

E-Learning: An Update to the Future Worldwide



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<http://mypage.iu.edu/~cjbonk/>



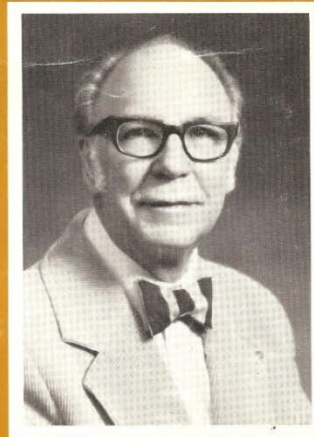
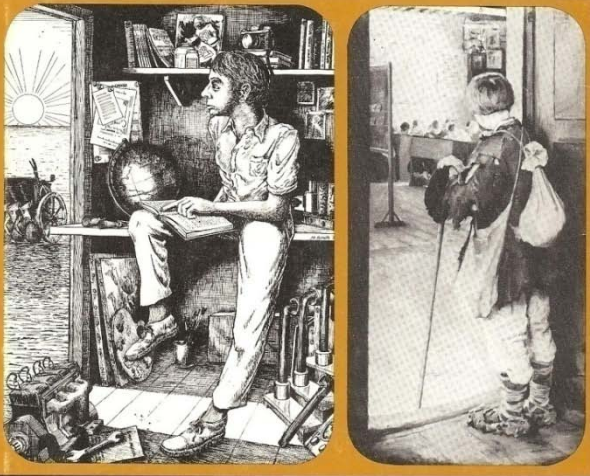
Took Correspondence & TV Courses (thanks to Bob Clasen and Charles Wedemeyer, the University of Wisconsin)

UNIVERSITY OF
WISCONSIN
PRESS

Learning at the Back Door

REFLECTIONS ON NON-TRADITIONAL
LEARNING IN THE LIFESPAN

Charles A. Wedemeyer

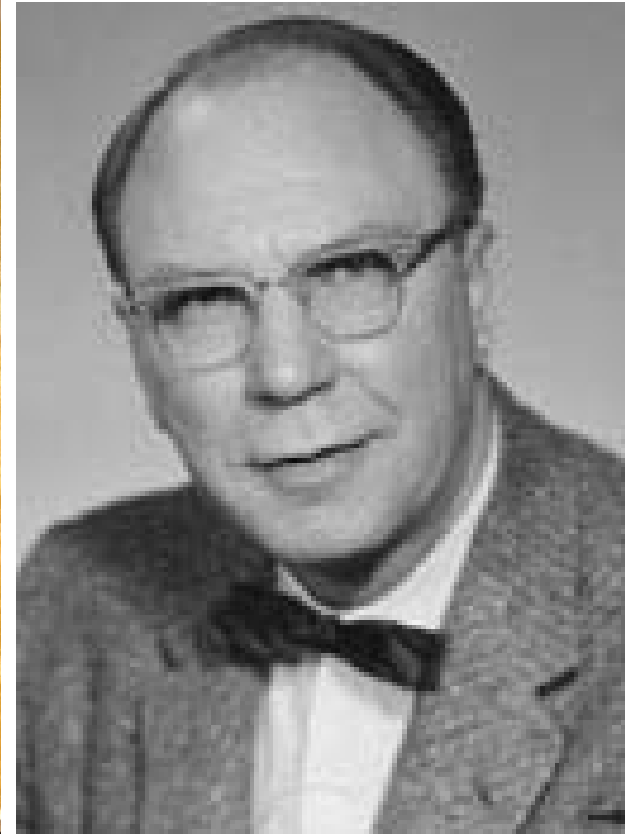


CHARLES A. WEDEMEYER, William H. Lighty Professor of Education Emeritus at the University of Wisconsin-Madison and the University of Wisconsin-Extension, has spent more than thirty years in the study of non-traditional learning. He has published widely in the field, has received numerous honors and awards, and has served as consultant and lecturer for international organizations and institutions in Sweden, South Africa, Venezuela, Nigeria, Ethiopia, Kenya, Indonesia, Malaysia, Singapore, and Japan, as well as in many parts of the United States and Canada. He was the first Kellogg Fellow in Adult Education at Oxford University, and a consultant to the Open University of Great Britain at the time of its formation. Oxford University awarded him the Honorary Doctorate in 1975. In his long career, devoted to the promulgation and improvement of non-traditional learning methods and programs, Professor Wedemeyer has distinguished himself and earned the devotion and gratitude of educators and administrators throughout the world.

THE UNIVERSITY OF WISCONSIN PRESS

114 North Murray Street, Madison, Wisconsin 53715

ISBN 0-299-08560-0



Audience Poll #1:

Has learning technology has ever transformed your life.



1728: 1st correspondence course advertised Boston

(learn shorthand from Caleb Phillips thru weekly mailed lessons)

The First University Correspondence Course (University of London, External Program, 1858)

1728-1990s – Generally postal system based

1930s – phonograph and radio

1950s and 1960s – television

1970s and 1980s – VHS tapes

1980s and 1990s – DVD



May 10, 2013

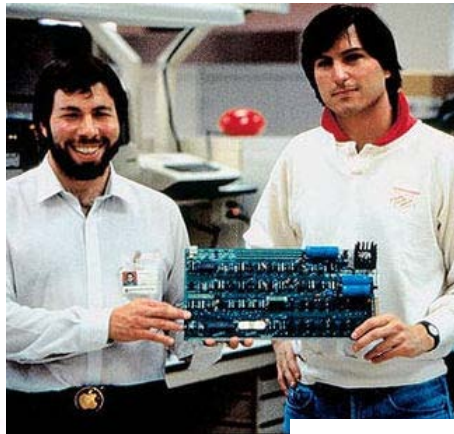
10 ed-tech tools of the 70s, 80s, and 90s

eSchool News, Meris Stansbury

<http://www.eschoolnews.com/2013/05/10/10-ed-tech-tools-of-the-70s-80s-and-90s/print/>



Looking to the Past...



Life as an accountant/CPA in a high tech company in the 1980s...



Knowledge Navigator (1987)

Apple Computer

<http://www.youtube.com/watch?v=hb4AzF6wEoc>





Fast Forward 25+ Years...

**"Anyone can now learn
anything from anyone at any
time."**

SKILLSHARE

LEARN

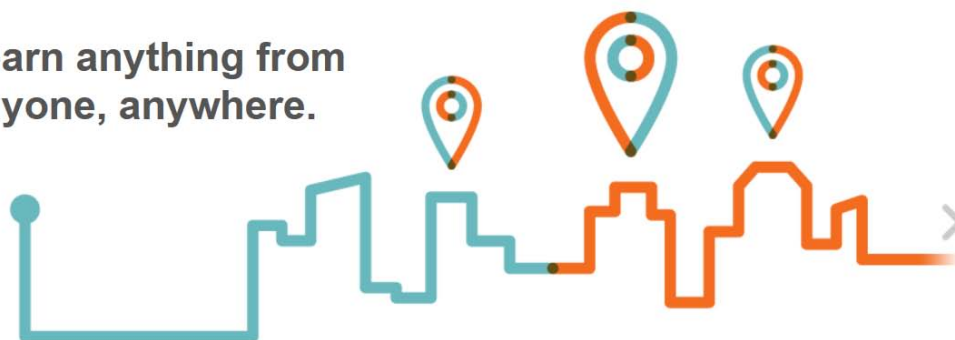
TEACH

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Learn anything from
anyone, anywhere.



...

Join us! Start learning and discover unique classes in your city.

May 20, 2013

The New Greatest Generation: Why Millennials will Save Us All, Time, Joel Stein

<http://www.time.com/time/magazine/article/0,9171,2143001,00.html>



Audience Polls #2:

- I. Who remembers where they were when they found out that Steve Jobs died?
- II. Who remembers what they were doing on 911?
- III. Who remembers what they were doing on 441 (i.e., April 4, 2001)?



<http://web.mit.edu/newsoffice/2001/ocw.html>

[Courses](#)
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New Lecture Videos

» 15,401 Finance Theory I

Support OCW

I'm a physics student in Argentina, and I appreciate the teaching material. (I'd like OCW to be kept free for others.)

Alberto Rubinfeld
Collegio Ingeles Uruguay

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FEATURED COURSES

» View All Courses

Introduction to Psychology

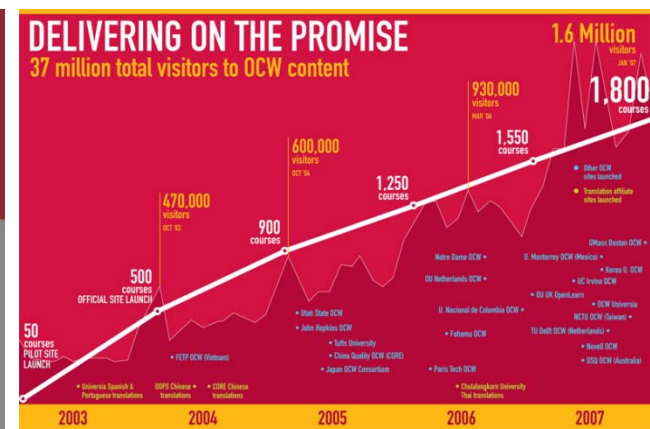
The Challenge of World Poverty

Nuclear Systems Design Project

Management: Communication for Undergraduates

OCW makes the materials used in the teaching of MIT's subjects available on the Web.

Get Started



Fast Forward to February 2014

MIT OCW and the OpenCourseWare Consortium



The screenshot shows the MIT OpenCourseWare website interface. At the top, the MIT OpenCourseWare logo is displayed alongside a newsletter subscription form. A navigation bar includes links for Home, Courses, About, Donate, and Featured Sites, along with a search bar. The main content area features a large video player titled "Action Learning in Global Health" from the "15.S07 GlobalHealth Lab". Below the video, a red banner promotes supporting OCW with a quote from Lawrence, an independent learner from the USA, and a "DONATE NOW" button.

MIT OPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Subscribe to the OCW Newsletter Enter Email **Subscribe**

Help | Contact Us

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Action Learning in Global Health

15.S07 GlobalHealth Lab

Support OCW Your efforts enable ordinary people to access extraordinary knowledge.

Lawrence
Independent Learner
USA

DONATE NOW



The screenshot shows the OpenCourseWare Consortium website. It features a blue header with navigation links for About Us, Courses, Community, and Members. A central banner promotes the "OCWC GLOBAL CONFERENCE 2015 IS OPEN" with a "CALL FOR PROPOSALS TO HOST" and a "JOIN NOW" button. To the left, there is a "Getting Started" section with links to learn more about the consortium, and a "Newsletter" section with a "CLICK HERE TO SUBSCRIBE" button. Below these, an "Events Calendar" shows the month of October 2013. On the right, there are sections for "Announcements" (including the European Commission's 'Opening Up Education' initiative and OCWC's new members), "In the News" (highlighting e-learning in Africa and the NROER repository), and "Sponsors" (listing the Hewlett Foundation and other partners).

OPENCOURSEWARE CONSORTIUM

ABOUT US COURSES COMMUNITY MEMBERS

Getting Started

- What is OpenCourseWare?
- Become a Member
- See Current Members
- Visit OCW Websites
- Find Courses
- Get Involved
- Contact Us

Newsletter

CLICK HERE TO SUBSCRIBE

CALL FOR PROPOSALS TO HOST
OCWC GLOBAL CONFERENCE 2015 IS OPEN

Call for Proposals to Host OCWC Global Conference 2015

Planning a global conference is a long and intensive process, and thus applications for hosting are taken two years in advance. Read more...

JOIN NOW

The OpenCourseWare Consortium is a collaboration of higher education institutions and associated organizations from around the world creating a broad and deep body of open educational content using a shared model.

Announcements

European Commission (EC) launched 'Opening Up Education' Initiative

OCWC Welcomes New Members (October 2013)

Oct 30: OER and Open Textbook Adoption and Sustainability

In the News

Tue 17 Sep 2013 // E-Learning in Africa: Massive, Online and Free E-Learning in Africa: Massive, Online and Free

Tue 17 Sep 2013 // National Repository of Open Education Resources (NROER) Launched in India

National Repository of Open Education Resources (NROER) Launched in India

Sponsors

THE WILLIAM AND FLORA HEWLETT FOUNDATION

Sustaining Members

- African Virtual University
- Fundação Getúlio Vargas - FGV Online
- Japan OCW Consortium
- Johns Hopkins Bloomberg School of Public Health

MIT OpenCourseWare (OCW)

<http://ocw.mit.edu/index.htm>

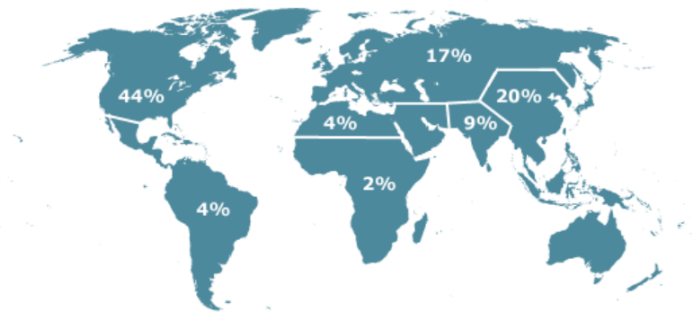


World Impact
Download our
evaluation report
(PDF - 15MB)

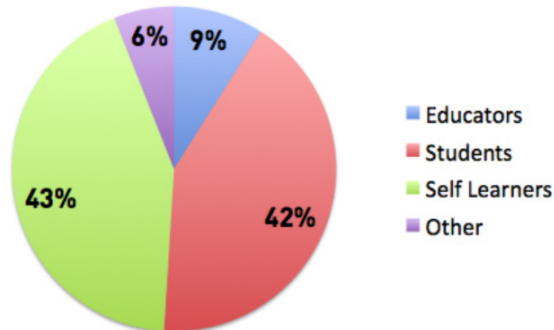
OCW is accessed by a broadly international population of educators and learners.

MIT OpenCourseWare averages 1 million visits each month; translations receive 500,000 more.

Visitors from all over the world use OpenCourseWare:



Our audience is divided among students, educators, and self-learners:



MIT OpenCourseWare is being successfully used for a wide range of purposes.



Introduction to Sustainable Energy

COURSE HOME

SYLLABUS

CALENDAR

LECTURES AND
READINGS

ASSIGNMENTS AND
EXAMS

RELATED RESOUR

DOWNLOAD COURSE
MATERIALS



Instructor(s)

Prof. Michael Golay
Randall Field
Prof. William Green, Jr.
Dr. John C. Wright

MIT Course Number

22.081J / 2.650J / 10.291J / 1.818J /
2.65J / 10.391J / 11.371J / 22.811J /
ESD.166J

Course Finder

| Topic | MIT Course Number | Department |
|---------------------|-------------------|------------|
| Business | | |
| Energy | | |
| Engineering | | |
| Fine Arts | | |
| Health and Medicine | | |
| Humanities | | |
| Mathematics | | |

Sub-topics: Buildings, Climate

Specialty: No specialties are available within this sub-topic

Introduction to Sustainable Energy

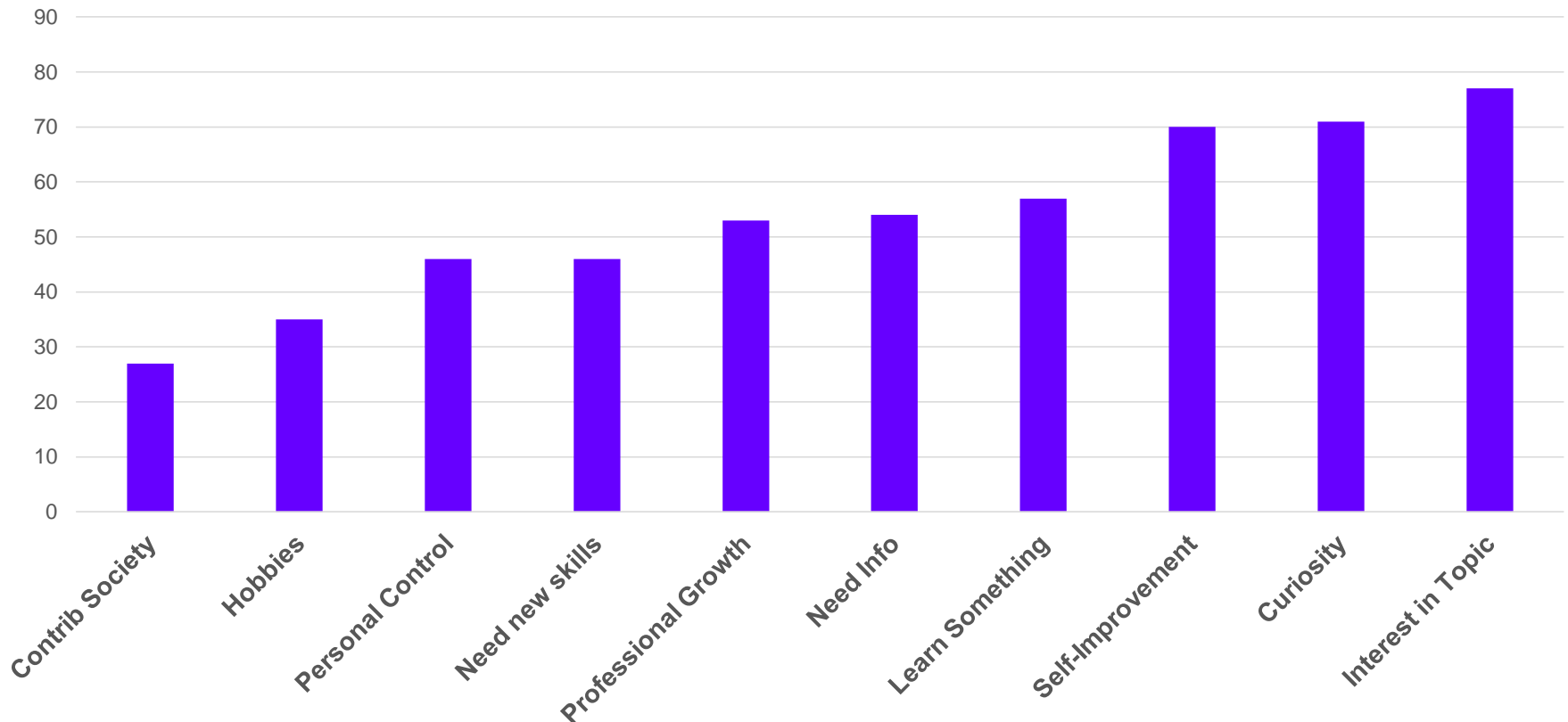
This class assesses current and potential future energy systems, covering resources, extraction, conversion, and end-use technologies, with emphasis on meeting regional and global energy needs in the 21st century in a sustainable manner. Instructors and guest lecturers will examine various renewable and conventional energy production technologies, energy end-use practices and alternatives, and consumption practices in different countries. Students will learn a quantitative framework to aid in ev.

View Course

| Course # | Course Title | Level |
|----------|------------------------------------|---------------|
| 2.60 | Fundamentals of Energy | Undergraduate |
| 8.21 | The Physics of Energy | Undergraduate |
| 22.081J | Introduction to Sustainable Energy | Undergraduate |
| 2.58J | Radiative Transfer | Graduate |

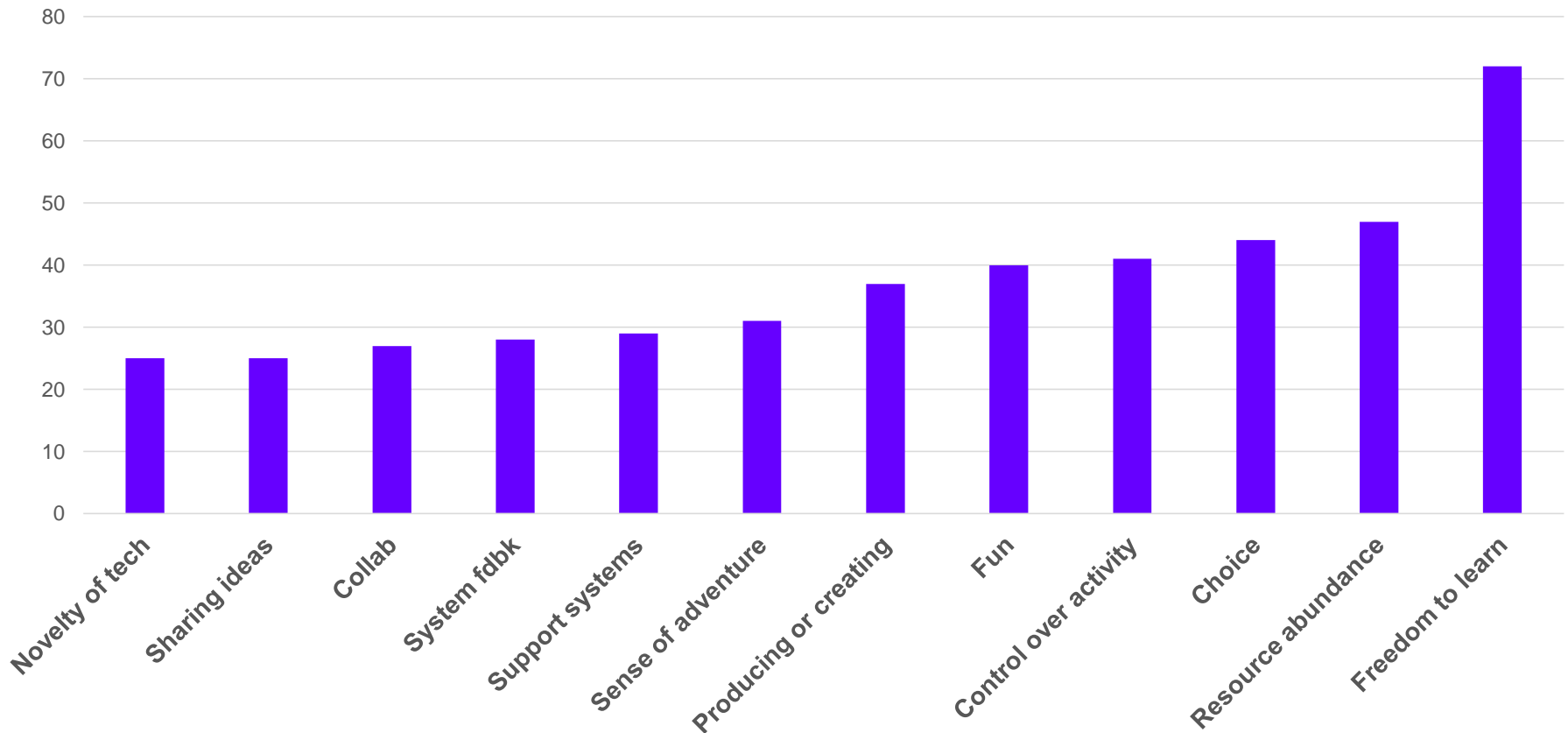
Reasons to explore?

Main Reason Explore the Web Informally to Learn
(MIT OCW Group; Note: Check all that apply)



Factors leading to success or personal change?

