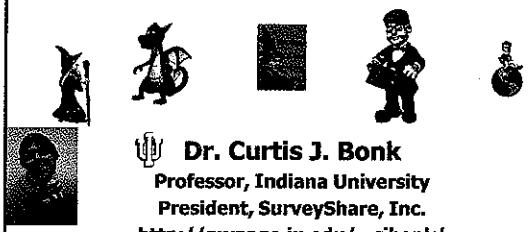
Adding Some TEC-VARIETY: A New Model for Hundreds of Online Motivation and Retention Activities



Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
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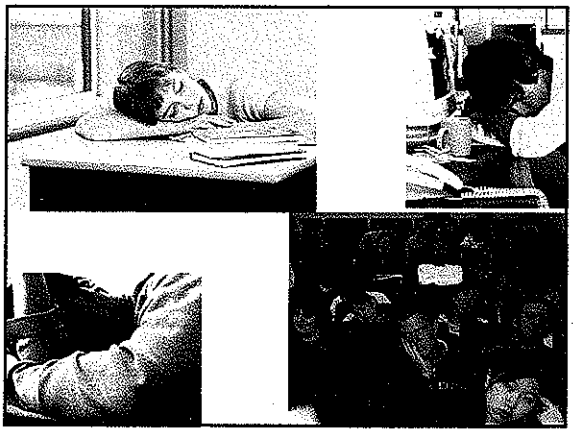
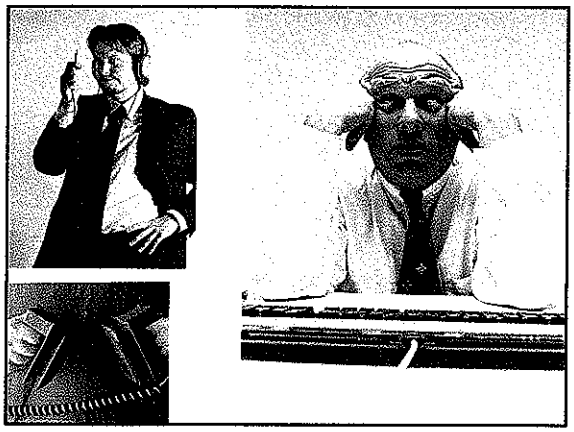
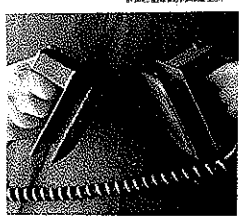




Constantly hit on the head about integrating technology...

Accelerate Learning



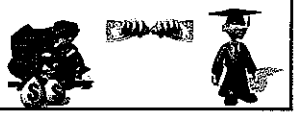
I. Myths: No Models or Best Practices

I. Student Technology Myths

1. They all are Web 2.0 savvy and equipped.
2. Some will dominate and intimidate others.
3. Will be too off task and social online.
4. Online cheating is the key reason not to teach with tech.
5. Online students are located far away.

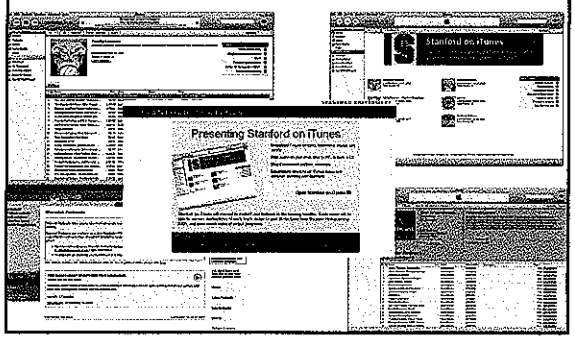
Instructor Technology Myths

1. Tech savvy instructors are young & loyal.
2. Can teach the same way.
3. Instructors will not share
4. Tech savvy instructors will use latest technology.
5. Nothing new here.
6. Technology does not improve learning.
7. Can't afford tech.
8. Must be a techie.



II. Magic....

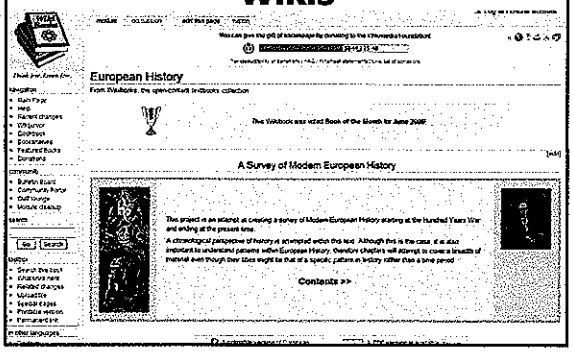
Podcasting
http://itunes.stanford.edu/



Podcast Questions

1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

Wikis



Wiki Questions

1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Adventure Blogging: North Pole Marathon

Activities Part III. Motivational Ideas

Most ID Models in the 1980s Prescriptive

Skinner (1904-1990) Quote.

- I did not direct my life. I didn't design it. I never made decisions. Things always came up and made them for me. That's what life is.

