Task

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

Ok, Million Dollar Question: How do you motivate online learners?
Intrinsic Motivation

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


A Circle of Knowledge Building and Sharing

Create
Support for creating representations of pedagogical knowledge

Open Knowledge Exchange Zone
Provide venues for sharing and expressing ideas to improve practice

Use
Encourage teachers to repurpose, critique, and learn from each other’s experiences.

Re-mix
Enable teachers to integrate others’ knowledge into their own.

Promote these organically & sustainably

From the Web 2.0 to Learning 2.0
The original credit to the material used in the talk was not exactly specified as it is not possible to authenticate the source materials. The Open Educational Resourcepermits (adapted from the image that CC BY-SA is not applicable - it is not certain where or why a specific license applies). Check the license or contact the source to confirm a proper use of the image.

I even reflected on this for a moment...I thought about the people I met

TEC-VARIETY Model for Online Motivation and Retention

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

1. Tone/Climate: Social Ice Breakers

A. Video Course Intros (examples from Indiana University KD (online MBA) program)

B. Course Commitments
   1. Post 2-3 things you plan to accomplish in this course.

2. Encouragement, Feedback, etc.: A. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)
2. Encouragement, Feedback, etc.:
   B. Thinking About the Readings (TARS) JIIT; Claude Cookman, IU, Photography Class

3. Curiosity, Fun:
   A. Exploration and Demonstration:
      Virtual Tours and Timelines (HyperHistory)
      http://simile.mit.edu/timeline/

   B. Famous Speakers with Shared Online Video (e.g., Jimmy Wales, Richard Branson, C. K. Williams, Deepak Chopra; YouTube, video blogs, Big Think)

3. Curiosity, Fun:
   C. Archive Last Lectures
      (Randy Pausch, Carnegie Mellon University)

4. Variety, Novelty:
   A. Video Streamed Lectures & Expert Commenting

   B. 3D Collaboration Narratives
5. Autonomy, Choice: A. Read, Listen, etc. to online books (e.g., "An International Episode" by Henry James)

5. Autonomy, Choice: B. Online Literature Search (Class Google Jockeys)
The Electronic Literati, in Search of a Voice, June 1, 2007, Chronicle of Higher Education, Jeffrey Young (links to text, soundtracks, video clips, etc.)

5. Autonomy, Choice: C. Online Portal Explorations

5. Autonomy: Choice: D. Interactive Online Conferences
http://itunes.stanford.edu/

6. Relevance, Meaningfulness: A. Mobile News (New York Times): A new way to take your news with you on the iPhone and iPod touch

6. Relevance, Meaningfulness: B. Online Professional Development (e.g., STARLINK, www.starlinktraining.org)
7. Interactive, Collaborative:
A. Online Language Learning
(Mixxer, Livemocha, Friends Abroad)

7. Interactive, Collaborative:
B. Google Docs, Ning, Google Groups,
MSN Groups, Yahoo Groups, Diigo, etc.

7. Interactive, Collaborative:
C. Flat Schools and Flat Classroom
Projects!!! (Dhaka, Bangladesh with rural Georgia)

8. Engagement, Effort: A. Mobile Literacy
(courtesy of Paul Kim, Stanford, Pocket School)

8. Engagement, Effort: B. Text Messaging
Students at the Mennonite Centre for Newcomers
are testing mobile learning - downloading an English
grammar lesson, then answering a series of multiple
choice, or true or false questions. (Edmonton)
Friday, February 9, 2007, CBC News

8. Engagement, Effort: C. Breeze + Video + Forum + Online Papers
9. Tension, Challenge, etc.:
A. Online Role Play of Famous People, Mock Trial, Debates, etc.
- Enroll famous people in your course
- Students assume voice of that person for one or more sessions

10. Yields Products, Goals:
B. Concept Maps, Video Papers, Virtual Timelines, Digital Movies

D. Indexing Sounds in Cities with Google Maps

E. Create YouTube or Ustreamed Show or Channel
Half-Way... Brief Intermission
Please Share Best 3 Ideas so far with neighbor

Part II. Addressing Learning Styles

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

The Blending of Learning Styles

The R2D2 Method
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)
1. Auditory or Verbal Learners

