://www.co-operation.org/), Chickering and Ehrmann [http://www.tligroup.org/programs/seven.html](http://www.tligroup.org/programs/seven.html)).
- [http://www.jigsaw.org](http://www.jigsaw.org)
- 4 S's to creating effective group assignments. [http://www.teambasedlearning.org/](http://www.teambasedlearning.org/)
  - Significant - provide a problem, case or question demonstrating the concept's usefulness
  - Same Problem for all groups
  - Specific Choice - set up the problem or case so the teams are making a specific choice.
  - Simultaneously report - if possible.

- Team work seems to be more effective when the learning outcomes are targeting higher order thinking skills (critical thinking, analysis, synthesis, evaluation)
- Teach students how to work in groups.
- Conduct peer evaluation

Public vs. Private Blogging

Challenges:

- Some students may not like to show all of their work in public.
- Schools are concerned with privacy of minors.
- Writing public blogs is like talking in front of public.

Solutions:

- Start with something familiar and non-threatening (e.g. hobby). Give credit for completion and not for content. Work up to more complex blogs.
- Teachers sometimes need to force students to step out of their safety zone
- Students should be given the right to decide make their blogs public or private
- Students work on types of blogs, one is private, the other is public.
- Students get feedback only from the instructor on the private blog, and get comments from public.
• Blended Approach: Give students options for private or public. Require at least one public for exposure.
• Digital Age: Employers want students to have experience publishing online. Students need to have a public presence and be competitive.
• Use experience as a measurement tool for growth.
• Throw students in the deep end and require them to blog publicly.
• Students are inspired and/or challenged by what other students have created.
• Allow students to use privacy settings (e.g. Blogger).
• Have a competition to see who can get the most comments on their blog.
• Use blogs for content and journals for personal reflection.
• Public blogs help professionalize students’ writing.
• It is important to determine the purpose of the blog when deciding whether it should be public/private.

Other questions and concerns from the discussion:

• Are there ethical and even legal concerns that need to be considered with regards to minors taking online college courses and possibly being exposed to offensive, inappropriate or even predatory material online since it tends to be a more open format and students can access more information via the web?
• Good reflection and posts about JITT and how it is being done by several universities. How do you manage JITT? Can a novice teacher do JITT or would you need more experience?

C. Week 3 Blogs Summary

Discussion in blogs:

• Never do the same thing twice, keeping the students’ eyes wide opened.
• Choose the appropriate approach to teach different subject matters.

8 learning events by Pr. Leclercq:

● Receives (Traditional didactic transmission of information, such as lecture, etc.)
● Debates (Learning through social interactions, collaborative, challenging, discussions, such as f2f debates, etc)
● Experiments (Learner manipulating the environment to test personal hypotheses, such as lab work, etc.)
● Creates (Creating something new, producing work, such as projects, etc.)
● Explores (Personal exploration by learning, such as literature reviews, etc.)
● Practices (Application of theory and its assessment, to include teacher feedback, such as quiz, etc.)
● Imitates (Learning from observation and imitation, such as simulations, etc.)
Meta-learns (self reflection)

**Challenges:**

- Content of week 3 has been a little overwhelming with too many topics

**Solutions:**

- Use tables or figures to reorganize ideas
- Go back to recordings.

**Reflection of Critical, Creative, Cooperative that could be used in future teaching:**

- Warm-Up Activities (like Describing oneself with 8 nouns, collecting students expectations, locating a resource for later use)
- Critical Thinking Activities (like Internship Reflections, expert blog visits, onLine Books Review, Force Field Analysis)
  - Creative Thinking Activities (like Reverse Brainstorming where you explore the opposite direction, What If...)
  - Small Groups & Collaborative Learning Activities (like Role Play, cross-class collaboration)
  - Learner centered Activities (like Class Voting, Poster Sessions)
  - Other Interactive Activities (like Peer Mentoring, Blog Reflections)

**d. Week 3 Shared Resources**

**Books:**


**Technology Tools:**

- iEARN (International Education and Resource Network) is a global network of teachers and youth who use the Internet to collaborate, enhance learning and make a difference in the world:  
- Link small group among North America, Europe, North Africa and Mid-East:  
  [http://www.soliya.net/](http://www.soliya.net/)
- Popplet: a thinking tool for online collaboration:  
  [http://popplet.com](http://popplet.com)
- Video recording and editing tool  
http://www.techsmith.com/snagit-gslp.html?gclid=CPaKk53ZhrACFeUBQAodrHznjg

- Website for peer to peer online tutoring: openstudy.com
- Wordle: http://www.wordle.net/
- 50 Web.2.0 tools to tell a story: http://cogdogroo.wikispaces.com/StoryTools

E-learning Conferences:

- ISTE 8th Annual Online Learning Institute (June 27, 2012): http://oli.etlo.org/

Other Resources:

- A self-paced open course: Universal Design and Accessibility for Online Learning: https://accessible.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/courseHomepage.htmlx?course_id=1263_1
- Ed Tech Resources and Learning Portals: http://www.trainingshare.com/resources/
- Extreme Learning (Anyone can learn anywhere, anytime through technology): http://extreme-learning.com/index.php
- How to use Muddiest Point Cards: http://www.cdio.org/files/mudcards.pdf
- How to use digital storytelling: http://www.storycenter.org/education/
- Just-in-Time-Teaching http://www.indiana.edu/~rcapub/v22n1/p08.html
• Preparatory English for Graduate Studies Course (21 May 2012 - 13 July 2012, free online course):
  http://aseanidpp.org/preparatory-english-for-graduate-studies
• Putting Educational Innovations Into Practice:
  http://www.merlot.org/merlot/index.htm
• TedEd:
  http://ed.ted.com/
• The V-PORTAL from Dr. Bonk’s blog:
• Thiagi’s website:
  http://www.thiagi.com
• Video Primers in an Online Repository for e-Teaching & Learning:
  http://www.indiana.edu/~icy/media/dc_series.html
• Wisc-Online is a digital library of Web-based learning resources called "learning objects":
  http://www.wisc-online.com
IV. Week 4: The Rise of Shared Online Video

a. Week 4 Session Resources

- Session YouTube Video (1:44): http://youtu.be/jwBZDPWyamg

b. Week 4 Discussion Board Summary

If you have watched any of the 27 videos in the V-PORTAL that Dr. Bonk created, did you discover anything that you might use?

- Use reflection papers as a way to get feedback from students.
- Use online videos to demonstrate concepts that may be difficult to understand when using other materials such as readings.
- Use online videos developed by other instructors that explain a concept in a more effective way than you can.
- Use “Guided learning” as opposed to teaching.
- Create checklists for faculty and students that rate online course readiness.
- The videos confirmed what I already know and do.
- I am inspired to blend my course and provide digital materials instead of print materials.
- We use Dr. Bonk’s videos (with permission) in our faculty training courses.
- “Keypal Project” Virginia students connected with students in Australia to compare/contrast cultural life, geography, politics, wildlife. We built sense of community, global perspectives, specific content knowledge, technology and writing skills.
- Use videos for students’ presentations and reflection.
- Allow students choice in assignments: video presentations, timelines, conceptual maps, podcasts, Wordles, storytelling, infographics, Prezis, etc.
- Use Wikis to create e-Portfolios.
- Students re-write textbook using multimedia content, RSS feeds, commentary by peers, and feedback by professional mentors.
• Favorite Applications: VoiceThread, Diigo, Twitter, Slideshare, YouTube, GoAnimate, Audacity, Wimba Voice Board, Wikispaces, any Google tools, Skype, Edublog, Ning, Flickr, Prezi, Scoop.it, ReadWriteWeb, FORAtv; RSA; iTunes U; UCtv; TED Talks; BBC; PBS; NPR Films on Demand, GoAnimate, NBCLearn, Discovery Education, Annenberg Media, Library of Congress, and the Smithsonian, MERLOT.
• It is important for instructors to teach students how to evaluate Web resources for authority, accuracy, currency, validity, relevance, and inclusion in course bibliographies or webliographies.
• It is important for instructors to have online course experiences when teaching online courses.
• TubeChop, Scoop-It, Grockit Answers, Vialogues, TeachingChannel.org, Grovo, Utubersity.com, FreeDocumentary.tv, LookahTV, Dragontape
• Scoop It!; Online Video in Education, Stephen Bright, eLearning Designer, Waikato Centre for eLearning http://www.scoop.it/t/online-video-in-education
• Organizing plethora of resources:
  □ EverNote: create separate notebooks, create multiple tags
  □ Mendeley for serious academic research http://www.mendeley.com/R2D2 and Tec-Variety models
  □ PPT presentations

Alternatively, were there any questions, concerns, or issues that you had after viewing one or more of these?