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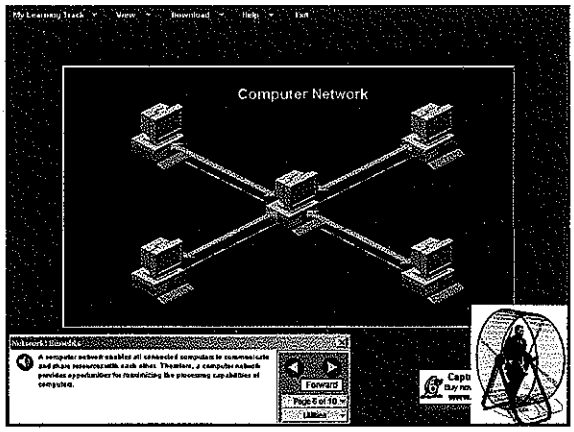


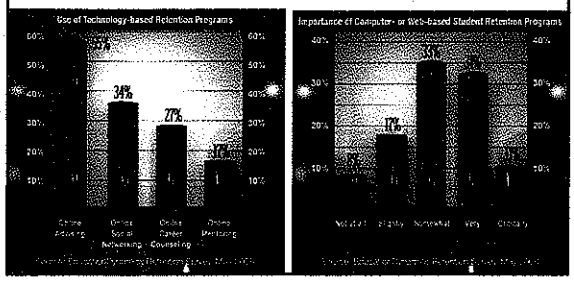
Top Reasons for Dropping Out

(Deosnews, May 2004; Frankola, 2001)

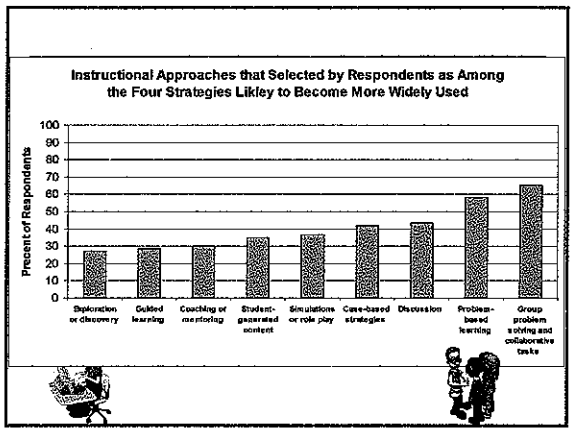
- Lack of time
- Lack of management oversight
- Lack of motivation
- Lack of student support
- Individual learning preference
- Poorly designed course
- Substandard/Inexperienced instructor

Student Retention: Are Schools Taking Advantage of Technology?

5/13/2008 ***By David Nagel***
Campus Technology



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



Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- **Ability to engage the learner (30)**
- **Ability to motivate online learners (23)**
- **Ability to build relationships (19)**
- **Technical ability (18)**
- **Having a positive attitude (14)**
- **Adapt to individual needs (12)**
- **Innovation or creativity (11)**

Intrinsic Motivation

"...innate propensity to engage one's interests and exercise one's capabilities, and, in doing so, to seek out and master optimal challenges

(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

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

Learner Control: Xer

- **Xers expect a range of options, in terms of what they learn and how they learn it. They require autonomy and flexibility for their own learning. They demand a variety of instructional methods from which they can choose to learn, e.g., videotapes, self-paced modules, interactive CDs.**
  - **"Online gives me something to do when I'm bored with the professor."**
  - **"I respect myself more as a self-teacher."**
    - **Dziuban, Moskal, & Hartman (2005)**

A Circle of Knowledge Building and Sharing

Create

Support for creating representations of pedagogical knowledge

Open Knowledge Exchange Zone
Provide venues for sharing experiences/evidence to improve practice.

Use

Encourage teachers to review, critique, and learn from peers' represented knowledge.

Re-mix

Enable teachers to integrate others' knowledge into their knowledge.

Promote these organically & sustainably

From the Web 2.0 to Learning 2.0

The original World Wide Web--the "Web 1.0" that emerged in the mid-1990s--vastly expanded access to information. The Open Educational Resources movement is an example of the impact that the Web 1.0 has had on education. But the Web 2.0, which has emerged in just the past few years, is sparking an even more far-reaching e

Traditional Teachers

- Supposed sage, manager, conveyer
- Sets the agenda
- Learner is a sponge
- Passive learning & discrete knowledge
- Objectively assess, competitive
- Text- or teacher-centered
- Transmission model
- Lack interconnections & inert
- Squash student ideas

Consultative Teachers

- Co-learner, mentor, tour guide, facilitator
- Student and problem-centered
- Learner is a growing tree and on a journey
- Knowledge is constructed and intertwined
- Many resources (including texts & teachers)
- Authentic, collaborative, real-world tasks
- Subjective, continual, less formal assess
- Display student ideas--proud and motivated
- Build CT, CR, CL skills

1. Learner-Centered Learning Principles

(American Psychological Association, 1993)

Cognitive and Metacognitive Factors

1. Nature of the learning process
2. Goals of the learning process
3. Construction of knowledge
4. Strategic thinking
5. Thinking about thinking
6. Context of learning

Motivational and Affective Factors

7. Motivational and emotional influences
8. Intrinsic motivation to learn
9. Effects of motivation on effort

Developmental and Social Factors

10. Developmental influences on learning
11. Social influences on learning

Individual Differences

12. Individual differences in learning
13. Learning and diversity
14. Standards and assessment

2. Active Learning Principles

1. Authentic/Raw Data
2. Student Autonomy/Inquiry
3. Relevant/Meaningful/Interests
4. Link to Prior Knowledge
5. Choice and Challenge
6. Teacher as Facilitator and Co-Learner
7. Social Interaction and Dialogue
8. Problem-Based & Student Gen Learning
9. Multiple Viewpoints/Perspectives
10. Collab, Negotiation, & Reflection

When say motivation, what words come to mind?