Factors Leading to Success or Personal Change When Exploring Online
(MIT OCW Group; Note: Check all that apply)



February 5, 2013

Bioelectricity: A Quantitative Approach, Duke University's First MOOC

http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf

Figure 2. Bioelectricity Video Views
first and last video for each week

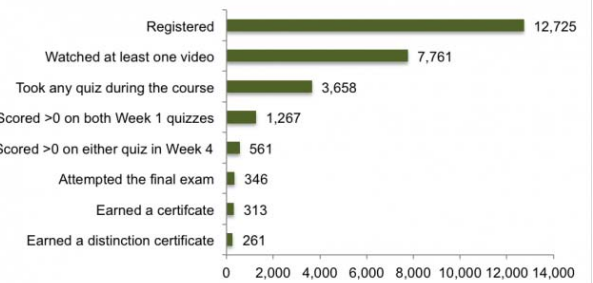
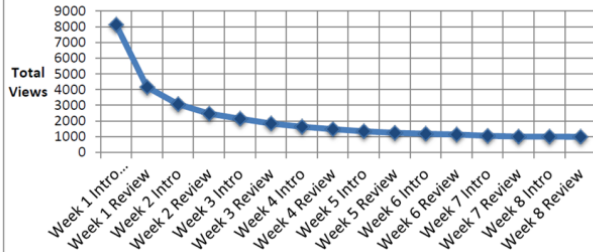
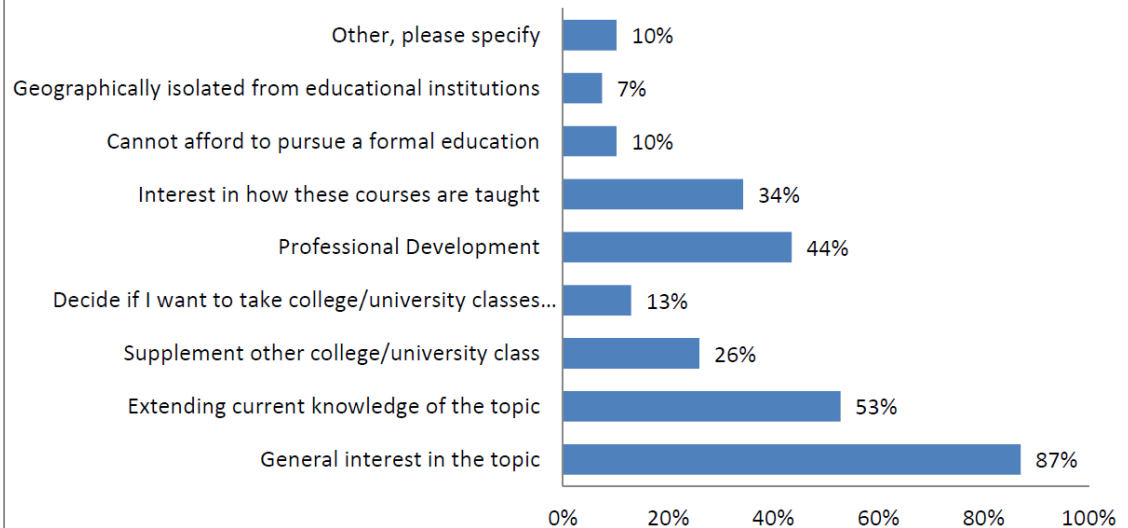


Figure 5. Student motivations for enrolling



Duke
UNIVERSITY

Bioelectricity: A Quantitative Approach

Roger Coke Barr

Nerves, the heart, and the brain are electrical. How do these things work? This course presents fundamental principles, described



May 2013

MOOCs @ Edinburgh 2013– Report #1

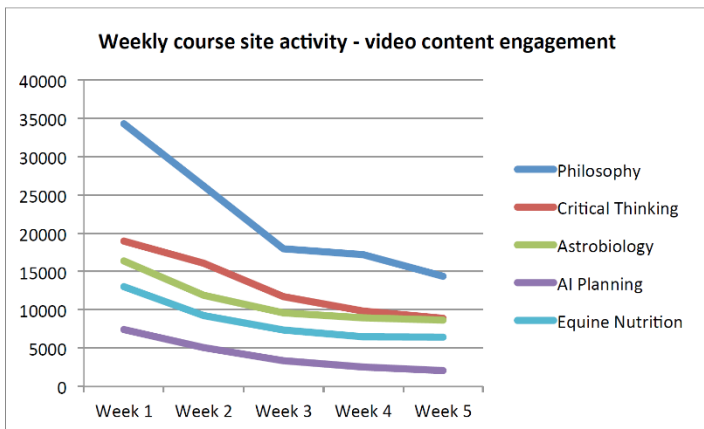


Figure 7 - Week-by-week activity tracking of the number of unique course participants engaging with video content – viewed and downloaded combined results – during the first 5 weeks (applicable to 5 courses in total)

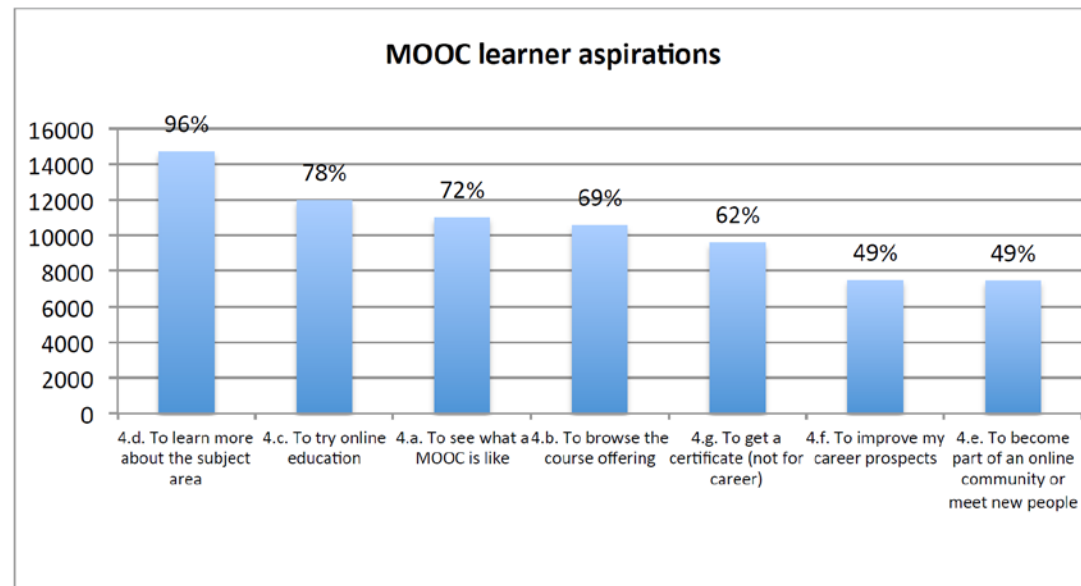


Figure 9 - Combined exit survey responses to Q4 'What did you hope to get out of the course and did it meet your expectations?' – calculated as a sum of *exceeded expectations*, *met expectations*, and *fell below expectations* responses – with percentage shown of total exit survey respondents

October 31, 2013

U.S. Teams Up With Operator of Online Courses to Plan a Global Network, Tamar Lewin, NY Times

<http://www.nytimes.com/2013/11/01/education/us-plans-global-network-of-free-online-courses.html?hp&r=3&>

From Seoul, South Korea, to La Paz, Mexico, Coursera is partnering with local institutions to create “Global Learning Hubs,” the company announced Oct. 31.

coursera



The New York Times

Education

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

POLITICS EDUCATION TEXAS

U.S. Teams Up With Operator of Online Courses to Plan a Global Network

By TAMAR LEWIN

Published: October 31, 2013 | 43 Comments

Coursera, a California-based venture that has enrolled five million students in its free online courses, announced on Thursday a partnership with the United States government to create “learning hubs” around the world where students can go to get Internet access to free courses supplemented by weekly in-person class discussions with local teachers or facilitators.

The learning hubs represent a new stage in the evolution of “massive open online courses,” or MOOCs, and address two issues: the lack of reliable Internet access in some countries, and

Readers' Comments

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September 16, 2013

Rwandan Degree Program Aims for a 'University in a Box', Chronicle of Higher Education, Megan O'Neil

<http://chronicle.com/article/Rwandan-Degree-Program-Aims/141631/>



Students attend an orientation session at Kepler, a new hybrid program in Kigali, Rwanda, which will use MOOCs and classroom time to help students earn competency-based associate degrees.

October 31, 2013

The launch of OERu: Towards free learning opportunities for all students worldwide, BC Campus (Canada)

<http://bccampus.ca/2013/10/31/the-launch-of-oeru-towards-free-learning-opportunities-for-all-students-worldwide/>

The launch of OERu: Towards free learning opportunities for all students worldwide

October 31, 2013

Imagine anyone in the world having credentials for it. With the launch of OERu, that's exactly what is now possible and marks a transition from an international program of accessible OERu studies.



The official launch was streamed live from the OERu website, with partners and the United World College website.

"The OERu launch is a less expensive and more radical. However, the unemployment rate is high and the world is in a state of economic crisis."



Home How it works Courses OERu Partners



Study world-class courses for free - and count them towards real qualifications!

Do you have an internet connection and interest in learning something new with participants from around the world, possibly for recognition towards a formal academic credential? Then the OERu is for you.

HOW IT WORKS

August 5, 2013

Free Online Higher Education: 5 Best MOOCs

By [Kannan Sankaran](#), [Epoch Times](#)

<http://www.theepochtimes.com/n3/229640-5-best-moocs-for-free-online-higher-education/>

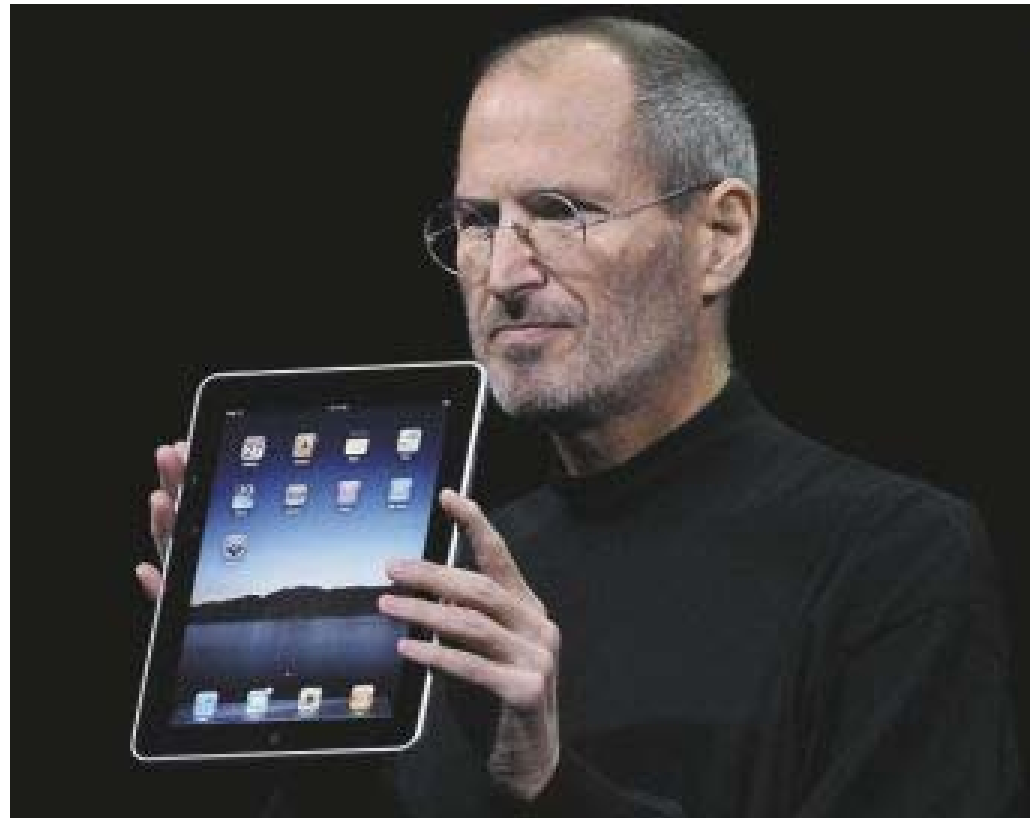
MOOC at UPenn; Recession Fuels Explosion of Online Learning

<http://on.aol.com/video/recession-fuels-explosion-of-online-learning-517885097>



Part I. Learning is Changing

New Technologies = New Delivery Methods...



I. Learning is More Open

(80-Year-Old WGU Texas Grad Keeps His Promise,
November 30, 2012, Reeve Hamilton, Texas Tribune)

THE TEXAS TRIBUNE

An 80-Year-Old Graduate With an Online Marketing Degree Kept His Promise



The Digital Campus

Home - News - Special Reports - The Digital Campus

E-mail Print Comments (4) Share

April 29, 2012

Open Education's Wide World of Possibilities



II. Learning is More Video-Based

Adora Svitak, WFP Youth Representative - 2013 ECOSOC Youth Forum, March 27, 2013

"Shaping tomorrow's innovators: Leveraging science, technology, innovation and culture for today's youth", Statement by the World Food Programme Youth Representative, Ms. Adora Svitak at the 2013 ECOSOC Youth Forum.

<http://webtv.un.org/meetings-events/economic-and-social-council/other-meetings/watch/adora-svitak-wfp-youth-representative-2013-ecosoc-youth-forum-shaping-tomorrows-innovators:-leveraging-science-technology-innovation-and-culture-for-todays-youth/2257875055001>

The screenshot shows the UN Web TV website. At the top left is the UN logo and the text "UN WEB TV The United Nations Live & On-demand". To the right is a search bar labeled "Search UN Videos". Below the header are navigation tabs: "Live Now", "Meetings & Events" (which is highlighted), "Media", "News & Features", and "Topics & Issues". On the right side of the header are social media icons for YouTube, Facebook, and Twitter. The main content area features a large video player on the left showing Adora Svitak speaking at a podium with the UN logo. To the right of the video player is a "RELATED VIDEOS" section with three video thumbnails and their titles: "Wrap-up Session - 2013 ECOSOC Youth Forum 'Shaping...", "Néstor Osorio (ECOSOC) - 2013 ECOSOC Youth Forum...", and "Closing - 2013 ECOSOC Youth Forum 'Shaping tomorrow...". At the bottom of the video player, the text "United Nations Webcast: webtv.un.org" is visible.

The screenshot shows a video player interface. The video content features Dr. Taz Tally, a man in a green shirt, sitting at a desk with a computer monitor and a printer. A yellow banner at the bottom of the video identifies him as "Dr. Taz Tally" and "President, Taz Tally Seminars". The video player has a standard interface with a progress bar at the bottom showing "00:00:05 / 00:00:44", a volume control icon, and playback controls (play, pause, stop, next, previous). The "lynda.com" logo is visible in the bottom right corner of the video frame.

III. Learning is More Flipped

One Man, One Computer, 10 Million Students:
How Khan Academy Is Reinventing Education,
Forbes, November 19, 2012, Michael Noer

<http://www.forbes.com/sites/michaelnoer/2012/11/02/one-man-one-computer-10-million-students-how-khan-academy-is-reinventing-education/>

The One World Schoolhouse (Twelve, Oct. 2, 2012)

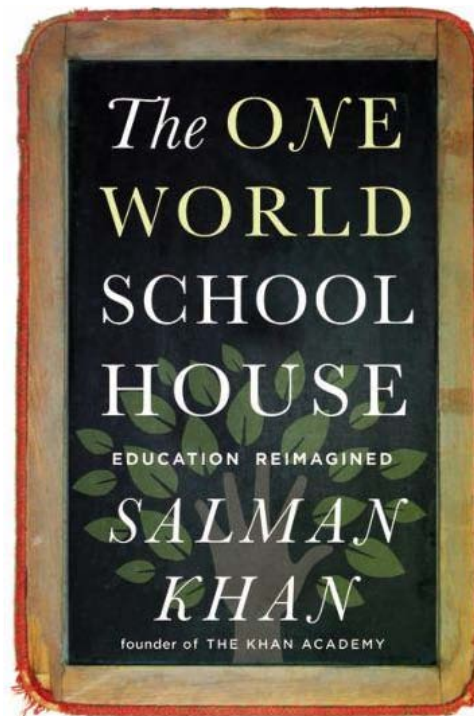
TED Ideas worth spreading

| | |
|--------------|-----------------|
| Themes | TED Conferences |
| Speakers | TEDx Events |
| Talks | TED Prize |
| Translations | TED Fellows |

TALKS

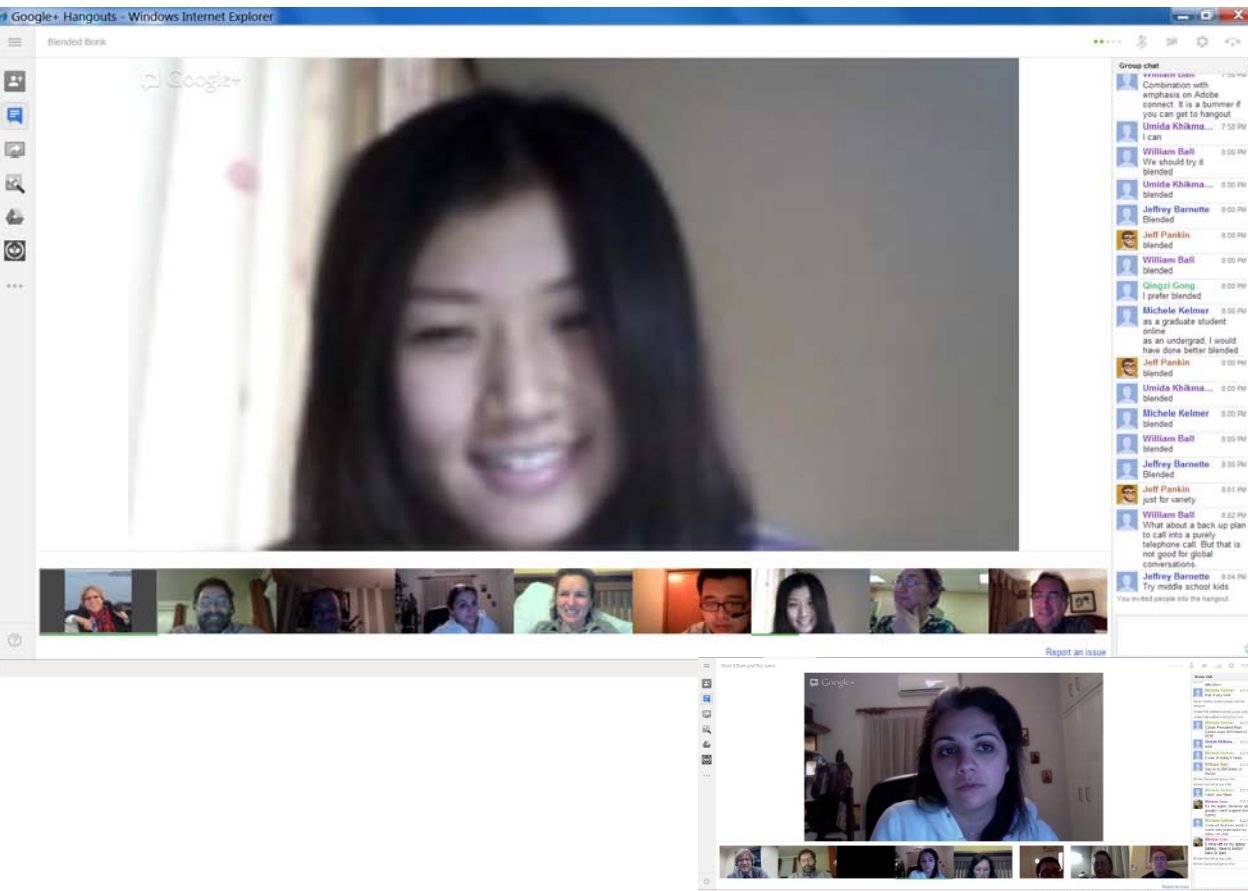
Salman Khan: Let's use video to reinvent education

TED2011, Filmed Mar 2011; Posted Mar 2011



IV. Learning also is More Collaborative

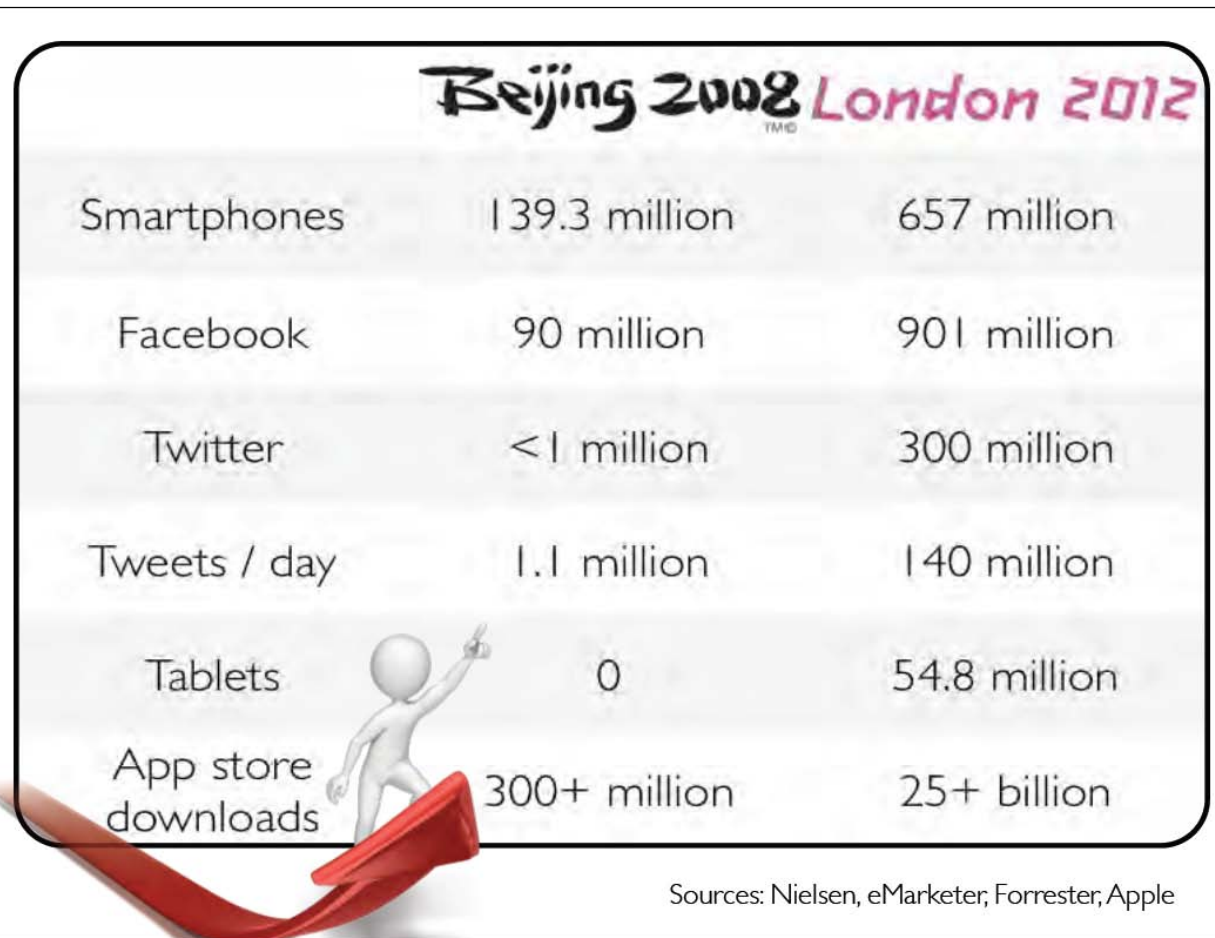
Collaboration and Discussion in Google Hangouts or with iPad, Jan. 28, 2013 (Carrie Gong from Beijing Normal University)



V. Learning is More Mobile

Open Learning on Smartphone (Coursera, December 8, 2013)

<http://blog.coursera.org/post/69518555384/this-holiday-season-learn-on-the-go-with-the-new>



March 2014

VI. Learning is More Massive

Courses on How to Design Learning Environments
(Gilly Salmon, Swinburne University, Melbourne and
Paul Kim from Stanford University, Aaron Doering,
University of Minnesota)



Like 10K Tweet 200 +1 1.2K Share 3.4K Login

Swinburne University

Carpe Diem MOOC: Seize the day – transform learning

Carpe Diem MOOC promotional video



My Courses

Carpe Diem - Learning Design



Instructors

- Professor Gilly Salmon
- Professor Janet Gregory
- Dr Kulari Lokuge Dona

Current session:

10 March – 17 April 2014 (6 weeks)

Workload:

3–4 hours per week

About the free Open Online Course – Enroll Now!

Using the Carpe Diem process – a well-tested, agile and rapid course development method – you will be encouraged to be inventive, with the aim of future-proofing student learning.

The Carpe Diem process enables you to use your existing Learning Management System (LMS) or Virtual Learning Environment (VLE) or any other collaborative online environment to design scaffolded student activity. It enables a small team to design a learning course once and deliver it many times. It is an efficient and cost-effective way for designing learning with technology.