• When I have technical issues with playing the videos, I understand how students feel when they cannot access my course materials.
• I want to learn techniques for posting that would reduce problems in Bb.
• It is disappointing when applications are free to enroll, but require payment after the trial period.
• Using online videos entails knowledge of how to use it as well as how to troubleshoot when it does not work properly.
• Many online videos quality is poor.
• Training for online course instructors needs improvement.
• Not all YouTube videos have the Creative Commons License.
• There is a problem with viewing the online videos in Internet Explorer.
• Administration is not supportive of dynamic online environments.
• More technical support needs to be provided to assist students with dynamic online environments. Using many new applications burdens the instructor when students have difficulties using them.

How have you used videos to engage students?

• I open my lectures every week with a video of a song. I relate the song to the topic of the week (e.g. Topic: Communications, Song: Please don't let me be misunderstood, or Communications Breakdown, or I Heard it Through the Grapevine, etc.).
• I know one professor who records homework solutions using Tegrity.
• Videos of teachers using technology in the classroom. Pre-service teachers can observe both teachers’ behaviors and students’ reactions. Can also pause or repeat the video. Also discuss class layouts, decoration, pacing, etc.
• Inservice teachers record themselves and then go back and review the video to improve their teaching. Can compare performance to state evaluation criteria for PD.
• Screencast tutorials to use software applications. (i.e. Camtasia, Jing, Screencast-o-matic). [http://www.notess.com/screencasting/book/]
• Softchalk [http://teacheronline.us/flip/]
• Lecture Capture for students who missed class.
• Videos increase instructors’ presence and make them “real.”
• Students can review videos as often as needed. Goes along with “Flipped Classroom” concept.
• Instructors and students can create introduction video of self at the beginning of the course.
• Students can use video for team projects.
• Create recorded videos of presentations.
• Use two contrasting videos for students to interpret.
• Music courses: Students watch videos of concerts/performances, master classes and guest lecturers.
• Add videos to PPT. Discuss content in Discussion Forum. Students collect videos.
  ▪ Students review and critique their own recorded presentations.
  ▪ Use YouTube clips of commercials and TV shows that demonstrate a point you want to get across.
  ▪ Use video for students to practice vocabulary, syntax, and verb tense by turning sound on and off. Students re-tell.
    ○ Use videos as backdrops for case study activities.
  ▪ Provide videos of interviews of authors from the readings and videos of demonstrations of their work.
• Use videos for Just-in-Time Teaching.
• Use videos to demonstrate unsafe or incorrect procedures.
• Provide questions after students watch the videos.
• Use videos to demonstrate controversial issues.
• Use Kahn Academy videos.
• Use Voicethread. [http://ed.voicethread.com/]
• Use props, dolls, legos, etc. for videos to avoid privacy issues.
• Video is a powerful visualization tool that can demonstrate, display, visualize, exemplify, assist in coping with difficult concepts.
• Videos are engaging and appeal to visual and auditory learning styles.
• Record videos directly into YouTube using a WebCam to avoid file-handling issues.
• Use video to provide weekly introductions.
• [http://www.youtube.com/watch?feature=player_embedded&v=oZYLgPxoLN4#!]
• Use videos to add “shock value” and tension.
• Students create their own videos and peers make comments on them.
• Create a rubric that defines analysis and reflection for videos.
• Use compelling documentaries. Students are asked to identify the agenda behind the documentary, research the facts, and analyze the video in terms of bias, accuracy, elements used to sway opinion, etc.
• Start students out slow and offer extra credit for producing videos.
• Create quizzes for students to complete after video watching.
• Create Quick Start Video Guide for course layout and navigation.
• “Just-In-Time” screencasts used to clarify instructions.
• Screen cast demos showing how to use database for researching topics.
• Podcasts to simulate conversations.
• Use video to record or watch role-plays.
• Watch videos to get different perspectives on a given topic.
• Use Wimba Classroom videos.
• Philosophy/Reasoning  Socrates for Six Year Olds
• Use video to demonstrate science experiments.
• Use video prior to an assessment piece outlining the requirements, after marking an assignment giving general feedback, or at the end or start of a new topic.
• Grammar: Schoolhouse Rock YouTube videos; History: propaganda and interview videos
• Students collect videos that demonstrate concepts.
• Microsoft Training Videos for Microsoft Applications
• Digital Stories
• https://skydrive.live.com/?cid=27a47713f201df2c&resid=27A47713F201DF2C!345&id=27A47713F201DF2C%21345
• Use humorous videos to engage.

Have you found any unique video sources that you can share? How have you made use of them?

• Long Now foundation at http://longnow.org/ where they discuss long term thinking.
• Filmmaker's library has a bunch of documentaries, PBS, Frontline, NOVA
• Back-up plans are important--have more than 1 or 2 videos at the ready at all times.
• Update the course every couple of years or have an optional assignment wherein students help you update it.
• Short videos hold concentration, are easier to reply, have more definitive start and end times and can more easily be cut and spliced and discussed. etc.
• Object
• Smashing Telly
• Local Mine Inspector helped produce video and visit the class to explain investigation and preparation: http://www.msha.gov/streaming/wvx/UBBAccidentScenario.wvx
• Common Craft Series.  http://www.youtube.com/watch?v=bVnfyradouroCPY
• Chronicle of Higher Education (July 10, 2010)
• http://www.snagfilms.com/
• http://archive.org/details/feature_films
• Severe and complex needs in the mainstream
• Teaching the Dyslexic Child
• Problem-solving and Other Topics
• http://www.tes.co.uk/MyPublicProfile.aspx?uc=447531&event=21
• http://youtu.be/UJ90he5RYfE
• http://youtu.be/-yVz bvCZiLA
• http://www.pbslearningmedia.org/
Instructional Ideas and Technology Tools for Online Success

