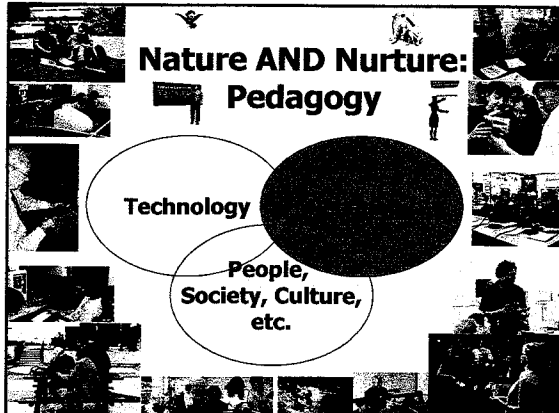


**Active Learning with Technology:
Myths, Magic, and Mucho Motivation**

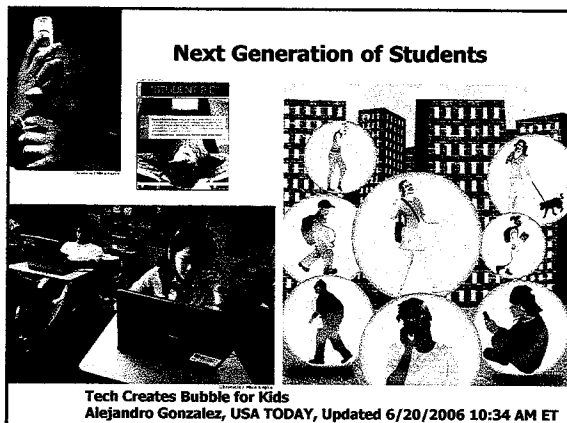
Dr. Curtis J. Bonk
Professor, Indiana University
President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbok/>
cjbok@indiana.edu



**Nature AND Nurture:
Pedagogy**

Technology

People,
Society, Culture,
etc.



Next Generation of Students

Tech Creates Bubble for Kids
Alejandro Gonzalez, USA TODAY, Updated 6/20/2006 10:34 AM ET




INFORMATION TECHNOLOGY

E-Mail Is for Old People

Yahoo News
Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.



Bonk's Addiction Q'er

1. Who has 2 or more cell phones with Internet access?
2. Who has 2 or more laptop computers with wireless connections?
3. Who is on email in the morning? At noon? Who does it at night?
4. Who suffers from nervous tension when you cannot get on email?
5. Who is on the Web right now?

I. Student Technology Myths

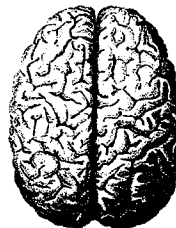
1. They all are Web 2.0 savvy and equipped.
2. Some will dominate and intimidate others.
3. Will be too off task and social online.
4. Online cheating is the key reason not to teach with tech.
5. Online students are located far away.



Brains Before and After e-Learning

Before After

Before



Myths: No Models or Best Practices



II. Magic....

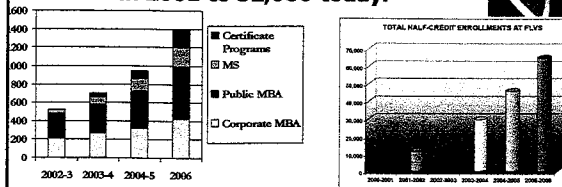


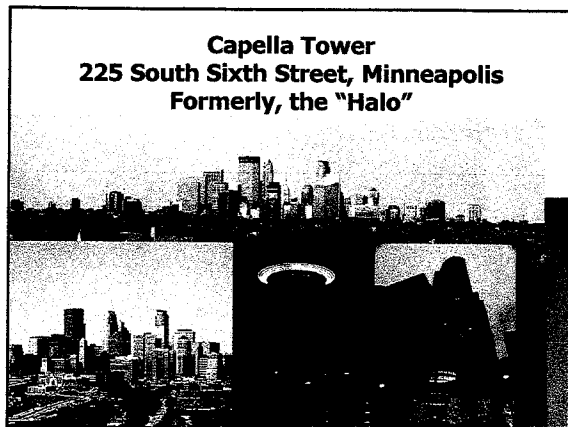
Magic Pens! (The Pulse from Livescribe)



The Growth of the Online programs (IU and Virtual Florida School) Magjuka helped launch Kelley Direct in 1999 with a class of 14 students. Today, the program serves 1,250 students.

FLVU from a few dozen in 1997 to 6,000 in 2001 to 52,000 today.






What if our minds were on fire for learning?

MINDS ON FIRE: OPEN EDUCATION, THE LONG TAIL, AND LEARNING 2.0. JOHN SEELY BROWN AND RICHARD ADLER, EDUCAUSE REVIEW, JANUARY-FEBRUARY, 2008.
<http://connect.educause.edu/Library/EDUCAUSE+Review/MindsonFireOpenEducation/45823>


Activities Part I: 10 Learner-Centered Technology Ideas


Experience. The difference.