STANFORD UNIVERSITY

Stanford ONLINE

Designing A New Learning Environment

INSTRUCTOR: Paul Kim

Chief Technology Officer and Assistant Dean, School of Education, Stanford University

Starting Fall 2012

Enroll

32

Tweet

30

+1

120

Like

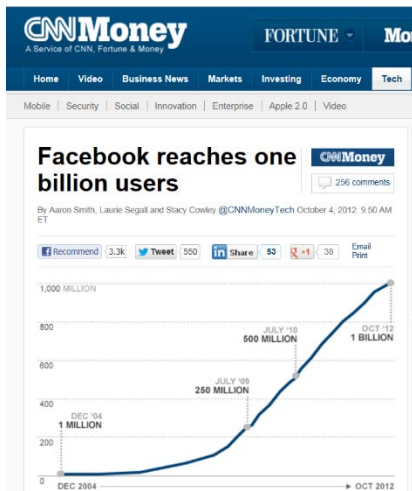


Course Introduction by Dr. Aaron Doering
Associate Professor of Learning Technologies, Co-Director of the I-T Media Lab

Join the LTMU learner community

VII. Learning is More Social

Facebook reaches one billion users, CNN Money,
Aaron Smith, October 4, 2012



January 2014

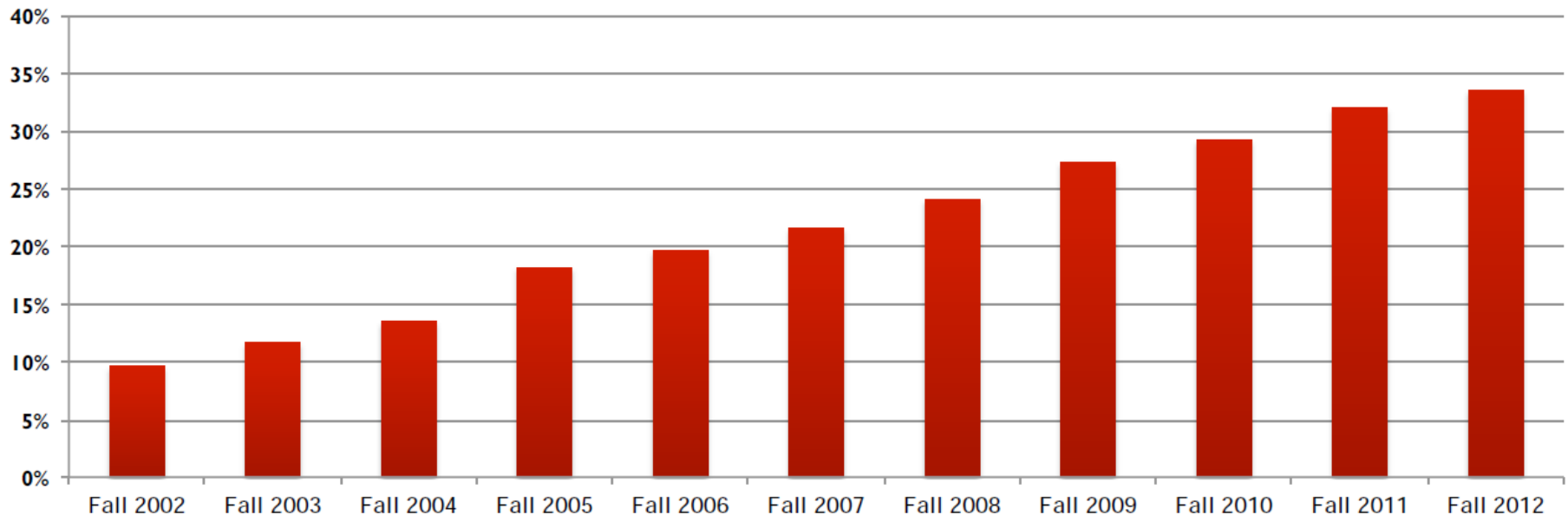
VIII. Learning is More Online

Grade Change: Tracking Online Education in the United States, 2013, The Sloan Consortium, I. Elaine Allen & Jeff Seaman,
2013 Survey of Online Learning Report

<http://sloanconsortium.org/publications/survey/grade-change-2013>

Direct connect: <http://www.onlinelearningsurvey.com/reports/gradechange.pdf>

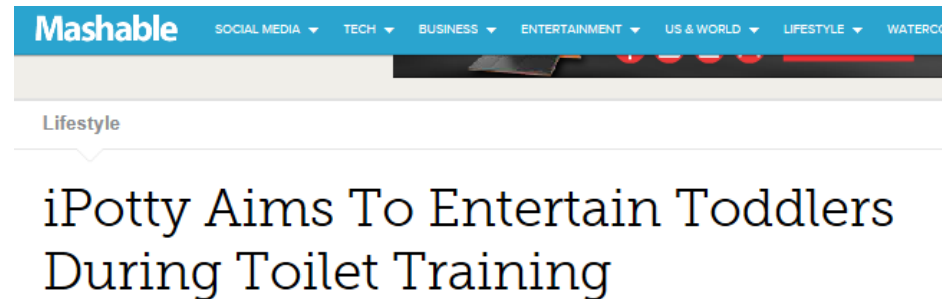
ONLINE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT: FALL 2002 - FALL 2012



IX. Learning is More Personal

iPotty Aims To Entertain Toddlers During Toilet Training, Mashable, Kate Freeman (January 10, 2013)

<http://mashable.com/2013/01/10/ipotty/>



X. Learning is More Modifiable

Inside Look: Learning Spaces, Meeting classroom teaching and collaboration expectations, University Business, Feb. 22, 2013

<http://www.universitybusiness.com/article/inside-look-learning-spaces>



THE HIPERWALL SYSTEM at La Sierra University turns students into "spotlight academic performers," allowing them to use their own computers to control displays anywhere in the room.



XI. Learning is More Comfortable

Design for Students, with Students, "Hub Central", the \$42 million [University of Adelaide learning hub](http://designbuildsource.com.au/design-for-students-with-students) opened in October 2011, May 8, 2012, Mike Roberts
<http://designbuildsource.com.au/design-for-students-with-students>

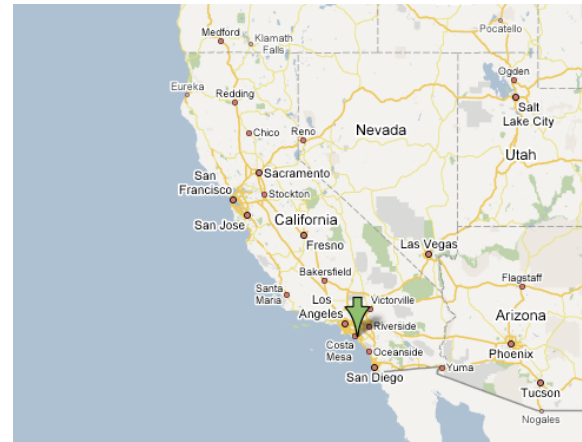


XII. Learning is More Global

UC Irvine (2013 report)

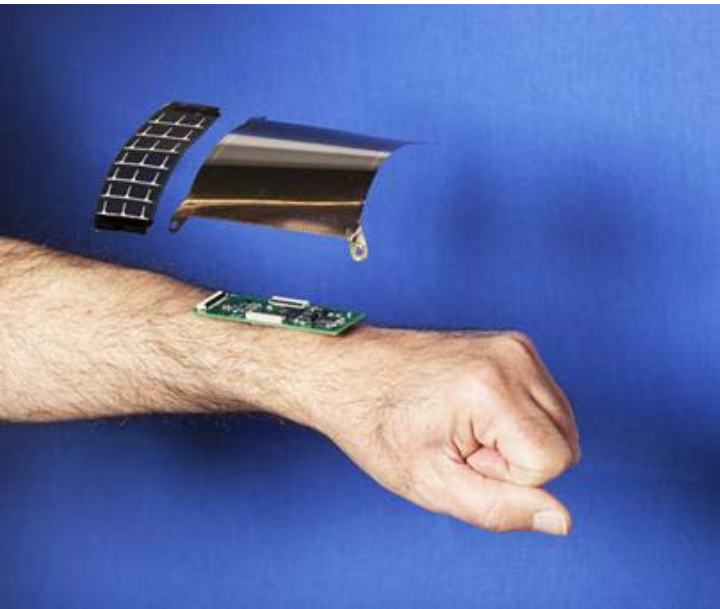
Example 3: Fundamentals of Japanese

Dr. Hidemi Riggs, Fall 2012 & Winter 2013, Tech-enhanced: [EEE AdvancedWebSpace](#) ([Dreamweaver](#)), [Skype](#) video conferencing tool, [Active Learning](#) Format: 5 - 1A lectures (24 students maximum); 3 - 2A lectures (24 students maximum); 2- 3A lectures (24 students maximum)



XIII. Learning is More Ubiquitous

Flexible displays bend what's possible for computers,
Jon Swartz, USA Today (May 4, 2012)



Another full color touchscreen device, the \$130 Sony SmartWatch, also only syncs with Android devices. When paired with a phone over Bluetooth, it can receive notifications for e-mail, texts, social networks and calendars.

HIDE CAPTION



IXV. Learning is More Instantaneous

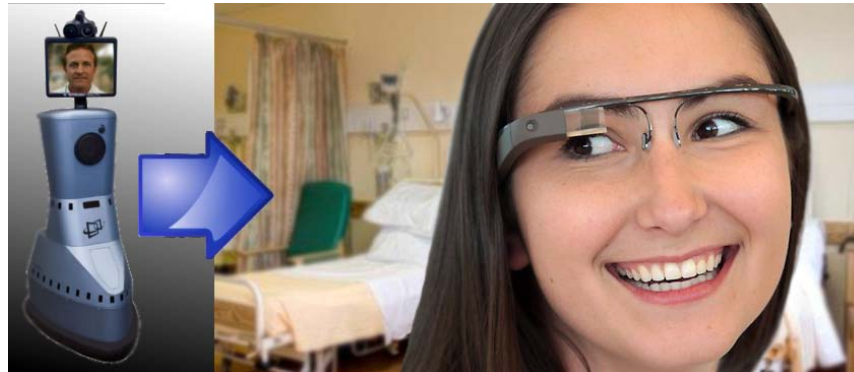
April 9, 2013

HER Computer fashions face social test: Can wearable computers fit in? Scott Martin, USA Today

<http://www.usatoday.com/story/tech/2013/04/06/google-apple-iwatch-glass-jawbone-iphone-nike-microsoft-samsung/1979419/>

(i.e., magnify moles or injuries, see vital signs, live stream surgeries, access previous PT sessions, access research and drug info, etc.)

<http://www.fiercemobilehealthcare.com/story/google-glasses-could-have-strong-potential-healthcare-use/2013-03-18>



XV. Learning is More Technology-Based

DataWind Prepared \$20 Tablet Computer for Indian Market

Jan 30, 2013 4:15 AM EST

A Canada-based company believes it can revolutionize education in India by rolling out a \$20 tablet computer.

[f Share](#) 125 [f Like](#) 275 [t Tweet](#) 149 [g+1](#) [in](#) [✉](#) [💬 5](#) [📄](#)

What can you buy for \$20? A lunch for two? A new shirt? A few groceries? For India's 220 million schoolchildren, \$20 may soon buy a tablet computer.



Let's Review: Learning is Changing...

(i.e., it's more informal, video-based, ubiquitous, collaborative, self-directed, global, mobile, open, massive, etc.)



Frank Basile, an aircraft technician, took an MITx course on circuits and electronics to increase his knowledge.



Joe Alfonso, a financial adviser from Oregon, is taking the online finance course as a "refresher."

Poll #3: Is this a revolution in education today?

A. Yes...

B. No...



April 15, 2013

World will soon be “Webified”

Google boss: Entire world will be online by 2020,
Doug Gross, CNN

http://www.cnn.com/2013/04/15/tech/web/eric-schmidt-internet/index.html?hpt=hp_t3

Google boss: Entire world will be online by 2020



By Doug Gross, CNN
updated 1:20 PM EDT, Mon April 15, 2013 | Filed under: [Web](#)



PHOTO: VASANTHAKUMAR/GETTY IMAGES

Google Executive Chairman Eric Schmidt says everyone on Earth will be connected by 2020.



Google Wi-Fi from the Sky, Steven Levy, pp. 126-131, Wired, September 2013

<http://www.wired.com/gadgetlab/2013/08/googlex-project-loon/>



Google X chief Astro Teller (left) and Project Loon's first leader, Rich DeVaul, holding the system's ground-based antennas.

The World is very open!

(at least in Norway and the Philippines)



January 29, 2014

Maybe it is not so open!

(e.g., MOOCs and the Promise of Internationalization,
The Chronicle of Higher Education, Christina C. Davidson)

http://chronicle.com/blogs/future/2014/01/29/moocs-and-the-promise-of-internationalization/?cid=pm&utm_source=pm&utm_medium=en



#FutureEd

Thoughts from a MOOC on higher education.

January 29, 2014 by Christina C. Davidson

Facebook Twitter LinkedIn StumbleUpon Email Comment (1)

MOOCs and the Promise of Internationalization



The MOOC's Chinese edition.

A MOOC at Duke University, “[History and Future of \(Mostly\) Higher Education](#),” opened on Monday morning. A few of us gathered in the university’s Smith Warehouse, anticipating a rush of technical questions about the online course. None came.

Instead, people from around the world began to introduce themselves. The first comment was from Britain, then from Germany, China, Brazil, and Quebec. Introductions from a few American cities—Boston, Des Moines, and Asheville, N.C.—interspersed with those from the international community, which then

inspiring, empowering and connecting entrepreneurs

wamda

MEDIA FUND PROGRAMS SIGN IN SIGN UP search

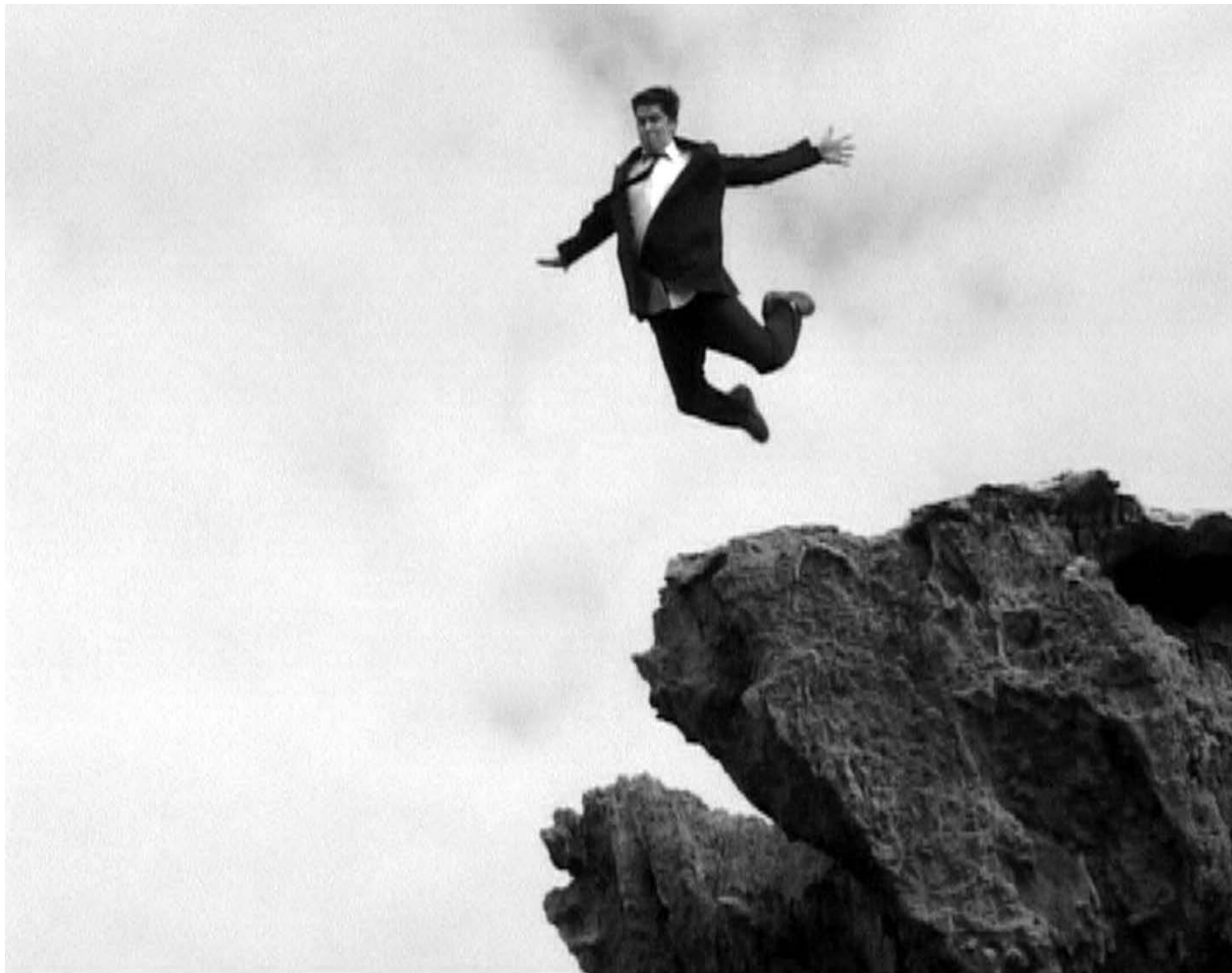
HOME HOW TO WAMDA TV RESOURCES COM

Online education platform Coursera blocks students in Syria and Iran

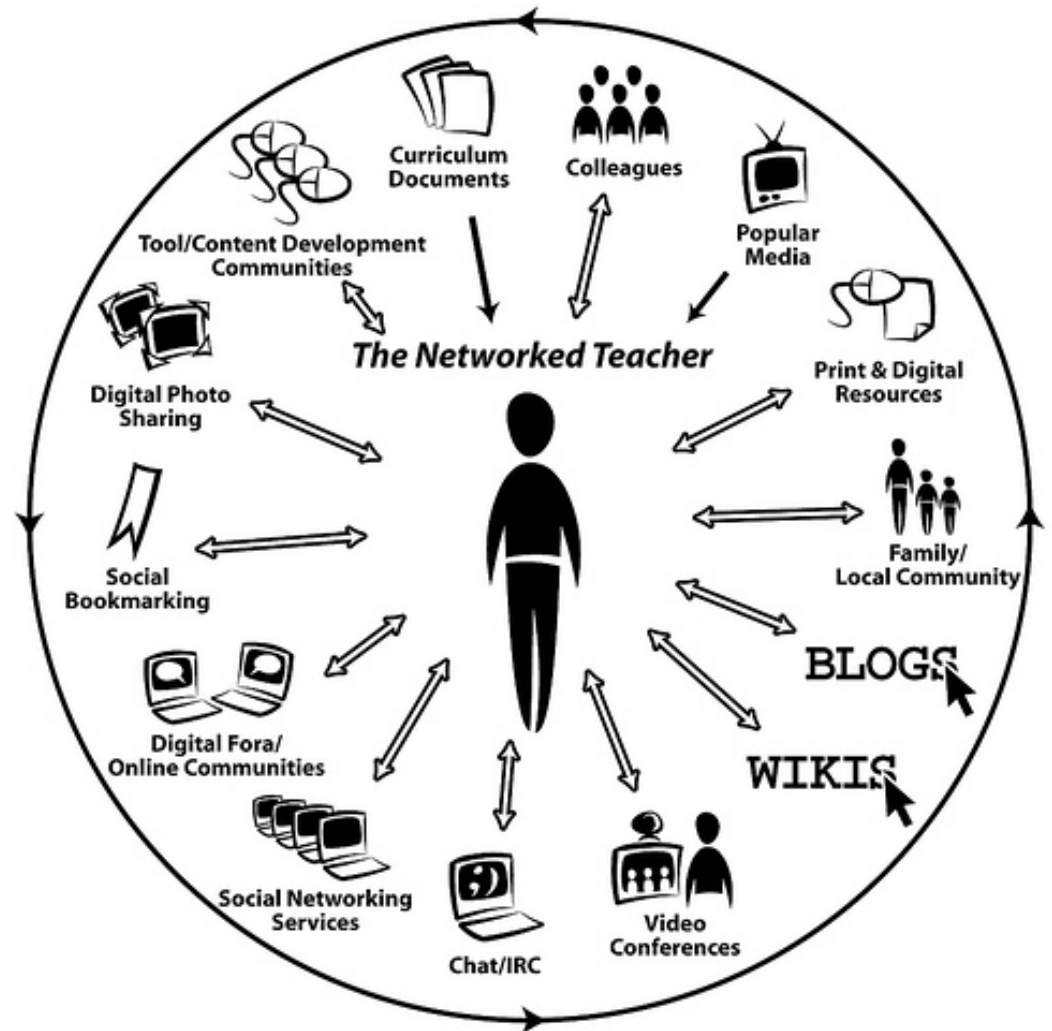
by Nina Curley, January 27, 2014



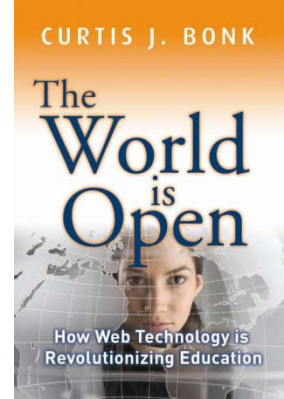
**We are entering a jumping
off point...**



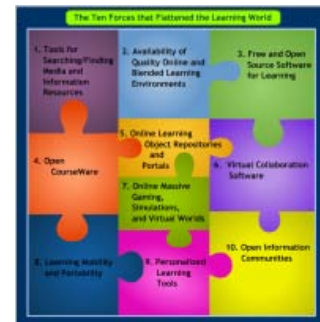
The Web of Learning



Framework #1: WE-ALL-LEARN: Ten Forces that Opened the Learning World



- **W**eb Searching in the World of e-Books (i.e., Darwin)
- **E**-Learning and Blended Learning
- **A**vailability of Open Source and Free Software (e.g., Moodle)
- **L**everaged Resources and OpenCourseWare (e.g., MIT)
- **L**earning Object Repositories and Portals (i.e., shared content)
- **L**earner Participation in Open Info Communities (YouTube)
- **E**lectronic Collaboration and Interaction (sync and async)
- **A**lternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)
- **R**ead-Time Mobility and Portability (e.g., iPhone)
- **N**etworks of Personalized Learning (Blogs, RSS)



Audience Participation!

WE

ALL

LEARN!!!



Opener #1. Web Searching (e.g., Google, MSN, Yahoo!) in the World of e-Books (i.e., Darwin, Shakespeare, etc.)



In South Korean classrooms, digital textbook revolution meets some resistance



Ahn Young-joon/AP — Teacher Yoon Eun-jung, right, helps student Jeong Ho-soon study on a tablet PC during lesson at Sosa Elementary School in Gwasan, South Korea in July. The country is now scaling back a plan to digitize classrooms by 2015.

Opener #2. E-Learning and Blended Learning

You Tube 31,526 videos ▾



0:53 / 2:05

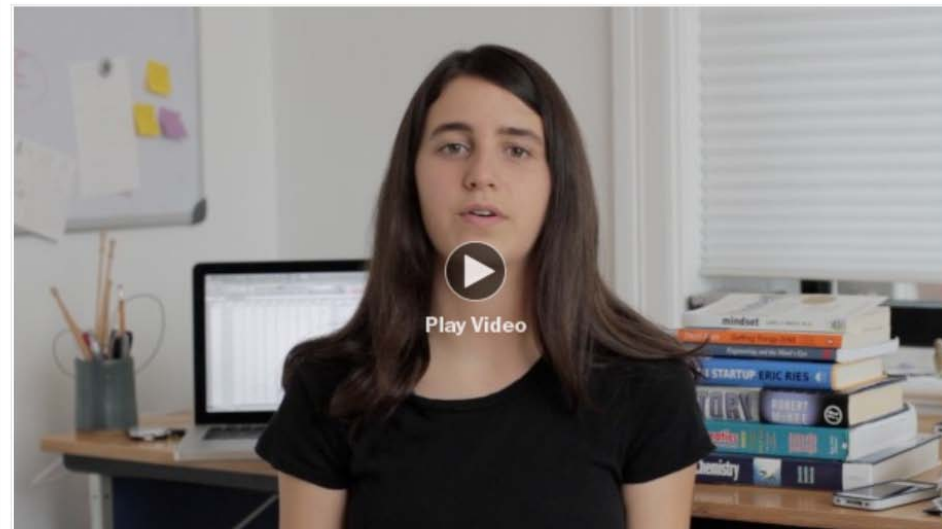
823 views

Published on May 5, 2012 by [CBSNewsOnline](#)

For 19 years, Shaquille O'Neal dominated the NBA with his size and even bigger

16 likes, 2 dislikes

Why I spent 10th grade online



Video: Sophia Pink describes how she finished 10th grade online and why she's choosing to go back to the classroom.

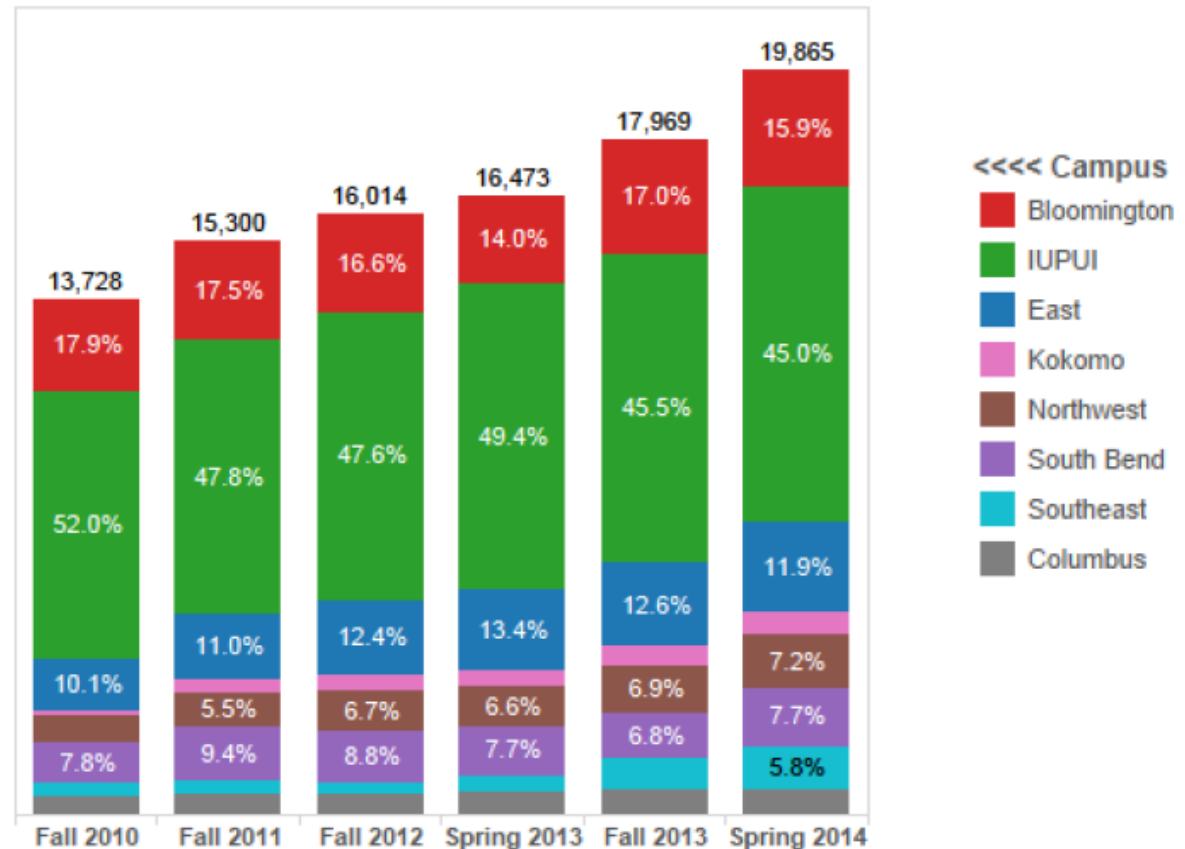
By Sophia Pink, Published: August 22 [E-mail the writer](#)

February 2014

IU Online Enrollments (at least one class online)

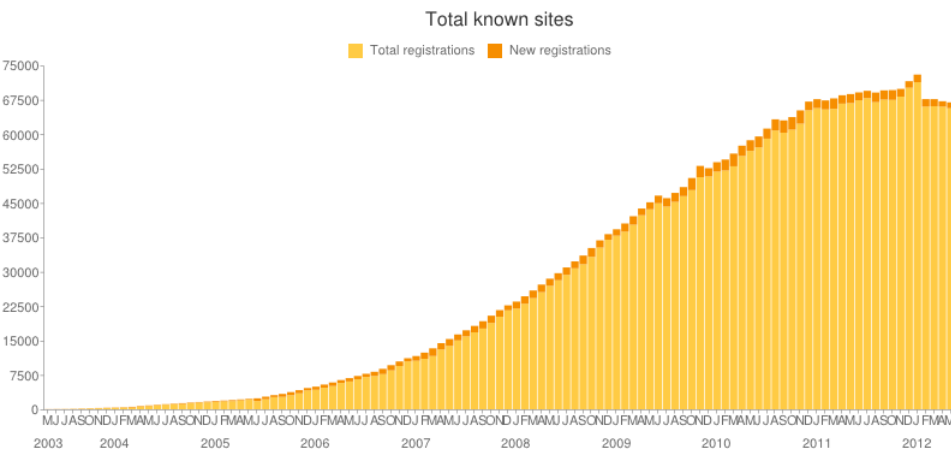
http://public.tableausoftware.com/views/Students-AtLeastOneOnlineClass/Dashboard-AtLeastOne?:embed=y&:display_count=no

Headcount Over Time By Campus Display = Campuses



Opener #3. Availability of Open Source and Free Software Moodle

(July 18, 2013: 72 million users in 237 countries, 84,518 sites, 7.6 million courses)



mooc.org

mooc.org is an edX destination. We're working to help educational institutions, businesses and teachers easily build and host courses for the world to take.

mooc.org goes live in the first half of 2014. Are you interested in creating or hosting courses on mooc.org? Complete one of the three forms below and let us know how mooc.org fits into your plans. We'll be in touch as we get closer to launch.