- http://www.c-spanclassroom.org/
- One of the limitations I constantly run into is the lack of captions, which are required by federally funded institutions in the United States, according to Section 508 guidelines. Amara Universal Subtitles makes captioning videos much easier because all you need is the URL of the video to add captions to an existing video; it is a great resource for anyone concerned about accessibility.
- Amara Universal Subtitles  http://www.universalsubtitles.org/en/
- Teachers are encouraged to download and save videos and not to live stream because of bandwidth issues.
- http://vimeo.com/4679687
- http://www.entusbrazos.fr/
- Art 21 Series
- Craft in America Series
- DML Central
- The Digital Media and Learning Research Hub
- oneminutesjr videos
- http://www.artisancam.org.uk/flashapps/ray/
- http://www.artisancam.org.uk/
- To see how teachers are using ArtisanCam http://www.artisancam.org.uk/pages/teachers_views.php?vid=2
- Instead of inviting studio faculty in, assign students to create a video:
  - Saves time scheduling for having faculty come to class.
  - Require enough research by graduates students on the topic to develop questions
  - Engages newer MFA into F2F dialogue with faculty and to view them in their art and academic roles.
  - Provides a different perspective by filming in another environment, outside the class (offices, studios etc.) is a nice change and is a lot of fun.
  - Invokes critical and creative decisions making by students through question development, filming, and editing.
  - The faculty seem to enjoy the conversation and the process. Faculty are busy and have been very supportive to students with this.
  - Cooperative skills---- filming is often a team sport…..
  - Keep the process of privacy simple, so only for in-class use.
  - Demonstrates the use of video in teaching practice in how they use the footage (translate what they have videoed) and how they will integrate into the teaching seminar with their peers.
    - YouTube videos are not unique anymore, but they are still beneficial to visualize complex concepts and procedures.
    - Use humor videos to motivate students and ease the conversation between teachers and students. Humorous example for CPR: http://www.youtube.com/watch?v=SXHSJ1pKoE0
    - Grockit Answers and Vialogues are great tools for encouraging conversations based on online videos
• Great videos in economy and management files: 100 Video Sites Every Educator Should Bookmark: http://theinnovativeeducator.blogspot.com/2010/02/100-video-sites-every-educator-should.html
• Intelligent YouTube Channels: http://www.openculture.com/smartyoutube
• Moderator on YouTube: http://support.google.com/youtube/bin/answer.py?hl=en&answer=179865
• YouTube URL Tricks: http://www.makeuseof.com/tag/10-youtube-url-tricks-you-should-know-about/
• 100 YouTube Videos for Your Business Education and Enlightenment: http://www.onlinecolleges.net/2009/11/03/100-youtube-videos-for-your-business-education-enlightenment/
• YouTube EDU (Business): http://www.youtube.com/education?category=University/Business
• Caseplace.org: http://www.caseplace.org/
Hosted by The Aspen Institute: Center for Business Education, partnered with the University of San Diego. Provides reading materials, multimedia content, teaching modules with the focus on social, environmental, and ethical issues in business.
• eCorner: http://ecorner.stanford.edu/
Stanford University’s Entrepreneurship Corner offers 2,000 free videos and podcasts featuring entrepreneurship and innovation.
• Global Edge: http://globaledge.msu.edu/Academy
Resource center for global business knowledge. Includes learning and research materials. Be sure to check out the Knowledge Tools section: http://globaledge.msu.edu/Knowledge-Tools
• EeEdWeb: http://ecedweb.unomaha.edu/teach-ec.cfm
Economic resources for faculty.
• BusinessWeek Education Resource Center: https://resourcecenter.businessweek.com/
• Use humorous cartoon/comic student & teacher conversations to present expectations (i.e. “Don’t be This Student”)
• This site is useful to download Unique Video Transitions Software http://unique-video-transitions.winsite.com/more/2/

Have you designed student-centered activities including the use of video?
• I create interactive tutorials using Articulate.
• Prezi, Camtasia Relay
• Use Techsmith's Camtasia: http://www.techsmith.com/education.html to create step by step videos. I can save the final file in many different formats as well as a podcast.
• http://www.hw.ac.uk/edu/good-ideas/Pages/PodcastsSS.html
(The educator is Silke Schubert, based in Scotland)
• Digital Storytelling: http://shirleystang.com/digitalstories/
• Avatars.
• [http://youtu.be/1YAxZvzCPF](http://youtu.be/1YAxZvzCPF)
• [http://www.periodicvideos.com/videos/001.htm](http://www.periodicvideos.com/videos/001.htm)
• [http://vimeo.com/categories/education/howto](http://vimeo.com/categories/education/howto)
• [http://www.youtube.com/user/JWTNY](http://www.youtube.com/user/JWTNY)
• [http://vimeo.com/3829682](http://vimeo.com/3829682)
• Eric Whiteacre virtual choir
• [http://www.youtube.com/user/uscsb](http://www.youtube.com/user/uscsb)
• [http://www.youtube.com/watch?v=0QVur0cRs7A](http://www.youtube.com/watch?v=0QVur0cRs7A)
• I have used Captivate to create a series of online orientation for students.
• I created my first video during a workshop called MachinEVO which took place in Second Life in January and February 2012. You’ll find the video link on slide 59 of my presentation [http://www.slideshare.net/TinkererAngel/be-epic-learn-how-to-make-machinimas-from-scratch-in-five-weeks](http://www.slideshare.net/TinkererAngel/be-epic-learn-how-to-make-machinimas-from-scratch-in-five-weeks)
• I plan to issue both digital voice recorders and digital cameras when our students record situations during our education. The will use digital voice recorders with usb connections. They will use Kodak Playful devices with usb connections for three step sharing!!!(http://store.kodak.com/store/ekconsus/en_US/pd/PLAYFULL_Video_Camera/productID.21644600) Those are also cheap and dust/water/shock resistant).
• They can upload the content to our LMS or to each others computers or to a digital webconferencing tool (e.g. the free www.vyew.com from Dr. Bonk Video portal video 21. Collaborative tools...)
• I ask my graphic design students to create a presentation of their online portfolio using screenr. They create their portfolio in coroflot. They just post the URL to their screenr to a discussion board and other students comment on their presentations.
• Create videos in small groups. Students must create a game for pre-k students with adaptations for students with special needs. Each student in my class is given a picture of a student with their special needs listed on the back. As a group they need to create a simple game, which will meet the needs of each of their particular group of students. Once they have created the game they are asked to create a video to explain the game to other teachers of students with special needs. We then post the videos to teachertube and share them with the world.

**If not, what challenges do you face regarding the use of video?**

• We in South Africa have a problem -- we have some of the most expensive bandwidth costs in the world. Students can’t afford to go online to watch videos -- or to stay online long enough to download videos to hard drives. We are trying to get around it by limiting videos to 2-5 minutes, and also trying to think of creative ways of providing videos via other delivery modes (such as on CDs, DVDs or flash drives)
• The latest version of Office installed on the classroom computers no longer supports embedded videos.
• A room or space on-campus for creating such materials. One almost needs a video or podcast lab. This is also a challenge for students. The library serves as the open computer lab, but this area is too noisy for recording podcasts or videos. We still have a good deal of students who do not have the equipment or space to record even a podcast. Editing and space, equipment, and software are a concern as well. We have used some free sources, but they are often not updated.
• As much as we assume the younger generation has intuitive knowledge of computers, I have found that their experience is limited with "everyday" programs like those found in the Office suite.  [http://www.youtube.com/watch?v=MRJBvmboFf4&lr=1](http://www.youtube.com/watch?v=MRJBvmboFf4&lr=1)
• One major problem that I have been having lately is with video accessibility. I teach for a college in California that stresses on many levels the necessity of everything being accessible.
• Place videos on a disk and distribute to students.
• I have created flv using Adobe Captivate 5.
• PPT files that I have converted to flash video, provided annotation using text to speech function of Captivate.
• We do our own capture and video editing with Adobe CS 5.5.
• Bandwidth issue? Ten quick ideas off the top of my head:

  1. Wait it out. Pause for now and start using again later when they are caught up.
  2. Partner students...if they live close enough and one has bandwidth/access and the other does not.
  3. Download the required videos and give to them on flash memory sticks (with permission).
  4. Write a grant for access for rural communities. Such grants exist.
  5. Start a fundraising drive for technology for kids in your school.
  6. Talk to other such school districts and listen to their solutions.
  7. Read up on the issue and solutions.
  8. Ask your students for their recommendations for solutions. Talk to parents.
  9. Mention this to administrators and state or province educational leaders.
 10. Use smaller size videos for now.

• The Blackboard issue stems from having to rename that file into a format that it will recognize and even then not all students have the necessary codecs to play it.
• Students always have problems opening video files because they use various equipment and Internet speeds, so the videos become an unreliable tool. Making a video requires certain production demands. In most cases, what goes into making the video is not worth what will come out of the video. In other words, the educational gains (learning, retention, etc.) are not worth the effort, resources, money, and time. An effective educational video requires more than a recorded lecture of a talking head reading wordy PowerPoint slides to the camera. We need to stop using tech because we can and start using it when we should.

  • An instructional designer helped me with this problem and suggested I have the students upload all their videos to You Tube as private videos and send me the link or permission. This worked great as you tube accepts all file types, converts them, has reasonable quality and essentially every computer will play You Tube videos.