Motivation Research Highlights (Brophy)

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

Classroom Motivation Tips

(Alexander, class notes, Pintrinch & Schunk, 1996; Reeve, 1996; Stipek, 1998):

1. Include positive before negative comments.
2. Wish students "good effort" not "good luck."
3. Give flexibility in assignments and due dates.
4. Communicate respect via tasks select and control.
5. Design interactive and interesting activities.
6. Use coop learning, debates, group discussions.
7. Minimize social comparisons and public evaluations.
8. Use relevant, authentic learning tasks.
9. Use optimal difficulty and novelty.
10. Give challenging but achievable tasks.

10 of 150 To Motivate Your Learners (Raffini, 1996)

1. Goal Cards, Goal Notebooks, Expectations (Brainstorm ST and LT objectives and ideas on how to achieve)
2. Floating A, Escape Clauses, Volunteer Assignments (to be used on any assignment within a day)
3. Self Report Cards, Self Evaluation (make set of tests available on the Web)
4. Team Competitions, Challenges, Puzzles

10 of 150 To Motivate Your Learners (Raffini, 1996)

5. Discussion Questions, Issues, Problems (perhaps answer questions of another team; talking chips)
6. Success contracts and calendars (Guarantee an A or B if fulfill contract provisions)
7. Positive Statements, Self Reinforcements, Celebrations, Praises, Acknowledgements, Thank Yous
8. Democratic Voting, Student Interest Surveys, Class Opinion Polls

10 of 150 To Motivate Your Learners (Raffini, 1996)

9. Volunteer Tasks, Random Acts of Kindness, Service Learning/Teaching
10. Change Roles or Status (Random roles, assume expert roles, switch roles for a day)

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

TEC-VARIETY Model for Online Motivation and Retention

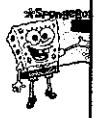
1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
   ...
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative,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

1. Tone/Climate:

A. Coffee House Expectations

1. Have everyone post 2-3 course expectations
2. Instructor summarizes and comments on how they might be met

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



1. Tone/Climate: C. Accomplishment Hunt

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

a. Turn in 2-3 accomplishments (e.g., past summer, during college, during life);

b. Teacher lists 1-2 of those for each student on a sheet without names.

c. Participants have to ask "Is this you?" If yes, get a signature.

1. Tone/Climate: Social Ice Breakers

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

E. Favorite Finance Websites

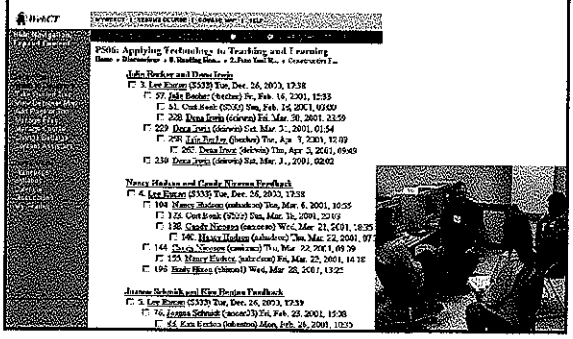
1. Everyone posts 1-2 of their favorite medical Websites and explain why.
2. Peers comment on or rate them.

1. Tone/Climate: E. Video Course Intros

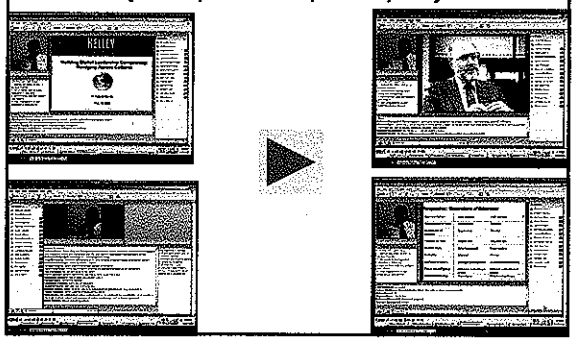
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)

2. Encouragement, Feedback, etc.:

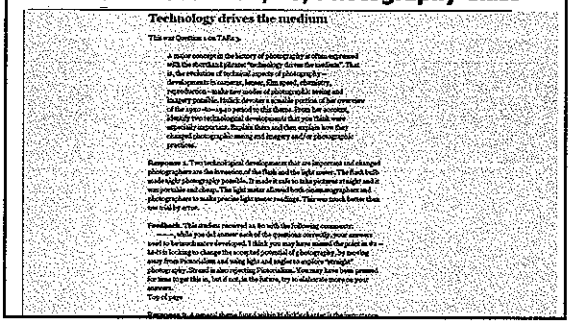
A. Critical/Constructive Friends, Email Pals...