Task

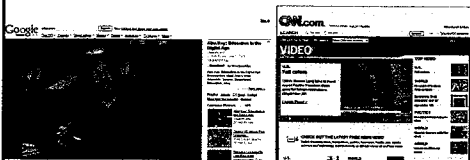

- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)

Learner-Centered and Active Learning Principles



1. Authentic/Raw Data
2. Student Autonomy/Inquiry
3. Make Relevant/Meaningful/Interests
4. Link to and Build on Prior Knowledge
5. Provide Choice and Challenge
6. Act as a Facilitator and Co-Learner
7. Foster Social Interaction and Dialogue
8. Embed Problem-Based and Student Generated Learning and Inquiry
9. Encourage Multiple Viewpoints and Perspectives
10. Foster Collab, Negotiation, & Reflection


1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)
 - In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
 - Refer back to that video during lecture.
 - Debrief on effectiveness of it.

2. Cool Resource Provider Cool Stuff

(Bonk, 2004) Capture and Videostream Lectures (e.g., Apreso CourseCaster)


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



3. ORL or Library Day

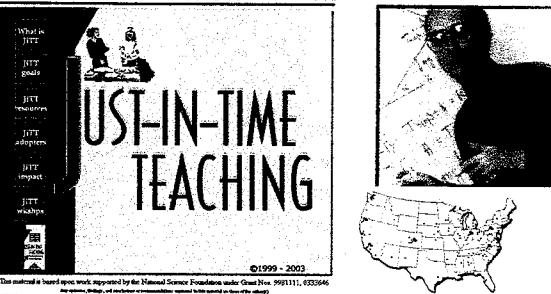
(L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

- Have students spend a day in the library or online finding and summarizing a set number of articles.
- Have them bring to class or post abstracts to an online forum.
- Share in small groups interested in similar topics.
- Perhaps give each student 1-2 minutes to describe what found in a chat.

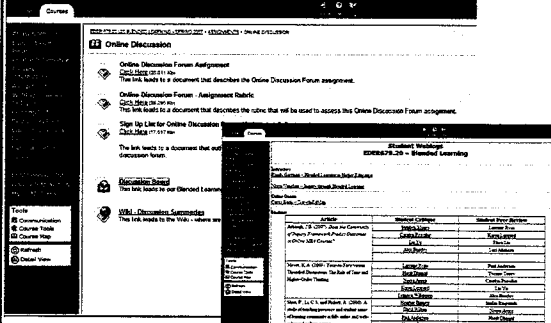


4: Online Warm-ups Activities Just-In-Time-Teaching (JITT)

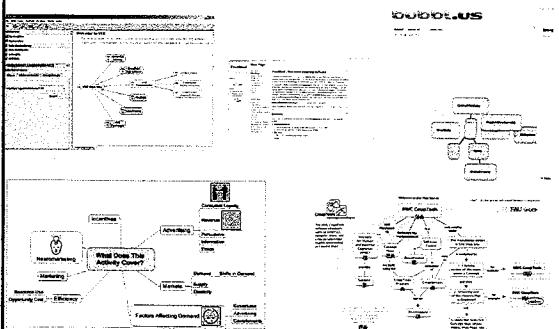
<http://webphysics.iupui.edu/jitt/jitt.html>



5. Paired Weblog Critiques

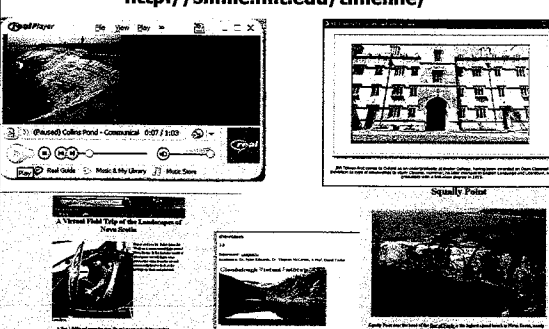


6. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind)

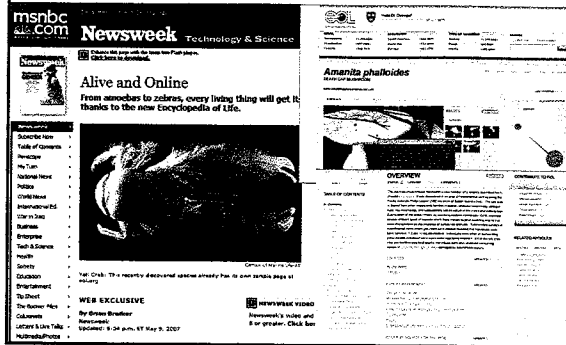


7. Exploration and Demonstration: Virtual Fieldtrip, Tours, Timelines

<http://simile.mit.edu/timeline/>



8. Online Portal Explorations



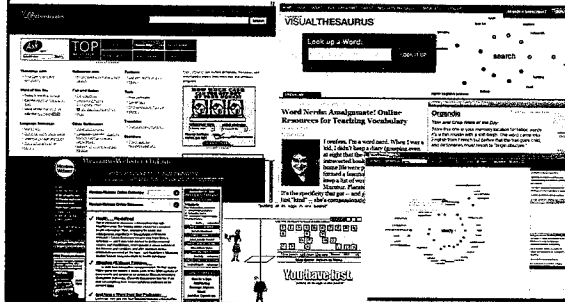
9. Online Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News: <http://www.sfu.ca/mediaprts/news/2001/Sep16/fig1tech.html>)