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

Read 1a. Course Announcements (e.g., Teaching with Twitter)

Read 1b. Find and Post Online Documents; Scribd
Scribd: http://www.scribd.com/

Read 1c. Podcast for Language Learning (ChinesePod—learn Mandarin)

Read 1d. Educational Applications of Podcasting (Essex, 2006, Leftwich, 2007)

9. Recordings of

Read 1e. Wiki Steps on How to do Something: Wikihow
http://www.wikihow.com/
2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives.
Reflect 2e. Blogs Uses (Instructor Blog and Student Blogs)
1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and exopole sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs

Reflect 2f. Student Blog with Critical Friend Feedback (Bonk, 2007; Mei-Ya Liang, 2007)
1. Create personal learner blogs.
2. Note online learning materials found or read (e.g., online news sites, Web search engines, online dictionaries, etc.)
3. Outline of key points of readings.
4. Write reflections on news stories.
5. Record results of group activities in news sites and text chat rooms.
6. Provide peer comments on blogs.

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

Display 3a. Pubcastsl (videos of scientific papers and science)
NSF, the Public Library of Science, and the San Diego Supercomputing Center created a YouTube for scientists to help demystify important research papers. See SciVee http://www.scivee.tv/

Display 3b. Online Historical Document (e.g., Turning The Pages, British Library)
Display 3c. Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

Display 3d: Video Supported Language Learning (e.g., ECPod)

Display 3e. Visual Resources (e.g., Periodic Table of Visualization; Visual Thesaurus

A PERIODIC TABLE OF VISUALIZATION METHODS

Display 3f. Online Anatomy and Physiology

Display 3g. Online Video (e.g., YouTube, TeacherTube, CurrentTV)
CHARLES McGRATH, Published: July 6, 2008, A Private Dance?
Four Million Web Fans Say No, The New York Times

Display 3h. Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)
- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.
Display 3i. Vodcast for Medical Training
(c.f., "Soundbite on the small screen: The Bethel-based company uses podcasts for its ultrasound scanner training.
By Eric Petters, Herald Writer, Everett, WA, Sept 25, 2005)

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

Display 3k. Explore Virtual Worlds and Online Representations (UCLAs CVRLab, Univ of Virginia, June 11, 2007)

Display 3l. Medical Animations and Videos (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)

Display 3m. Video Streamed and Webcast Lectures

Display 3n. Broadcast Surgeries
4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.

Do 4a. Wikibooks: International Collaboration (Web 2.0 and Emerging Learning Technologies (The WELT))

Do 4b. Wiki: Romantic Poetry Project
(Professor Mike Phillips, English at Bowdoin College)

Do 4c. Using Online Video (e.g., YouTube) to Memorize Sonnets and Poems
Do 4d. Virtual Worlds/Virtual Reality/MMOG
Wednesday, August 30, 2006
Harvard Law School (Charles & Rebecca Nesson)
Chronicle of Higher Ed (open to the public)
http://chronicle.com/daily/2006/08/20060830011l.htm

Do 4e. Survey Research and Market Analysis
(e.g., WebSurveyor, Zoomerang, SurveyShare, SurveyMonkey)

Do 4f. Mobile Learning and Social Networking
(e.g., Mind, Yayoi Aiza, Professor Japan)

Do 4g. Online Warm-ups Activities
Just-In-Time-Teaching (JiTT)
http://webphysics.iupui.edu/jitt/jitt.html

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

Do 4i. Peer Critique in Breeze
(Table of Benefits of Peer Critique;
Park & Bonk, 2007)
- Providing immediate feedback
- Increasing interactions among participants
- Encouraging to exchange multiple perspectives
- Enhancing dynamic interactions
- Promoting passive to become active
- Strengthening social presence
- Apply skills just learned
- Exchange constructive feedback
**Poll #3: How many ideas did you get from this morning?**

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

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**Stand and Share Ideas**

- Will Work: _________
- Might Work: _________
- No Way: _________

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

- Mobile
- Auditory
- Thought-stimulating
- Reflective/Real-World
- Visually Interactive
- eXtremely Hands-on

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**Try the R2D2 Method!!!**

**Try TEC-VARIETY!!!**

Sample papers at: [http://www.publicationshare.com/](http://www.publicationshare.com/)