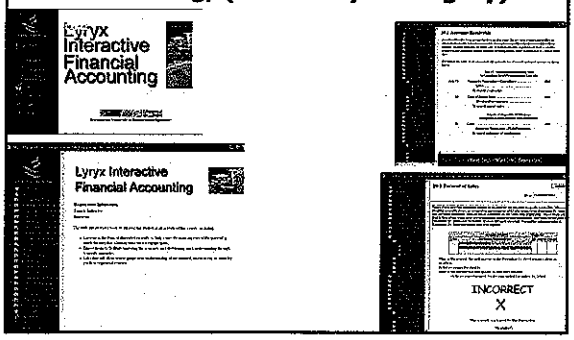
2. Encouragement, Feedback, etc.:
B. Instructor Presentation in Synchronous Sessions (Breeze, Elluminate, WebEx, etc.)



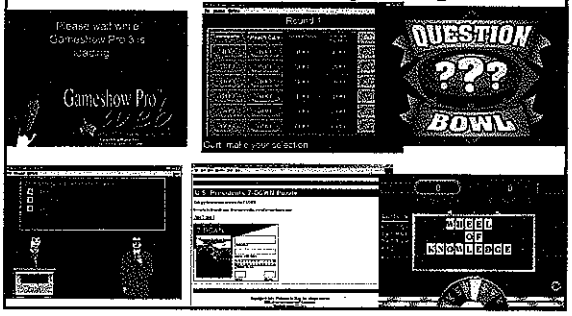
2. Encouragement, Feedback, etc.:
C. Thinking About the Readings (TARS) JIiT; Claude Cookman, IU, Photography Class



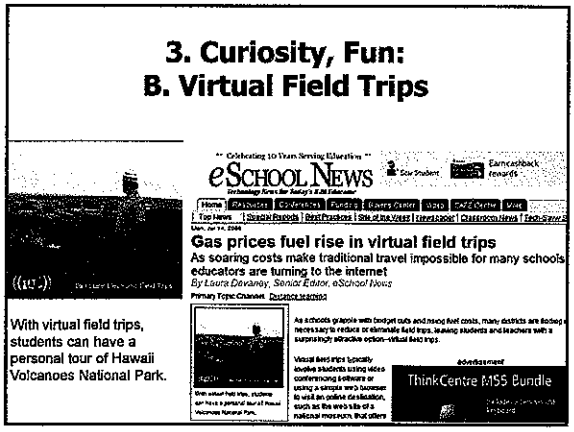
2. Encouragement, Feedback, etc.:
D. Online Simulation: Financial Accounting; (University of Calgary)



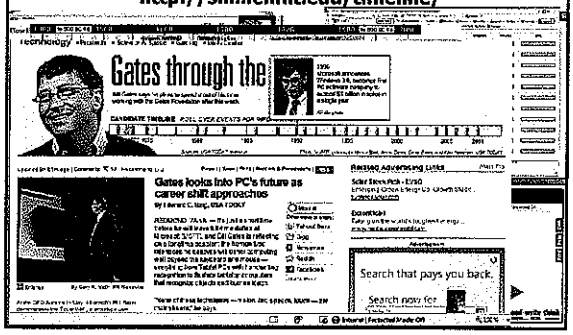
3. Curiosity, Fun: A. Games
e.g., Online Jeopardy Game
Games2Train: The Challenge; Thiagi.com



3. Curiosity, Fun:
B. Virtual Field Trips



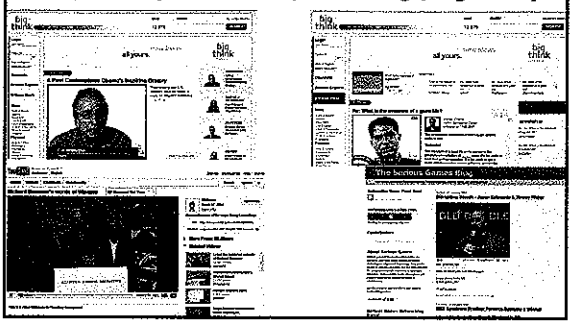
3. Curiosity, Fun:
C. Exploration and Demonstration: Virtual Tours and Timelines (HyperHistory)
http://simile.mit.edu/timeline/



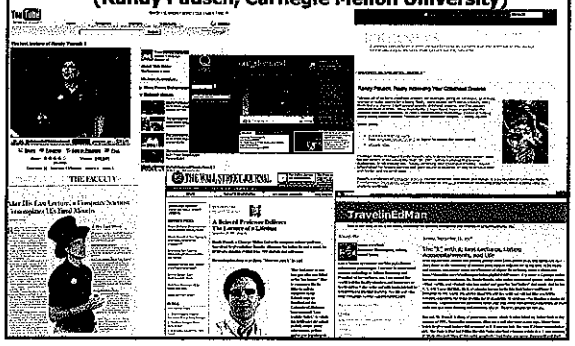
3. Curiosity, Fun: D. Electronic Seance

- Students read books from famous dead people
- Convene when dark (sync or asynchronous).
- Present present day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Invite expert guests from other campuses
- Keep chat open for set time period
- Debrief