Educational Institutions

Businesses and Non Profits

Instructors and Course
Authors

Opener #4. Leveraged Resources and OpenCourseWare (OCW) (e.g., free courses from Harvard Edx, MITx, CORE, OOPS)

Saylor.org; <http://www.saylor.org/>
RedHoop; <http://redhoop.org/>



HARNESSING TECHNOLOGY TO MAKE EDUCATION FREE Blog | ePortfolio | Forums | 289 courses | FAQ | digedcon

saylor.org FREE EDUCATION

Free and open courses on your schedule. [Find out more](#) ▶
Start now by exploring an Area of Study below, or [view all courses](#).

Saylor University (270 courses) [View all University Areas of Study](#)

GENERAL EDUCATION
ART HISTORY
BIOLOGY
BUSINESS ADMINISTRATION
CHEMISTRY

Saylor K-12 BETA (8 courses) [View all K-12 Areas of Study](#)

ENGLISH LANGUAGE ARTS
MATH
ELECTIVES

Saylor Professional Development (14 courses) [View all Professional Development Areas of Study](#)

RedHoop
Search • Learn • Grow

13619 video courses • 2845 free courses

What do you want to learn?

Sample Course Providers

coursera edX lynda.com KHAN UDACITY GENERAL ASSEMBLY tuts+ treehouse

Udacity Khan Academy Coursera FutureLearn FutureLearn FutureLearn FutureLearn FutureLearn

OOPS OOPS

OOPS! Opensource Opencourseware Prototype System
The Foundation of Fantasy Culture and Arts

November 4, 2012

Udemy (professors create own courses)
(e.g., "Planning Your Online Course")
<https://www.udemy.com/courses/>

The image displays a screenshot of the Udemy website interface. The top section, titled "Popular Courses", features a grid of course cards. Each card includes a thumbnail image, the course title, price, number of reviews (represented by stars), the number of students, and the instructor's name. Courses visible include "Welch Way: Leadership in Action", "Microsoft Excel 2010 Course", "Become a Startup Founder", "The Lean Startup", "Become a Web Developer from Scratch!", "Startup 'How To'", "User Experience: The Ultimate Guide", and "Planning Your Online Course".

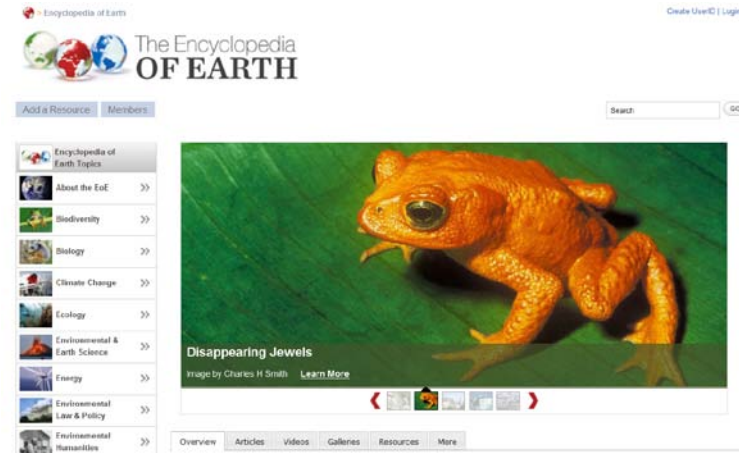
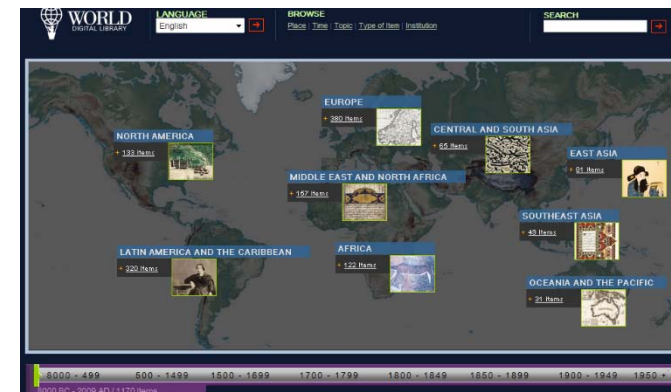
The bottom right portion of the image shows a detailed view of the "Planning Your Online Course" course page. The page header includes the Udemy logo, navigation links ("Discover", "Search", "Create a Course", "My Courses"), and the user's name "Curtis Bonk". A warning message states: "Warning: This course is in draft mode. Curtis Bonk is still putting content to the course." The main content area features a large video player with a play button and the course title "Planning Your Online Course". Below the video, there is a "Start Learning Now" button labeled "Free" and a "Wishlist" link. The page also displays the course category "Education", the instructor "Curtis Bonk", and a section titled "SECTION 1: Course Introduction" with a "Lecture 1: Introduction" link. A sidebar on the right shows the "Content and Goals" section, indicating "Over 27 lectures and 4.5 hours of content!".

Opener #5. Online Learning Object Repositories and Portals (shared content)

<http://www.deadseascrolls.org.il/explore-the-archive>

http://www.deadseascrolls.org.il/explore-the-archive/search#q=site_en:'Qumran, Cave 4'

<http://www.deadseascrolls.org.il/home>



October 2010, The V-PORTAL (Bonk, IU)

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

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

The image is a composite screenshot showing the Indiana University School of Education V-PORTAL website on the left and a YouTube channel page for 'TravelinEdMan' on the right.

Left Panel (V-PORTAL Website):

- Header:** Indiana University Bloomington logo and 'School of Education | Instructional Consulting'.
- Navigation Bar:** HOME, ABOUT US, WORKSHOPS, INSTRUCTIONAL RESOURCES, DISTANCE EDUCATION, ONCOURSE, TECHNOLOGIES, EQUIPMENT.
- V-PORTAL Section:** 'Video Primers in an Online Repository for e-Teaching & Learning'.
- Hours & Location:**
 - Hours:** Monday - Friday: 9am - 5pm
 - Location:** W.W. Wright Education Building, Rm. 2002, Indiana University, Bloomington, IN 47405-1006
- 27. Trends on the Horizon:** A video player showing a man in a suit sitting at a desk with the Indiana University School of Education logo.

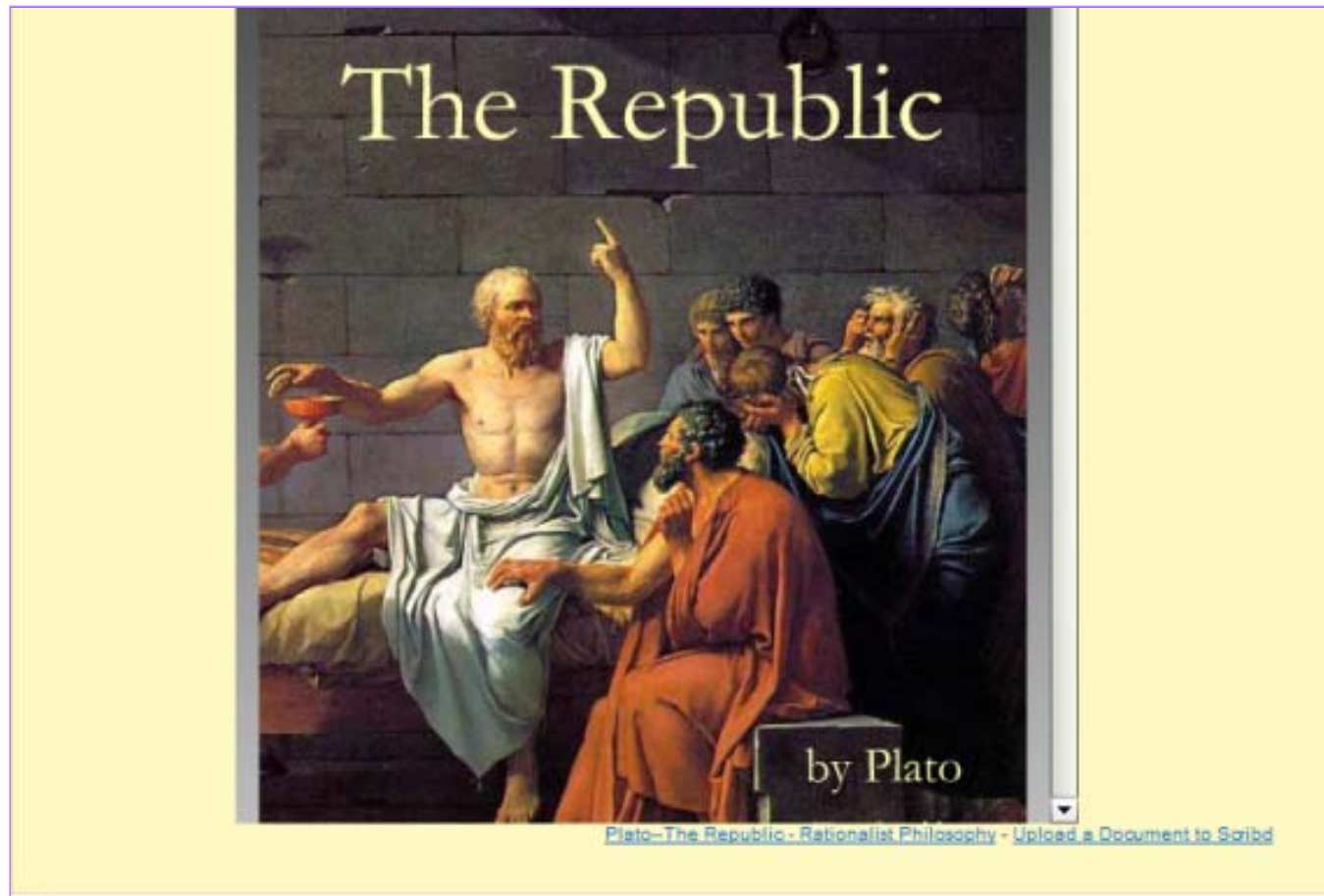
Right Panel (YouTube Channel Page):

- Channel Name:** TravelinEdMan (TravelinEdMan's Channel).
- Buttons:** Subscribe, Uploads.
- Featured Video:** 'Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)'.
- Video Thumbnails:** Several thumbnails showing people in various settings, including a man with his hands raised.
- Video Player:** A video player showing a man in a suit sitting at a desk with the Indiana University School of Education logo.

Opener #6. Learner Participation in Open Information Communities (e.g., Wikipedia, YouTube, Scribd)



WIKIPEDIA
The Free Encyclopedia



Opener #7. Electronic Collaboration and Interaction (synchronous & asynchronous)

Soliya Connect

<http://gli.georgetown.edu/#soliya>

The screenshot displays the Georgetown Learning Initiatives website. On the left is a dark blue sidebar with the text "GEORGETOWN LEARNING INITIATIVES" and a "BETA" badge. Below this, a "FILTER BY THEME:" section lists several categories: "TEACHING THE WHOLE PERSON", "PARTICIPATORY LEARNING", "STUDENTS AS AUTHORS", "GLOBAL LEARNING", "REINVENTING CURRICULUM", and "LEARNING THROUGH PRACTICE". The main content area has a light beige background. At the top, it says "Soliya Connect" with navigation tabs for "Overview", "At Georgetown" (which is selected), "Case Study", "Student Perspective", and "Partners". Below the tabs, the text "Soliya at Georgetown (CNN video):" is displayed above a video player. The video shows two young men wearing headphones, looking at a screen. The word "soliya" is visible in the background of the video. Navigation arrows are present on the left and right sides of the video player.

Opener #8. Alternate Reality Learning (Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)

Video games may improve brain power in older adults

<http://www.usatoday.com/story/news/nation/2013/09/04/video-games-brain-power-dementia/2762523/>



Opener #9. Real-Time Mobility and Portability (e.g., iPhone, iPads, smart watches (September 4, 2013))

The Samsung Galaxy Gear smartwatch



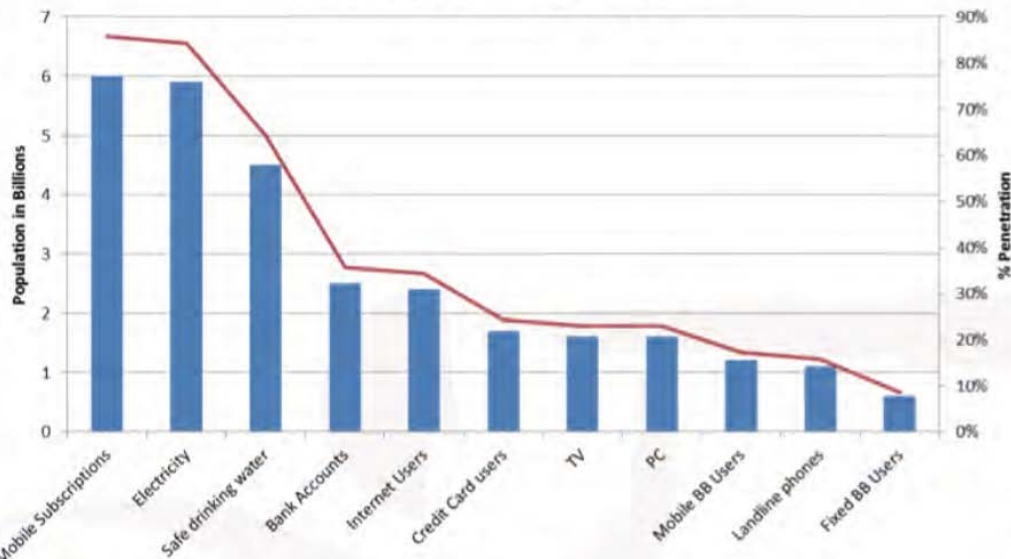
Mobile is the Most Pervasive Technology Ever

Judy Brown, Keynote talk, "Learning in Hand With Mobile Technology," Wisconsin Distance Teaching and Learning Conference, August 10, 2012

Mobile is the single most pervasive technology *ever* invented



Putting Global Mobile in Context

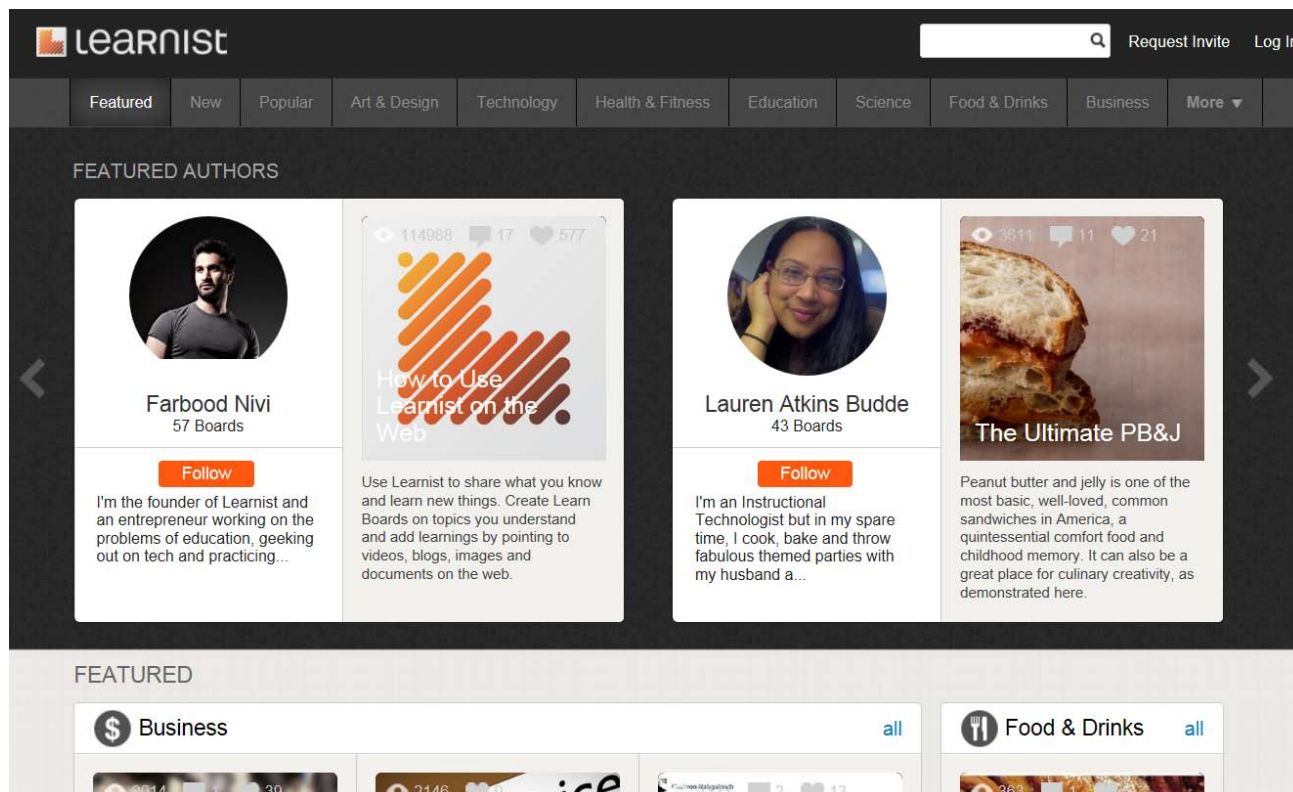


© Chetan Sharma Consulting, 2012



Opener #10. Networks of Personalized Learning

(Blogs, Podcasts, Facebook, and RSS feeds, etc.)



May 22, 2013

Video Walls of Experts (IQ Wall)

Indiana University unveils high-tech classroom

The Herald-Times, Mike Leonard

<http://www.indianaeconomicdigest.net/main.asp?SectionID=31&SubSectionID=135&ArticleID=69980>



What about the Instructor in the Open World?



Instructor as Curator



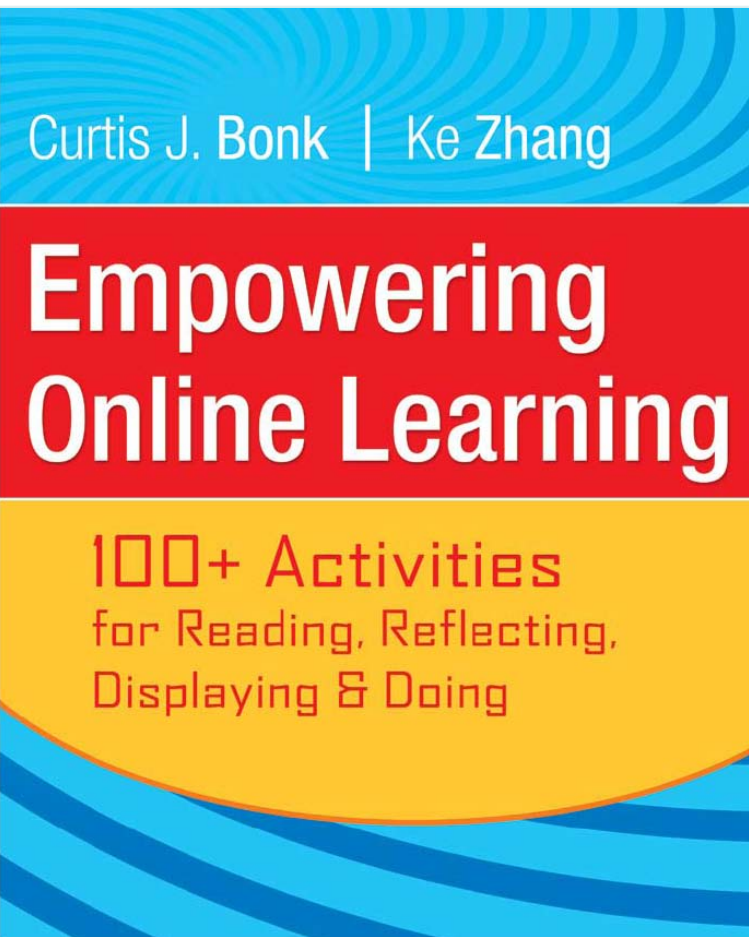
Instructor as Concierge



How can technology address diverse learner needs?

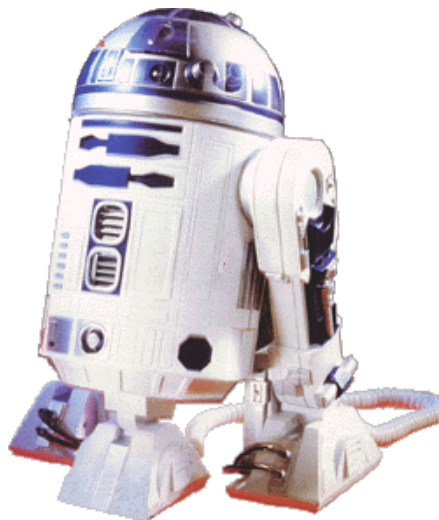


Framework #2: The R2D2 Model



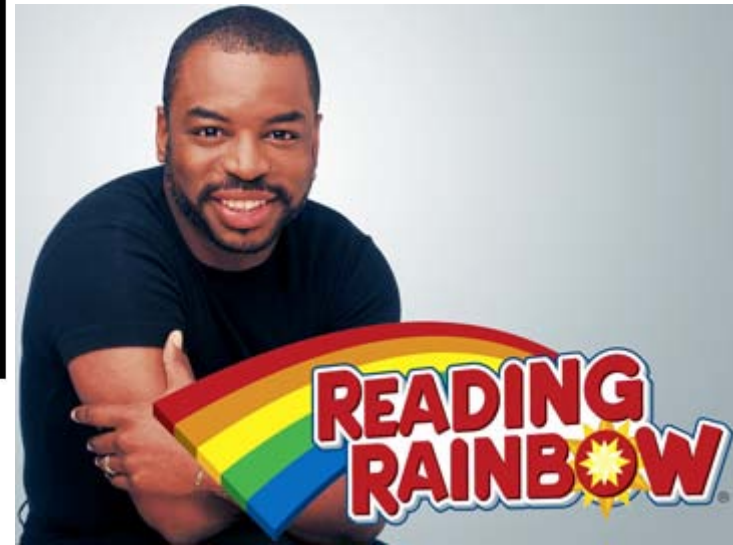
The R2D2 Method

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. Collect and Listen to Interactive Stories

(e.g., Meograph: <http://www.meograph.com/>)

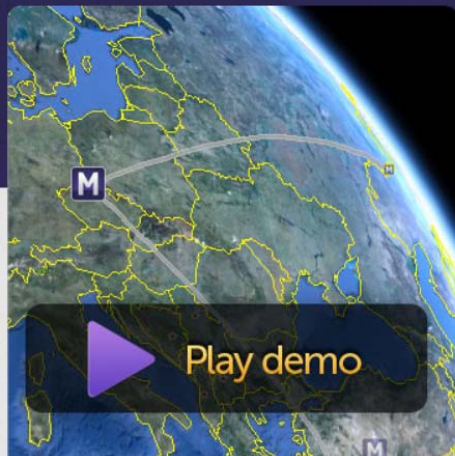
Timelines with Oral Histories, Slavery and the Making of America
Time and Place, PBS

<http://www.pbs.org/wnet/slavery/timeline/1857.html>



Meograph

Easily tell interactive stories



Meograph for:

Journalism

Education



<http://www.grammarly.com/>



Read 1c. Follow on Twitter

<http://venture-lab.org/education>

<https://twitter.com/electricians>

Results for <http://venture-lab.org/education>

Tweets Top / All / People you follow

 **WAFA AHMAD ALALAWI** @wafanet 2h
I just enrolled for Designing a New Learning Environment a free class on Venture Lab. venture-lab.org/education
Expand

 **openededucation** @openededucation2 8 Sep
Venture Lab: bit.ly/QrWEhk
Expand

 **عبدالله فيصل** @a_fai9al 7 Sep
شوف هذا الرابط يا صديقي , و
[@Alhoyani_A](http://venture-lab.org/education)
ايش رايك نلتقي قريباً ؟
Expand

 **Nick Robinson** @nmkrobinson 7 Sep
Interested, @baanderson? MT @rodgammon: Stanford offers course on designing learning systems, project is to spec LMS. venture-lab.org/education
Expand

Twitter interface showing the profile of **Master Electricians** (@MasterElectrics).