**Video Resources**

• TED talks are relatively dynamic for a few reasons - the moving speaker, often-great visual aides, the awareness of a live audience (reactions recorded, etc.). You almost feel the energy.
• Dr. Bonk's YouTube channel
• Drawback: not reliably available
• Watch videos before assigning to students! Wrap the video with activities and discussion and don’t use in isolation!
• Use videos from multiple sources to get multiple perspectives.
• video by David McCandless
• Assign multiple choice and open-ended questions after viewing videos.
• Use TED-ED for professional development activities.
• Sherry Turkle TED-ED talk - How Technology Impacts Lives
• A few extra features I would like to have (i) the ability to create your own video lessons, quiz questions and learning dependencies, (ii) the ability to integrate third-party video from such sites as YouTube, and (iii) the ability to integrate into our LMS (Moodle). From the introductory video it seems that TED-Ed can do (i) and (ii) above.
• Book entitled "Persuasion: a new approach to changing minds" by Arlene Dickinson. About "pitches" - persuasion in all arenas but particularly business/corporate. The thread through out... having integrity. Kind of refreshing ... as the author is a successful marketer/entrepreneur.
• Webinar Series: http://sligolearning.blogspot.com/
  http://www.youtube.com/user/peggysemingson?feature=mhee
  Reading Rockets: http://www.youtube.com/user/wetalearningmedia?feature=results_main
  http://ed.ted.com/on/AxMLj6tI
  http://www.youtube.com/watch?v=tAsxyffBqm0
  http://ed.ted.com/ with Flipped Classroom concept
  http://www.refseek.com/directory/educational_videos.html
  www.5min.com
  www.academicicearth.org
  www.bighink.com
  www.brightstorm.com
  www.cosmolearning.com
  www.edublogs.tv
  www.thefutureschannel.com
  www.howcast.com
  www.archive.org
  www.learner.org
  www.mathtv.com
  ocw.mit.edu
  www.neok12.com
  www.researchchannel.org
  www.pbs.org/video
  www.scholarspot.com
  www.schooltube.com
  www.snagfilms.com
  www.teachers.tv
  www.teachertube.com
Instructional Ideas and Technology Tools for Online Success

- www.ted.org
- www.videojug.com
- www.watchknow.org
- www.wonderhowto.com
- oyc.yale.edu
- www.brainpop.com
- www.cosmeo.com
- http://streaming.discoveryeducation.com/
- www.hulu.com
- http://www.hulu.com/network/pbs
- http://www.hulu.com/studio/national-geographic-channel
- www.metacafe.com
- www.vimeo.com
- www.youtube.com
- http://www.youtube.com/user/AtGoogleTalks
- http://www.ocwfinder.org/
- http://www.youtube.com/watch?v=zZi7e8LYNuQ
- "Open Culture" very useful since I teach humanities and languages, and it contains the link to the great videos I use in my Spanish classes. They are part of the BBC program called "Mi vida loca" http://www.bbc.co.uk/languages/spanish/. Check it out, especially if you want to listen, speak and communicate in Spanish fast, and then travel to Spain.
- I searched my EdTech groups in Diigo, Edublogs, Scoop-It, Twitter, selecting these links that are recommended by online educators for classroom learning activities:
- Future of Education Ning includes teacher training videos: http://www.futureofeducation.com/video
  - Jane Hart is an EdTech mover and shaker. These are her personal top instructional video site picks: http://janeknight.typepad.com/pick/2010/02/25-places-to-find-instructional-videos.html
  - Searched Scoop.it and found Video for Learning 2.0 Magazine curated by Theo Kuechel  
    - http://www.scoop.it/t/video-for-learning
  - Searched Scoop.it and found Video in Education 2.0 Magazine curated by Tsily Raz: http://www.scoop.it/t/online-video-in-education
  - Searched Scoop.it and found Online Video in Education curated by Stephen Bright (features Dr. Bonk's V-Portal): http://utubersity.com/
Special Education Technology Connections has an eclectic list of high quality alternatives to YouTube: http://www.setconnections.org/EducationVideos.html

UK Dept of Education contracted with free web host sites to ensure access to 3500 videos. Checkout Promethean Planet. http://www.education.gov.uk/schools/toolsandinitiatives/teacherstv/


iLibrarian is committed to linking the best of the best content and tools for information literacy instruction. http://oedb.org/blogs/ilibrarian/2011/25-resources-to-create-library-videos/

• I would like to add a few more alternative video learning portals created with human intelligence, searchable and shared freely on the web:

  Internet Public Library ipl2 vetted by library grad students. http://www.ipl.org/IPL/Finding?Key=videos+online+learning&collection=gen

  Highly curated library of education videos by excellent teachers: http://www.backpack.tv/

  Searches only the 35,000 Web sites that our staff of research experts and librarians and teachers have evaluated and approved http://www.sweetssearch.com/search?q=video+library

  Internet Scout Project eclectic staff blends academics and professionals from Library Science and Computer Science, along with graduate and undergraduate students studying the sciences, social sciences and humanities: https://scout.wisc.edu/Archives/SPT--AdvancedSearch.php?Q=Y&FK=video&RP=10&SR=0&ST=Quick

  LibGuides Community includes links to free video websites vetted by public, school, academic, special libraries for curriculum purposes. http://libguides.com/community.php?m=s&it=0&search=video

  LiveBinders Education has classroom examples for all instructional subjects and grade levels: http://www.livebinders.com/shelf/search?search=&terms=College&type=3

Has anyone else found themselves in a position where the technology is most useful or engaging for the student population is blocked by the IT department and how did you overcome that barrier?

• Plan ahead. It takes time to request the IT department to unblock Websites before you need to use the videos.

• Work with IT to develop a list of accepted Websites.

• Firewall can be an issue.

• (FIPPA: Canada) prohibits social media such as Facebook, YouTube, Twitter, etc. because it retains information outside of Canada.

• Viewpure.com, Quietube, Safeshare.tv- creates a link that is not associated with YouTube. Don’t forget to credit source.

• learn.st (in beta) and pinterest.com
• Vimeo
• Management Issue: said creating videos is too time and resource intensive and not cost effective.
• IT Issue: balk about necessary hardware/software upgrades
• Linux has an open source (and therefore free) desktoprecorder. Example: Youtube channel is docwattexas.
• If it is a video that is being blocked, you can convert the file using AnyVideoConverter or Zamzar. I have found a few "blocked" videos on TeacherTube and SchoolTube.
• Witopia (not free). private Virtual Private Network. Will allow you to route around any censorship. $6/month.
• Here are some more links to information on VPNs: http://www.addictivetips.com/windows-tips/best-free-vpn-service-anonymize-ip-secure-internet-connection/. Most of my colleagues use another VPN called Astrill and they are satisfied because of its ease of use.
• YouTubeDownloader from Download.com
• I post assignments, make announcements and deliver content frequently by video via Facebook, although it is against the district technology policy.

c. Week 4 Blogs Summary

The New Buzzword, "DIY," and the R2D2 Framework:

• Too many clicks to get around blogs
• Can't attend live sessions but like having the video feed and all the many resources
• Appreciate the resources and links / videos
• For example, a great tutorial is a YouTube Video “ Blogs in Plain English” http://www.youtube.com/watch?v=NN2I1pWXjXI I find that even those who are familiar with a medium often appreciate a refresher course.
• I have learned so many tools in this course and have found it very well structured. I will be going over the whole materials again and plan my next academic year based on the tools described. In specific I will be using the following (or trying to implement in my courses):
• Wiki Book: I am collecting my students’ projects which some are about companies that many people wouldn’t have access to into a wiki book. Next semester I will go through a wiki book as Dr. book described the steps: a) Have students read a few wiki books b) edit the one I have put together and c) write their own wiki book for their projects.
• Service Learning as part of assessed tasks. This is something I haven’t thought of and just this morning I had some students asking me for additional work to boost their grades and I thought the idea of service learning would make a lot of sense.
• Give choice to students about tasks to do & readings to cover & have frequent voting as feedback after tasks are done. Have an open-ended week for students to choose what they want to do. Choice is something we don’t do well in where I am but it is a crucial part of adult education. I will be giving my students choices next semester.
• Use of experts to talk to students & evaluate their e-Portfolios. Ask students to follow some expert blogs and comment.
  - e-Portfolios: LiveText is aligned with the professional standards of National Council of Accreditation of Teacher Education
• Press Conference or screen cast movie night displaying students’ digital narratives
• Include the Resource Provider activity. I love this activity! Sounds easy to implement and useful.
• Instead of just using blogs, I’ll ask students to do vBlogs for their reflection on learning. Students love videos and hate writing so hopefully I’ll try the video blogs next semester and see the reaction.
• Videos: Current TV and Big Think: I do use videos but I don’t really pay that much focus to current news so next semester I will be doing that in the beginning of class as a short discussion or warm up to the topic of the class.
• Learn to use gaming for education: I need to get some more training in how to have gaming as part of my teaching. My students loved the Who Wants to be a Millionaire and Jeopardy games even though the topics were unit revisions.
• Apply the R2D2 when designing my next semester’s courses. I will be looking at a course that I am leading and will redesign it according to the R2D2 model.
• Pilot a mini MOOC for Kaizen Creativity in education this is wishful thinking at this stage! I would love to try it out and see how it might or might not work.
• Learn to create videos that look more professional & learn to turn videos taken in class into an ebook.-- I have no idea how to do this yet! I would need to do some research and find courses that help me do this.
• This way of learning is absolutely great. Thank you Dr. Bonk and the team for making this course happen. Lana