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

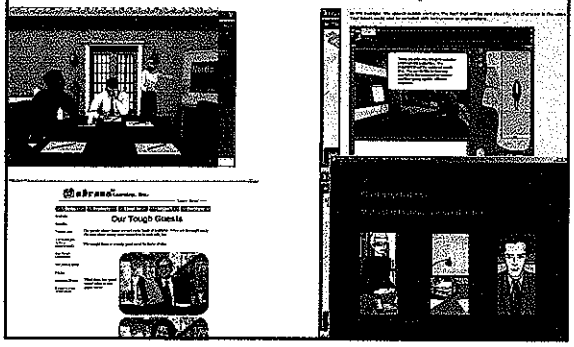


4. Variety, Novelty: A. Video Streamed Lectures & Expert Commenting

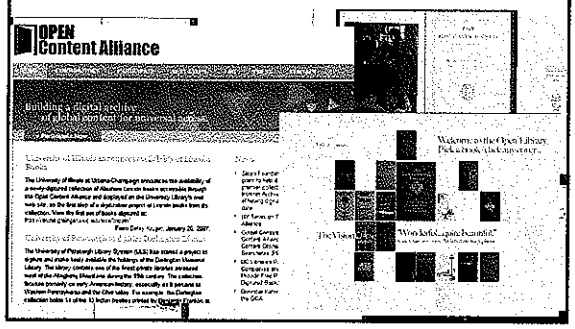
4. Variety, Novelty: B. Brainstorming Chat

- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group

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

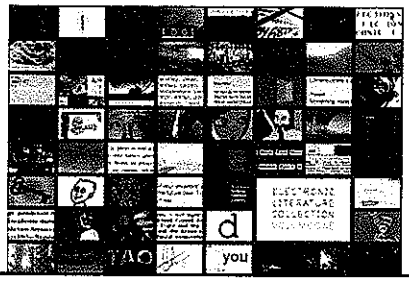


5. Autonomy, Choice: A. Read, Listen, etc. to online books (e.g., "An International Episode" by Henry James)



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.)



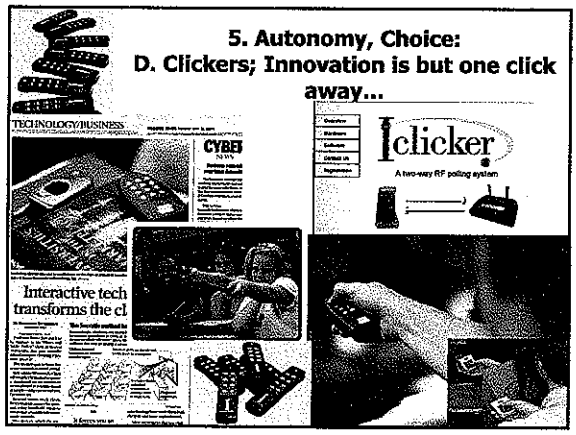
5. Autonomy, Choice:

C. Volunteer Technology Demos (Bonk, 1996)

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

5. Autonomy, Choice:

D. Clickers; Innovation is but one click away...



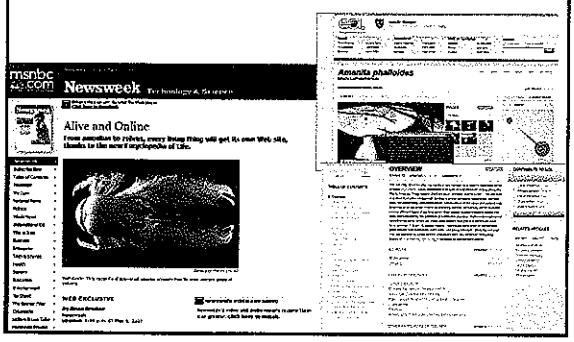
5. Autonomy, Choice:

E. Multiple Topic Forums or Task Options

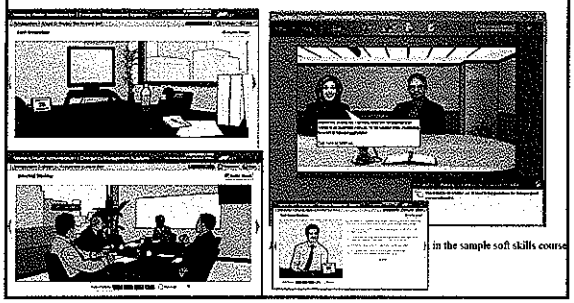
- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.

5. Autonomy, Choice:

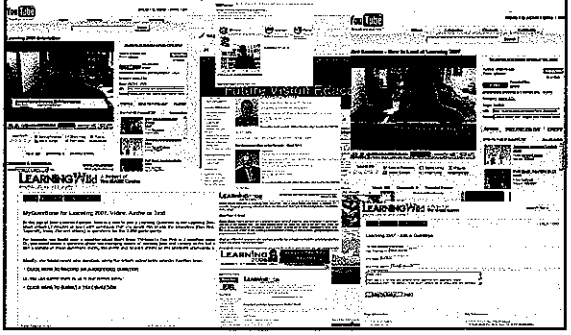
F. Online Portal Explorations



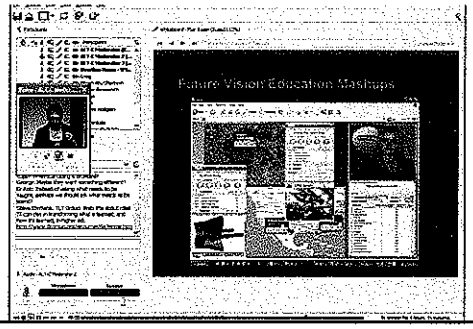
5. Autonomy: Choice:
G. Decision Making in bus course