Master Electricians @MasterElectrics
Master Electricians Australia has raised the bar in the electrical industry by creating a powerful and trusted name for electrical contractors and consumers.
Australia · masterelectricians.com.au

2,359 TWEETS 2,182 FOLLOWING 2,423 FOLLOWERS

Tweets

 **Master Electricians** @MasterElectrics 23h
Queensland should dump proposed national electrical licence scheme ow.ly/nkGBv
Expand

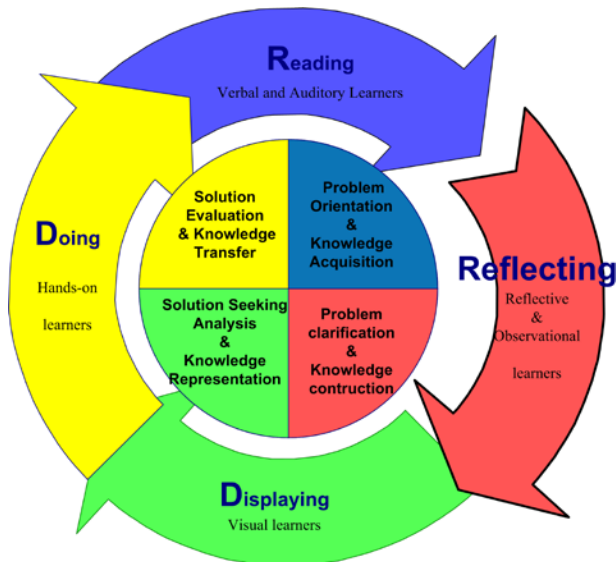
 **Master Electricians** @MasterElectrics 24 Jul
iPhone electric shock puts woman in hospital ow.ly/niwLD
View summary

 **Master Electricians** @MasterElectrics 24 Jul
New electricians' code 'a shocker' ow.ly/nivUR
Expand

 **Master Electricians** @MasterElectrics 24 Jul
Give a little back and shape the next generation of electrical contractors. Masters needed ow.ly/ju5LBY

2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives



Reflect 2a. Big Issue Reflections

(Big Questions Online (BQO)), January 8, 2013

(e.g., Do We Have Souls?)

<https://www.bigquestionsonline.com/content/do-we-have-souls>

BIG QUESTIONS ONLINE

HOME QUESTIONS ABOUT

Do We Have Souls?



image: Getty

By Tim O'Connor

January 8, 2013

Plato taught that the soul is a simple immaterial thing that relates to the human body (brain included) as a captain to a ship. The person is a soul, the bearer of all psychological capacities and the fount of purposive action. It has a body as a vehicle for acting upon this world, until death severs its ties and it continues on forever, as something that is

f Share

Tweet

COMMENT

BIG QUESTIONS ONLINE

HOME QUESTIONS ABOUT

Can You Learn to Control Your Mind?



image: Getty

By Richard Davidson

February 19, 2013

f Share

Reflect 2b.

Reflect on Virtual Timelines (Dipity, xtimeline, Simile, etc.)

<http://www.usatoday.com/story/tech/2014/02/02/facebook-turns-10-cultural-impact/5063979/>

<http://www.usatoday.com/tech/news/story/2011-09-22/steve-jobs-dies/50672498/1>

<http://www.usatoday.com/news/destinations/story/2011-08-25/Martin-Luther-King-Jr-Memorial-in-Washington-A-closer-look/50136470/1?csp=34news>



Steve Jobs and the evolution of Apple Computer



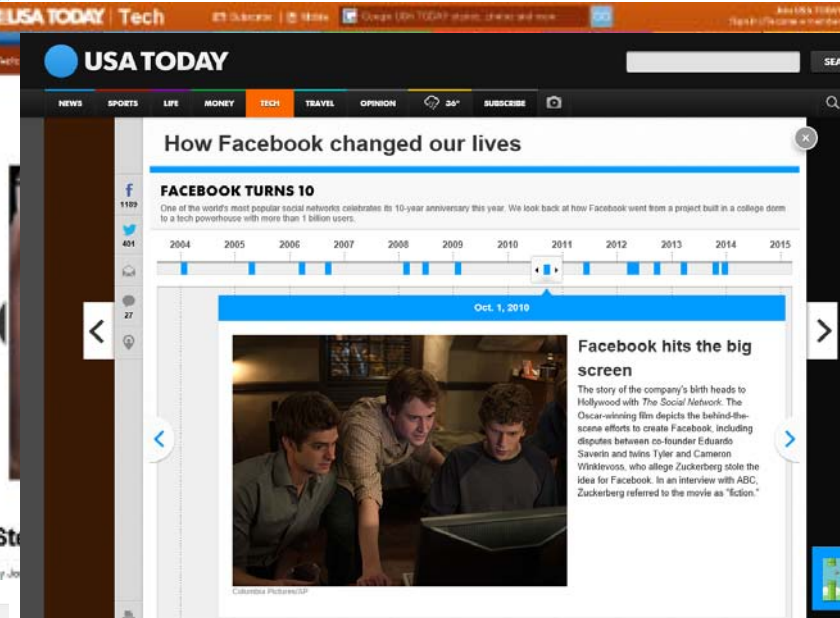
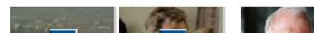
Produced by Jon Swartz, Julia Schmalz and William Couch, USA TODAY

Steve Jobs, Apple co-founder, dies

By Jon Swartz and William M. Welch, USA TODAY

Updated 10/6/2011 9:49 AM

Videos you may be interested in



Reflect 2c. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog; <http://comeandseeafrica.blogspot.com/>)

Come and See Africa (CASA)

Kim Foreman's reflection on works in Africa, at First Southern Baptist Church in San Lorenzo, and at San Francisco State University.



Come and See Africa

About Me



SAN

FRANCISCO,
CALIFORNIA, UNITED
STATES

[View my complete profile](#)

Blogs I read

[Stephen Downes](#)
[George Siemens](#)
[Vicky Davis](#)
[Clark Quinn](#)
[Curt Bonk](#)
[Jay Cross](#)
[Will Richardson](#)

Connections

[ITEC 712 Ning](#)
[ITEC 712 Summer](#)
[ITEC 830 Spring 2009](#)
[ITEC 830 blogs/wikis](#)
[CASA Church](#)

WEDNESDAY, JULY 28, 2010

A Day in Butare, Rwanda

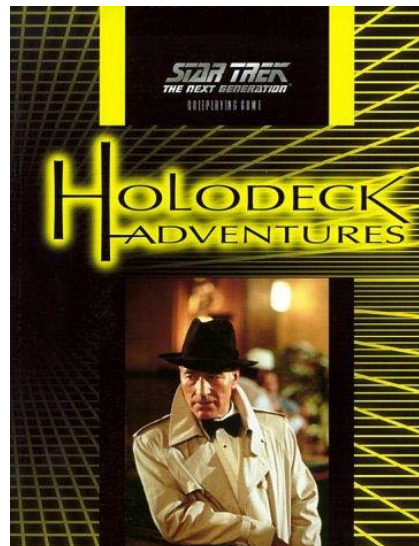
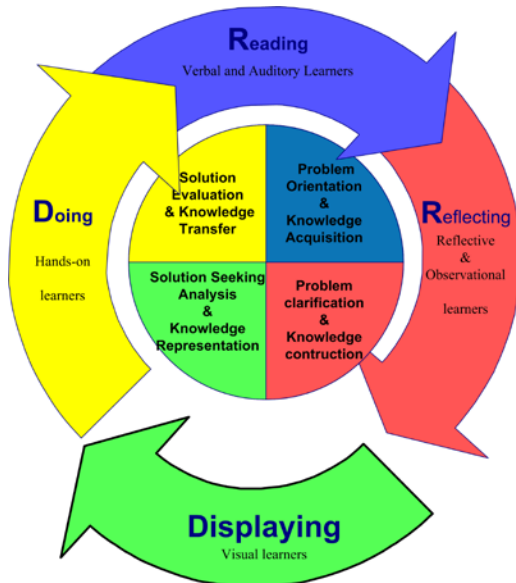
When people ask me "What do you do in Africa?", I say, "We do all kinds of different things. We stay at the Come and See Africa (CASA) House. We teach. We visit." I think I need to give you a little more detail than this terse answer, so you can pray for us specifically. Here is a list of things that I did today, on July 28, 2010

I got up around 4 am (sounds like I am a very diligent person), but not really. My body is still confused from California time and Rwanda time. I check my email and prepare a sermon to share at the morning devotion. At 5 am, Jack the night watchman prepares the room for the morning devotion. Adults usually sit on chairs, and children sit on the floor. Around 5:30 people start singing, I join them. It was my turn to give a sermon this morning.



3. Visual Learners

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



Display 3a. Data Visualization Tools

(Harvard and MIT MOOCs)

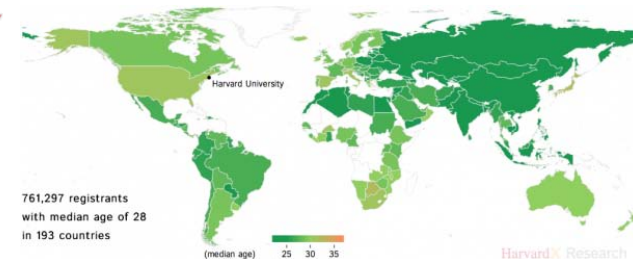
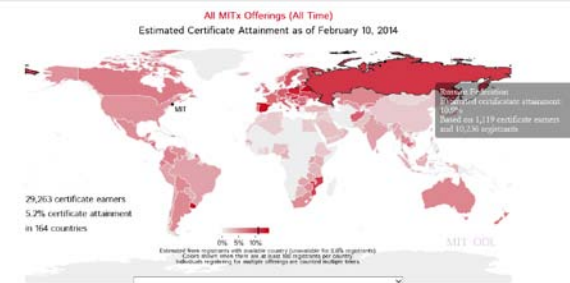
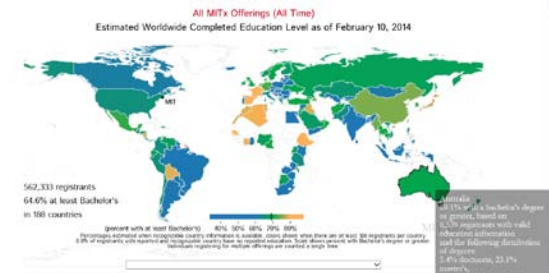
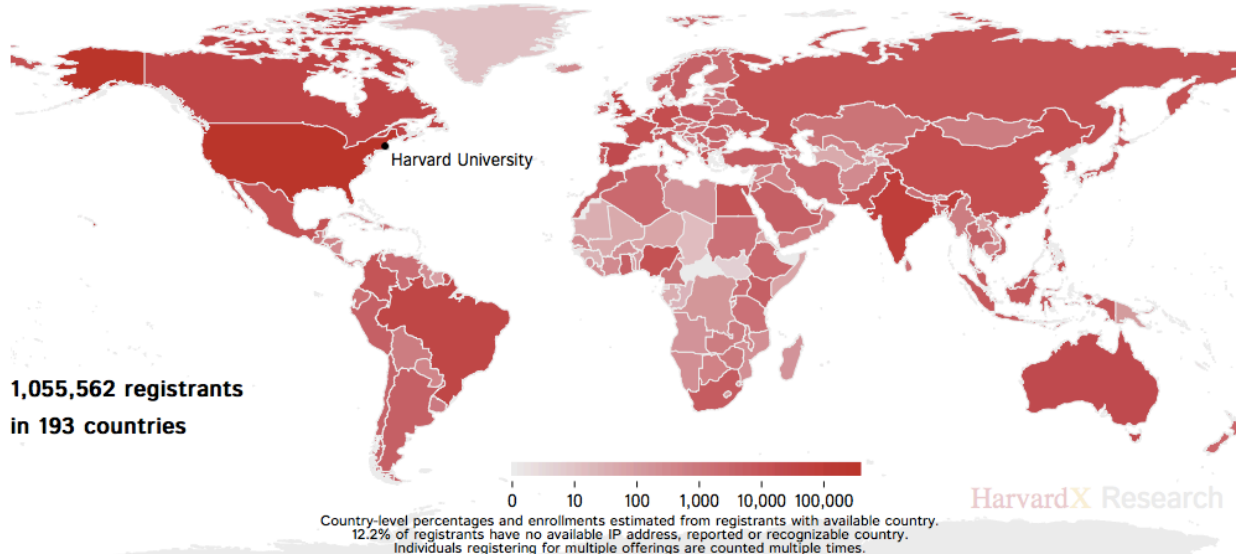
Lawrence Biemiller,
February 20, 2014, Chronicle of Higher Education

http://chronicle.com/blogs/wiredcampus/harvard-and-mit-release-visualization-tools-for-trove-of-mooc-data/50631?cid=pm&utm_source=pm&utm_medium=en

HOME / DATA & RESEARCH / HARVARDX INSIGHTS /

World Map of Enrollment

All HarvardX Offerings (All Time)
Estimated Worldwide Registration as of February 10, 2014



Display 3b. Videos for clinical education

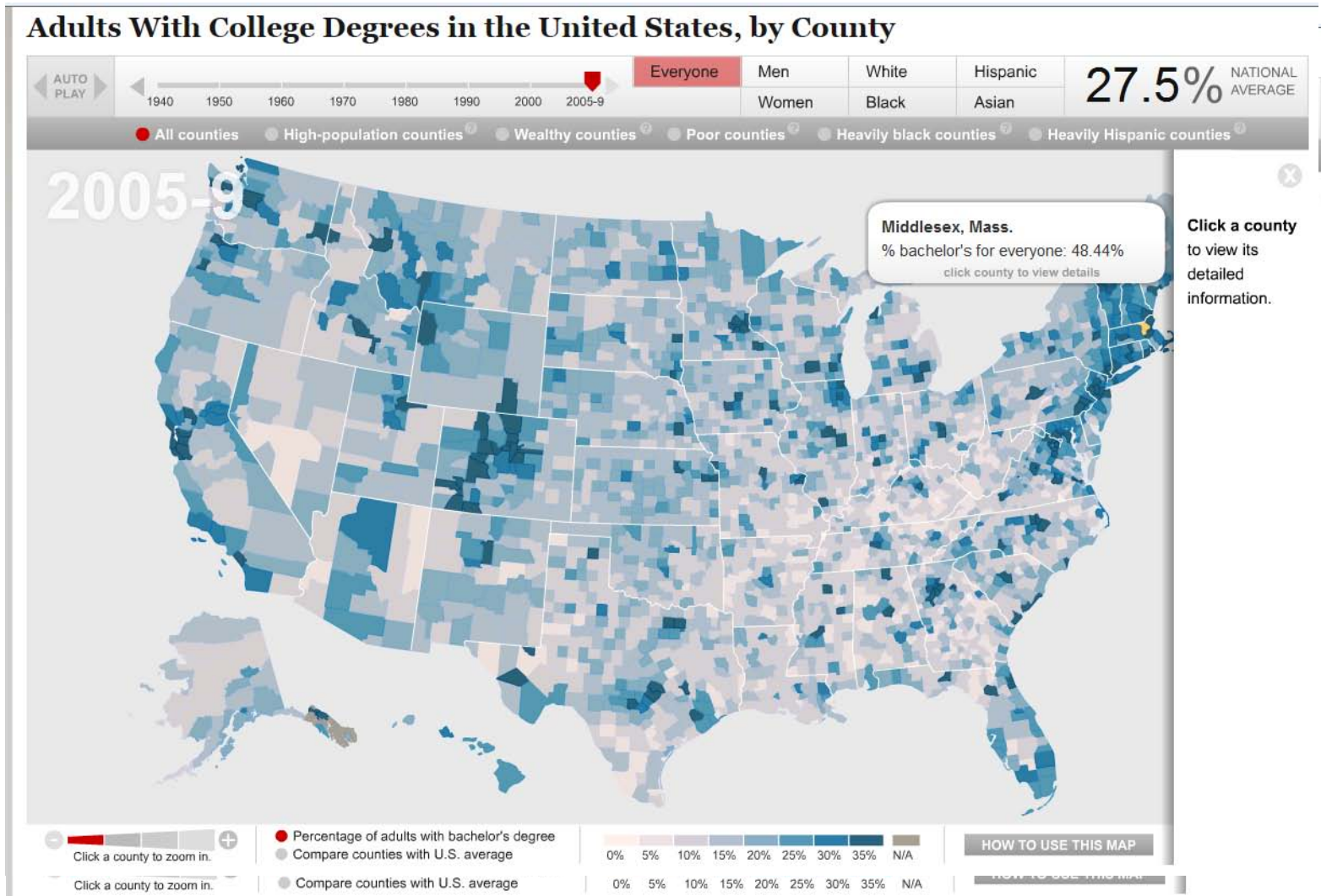
(Sungkyunkwan University School of Medicine,
www.mededu.or.kr)



환자의 앞쪽에서, 왼손으로 환자의 오른쪽 갑상샘을 반대편으로 밀고,

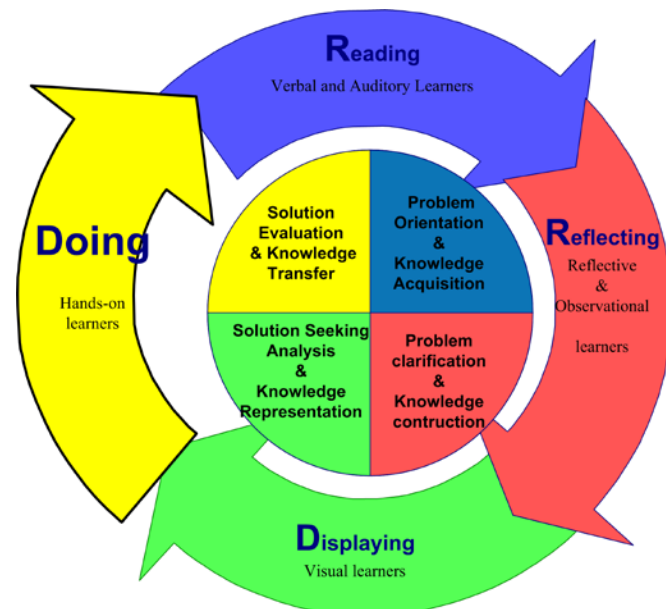
Display 3c. Interactive Map Timelines (adults with college degrees by county, May 7, 2012)

http://todayscampus.com/article/Keith_Hampson_Interviews_Josh_Keller_on_Interactive_Graphics_for_Higher_Education



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. Student Class Documentaries

Umida's R546 Documentary Project

http://www.youtube.com/watch?v=EMLTzqCV_5A

The image shows a screenshot of a YouTube video player. At the top, the YouTube logo is on the left, and a search bar is on the right. Below the logo, a message states: "This video is unlisted. Only those with the link can see it. [Learn more](#)". The video title is "Umida's Project BETA TEST". Below the title, there is a channel name "oshpaz1", a "Subscribe" button, and a dropdown menu showing "6 videos". The video player itself shows a thumbnail of four people in a classroom setting. Above the video frame, there is a green banner with the text "R546 Instructional Strategies for Thinking, Collaboration, and Motivation Course Design". The video player controls at the bottom show a play button, a progress bar at 05:54 / 22:28, and buttons for "Like", "Add to", "Share", and "Flag". The view count is "9 views". At the very bottom, it says "Published on Apr 25, 2012 by oshpaz1".

You Tube

This video is unlisted. Only those with the link can see it. [Learn more](#)

Umida's Project BETA TEST

oshpaz1 + Subscribe 6 videos

R546 Instructional Strategies for Thinking, Collaboration, and Motivation Course Design

05:54 / 22:28

Like Add to Share

9 views

Published on Apr 25, 2012 by oshpaz1

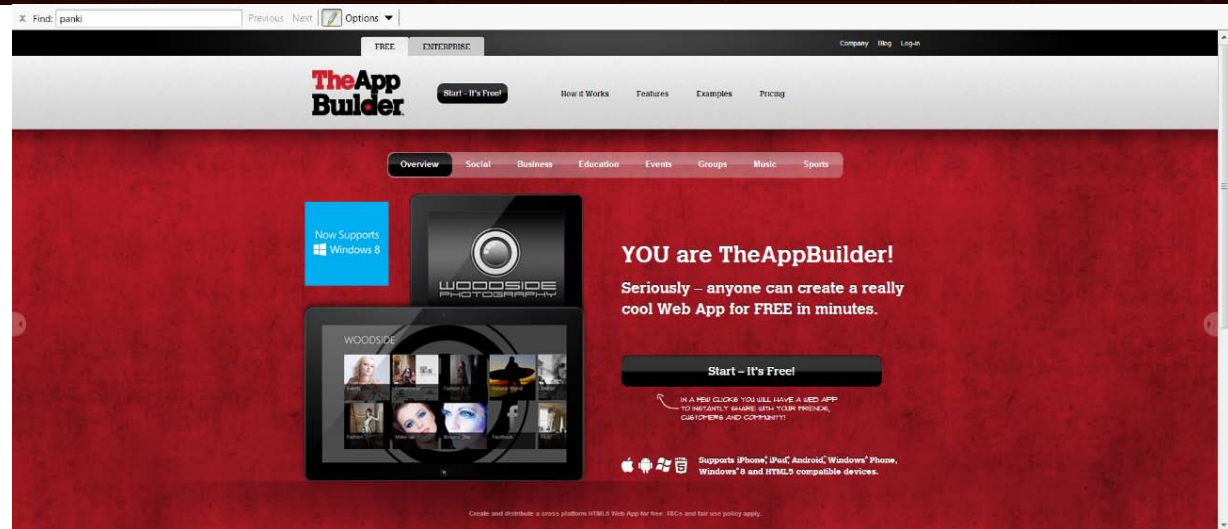
Do 4b. Uploading Mobile Books (e.g., BookRix, <http://www.bookrix.com/>)

The screenshot shows the BookRix website homepage. At the top, there's a navigation bar with links for Home, Books, Community, Contests & More, and a Search bar. Below the navigation bar, a large banner reads "Read more than 16126 books online for free. Create, upload and share your own books. Be a BookRix author!" with a "Create book" button. To the right of the banner is a "Social Book" graphic with the text "WRITE ANYWHERE Together Friends SHORT & QUICK BookRix". Below the banner, there's a grid of book covers, including "Frank", "Lucky Guy", "Mr. Wrong", "Ransom's Folly", "The Man from Glemgamy", "The Red Badge of Courage", "A Reason to Rain", "True to his Colors", "Agatha's Husband", "The Red Badge of Courage", "A Reason to Rain", "True to his Colors", "Agatha's Husband", "The Red Badge of Courage", "A Reason to Rain", "True to his Colors". To the right of the grid is a "Register - It's free!" form with fields for Username, Email address, and a "Join Now" button. At the bottom, there's a "BookRix follow us on twitter" logo.

The screenshot shows a presentation slide titled "Mobile Devices & Learning" by Kate Holden. The slide is part of a presentation titled "Navigation | 'Mobile Devices & Learning' by Kate Holden | Page 5 by 7". The slide content includes a title "Mobile Devices & Learning" and a subtitle "How mobile devices are re-shaping the field of education". The author's name "By Kate Holden" is at the bottom. The slide is flanked by two columns of text. The left column contains the following text: "It is anticipated that mobile learning will increase among students of all ages and ethnic groups (Oloruntimehin, 2006). It is important to note, though, that learning should not be viewed as an isolated event but something that is experienced within our daily lives as we encounter various situations and tasks. Mobile devices provide for opportunities for frequent engagement so more informal learning experiences may arise. In addition, Bennett, et al. (2010) found that the benefits of mobile devices for social networking include collaboration and a sense of contribution to the community. What does this mean for the classroom, though?" and "First of all, mobile learning can refer to either the act of learning that happens across locations or learning opportunities that are offered by portable devices. Mobile learning is convenient in that it provides the opportunity to learn from anywhere as well as itself". The right column contains the following text: "students hidden behind large monitors. Showing screens and sharing data was easier which promoted collaboration." and "An example of software designed for use on mobile devices is 'Environmental Detectives' where students take on the role of environmental engineers. They are given a scenario that has them dealing with the spread of a toxin that was designed for GPS aware devices. This permits the students to investigate in the real world while being driven by a scenario served to them via their mobile device." The slide is also flanked by two columns of text: "The mobile research community in the learning student adapt the..." and "Human learning is not satisfied with the current state of affairs. The mobile research community in the learning student adapt the...". The slide is numbered "4" in the bottom left corner and "5" in the bottom right corner. A "Bookview" button is at the bottom right.