Thoughts:
• Provide students resources to exploring knowledge

Challenges:
• Is MOOC an eternal event a source of motivation or despair?
• Dr. Bonk has made the point that building a relationship with students is important and polling is one way to do so. But really, it was 28 minutes of polling at the start of this session. I found this annoying rather than engaging.
• Even though the structure clearly allows for it. Now I'm wondering whether this is because of the way *courses* work or just the way *I* work.
• I enjoyed Dr. Bonk's presentation on the use of video - but I have to say that I gritted my teeth at the two slides where Michelle Rhee was used as an example of an education administrator getting her views out using video. (Dr. Bonk replied “point well taken, I can use other less controversial examples. Perhaps she would be a great example of #9 in the TEC-VARIETY model--tension and debate”.)
Positive feedback:

- “Next semester I'm going to put lot of sources that I got from the MOOC, during summer I'll modify my syllabus,....... THANK YOU DR. BONK.”
- “I think this MOOC offering is a wonderful idea and I am extremely impressed with the amount of thought and preparation that has gone on "in the background" to set this all up. Thanks~”
- I am really happy I joined this MOOC so I could have this insight. From now on, I will provide up-to-date archives for my students so they don't need to wander around and gather up links ... especially considering the fact that I have all the resources neatly arranged in folders in Learn.

d. Week 4 Shared Resources

Video Sites (from Dr. Bonk’s slides and live chats):

- Big Think (online forum that features interviews, multi-media presentations, and roundtable discussions with major intellectuals from a wide range of fields): [http://bigthink.com/](http://bigthink.com/)
- Book TV (covers established and upcoming nonfiction authors, mainly in the subject areas of history, biography and public affairs): [http://www.booktv.org/](http://www.booktv.org/)
- Do Flick: [http://doflick.com/](http://doflick.com/)
- Explo.TV (webcasts, video clips, podcasts, and slideshows from the Exploratorium's collection of original programming, from remote scientific expeditions to fun hands-on activities): [http://www.exploratorium.edu/tv/](http://www.exploratorium.edu/tv/)
- Global Pulse (television and web series that helps you navigate the news of the world): [http://www.unglobalpulse.org/](http://www.unglobalpulse.org/)
• iVideosong (online music instruction service that shows how to play complete songs from original artists who wrote and performed them): http://www.songmaster.com/
• Howcast (a website that provides instructional short-form how-to video and text content that combines practical information on various topics): http://www.howcast.com/
• Latin Pulse (a half-hour news examining Latin American issues relevant to the American public): http://www.latinpulse.org
• Link TV (American satellite television network providing "diverse perspectives on world and national issues): http://www.linktv.org/
• MIT World: http://video.mit.edu/
• MonkeySee (professional-quality how-to videos by accomplished experts on every conceivable topic):
  http://www.monkeysee.com/
• MSNBC: http://www.msnbc.msn.com/
• National Geographic Channel: http://natgeotv.com/ca
• NASA TV: http://www.nasa.gov/multimedia/nasatv/index.html
• TeacherTube (online community for sharing instructional teacher videos):
  http://www.teachertube.com/
• TED Ed: http://ed.ted.com/
• The Research Channel (an educational television network based at the University of Washington in Seattle): http://www.washington.edu/uw2tv/rc.html
• TV Lesson (how to video website for experts, companies, and independent film producers):
  http://www.tvlesson.com/
• Vimeo (a respectful community of creative people who are passionate about sharing the videos they make): http://vimeo.com/
• Wonder How To : http://www.wonderhowto.com/
• YouTube Edu: http://www.youtube.com/education

Video Creating Tools:

• Audacity  (free software for recording and editing sounds):
  http://audacity.sourceforge.net/
• Go!Animate  and Xtranormal (create animated videos):
  http://goanimate.com/
  http://www.xtranormal.com/
• Jing (take screenshots and record screen):
  http://www.techsmith.com/jing.html?gclid=CLfKurPQmrACFWaFQAod1UdIZg
• Oamara (caption and translate videos):
  http://www.universalsubtitles.org/en/
• Screencast-O-Matic (free online screen recorder):
  http://www.screencast-o-matic.com/
• Screenr (web-based screen recorder makes it a breeze to create and share your screencasts around the web):
  http://www.screenr.com/
Interesting Videos:

- Jump! (suggested by Dr. Nellie Deutsch): http://youtu.be/-_v12k31Egc
- TEDx: Improving Lives With Emotionally Intelligent Technology (suggested by Dr. Nellie Deutsch): http://www.youtube.com/watch?v=Y9oVNP9zeEM
- Peggy Semingson's literacy education channel (elementary focus): http://www.youtube.com/user/peggysemingson?feature=guide

Other Resources:

- Blog of Dr. Curt Bonk Professor at Indiana University and President of CourseShare, LLC: http://travelinedman.blogspot.com
- Community College Consortium for Open Educational Resources: http://oerconsortium.org/
- Coursera (offer FREE courses from the top universities such as Princeton, Stanford, etc.): https://www.coursera.org/
- Flipboard (a social-network aggregation, magazine-format application software for Android and iOS): http://flipboard.com/
- Lists of Free Open Education Resources Compiled by Ilene Frank and Barrett Havens: http://free-resources.wikispaces.com/
- MERLOT (Multimedia Educational Resources for Learning and Online Teaching): http://www.merlot.org/merlot/index.htm
- MOOCs and the Professoriate: http://www.insidehighered.com/news/2012/05/23/faculty-groups-consider-how-respond-moocs
- QM Program: http://www.qmprogram.org/
- Stephen Downes Website: http://www.downes.ca/
V. Week 5: Wrap-up and Question & Answer

a. Week 5 Session Resources


- Session YouTube Video (1:06): http://youtu.be/l5Vs5Y-cE3Q

- Color PDF of Slides: http://www.trainingshare.com/pdfs/MOOC-Participant-Comments.pdf

b. Week 5 Discussion Board Summary

Do you have a question you would like answered at the Q & A virtual session?

- My question to Dr. Bonk is how do you do it in terms of time? Does Dr. Bonk with his research and personal experience in the area have strategies or tips of how to work smarter and not harder?

- How did it seem from the instructor's point of view with such a large cohort of students, even though you had some semblance of a team, both on your end in Indiana, and here at Blackboard CourseSites?

- What would people think of the idea of an institution using a full course from another institution and adding continuous and final assessment?

- I'd like to ask (a) the CourseSites team and (b) Curt Bonk what they'd do differently if they were going to do this again?


- How do I come up with a reasonable time limit (for online quizzes/tests for students who are uncomfortable taking computer-based tests)?

- What suggestions do you have for preventing online translators in language classes?

- Is there any actual research that shows how big of an issue plagiarism actually is?
• Plagiarism detection systems (like SafeAssign) show you how much of the text is quoted (or copied/pasted) from other sources. There may, in fact, be no plagiarism, because the text contains citations, but the software doesn't take into account this fact :)

• Thoughts on which instruction principles are seen as most important (effective) in online teaching, so that instructors should emphasize those principles. And, on the other hand, are there some likely limited to F2F formats?