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

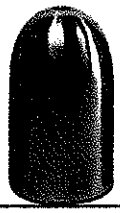


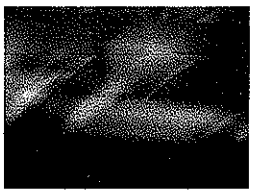
5. Autonomy: Choice:
I. Attend Free Online Conferences (Michelle Selinger, ALT-C Keynote, September 2007, Univ of Nottingham)



What have you learned so far?

- Solid and Fuzzy in groups of two to four



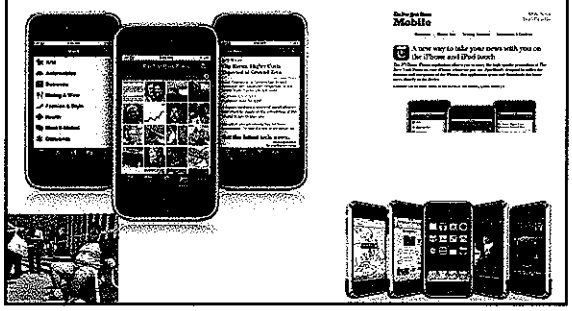


6. Relevance, Meaningfulness:
A. Authentic Data Analysis

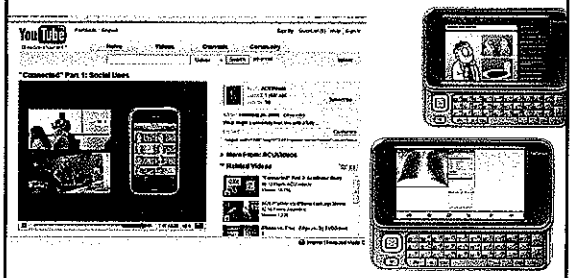
Jeanne Sept, IU, Archaeology of Human Origins; Components: From CD to Web

- A set of research q's and problems that archaeologists have posed about the site
- A complete set of data from site
- Students work collab to interpret age of site
- Interpret of ancient environments
- Analyze artifacts/fossils from site

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



6. Relevance, Meaningfulness:
B. Mobile Information Continued



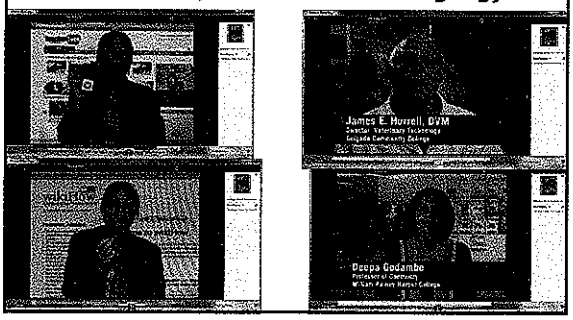
6. Relevance, Meaningfulness:
C. 99 Second Quotes
(L = Cost, M = Risk, M = Time)

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

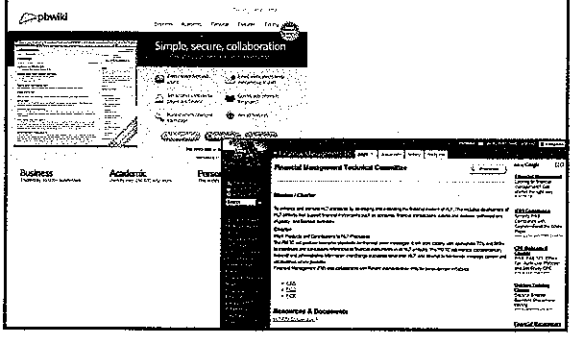
6. Relevance: Meaningfulness:
D. Shell Oil: Workflow Learning

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

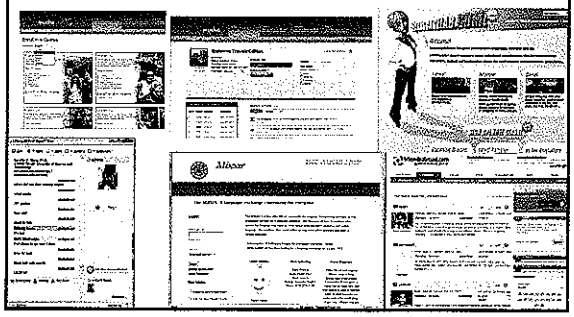
6. Relevance, Meaningfulness:
E. Online Professional Development (e.g., STARLINK, *www.starlinktraining.org*)



6. Relevance, Meaningfulness:
F. Business Wikis



7. Interactive, Collaborative:
A. Online Language Learning
(Mixxer, Livemocha, Friends Abroad)



7. Interactive, Collaborative: B. Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

C. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

7. Interactive, Collaborative:

D. Panels of Experts: Be an Expert/Ask an Expert: Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)

E. Press Conference: Have a series of press conferences at the end of small group projects; one for each group)

F. Symposia of Experts

G. Structured Controversy

7. Interactive, Collaborative: H. Mock Trials with Occupational Roles (L = Cost, H = Risk, M/H = Time)

a. Create a scenario (e.g., school reform in the community) and hand out to students to read.

a. Ask for volunteers for different roles.

b. Perhaps consider having key person on the pro and con side of issue make a statement.

c. Discuss issues from in role (instructor is the hired moderator or one to make opening statement; he/she collects ideas on document camera or board).

d. Come to compromise.