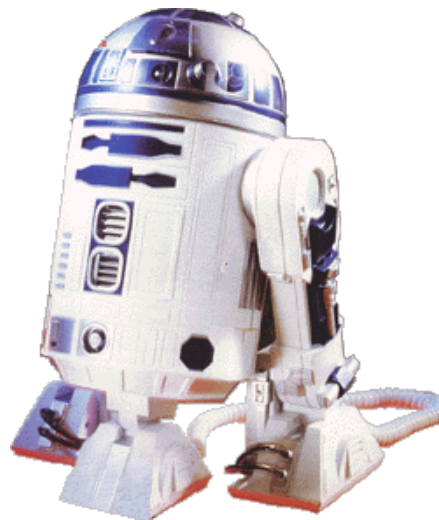
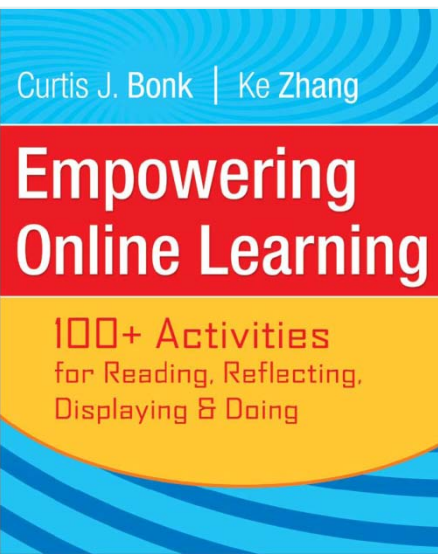
Do 4c. Student Mobile App Creation

The App Builder: <http://www.theappbuilder.com/>
Mintian Guo (April 2013): <http://myapp.is/r685final>



Poll #4: What phase of the R2D2 Method do you like best?

- A. Read (Auditory and Verbal Learners)
- B. Reflect (Reflective Learners)
- C. Display (Visual Learners)
- D. Do (Tactile, Kinesthetic, Exploratory Learners)



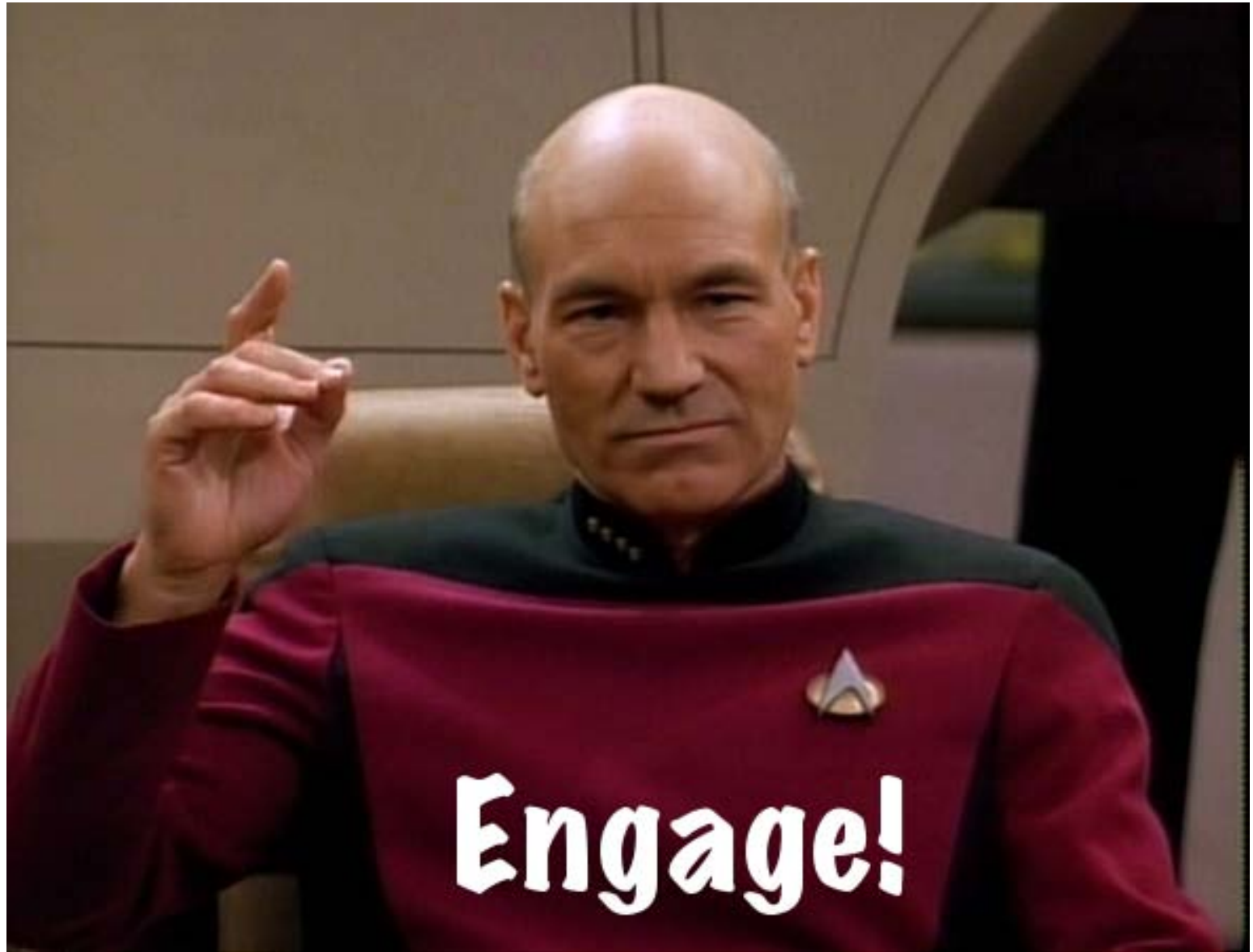
How do we engage online?



What did Jean-Luc Picard say?



That's right, Engage!



Ok, Million Dollar Question: What words come to mind when I say that I want to motivate learners?



Motivation Research Highlights

(Jere Brophy, Michigan State University)

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, **peer interaction**.
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.





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)

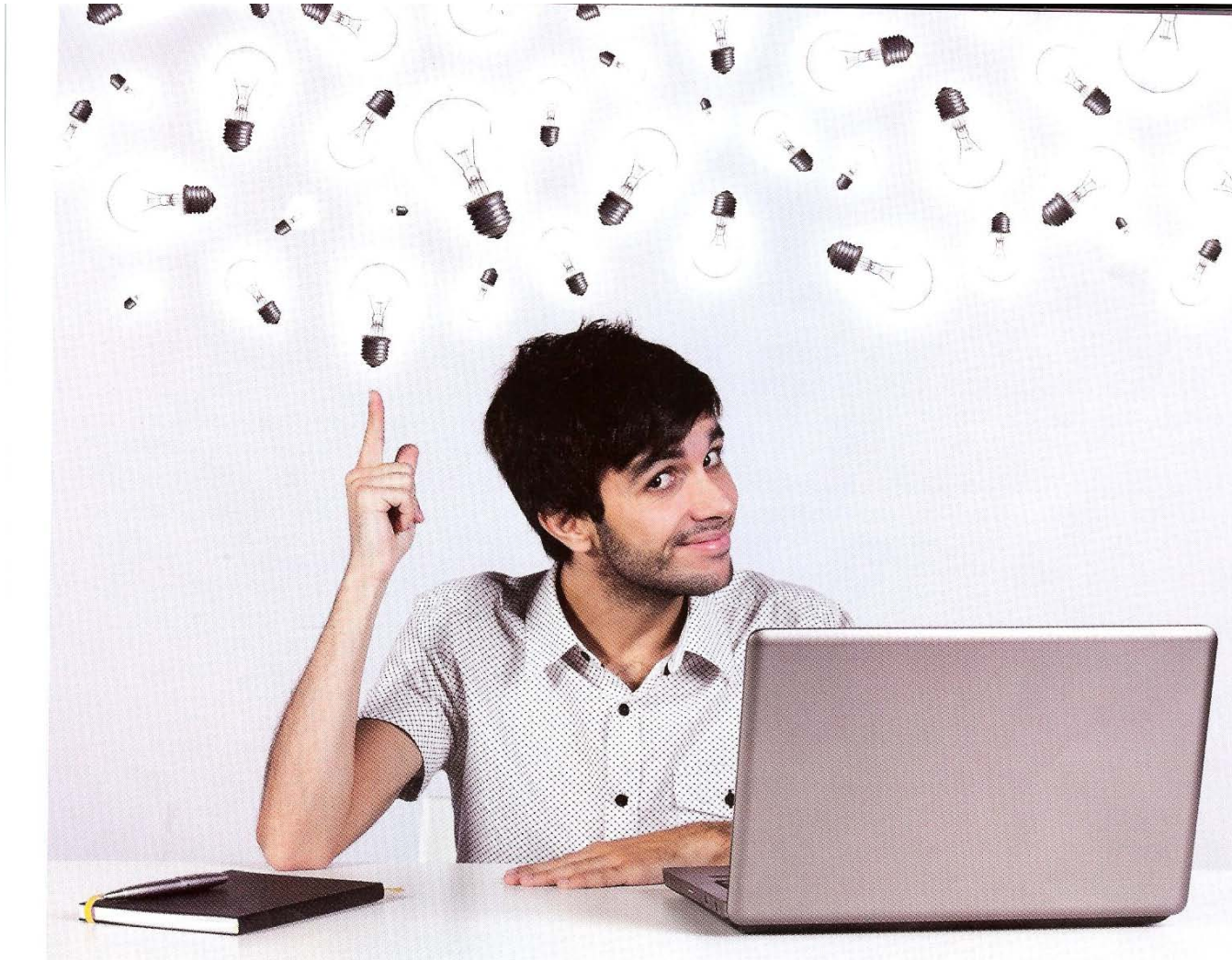
See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



Framework #3: TEC-VARIETY for Online Motivation and Retention

1. **T**one/Climate: Psych Safety, Comfort, Belonging
2. **E**ncouragement, Feedback: Responsive, Supports
3. **C**uriosity: Fun, Fantasy, Control
- ...
4. **V**ariety: Novelty, Intrigue, Unknowns
5. **A**utonomy: Choice: Flexibility, Opportunities
6. **R**elevance: Meaningful, Authentic, Interesting
7. **I**nteractive: Collaborative, Team-Based, Community
8. **E**ngagement: Effort, Involvement, Excitement
9. **T**ension: Challenge, Dissonance, Controversy
10. **Y**ields Products: Goal Driven, Products, Success, Ownership

Examples of TEC-VARIETY

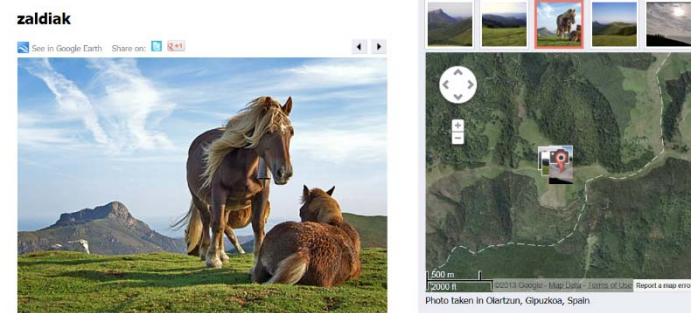
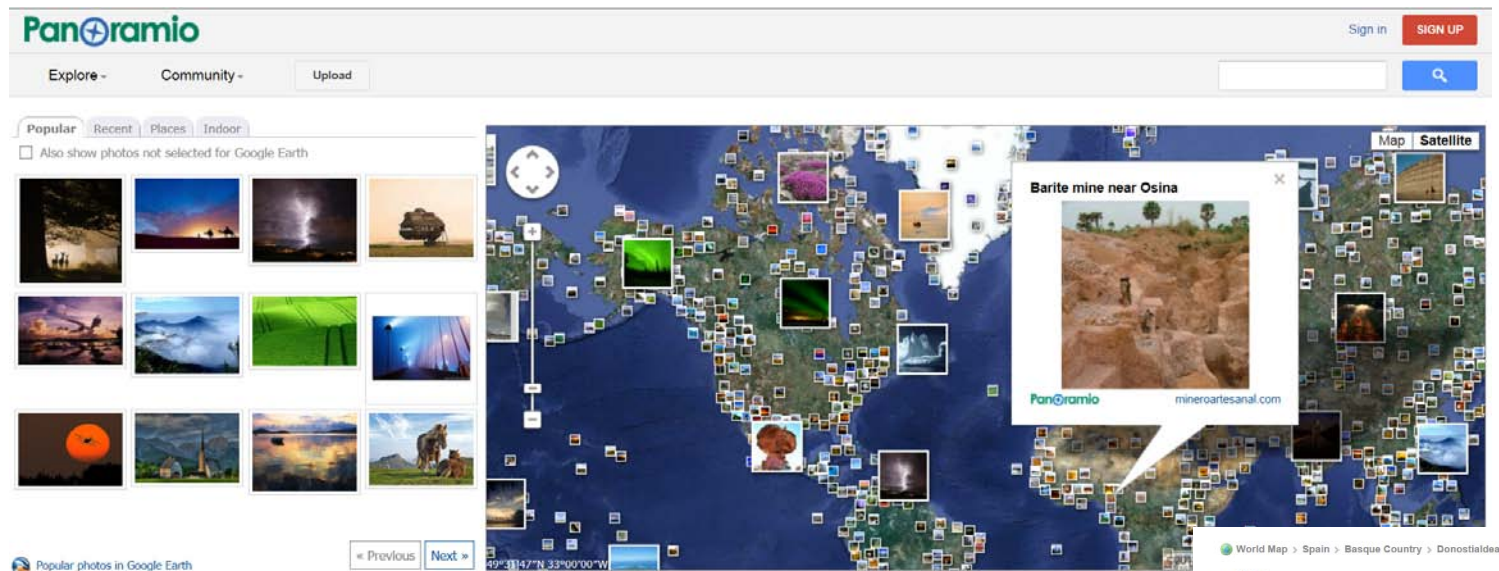


1. Tone/Climate: A. Video Introductions, e.g., Flipgrid

<http://flipgrid.com/#429f88c5>



1. Tone/Climate: B. Share Visuals of Favorite Places (e.g., Panoramio, <http://www.panoramio.com/>)



2. Encouragement, Feedback, etc.: A. Voice Feedback

Vocaroo; <http://vocaroo.com/>
<http://vocaroo.com/i/s1Rx6gIU8rfD> (Suan Dusit)

The logo for Vocaroo, featuring the word "Vocaroo" in a stylized, cursive green font.

Vocaroo - The premier voice recording service.

[Or upload?](#)

 Retry

 Listen



Happy with this recording? [Click here to save >>](#)

2. Encouragement, Feedback, etc.: B. Blog and Website Polling (e.g., Poll Everywhere, BlogPolls, BlogPoll, MicroPoll)

<http://www.polleverywhere.com/>

The screenshot shows the Poll Everywhere website homepage. The top navigation bar includes links for Pricing, Take a Tour, Help & FAQ, Signup, and Login. The main heading is "Instant Audience Feedback". Below this, there are four buttons: "Try voting on a multiple choice poll", "Text a free text poll", "Watch the demo video", and "How does Poll Everywhere work?". A prominent green button says "Signup for an Account" with the subtext "You'll be creating polls in 30 seconds". The central feature is a live poll titled "What's Your Favorite Animal?". It shows a bar chart with three options: LION, TURTLE, and GRANDPA. The poll instructions are "Text your CHOICE to 22333" with a dropdown menu set to "USA".

What's Your Favorite Animal?

Text your **CHOICE** to **22333** USA

100%
80%
60%
40%
20%
0%

LION **TURTLE** **GRANDPA**

Signup for an Account
You'll be creating polls in 30 seconds

What is Poll Everywhere?
The fastest way to create stylish real-time experiences for events using mobile devices

Who uses Poll Everywhere?
Presenters, ad agencies, K-12 teachers, colleges faith-based organizations, non-profits, and more

The screenshot shows a live poll interface titled "Whats your favorite color?". The poll instructions are "Text a CODE to 37607" and "Submit a CODE to http://PollEv.com". The poll results are displayed as a bar chart with three options: Red (117500), Blue (117503), and Green (117504). The poll is powered by Poll Everywhere and shows "Total Results: 0" and "Live Audience Polling".

Whats your favorite color?

Text a **CODE** to **37607** Submit a **CODE** to **http://PollEv.com**

Red **117500**
Blue **117503**
Green **117504**

0 1

powered by **Poll Everywhere** Total Results: 0 Live Audience Polling

3. Curiosity, Fun:

A. Tracking the Life of a Scientist (e.g., Brian J. Ford, independent scientist)

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

<http://www.labnews.co.uk/news/prehistoric-revolution/>

LaboratoryNews

HOME NEWS FEATURES PRODUCTS COMMENT DIRECTORY MEDLABNEWS MORE

A PREHISTORIC REVOLUTION

March 30, 2012 Kerry Taylor Smith No comments



3. Curiosity, Fun:

B. Something in the News

(e.g., Fauja Singh, 101, finishes last race, February 24, 2013)

http://espn.go.com/sports/endurance/story/_/id/8979487/fauja-singh-101-caps-career-10k-hong-kong

Fauja Singh, 101, finishes last race

Associated Press

Updated: February 24, 2013, 11:11 AM ET

HONG KONG -- The world's oldest marathon runner ran his last race on Sunday at the age of 101.

(25-mile) race in 1 hour, 32

followed the route along the

[+] Enlarge



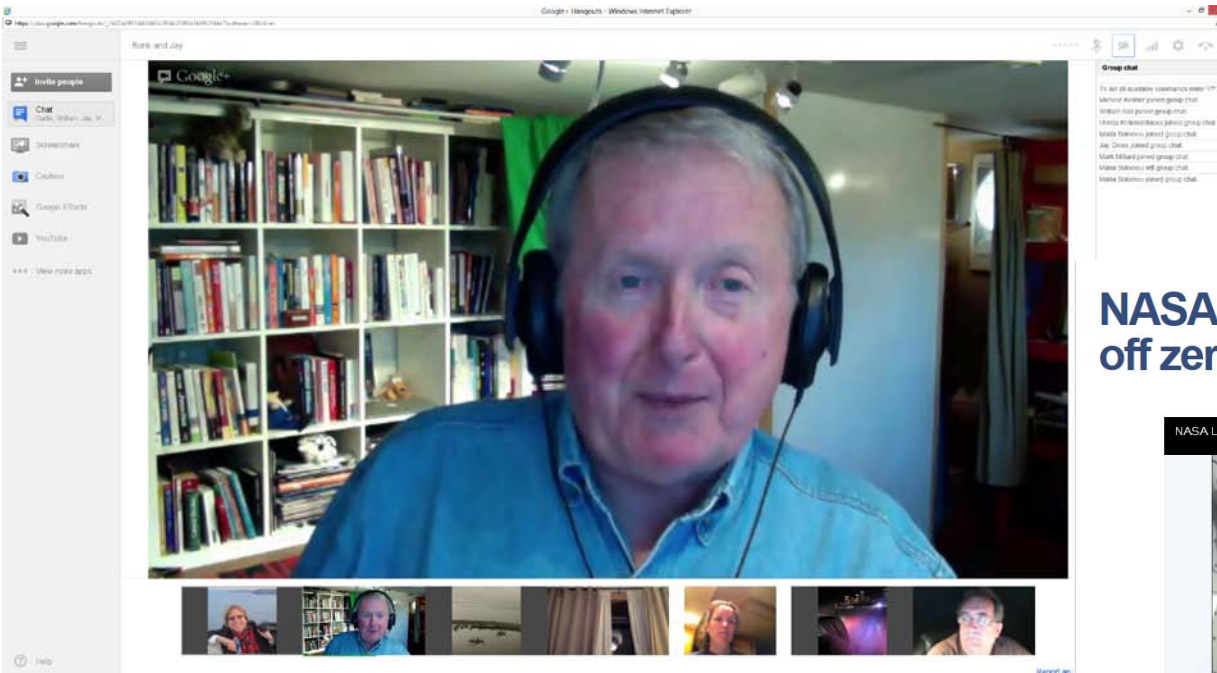
Photo/Kin Cheung

Fauja Singh, the world's oldest marathon runner, runs his last race at the age of 101 on Sunday.

of the game but I am sad that the time has come for me

4. Variety, Novelty, Fun:

A. External Guests (e.g., Jay Cross, Internet Time Group)



NASA's spacey Google+ Hangout shows off zero-G antics – and cats!

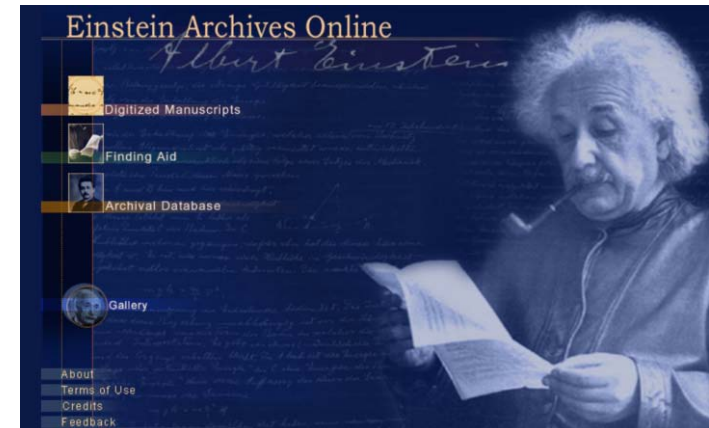
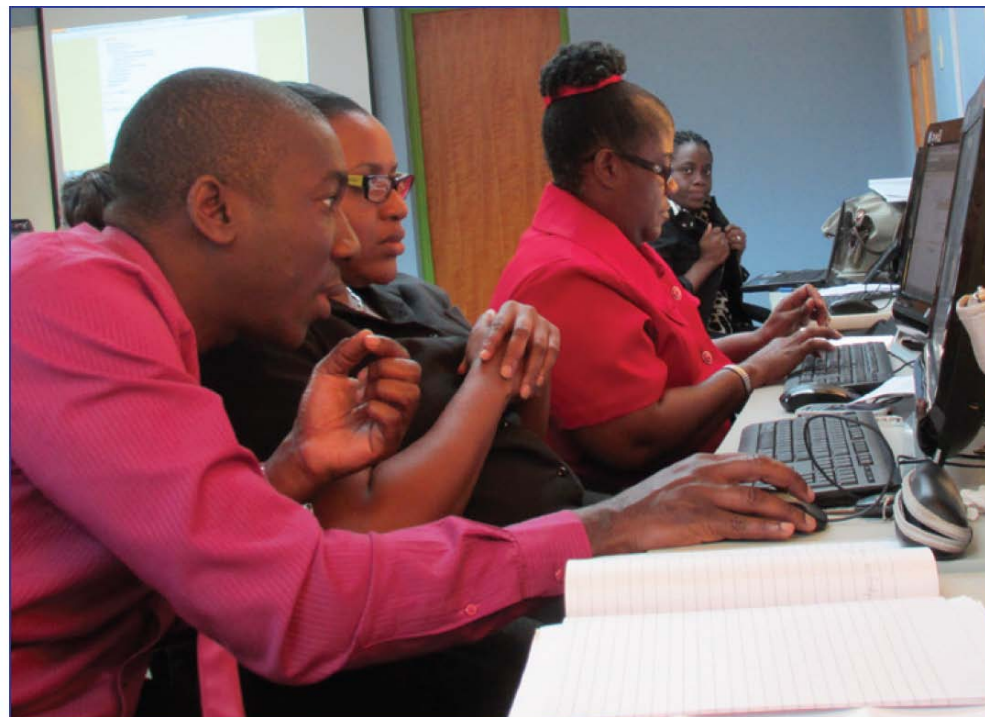


5. Autonomy, Choice:

A. Demonstrate, Explore, and Share Websites Commonwealth of Learning, March 2013

http://www.col.org/news/Connections/2013Mar/Documents/Connections_March2013.pdf

ONLINE COURSE DEVELOPMENT FOR TEACHER EDUCATION IN JAMAICA



6. Relevance, Meaningfulness:

A. Design Multimedia Glossaries

Ozgur Ozdemir, December 2012

[http://r685glossary.shutterfly.com /](http://r685glossary.shutterfly.com/)

Umida Khikmatillaeva, Dec. 2011, P540

<http://learningplanet.shutterfly.com/>

Shutterfly [Create your own free site!](#) [Share Sites](#) | [Sign up](#) | [Help](#)

Emerging Learning Technologies...

☒ Remember me [Forgot password?](#)

[Not a Shutterfly member?](#) Password

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- [Videos](#)
- [Books](#)
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Welcome!

Welcome to R685 glossary web site! The web site provides terms, definitions, videos and other resources related to R685 Course content. I hope you find this web site helpful for improving your knowledge.

Google search

Last update: **Yesterday at 12:05am** | [Report inappropriate content](#) Page views: **54** [Atom](#) | [RSS](#) | [OPML](#)

6. Relevance, Meaningfulness:

B. Video Scenario Learning Accounting Interviews and Preparatory Course Review Modules (Franklin University, cost and forensic accounting course)

<http://video.franklin.edu/Franklin/acct/managerialAccounting/cost-behavior-player.html>

<http://video.franklin.edu/Franklin/acct/342/common/fraudScenario02.html>

Cost Behavior

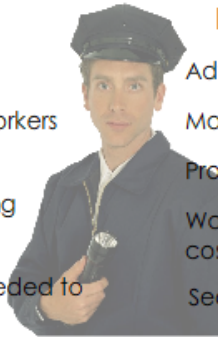
Variable Cost

Sheet metal in cars

Wages paid to the workers sewing

Fuel used by a trucking company

Packing materials needed to ship products



Fixed Cost

Advertising costs

Manager salaries

Property insurance

Warehouse rental costs

Security guard



7. Interactive, Collaborative:

A. Negotiate Meanings Online

(e.g., PiratePad: <http://meetingwords.com/>)

MeetingWords is a simple text editor for the web.