• Here are the lists--certainly NOT mutually exclusive.

<table>
<thead>
<tr>
<th>Good Practice in Undergraduate Education--Chickering &amp; Gamson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourages contacts between students and faculty</td>
</tr>
<tr>
<td>2. Develops reciprocity and cooperation among students</td>
</tr>
<tr>
<td>3. Uses active learning techniques</td>
</tr>
<tr>
<td>4. Gives prompt feedback</td>
</tr>
<tr>
<td>5. Emphasizes time on task.</td>
</tr>
<tr>
<td>6. Communicates high expectations</td>
</tr>
<tr>
<td>7. Respects diverse talents and ways of knowing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Learning Works--Ambrose, Bridges, DiPeitro, Lovitt &amp; Norman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How Does Students' Prior Knowledge Affect Their Learning?</td>
</tr>
<tr>
<td>2 How Does the Way Students Organize Knowledge Affect Their Learning?</td>
</tr>
<tr>
<td>3 What Factors Motivate Students to Learn?</td>
</tr>
<tr>
<td>4 How Do Students Develop Mastery?</td>
</tr>
<tr>
<td>5 What Kinds of Practice and Feedback Enhance Learning?</td>
</tr>
<tr>
<td>6 Why Do Student Development and Course Climate Matter for Student Learning?</td>
</tr>
<tr>
<td>7 How Do Students Become Self-Directed Learners?</td>
</tr>
</tbody>
</table>

• What five books (or authors) would Dr. Bonk recommend for an educator new to distance/online learning? What five blogs or websites are essential in the field?
  - [http://trainingshare.com/resources/](http://trainingshare.com/resources/)
  - [http://travelinedman.blogspot.com/](http://travelinedman.blogspot.com/)

• Please comment on the "best of the best" R2D2 and TECH-VARIETY methods for increasing the feeling of instructor presence in massive online courses.
• What groups or individuals would you recommend following on twitter, diigo, or scoop.it?
• Are there ways that more meaningful learning outcomes could be assessed, possibly by leveraging the varying levels of expertise?
• Any changes in future online sessions or course outlines or something else? CourseSites any changes to CourseSites that will improve the learning experience in the future or something else?
• I have learned a lot. For instance:
  1. Be sure to get help.
  2. Give enormous amounts of feedback in Week 1 (i.e., early in the course).
  3. Weed away from the feedback as the course unfolds.
  4. Alternate presentation weeks and reflection or panel of expert weeks.
  5. Collect more global and demographic info early.
  6. Perhaps have polls on age, location, interest areas, etc., as people sign up.
  7. Have the help give feedback in the introductions at assigned times (1-2 different people for feedback in week one for each of 4 hour blocks).
  8. Be sure that if your profile is entered for you (like mine was for me) that they enter the correct email address. Mine was input wrong. So I never got the course updates each week. Smile.
  9. The music from Week 5 could have been there for break time in previous weeks.
 10. Collect 1-3 sentence questions only during a show/Webinar. Longer questions take more time to respond to and there is much much much to already think about in the MOOC.
 11. Have a helper or 2 next to you writing down the questions as they come up. That is a huge help.
 12. Have helpers to summarize themes by a certain time and date each week so that people in the MOOC are not waiting too long.
• Does anyone have any experience teaching Org Behavior (graduate level) using an online or blended format? Any suggested resources or templates?
• To me a model or framework is developed to incorporate an architecture for a set of rules, ideas or beliefs as an approach to a problem, plan or as a supporting structure? I find that the R2D2 model is very similar to the quality model of Plan, Do, Act, Check.
• How do you get the word out to students so they know it is expected that have logged in to a course prior to the first day, have the necessary materials on hand, and completed any all necessary setup?
• I've always sent emails starting two weeks before classes start. Everyone has a school issued email address and is expected to check it.
• I am interested in taking a certificate program in something like technology in higher ed, instructional design (I know Dr Bonk does like that term), or something similar - any recommendations?
  ▪ I made a list of instructional technology/educational technology programs, face-to-face, online, and blended for BA, certificate, Master's. Ed.D., Ph.D., and so on.
    ○ Here they are...I am sure that I am missing many...
http://www.trainingshare.com/resources/Instructional_Technology_and_Educational_Technology_Programs.php
**Master’s Only Programs (many have online programs as well):**

- California State University at Monterey Bay, Information Technology and Communication Design
- East Carolina University, Instructional Technology
- Emporia State University, Instructional Design and Technology
- Fort Hays State University, Instructional Technology
- George Washington University, Educational Technology Leadership
- Lesley University, Technology in Education (online Master’s and weekend hybrid Master’s)
- San Diego State University, Educational Technology
- San Francisco State University, Instructional Technology
- St. Cloud State University, Information Media
- University of Colorado at Denver, Information and Learning Technologies (eLearning Design/Imp; ID & Adult Learning; and K-12 Teaching)
- University of South Carolina, Educational Technology
- University of Texas at El Paso, Educational Technology
- University of Utah, Instructional Design & Educational Technology

**Residential Doctoral Programs (most include a Master’s program; many include online degree programs and certificates):**

- Auburn University, Dept of Ed Foundations, Leadership & Tech; Master’s in Library Media & Tech; Ph.D. in Ed Leadership (Admin of Supervision & Curric with an emphasis in Tech)
- Arizona State University, Educational Technology (Master’s and Ph.D.)
- Boise State University, Educational Technology (Online Ed.D, Master’s and Ph.D.)
- Brigham Young University (BYU), Instructional Psychology and Technology (Master’s and Ph.D.)
- Florida State University, Instructional Systems (within the Educational Psychology and Learning Department, certificate, Master’s, and Ph.D.)
- George Mason University, Instructional Technology Program (Master’s and Ph.D.)
- Georgia State University, Masters in Instructional Design & Tech; Ph.D. in Instructional Tech
- Harvard Graduate School of Education, Masters in Technology, Innovation and Education (TIE); Doctor of Education (various options)
- Idaho State University, Educational Leadership and Instructional Design Masters; Doctor of Education
- Indiana University, Instructional Systems Tech (Master’s, Ed.S., Ph.D.); IU IST Programs; Research Teams; IUconnectedEd(certificate, Master’s, Ed.D. online)
- Iowa State University, Curriculum and Instructional Technology, Master’s in Curriculum and Instruction Technology Specialization; and Ph.D. in Curriculum and Instructional Tech
- James Madison University, Certificate in Ed Tech, eLearning, Ed Tech Leadership; and Masters in Ed Tech
- Kent State University, Instructional Technology (Master’s); Doctorate in Educational Psychology with a Concentration in Instructional Technology
- Michigan State University, Ed Tech Program Overview; Master’s info; Overseas program; Various Programs; Doctoral program in ed psych and ed tech; Hybrid doctoral program
- Mississippi State University Instructional Systems and Workforce Development; B.S., Masters, Ed.D., and Ph.D.
• Nova Southeastern, Instructional Tech & Distance Ed (online Master's and Ph.D.); M.S. in Information Tech in Ed (MITE); Ph.D. in Computing Tech in Ed (DCTE)
• NYU, Educational Communication and Technology (Master’s and Ph.D.)
• Old Dominion University, Instructional Design and Technology Program (Master’s and Ph.D. includes online and Face-to-Face Ph.D. Options)
• Penn State University, Instructional Systems (Master’s and Ph.D.)
• Purdue University, Learning Design and Technology (Master’s and Ph.D.) (and new online Master’s)
• Syracuse University, Instructional Design, Development and Evaluation (Master’s and Ph.D.):
  • Teachers College, Columbia University, Instructional Technology and Media (Master’s and Ph.D)
• Texas A&M University, Educational Technology is offered within the Department of Educational Psychology in the Learning Sciences program (Master’s and Ph.D.)
• Texas Tech University, Instructional Technology (Master’s and Ed.D.)
• University of Alabama, Master’s in Instructional Technology; Ph.D. is in Instructional Leadership with an concentration in Instructional Technology
• University of Central Florida, Educational Communications and Technology (Master’s, Ed.D., and Ph.D.)
• University of Florida, Instructional Technology (Online Ed.D.degrees granted in Instruction and Curriculum with an emphasis in Educational Technology),
• University of Georgia, Learning, Design, and Technology (Master’s and Ph.D.)
• University of Hawaii, Department of Educational Technology
• University of Houston, Instructional Technology (Master’s); doctoral degree offered in Curriculum and Instruction with an emphasis in Instructional Technology
• University of Illinois at Champaign Dept of Ed Policy, Org, & Leadership; Master’s in E-Learning; HRD Degrees (includes Instructional Tech emphasis)
• University of Kansas, Educational Technology (Master’s); doctorate offered in Educational Leadership and Policy Studies with an emphasis in Educational Technology
• University of Minnesota, Learning Technologies (Master’s, M.Ed. and Ph.D.)
• University of Missouri, School of Information Science and Learning Technologies or SISLT (Master’s, M.Ed., and Ph.D.)
• University of New Mexico, Organizational Learning and Instructional Technology (Master’s and Ph.D.)
• University of Nevada at Las Vegas (UNLV), Ed Tech; doctoral degree in Curric and Instruction with emphasis in Ed Tech; joint doctoral program in Learning Tech from Dept. of Ed Psych
• University of North Texas, Department of Learning Technologies (Master’s and Ph.D.)
• University of Northern Colorado, Educational Technology (Master’s and Ph.D.)
• University of Oklahoma, Instructional Psychology and Technology (Master’s and Ph.D.)
• University of South Florida, Instructional Technology (Master’s, Ed.D., and Ph.D.)
• University of Southern Mississippi, Instructional Technology (BA, Master’s, and Ph.D.) BA; Master’s and Ph.D.
• University of Tennessee, Instructional Technology and Learning Environments and Educational Studies
• University of Texas at Austin, Instructional Technology (Master’s and Ph.D.)
• University of Virginia, Instructional Technology (Master’s and Ph.D.)
Have you made any new professional connections as a result of this open course?:

- I have to say that I consider the entire class of the course, and the people at CourseSites to be in my professional network!
- I have met many interesting people here (people with whom I would like to continue to learn and collaborate with)...but I have been inefficient at keeping in contact.
- I think the MOOC has been a great start to a lot of conversations.
• The best thing though is that I’ve taken time to reflect upon my own role as teacher and educator as well as being a/the student. One contact that I established was actually indirect through one of the discussion forums.
• I feel more connected to the community of online educators at large, and I’ve had some enjoyable discussions with Dr. Bonk.
• I have made indirect connections...reading various discussion and blog posts. I have really connected with others in the ways we learn and teach.
• I have followed some people and been followed by some on Twitter. I see this as expanding my personal learning network in the form of weak ties.
• I enjoyed and learned from the discussions I had with others in this course.
• I've not had much time to reach out to many people. I did so in the first 2 weeks but it got difficult to keep track of hundreds of discussion threads.
• I did get a local connection that I will use for my students and myself.
• I have not made any connections outside the course. But, our team has watched the live sessions together and so we were able to connect to each more during those times.
• I have not made any new professional connections but I taken away valuable information that will help me engage my students.

What have you learned in the first four weeks of this course?

• I have learned that the online environment is very similar to the BAM (Brick and Mortar) classroom.
• This biggest was the fact that I really *do not* have to grade absolutely everything was a light bulb. I've started using check marks more often this summer term than before.
• For future sessions, I would recommend that students be divided into groups to try a collaborative activity each week.
• The timing was perfect for me to attend this course. We are planning our online distance education program. As a newbie, I received a wealth of information in terms of tips for engaging the students, how to chunk up the course, and how best to deliver the content.
• I've learned a lot. Definitely I'm going to use the TECH VARIETY and R2D2 while teaching the students, and the sources from video sites.
• My biggest take-aways are a different attitude toward the student experience and an understanding that more interaction in smaller chunks works better.
• I really like the idea of having students write suggestions on how to succeed to the next semester's students. I believe that if other students tell them what they should do, that this would have a much greater impact on future students.
• Be in a position to provide different activities for learners to compensate for different learning styles and then adjust grades.
• The one thing that was most helpful to me was to see the varied use of the videos.
• One main thing that I will take away is the TEC-VARIETY model.
• Thank you to Dr. Bonk and all his attentive instructional assistants who facilitated a feeling of presence to make this large online classroom feel smaller.
• I found the use of videos to be very helpful, I have been using them in my online course and am starting to use short videos more frequently in my f-t-f courses. I also like the flipped course concept and have tried to incorporate that (albeit on a micro-level), and working out problems (team problems) and going over homework assignments in major level Genetics.
• Being able to actively engage learners in the processes through the use of various technology resources is probably the most valuable session that I enjoyed.
• I like the idea of "personal learning contracts". I think that would be a good practice to incorporate into seminar and practicum type courses.
• I really liked the various icebreakers because I'm tired of the typical "tell us about yourself" bios as both a student and a trainer.
• I was surprised, although I intellectually knew it to be true, to experience how powerful individual attention in the discussions can be.
• What an amazing example of how the strengths of technology can be used to also remove the perceived "barriers" (impersonal) of technology.
• I am afraid that my biggest take away is that real learning cannot happen in one month, with 4000 people, with every technological idea ever known to data.
• And this MOOC reinforces my belief that especially those of us who have taught for a number of years need to take courses for credit or badges or for nothing -- the important aspect is that we really try to engage the course -- so we see the course from the students' points-of-view.
• As I read today "the most important part of educational video is the pause button, not the play button".
• It shows how important that building of the community is in order to successfully engage online students.
• Online encyclopedia is a good analogy and this MOOC is loaded with content. It would be interesting to add a table of contents, index, and glossary.
• I think actual classroom examples would add value with observations and advice about online transferability; variations and extensions; key resources for pedagogy in online practice.
• Taking this class has validated quite a lot of what I’ve been using as best practices in my courses.
• Through the discussions and wikis as well as from the educational material of the course I have been lead to new ideas and I have obtained new knowledge about existing resources, services, applications and tools that I can use for educational purposes and I want to thank all of you for this J . I have already used effectively and enjoyed the Wordle and the go.animate.com site!
• The cycle of learning never stops because everyone is always learning both students and instructors. I must say I really enjoy this course and getting the chance to meet new people and also help some as well.
• What do I take away from this experience? A collection of knowledge and pedagogy for online teaching and a feeling of connection with a large community of online educators!
• I think I’ve learned that MOOCs can work in that you can deliver a quality learning experience but we have not yet figured out how to scale assessment.
• If there are any experts on peer assessment out there, can you get in touch?
• The biggest takeaway for me, on the positive side, is the use of videos.
• The downside for me was the length of time I had to spend on the live webcast. I was good for the first hour and I appreciated the information, but the second hour was a little tortuous.
• Just knowing that there are so many good videos to use is helpful.
• It would be interesting to produce some study on this MOOC to have a notion of the number of people who effectively participated and contributed, which threads were more successful. Which posts were more substantive in articulating ideas, etc.