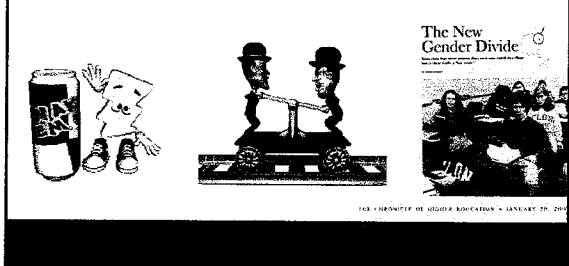


10. Referenceware and Terminology Exercises Online (e.g., Websters, Visual Thesaurus)

<http://www.visualthesaurus.com/>
(\$2.95/month; \$19.95/year)



Activities Part II. Motivational Ideas



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)



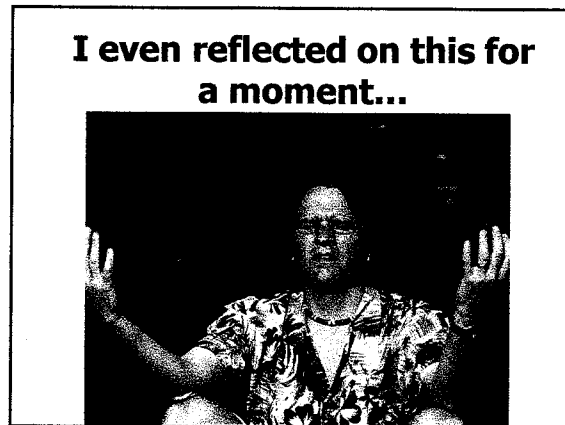
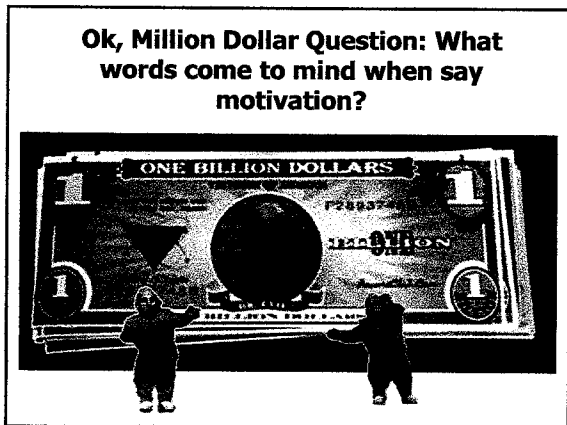
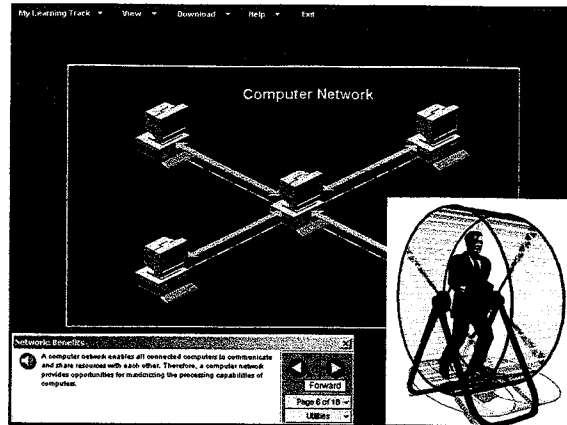
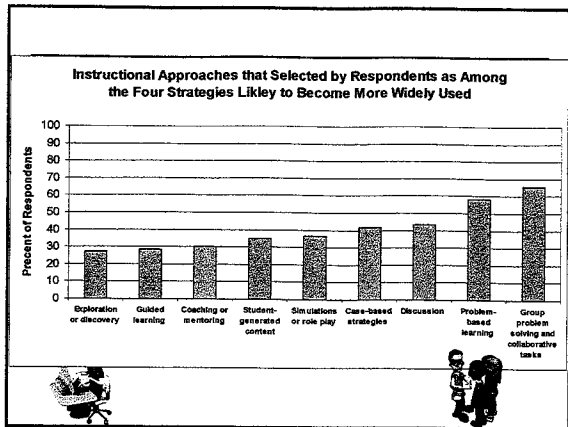
Intrinsic Motivation

"...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.





- 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
-