7. Interactive, Collaborative: I. Peer Mentoring Sessions (Bonk, 1996)

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

7. Interactive, Collaborative: J. Human Graph

- **Class lines up:** (1-5)

1 = Strongly agree,
3 = neutral,
5 = strongly disagree

- e.g., this workshop is great!
- **In a videoconference or synchronous session, have students line up on a scale (e.g., 1 is low and 5 is high) on camera according to how they feel about something (e.g., topic, the book, class).**

7. Interactive, Collaborative: K. Numbered Heads Together

a. Assign a task and divide into groups (perhaps 4-6/group).

b. Perhaps assign group names across class or perhaps some competition between them.

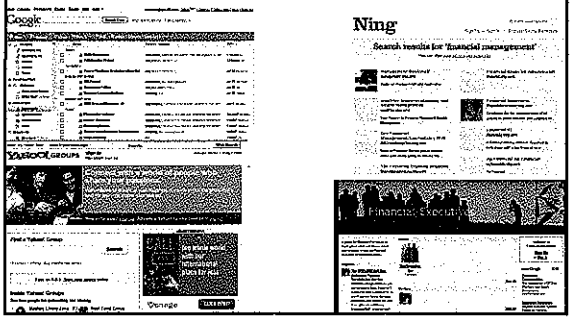
c. Count off from 1 to 4.

d. Discuss problem or issue assigned.

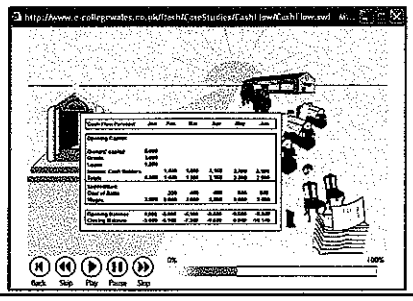
e. Instructor calls on groups & numbers.

a. e.g., in a research methods class, one person reads intro, another the method, another the findings, discussion, implications, etc.

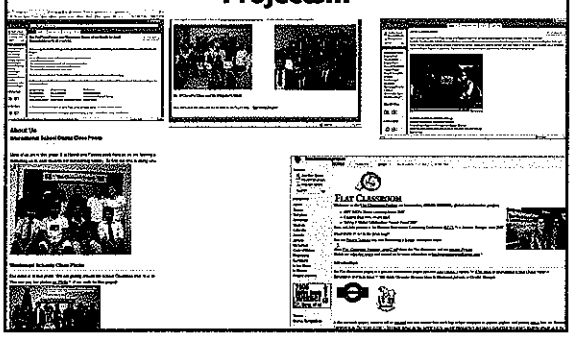
7. Interactive, Collaborative:
L. Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.



7. Interactive, Collaborative:
M. Flash, 3-D Visualization, & Laboratory Software

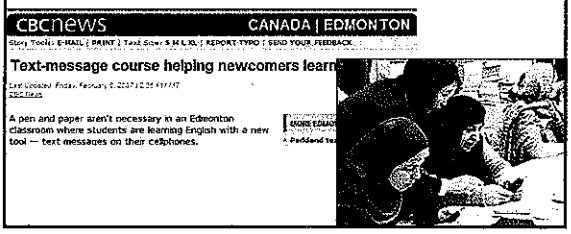


7. Interactive, Collaborative:
N. Flat Schools and Flat Classroom Projects!!!



8. Engagement, Effort:
A. 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



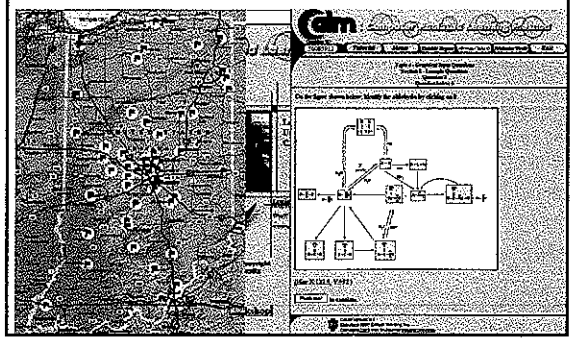
8. Engagement, Effort:
B. Just-In-Time Syllabus

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

Syllabus is created as a "shell" which is thematically organized and contains print, video, and web references as well as assignments. (Goals = critical thinking, collab, develop interests)

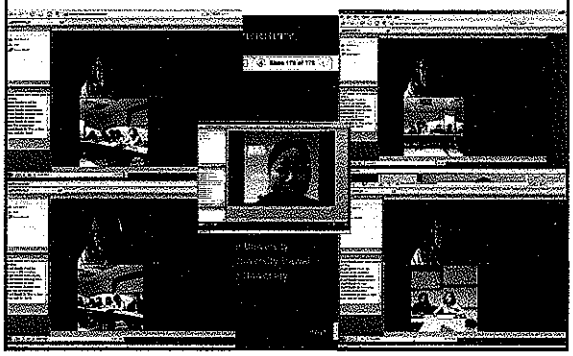
e.g., To teach or expand the discussion of supply or elasticity, an instructor might add new links in the Just-in-Time Syllabus to breaking news about rising gasoline prices.