Your text is saved on the web, and more than one person can edit the same document at the same time. Everybody's changes are instantly reflected on all screens. Work together on meeting notes, brainstorming sessions, homework, team programming and more!



MeetingWords

MeetingWords is a simple text editor for the web.

Your text is saved on the web, and more than one person can edit the same document at the same time. Everybody's changes are instantly reflected on all screens.

Work together on meeting notes, brainstorming sessions, homework, team programming and more!

Create public pad
No sign-up, start writing instantly

MeetingWords

Nancy

Next Steps

- Post meeting notes to the wiki
- Email to the Group
- MeetingWords worked out great for our brainstorming session. Tip: you can create a pad with any web address you like - just type it after the "Y" in <http://meetingwords.com>

Share this pad

April 15, 2010

Shane: Hi Nancy - I like the side backchannel!

Nancy: I do too. A group can find its practices and rhythms with both parts of the tool.

Tony: Thanks, Nancy and Peter - this has been fun!

Nancy: Thanks, Tony

Peter: Thanks Tony!

Highlighted edits
Each author has their own highlight color.

Instantly updated
Get everyone on the same page at the same time.

Easy undo
Every change is saved on the web and can easily be undone.

PiratePad: vQoX5sZHGJ

<http://piratepad.net/vQoX5sZHGJ>

PiratePad

Public Pad

Pad Options Import/Export Saved revisions Time Slider

manu

JN

mkk

Paula.

Share this pad

2:40 15:42" sound: window opens, rain.

2:41 Frame 1. cue "rain memory rain"

2:42 16:00" sound: window closes.

2:43

2:44 ATTENTION. (§19-28 - Pallet)

2:45

2:46 SCENE 5.

2:46 Frame 4. enters from upper right corner - looks at himself in the mirror filmed from the back. Leaves to the right

2:47

2:48 SCENE 6. (§29)

2:49 18:30" - Frame 5. General view F sits,

2:50 18:50" sound: music resumes

2:51 Frame 1. cue "cassette"

2:52 Frame 5. F raises head sharply, turns still crouched to door (6) tense pose -> opening pose, bowed over cassette. Stops suddenly looks to frame 6. Stays

2:53 Frame 1. cue "eyes mirror"

2:54 19:05" (§30) sound: knocking, music stops

2:55

2:56 SCENE 7. (§31-32)

2:57 Frame 6: F (2nd F) enters from the left, opens door, looks out / cut. to small boy in corridor, shaking head, boy turns and goes / F closes door and leaves to fr 5 (where he already sits)

2:58

2:59 Frame 1. cue "child fresh rain"

2:60

2:61 SCENE 8. - (§35-40)

2:62 Frame 5: CLOSE UP of head bowed over cassette now held in arms and invisible.

2:63 20:57" sound: music resumes, grows (§36-37)

2:64 He raises head suddenly, WE SEE HIS FACE CLEARLY

2:65

2:66 Frame 1. cue "decrecendo"

2:67 Frame 1. cue "music largo" // frame 6 goes black

2:68 Frame 1. cue "face silent"

2:69

2:70 22:45" - FADE OUT OF ALL FRAMES

2:71 23:00" sound: thank you (end)

2:72

manu: I just clarified the structure of ACT 3. 9:56

manu: I leave it to Judy to place the "written cues" at the appropriate times. 9:57

Paula: thanks manu, I got sleep yesterday without completing ACT 3 13:16

Paula: mkk 13:16

Paula: hello! 13:16

Paula: I suggest to you to make "copy-Paste" in the same place where things are, only for your cue's. This way, it will be colored and recognisable 13:18

Paula: Frame 6: I suggest to you all on Pirate Pad to make "copy-Paste" on your FRAME cues. In order to color them and make them recognisable. 14:41

Paula: Frame 6: I'm making a document putting all colors for each frame. 14:42

Paula: Frame 6: I suggest to put sound from recording to read it! 14:43

Paula: Frame 6: It is the best way to understand the script 14:43

Paula: Frame 6: and you can even add little notes you suggest if you see a mistake I made, something that I didn't notice for your own frame comparing to the original Becker's script 14:44

Paula: Frame 6: judy try >(apple x) (apple v) 15:49

Chat:

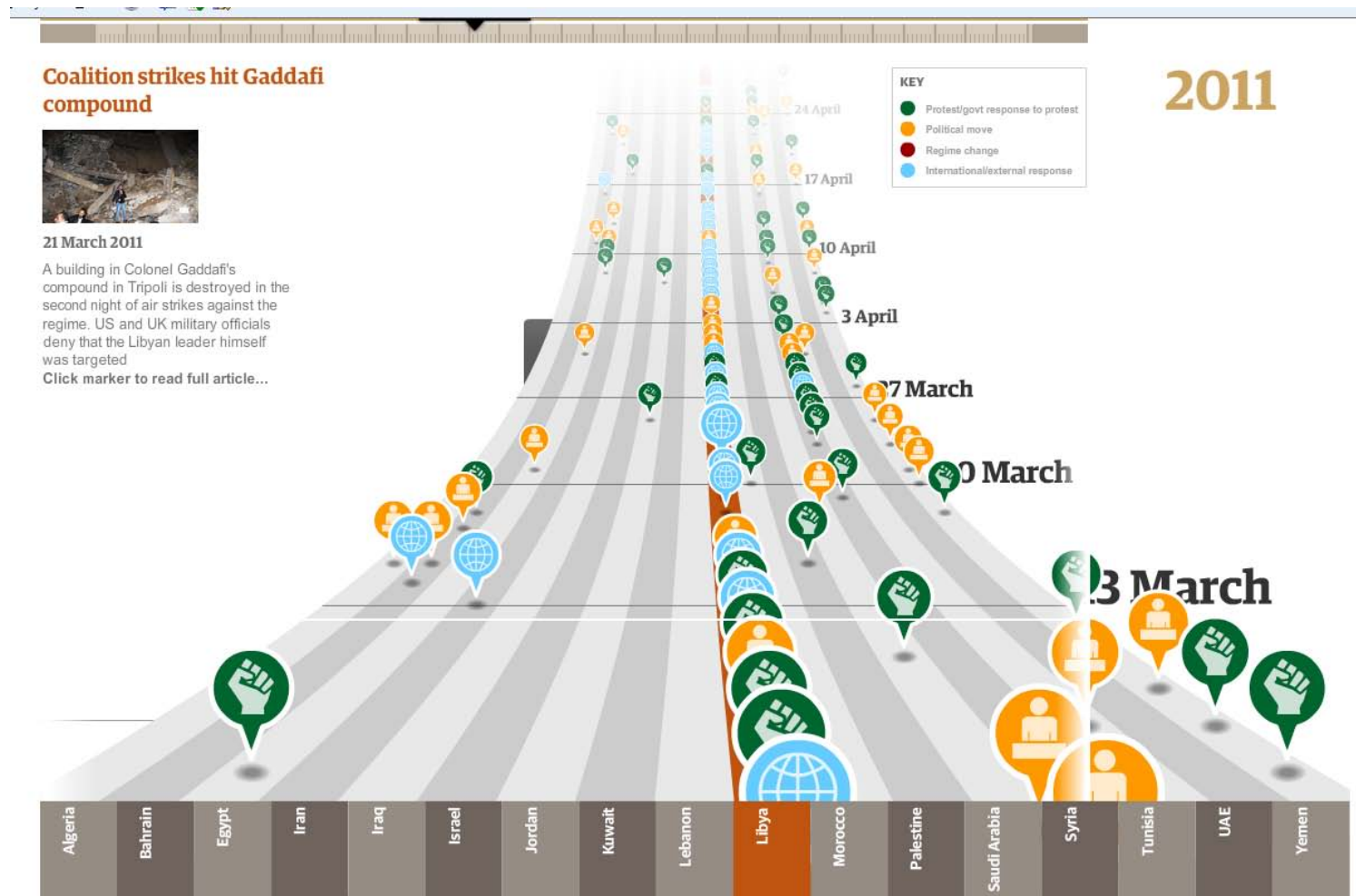
Zoom: 100%

Done

Sidebar Full Window

8. Engagement, Effort: A. Arab spring: an interactive timeline of Middle East protests, The Guardian, Garry Blight, and Sheila Pulham, July 12, 2011

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>



8. Engagement, Effort:

B. Reflections on Interactive Maps

Mapping the Dead: Gun Deaths Since Sandy Hook, Huffington Post, March 22, 2013

<http://data.huffingtonpost.com/2013/03/gun-deaths>

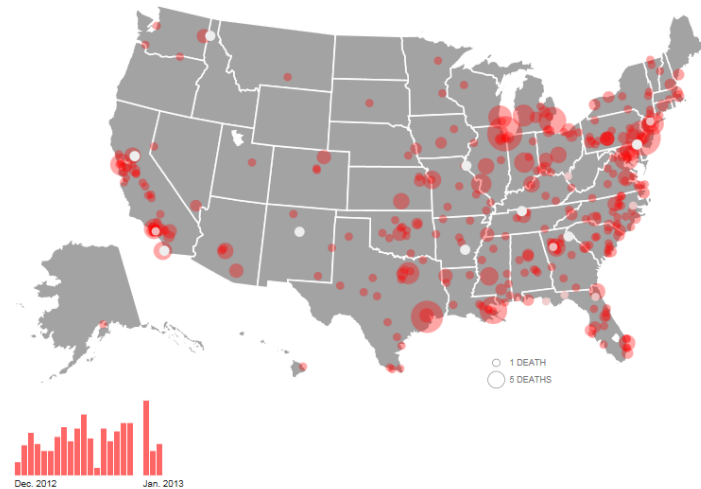
HUFFPOST POLITICS

Recommend

Mapping the Dead: Gun Deaths Since Sandy Hook

Posted: 03/22/2013 6:07 pm EST | Updated: 03/22/2013 11:29 pm EST

In the **20** days since, guns have killed at least **583** more people.



Mapping the Dead: Gun Deaths Since Sandy Hook

The Huffington Post compiled news reports of gun-related homicide and accidental deaths in the U.S. since the massacre in Newtown, Conn., on the morning of Dec. 14.

Next →



HUFFPOST POLITICS

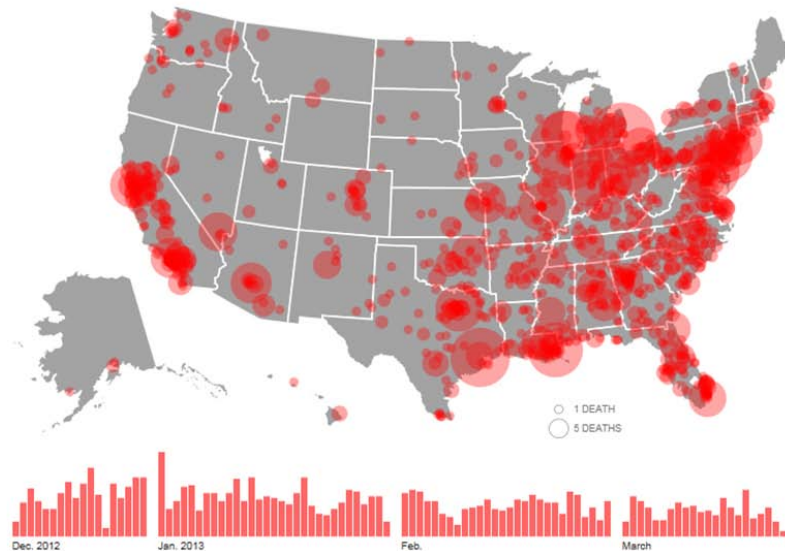
Recommend 2,890

Mapping the Dead: Gun Deaths Since Sandy Hook

Posted: 03/22/2013 6:07 pm EST | Updated: 03/22/2013 11:29 pm EST

In the **98** days since, guns have killed at least **2,243** more people.

Next →



Read more: [Thousands Of Gun Deaths Since Newtown](#)

Share this on [Facebook](#) [Twitter](#)

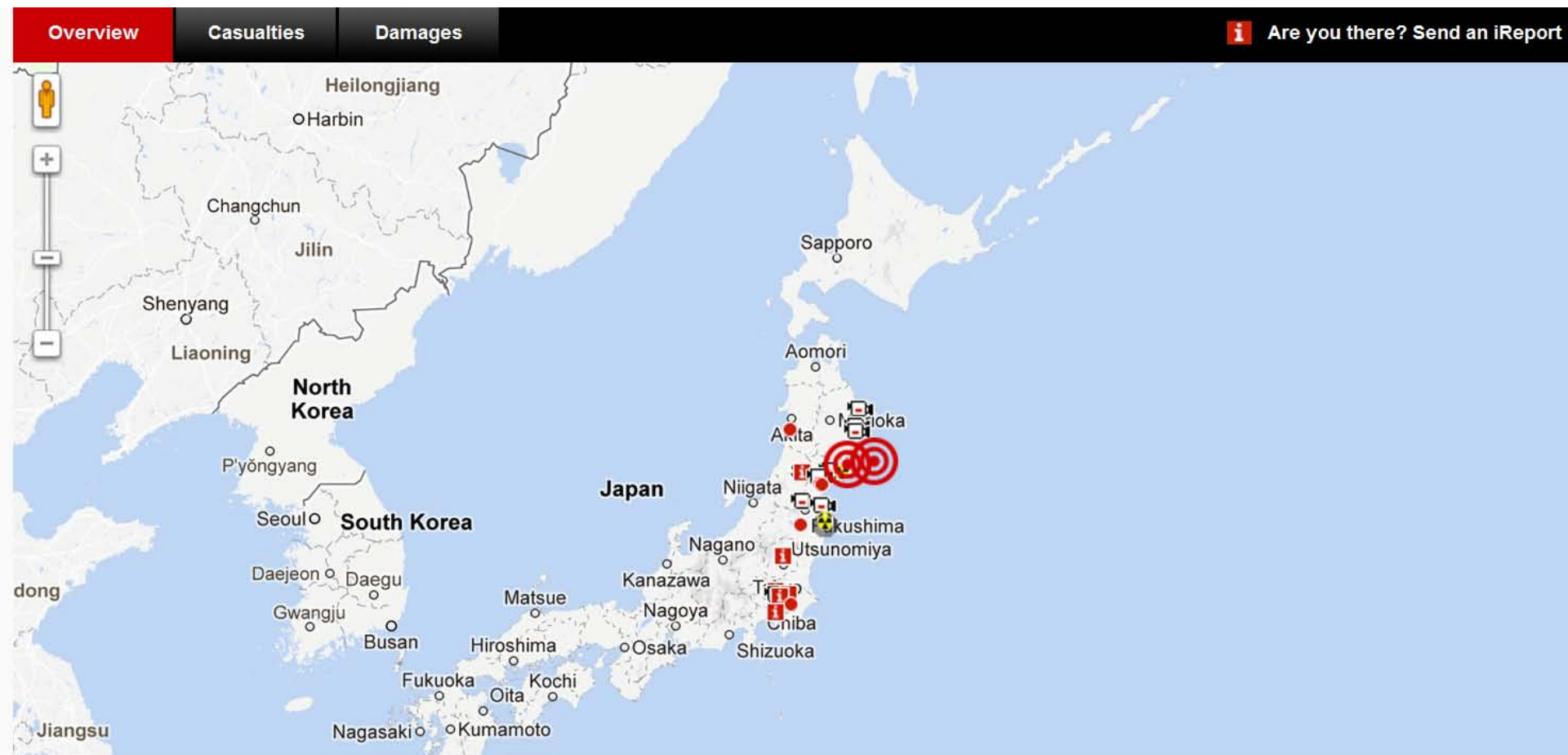
By Jay Bycoffe, Aaron Bycoffe and Andrei Scheinkman. Research by Jason Cherkis, Peter Finocchiaro, Adam Goldberg, Mark Hanrahan, Benjamin Hart, Alana Horowitz, Melissa Jeltzen, Chelsea Kiene, Brad Shannon and William Wrigley.

8. Engagement, Effort:

C. CNN (2011). Map: Impact of Japan tsunami and earthquake. *CNN*.

<http://www.cnn.com/SPECIALS/2011/japan.quake/map/>

also: Visualizing Emancipation



9. Tension, Challenge, etc.:

A. Vocabulary Competitions (e.g., Kids learning new words

at warp speed, January 14, 2014, Greg Toppo (Georgia Scurletis, Dir of Curriculum Development, for Vocabulary.com (Thinkmap) presents a banner to Marc Williams, Brooklyn Technical High School)

<http://www.usatoday.com/story/news/nation/2014/01/13/vocabulary-schools-online-competition-education-students-teachers/4455087/>

Vocabulary.com: <https://www.vocabulary.com/>

The screenshot shows the Vocabulary.com homepage. At the top is a green navigation bar with the site name and links for Home, How It Works, Leaderboards, Blog, and Help. Below this is a main content area with a 'vocabulary lists' section, a 'Test Prep' section featuring SAT words and AP English exam metaphors, and a 'Create a vocabulary list' section. There are also featured lists like 'President Obama's Remarks on the Economy' and '100 SAT Words Beginning with "A"'.

The screenshot shows the Vocabulary.com page for the word 'lukewarm'. It includes a welcome message, a definition of 'lukewarm' as 'feeling or showing little interest or enthusiasm', and a 'Nice Job!' message. On the right, there is a table showing the word's performance in a competition.

| TOTAL POINTS 100 | | |
|------------------|--------|---------|
| ROUND 1 | TOP 10 | FRIENDS |
| ✓ lukewarm | | |
| | | |
| | | |
| | | |
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| | | |



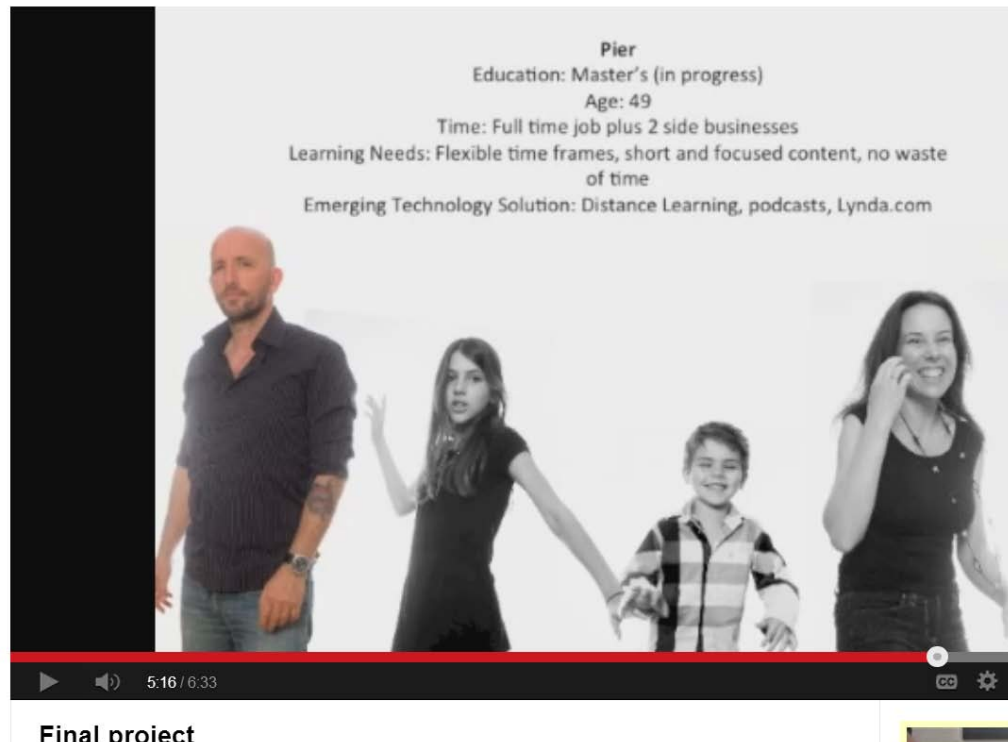
10. Yields Products, Goals:

A. Final Product Video Summaries

Piercarlo Abate: <http://www.youtube.com/watch?v=-TURzHO0aU>

Qi Li, Gangnam: <http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be>

Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFWi9IW8>



Commitments:

Stop and Share:

Which principle(s) of TEC-VARIETY will you use?

Tone/Climate

Encouragement, Feedback

Curiosity

Variety

Autonomy

Relevance

Interactive

Engagement

Tension

Yields Products





Part 2:

Blended Learning A to Z:

Myths, Models, and Moments of Magic

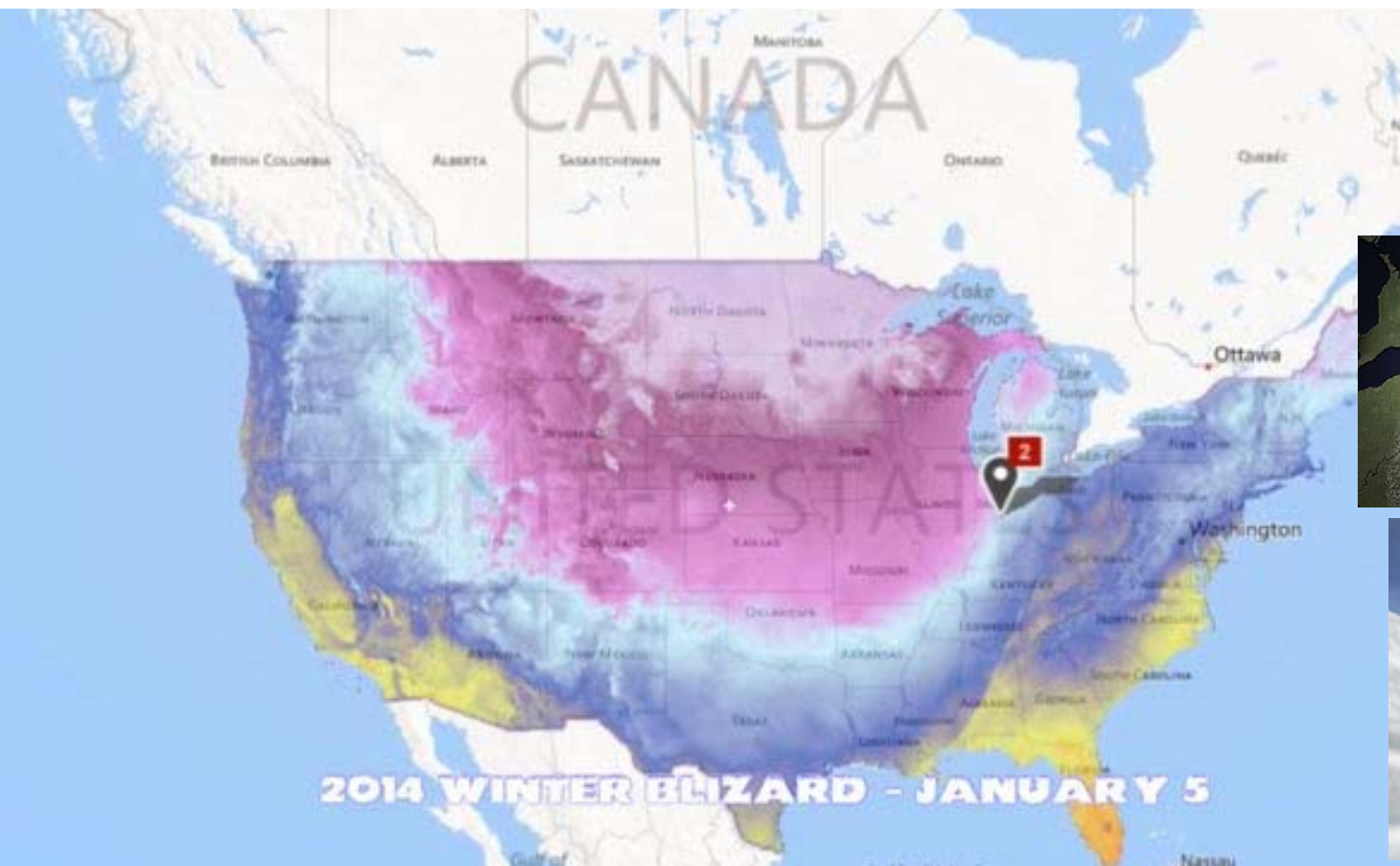
Curt Bonk, Professor, Indiana University

cjbonk@indiana.edu

<http://mypage.iu.edu/~cjbonk>



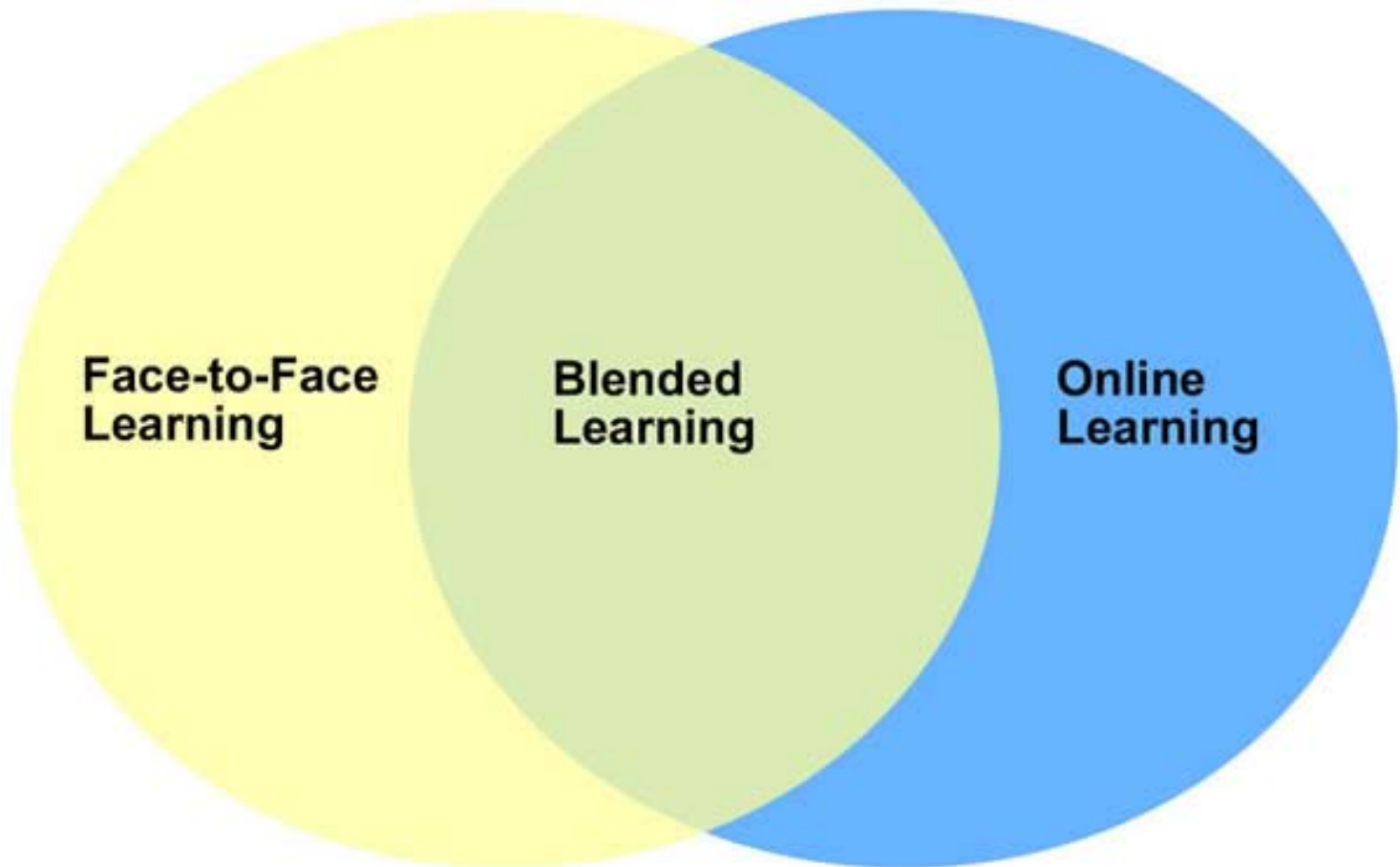
Who Needs Blended and Online Learning?