- I particularly liked the self and peer graded ideas. Not only does that increase the learner motivation and participation, but makes it easier on the instructor.
- I've already added some of the links Dr Bonk shared into the training course I am currently teaching.
- Dr. Bonk’s props came from: Trainer’s Warehouse: [http://www.trainerswarehouse.com/](http://www.trainerswarehouse.com/)
- The secondary thing I took from this course was the importance of having students reflect on their work.
- I think that the main idea I am leaving with is not all online courses are the same.
- I walk away from this course a little disappointed that I did not find a GREAT IDEA for my own online courses - I think that comes from the difficulty of the subject matter and the lack of online resources in that area.
- The most informative section of this course for me has been the V-Portal.
- I think the V portal is excellent. I want the books and will endeavor to buy them used or whatever. I like having references to review so the pdf's are very much appreciated.
- Include humor.
- The big idea I will take away from this course is that creating a course, whether it is F2F or online, no longer has to follow the path of read the textbook, attend a lecture, do the homework, and take the test. Being exposed to all the different strategies and tools that are now available for instruction has increased my level of excitement for revising my next course. Most of all, I want to start incorporating video into my courses.
- I have a greater interest in using video and learning how to make some too. I think it has huge potential, especially in a developing country with second language English speakers and increasing quality of broadband, especially for OER.
- I'm not sure if I've learned anything as much as affirmed some things.
- these resources provided several new ideas to help engage students and promote discourse, including JITT (just in time teaching) and Force Field Analysis on Problem. I think Different Strokes is especially appealing because it requires students to summary several concepts and create visual (flowchart, mind map, bumper sticker, etc.).
- I have learned a number of engaging strategies to use not only in on-line formats, but also in f2f trainings that I do.
- This was my first online course. So, what I learned was what is like to be a student in an online course.
- Perhaps the biggest lesson from these sessions has been 'don't be afraid to try new things'.
- Blended Learning:

Note: The above Blended Reports from the Innosight Institute:

- Blackboard also has some articles on blended and full online learning.
- Project Tomorrow and Blackboard Inc.
- The final motivation has been to get that badge. Sad but true... there has been a good deal of talk among the learning technology folk at my university about these, and I want to be the first kid on the block to have one ;-)  
- We need more Dr. Bonks (impossible?) to evangelize the power of synchronous 
- Is this about learning through participation in discussion or is it more of a platform for disseminating information? 
- Instead of just posting on the discussion forum or engaging in synchronous small group discussion or writing a report/paper, students are supposed to create different artifacts using variety of tools. These range from presentation tools like VoiceThread, Brainshark and Prezis, to digital stories, podcasts, or creating an animation or comic strip through Xtranormal and BitStrips 
- One of the most instructive things was simply to observe the strategies that Dr. Bonk used to manage the on-line session. These include: 
  - Humor (funny hats, props, jumping, making jokes) 
  - Numerous prepared polls 
  - Spontaneous questions addressed to people in different regions of the world 
  - Greeting students by name as they entered the session or saying "good-bye" as they left 
  - Commenting on items entered in the chat window 
  - Giving away prizes 
  - High energy 
  - Early arrival 

- Dr. Bonk's course has shown me the effectiveness of devoting some class time and resources to informal personal interaction with the students -- getting to know them and motivating
them to start talking and contributing early in the class, for the purpose of having them more engaged in the discussions about serious subject matter.

- In the first four weeks I put myself in my students' shoes and I realized that taking an online course requires discipline, commitment and organization.

**Do you think that online classes can be (a). equally (b).more or (c).less effective comparing to F2F classes on promoting interaction between instructor and learners as well as between learners?**

- I think it depends on the discipline (practice), the learner, the instructor/system and how the technologies are used.
- From my limited experience with the two online courses, I thought that I had an equal amount of interaction with the students in the class. However, I do not believe that the students had enough interaction with each other, even though there were weekly discussion forum requirements.

**I am interested in knowing whether employers are satisfied with college graduates who have completed part or all of their programs online:**

- The Sloan reports may have some of that. Here they are:
  - I think employers will begin asking for specific skills and learning acknowledged in ‘badging’, and education providers will identify these opportunities and develop resources to cater to learners’ requirements.
I also have seen limited interaction between students in online courses I have taught. It seems so many students are focused on doing the minimum required to get a passing grade and have little interest in developing long-term skills or habits.

I taught a blended class (last year). Students and I met in class every third week and so there was quite a lot of f2f interaction. There were some benefits - for example, students enjoyed the different arrangement and seemed to participate well.

See this article for a meta-analysis of the research.


c. Week 5 Blogs Summary

Take-a ways:

- Gained more ways to articulate and demonstrate effective online teaching
- The extensive list of resources provided by Dr. Bonk.

Future application:

- Will incorporate the lessons into the instructor-training program at Stephens College. Will present the TEC-VARIETY model, and post some of the readings and slides that Dr. Bonk has made available to us.
- Since I already implement a model in my courses similar to Dr. Bonk's R2D2 model, I will continue implement the model with more interesting tools.
- I might try showing more adventure learning sites and videos in my Fall Courses.

Reflection:

- MOOC was the huge amount of information, like waves. I should ride the connections waves NOT the content waves. I’ve learned so much during these few weeks. Not mainly from Dr Bonk and the course management but from my fellow students at the course. I will try to maintain those contacts.
- I’ve been able to reflect upon my own role as a teacher and how I should use this new knowledge in my own courses.
- Connectivism - social Constructivism - collaboration and reflection.
- Information x reflection = knowledge
- This has been a wonderful course. I will be visiting this MOOC often to study all the materials.
- I’ve really enjoyed all the sessions and I agree with and want to add my thanks to all the compliments that have been bestowed.
• What we’ve participated in places a high value on novelty and ‘presentism’ but allowed little space for contemplation and focus or the absorption that is necessary for true education.
• The ‘social experience’ - where we’re in our solitary areas, alone with a computer screen, militates against true sociality as well – witness the emoticons that some people used to indicate how they were feeling.
• At the end of this MOOC, however, I don't feel anyone is going to say… "You went on that course; you must be able to…" What will the badge actually warrant? I think that the answer is exposure to ideas and connections. So I don't need to feel inadequate!
• I share this feeling of "I was there". About, the question of coming back "here": the organizers should create a community of practice involving all the participants.
• I have learned more and really appreciate all the hard work the course contributors have done to make this course .Now I have a better understanding to help me design my course in a better way.
• I found the more open MOOC more effective in causing me to actually construct knowledge.
• The R2D2 Model is a good example to follow. Now I have a better understanding of the "segments" of my students. This will help me design the course in a better way.
• I currently do not teach any online courses but see the writing on the wall that this is where education is moving due to soaring costs.
• I find this entire experience rather interesting being placed in the seat of the learner so to speak. I have found that when I watch the live sessions on Wednesday afternoon I am excited and focused versus the videotape viewing on the classes I missed. I am wondering if it is in the commitment aspect; when I commit the 2 hours on Weds afternoon I am truly present and focused versus trying to fit in the time to view the video in between weeks.
• Aside from the wealth of resources presented I was delighted with the pedagogical philosophy offered as well as it so resonates so with my own inclinations and experience as a student and as a teacher. It's exciting that the methods that are proving successful in online education are also having a positive influence in the face-to-face environments.
• I can hardly wait to start with the new academic year, so next semester I'm going to put lot of sources that I got from the MOOC, during summer I'll modify my syllabus,. THANK YOU DR. BONK.
• If it is still around when I am teaching in September, I shall be encouraging my students to come in and have a look at this MOOC, and reflect on how the structure, the content and the processes involved can help with course design.

d. Week 5 Shared Resources

Dr. Bonk’s websites:

• http://mypage.iu.edu/~cjbbonk/
• Journals:
http://www.trainingshare.com/resources/distance_ed_journals_and_online_learning_books.php

- Some of the journals and books Dr. Bonk mentioned on week 5 (go to the bottom of the syllabus):

**Jobs:**


**Online Programs:**

- Fully online MSc at Edinburgh: http://online.education.ed.ac.uk/
- Illinois Online Network courses: http://www.ion.uillinois.edu/courses/

**Blackboard’s Resources:**

- http://events.blackboard.com/NROC

**Other sources provided by students:**

- Touch screen on any surface using a pc-projector and Windows Xbox Kinect: http://www.ubi-interactive.com/
- Open Learning Design MOOC: http://cloudworks.ac.uk/cloud/view/6336
- Course tour of Sociology 213: Introduction to Sociology: http://www.youtube.com/watch?v=vHirH5f72oE
VI. Course Resources

Books by Dr. Bonk


Open Education/Open Courses

Instructional Ideas and Technology Tools for Online Success


R2D2 Model


- Bonk and Zhang's (2006) unpublished manuscript that was formerly Chapter 4: Overcoming Resistance- Instructor Training Options.

Instructional Ideas and Technology Tools for Online Success


**Teaching & Learning Online**


**TEC-VARIETY Model**


The World is Open (Bonk, 2011)


Wikibooks