8. Engagement, Effort:
C. Student Self-Testing (e.g., Calm Chemistry)



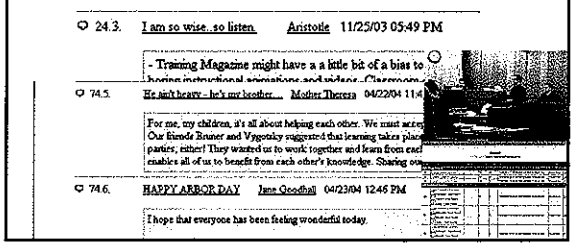
8. Engagement, Effort:
D. Mobile Literacy (e.g., Pocket School)

8. Engagement, Effort:
E. Breeze + Video + Forum + Online Papers



9. Tension, Challenge, etc.:
A. Online Role Play of Famous People, Mock Trial, Debates, etc.

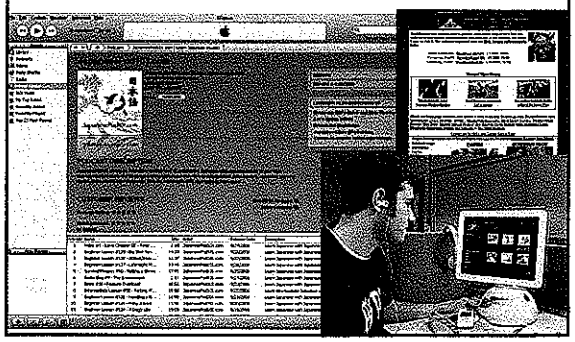
- Enroll famous people in your course
- Students assume voice of that person for one or more sessions



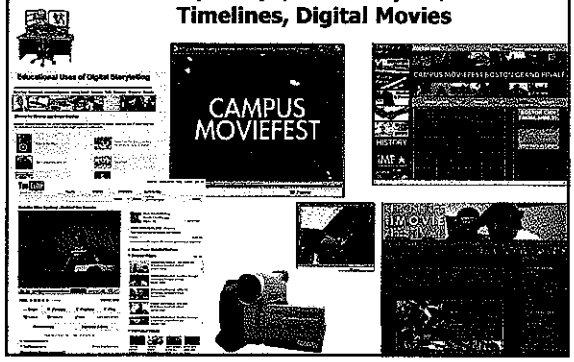
9. Tension, Challenge, etc.:
B. Electronic Guests & Mentoring

(Simon Fraser University News:
http://www.sfu.ca/mediapr/sfnews/2001/Sept6/hightech.html)

10. Yields Products, Goals:
A. Produce a Podcast
JapanesePod, Arabic online, etc.



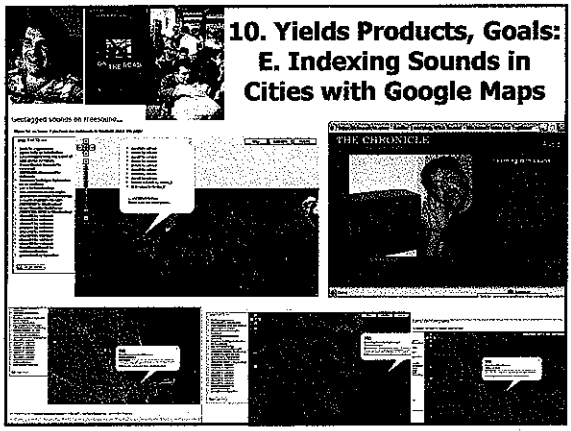
10. Yields Products, Goals:
B. Concept Maps, Video Papers, Virtual Timelines, Digital Movies



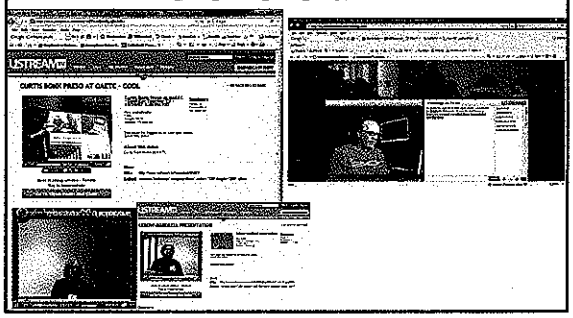
10. Yields Products, Goals:
C. Film Festivals and Competitions

10. Yields Products, Goals:
D. Vlogging (Video Blogging)
e.g., Andy Calvin's Waste of Bandwidth
Michael L. Wesch, Kansas State, The Machine is Using Us

10. Yields Products, Goals:
E. Indexing Sounds in Cities with Google Maps



10. Yields Products, Goals:
E. Create YouTube or Ustreamed Show or Channel



What are 10 motivational ideas you can use?

Try the R2D2 Method!!!
Try TEC-VARIETY!!!

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