**Those where there
are diseases and
outbreaks...**

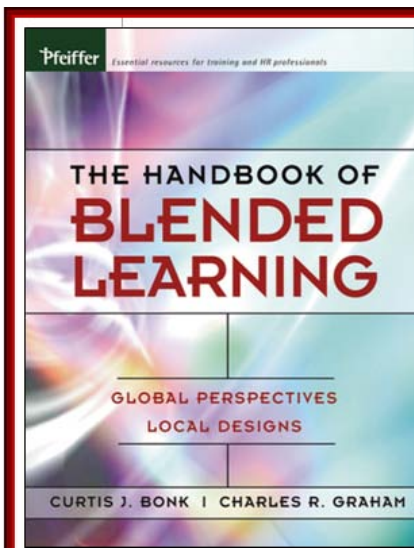


Answer: Blended Learning



What I will discuss...

1. Definitions of blended learning
2. Myths of blended learning
3. Models of blended learning
4. Examples of blended learning



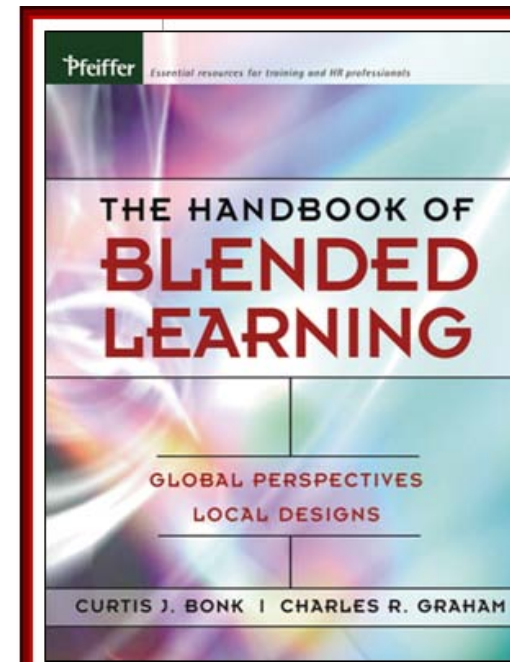
Myth #1: If you read the enough research you will be able to know the impact of blended learning.

1. Improved Pedagogy

- More interactive instead of transmissive
- Authentic, real world, etc.

2. Increased Access/Flexibility

3. Increased Cost Effectiveness

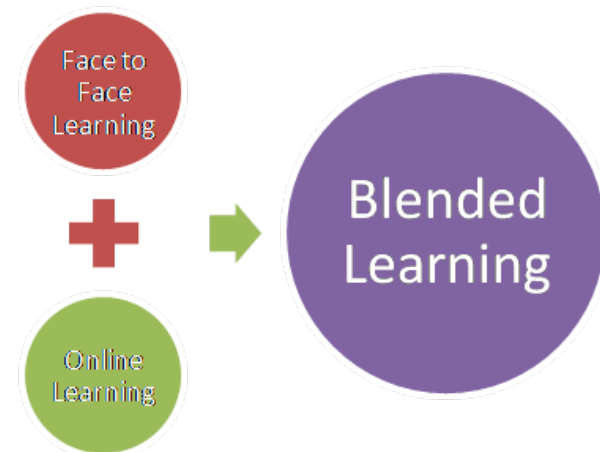


Myths #2: Blended learning is easy to define.

Myth #3: Blended learning is hard to define.

Blending Online and F2F Instruction

“Blended learning refers to events that combine aspects of online and face-to-face instruction” (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



Classifying K-12 Blended Learning

Heather Staker and Michael B. Horn, May 2012

<http://www.projectred.org/uploads/The-Rise-of-K-12-Blended-Learning.pdf>

“Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home *and at least in part* through online delivery with some element of student control over time, place, path, and/or pace.”

Figure 2. Definition of blended learning

Blended learning is...



a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace

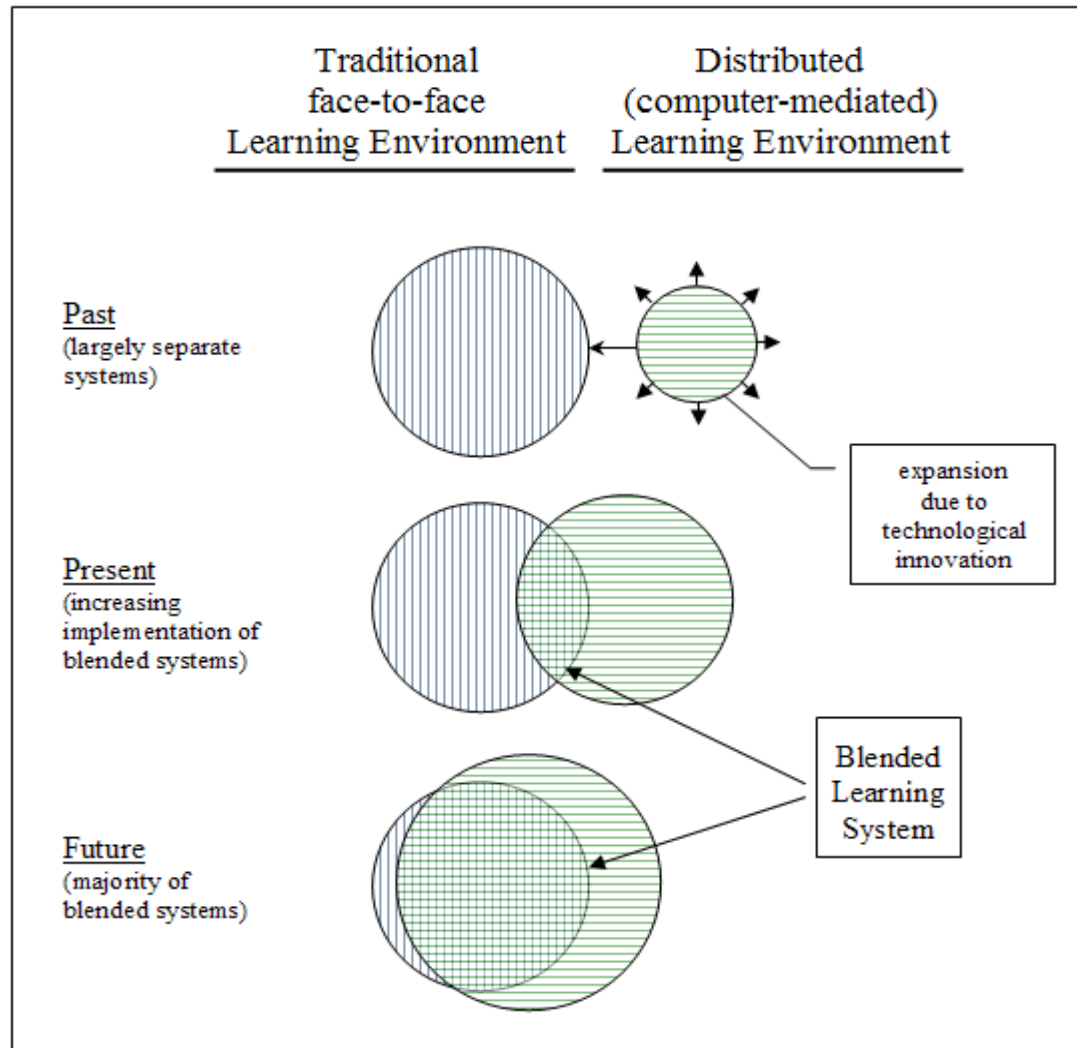


and



at least in part at a supervised brick-and-mortar location away from home.

Historical Emergence of Blended (Graham, 2006)

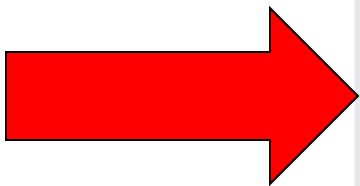


**Myth #4: People will know what I am saying
when I say “blended learning.”**

Myth #5: Blended is the same as “hybrid.”

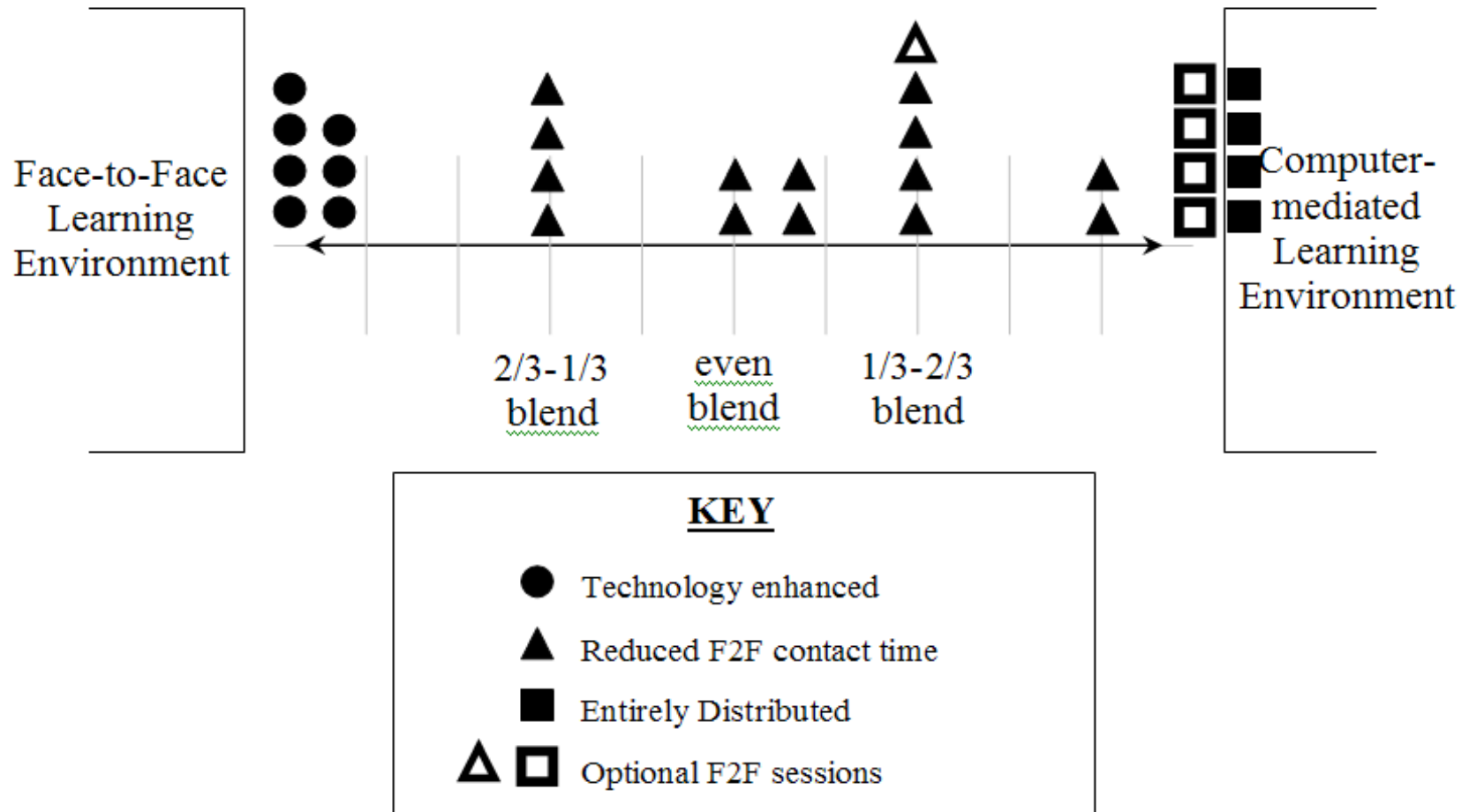
The Sloan Consortium

| Proportion of content delivered online | Type of Course | Typical Description |
|--|-----------------|--|
| 0% | Traditional | Course with no online technology used - content is delivered in writing or orally. |
| 1 to 29% | Web facilitated | Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example. |
| 30 to 79% | Blended/Hybrid | Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings |
| 80+% | Online | A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings. |



Myth #6: Knowing “how much” to blend is vital.

Range of Blends in Pew Cases



Source: Graham, C. R., & Allen, S. (2005). Blended learning: An emerging trend in education. In C. Howard & J. V. Boettecher & L. Justice & K. D. Schenk & P. L. Rogers & G. A. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 172-179). Hershey, PA: Idea Group Inc.

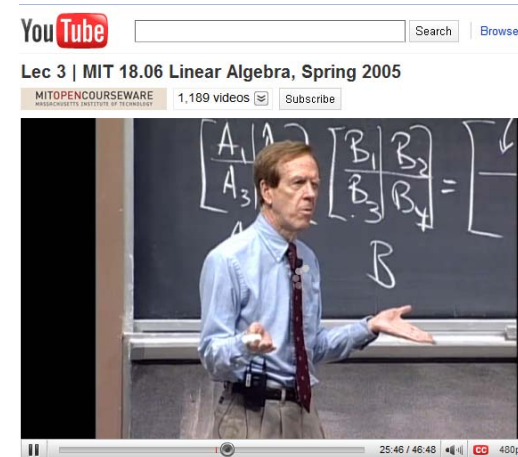
Myth #7: Blended learning works everywhere.

Where is Blended Beneficial?

- **Intro Classes (Spanish, psych, algebra, biology)**
- **AP Classes**
- **Classes with low success rates**
- **Classes with students working part-time**
- **Required classes**
- **Students are rural or spread over a distance**
- **Classes with certification or standardization**
- **Classes with new requirements or standards**
- **Writing intensive classes, theory classes, etc.**
- **Lab classes?**

Examples of Blended Learning

- Put assessments/reviews online
- Online discussions
- Online labs
- Put reference materials on Web
- Deliver pre-work online
- Provide office hours online
- Use mentoring/coaching tool
- Access experts live online



Myth #8: People learn more in face-to-face settings than blended or fully online ones.

Fully Online and Blended Learning Advantages

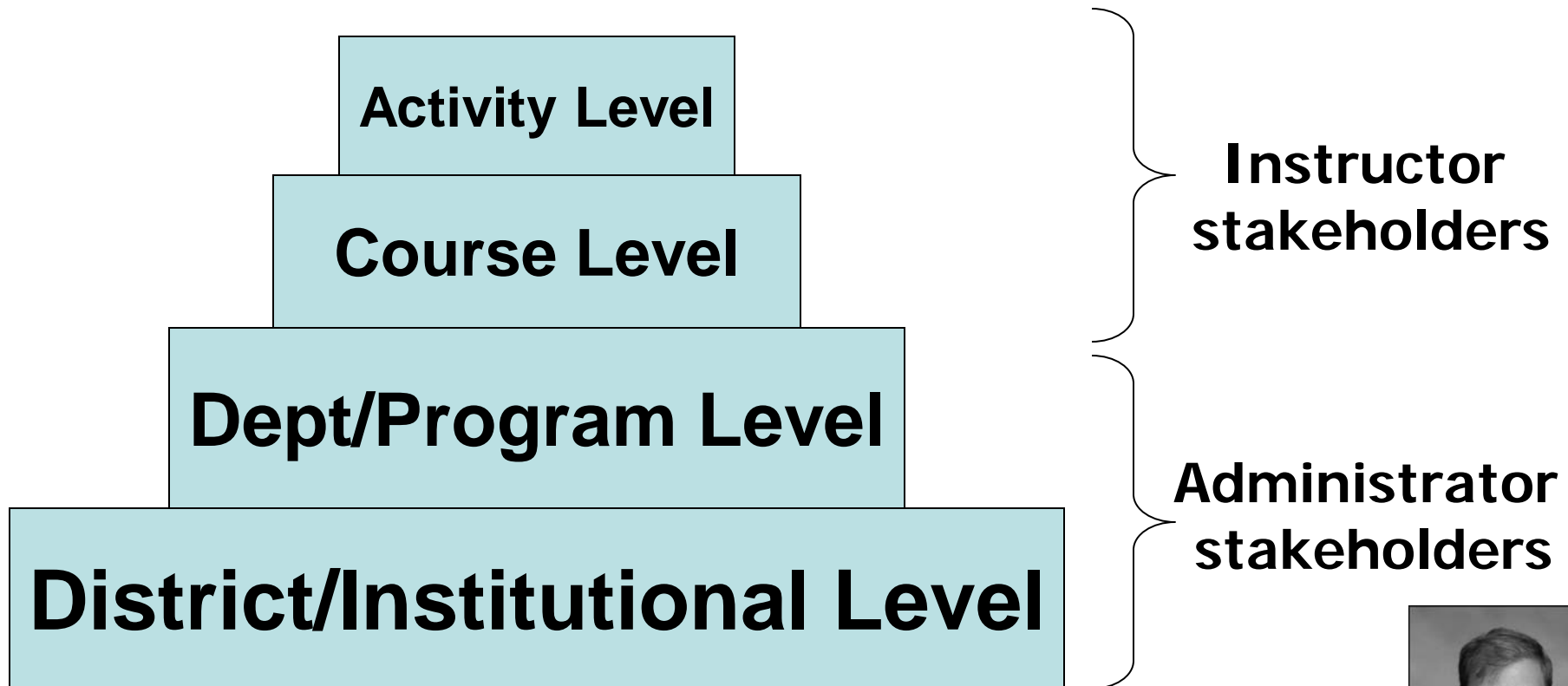
1. Increased Learning (better papers, higher scores)
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion (e.g., multiple ways to meet course objectives)
4. Reduction in physical class or space needs, commuting, parking, etc.
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more



Myth #9: Instructors can have a logical discussion with administrators about blended learning.

Models of Blending

Blending occurs at the following four levels:



Myth #10: There is a best model of blended.

**AMA Special Report, Effectively
Implementing a Blended Learning Approach
(Steven Shaw & Nicholas Ignneri, 2006)**



7 Blended Learning Models



Face-to-face

- Instructor-led training/workshops



Synchronous

- Webinars/Live streaming
- Live simulations



“Collaborative” Asynchronous

- Discussion forums
- Social networking



Self-paced Asynchronous

- Online-self tutorials
- Archived podcasts



Blended Model #1.
Face-to-Face Primary
(online is for remediation of supplement)



Blended Model #2. Rotation

(students alternate FTF and Online instruction)

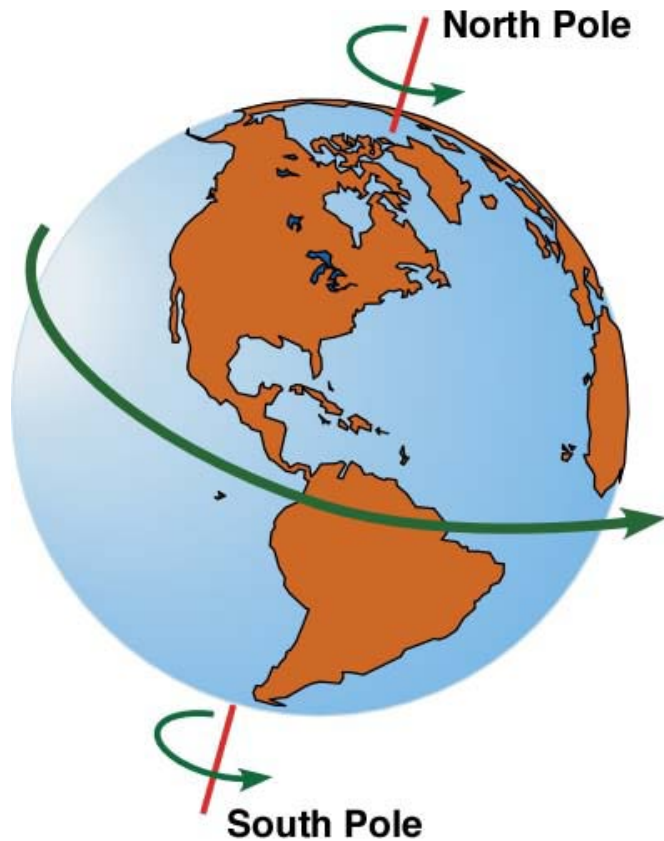
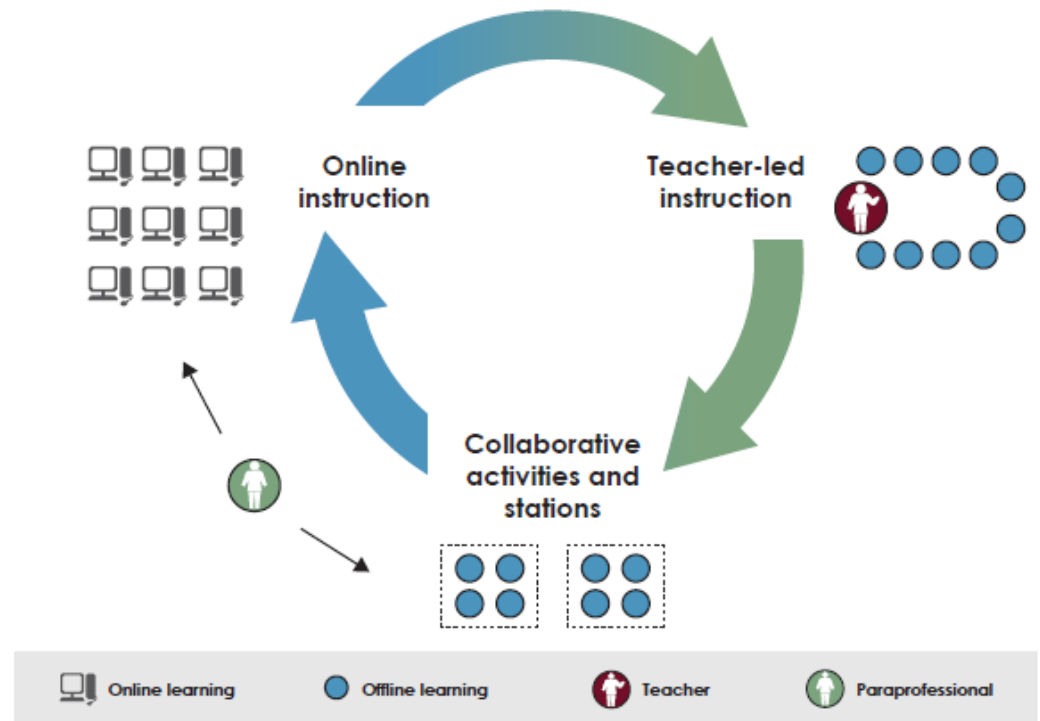


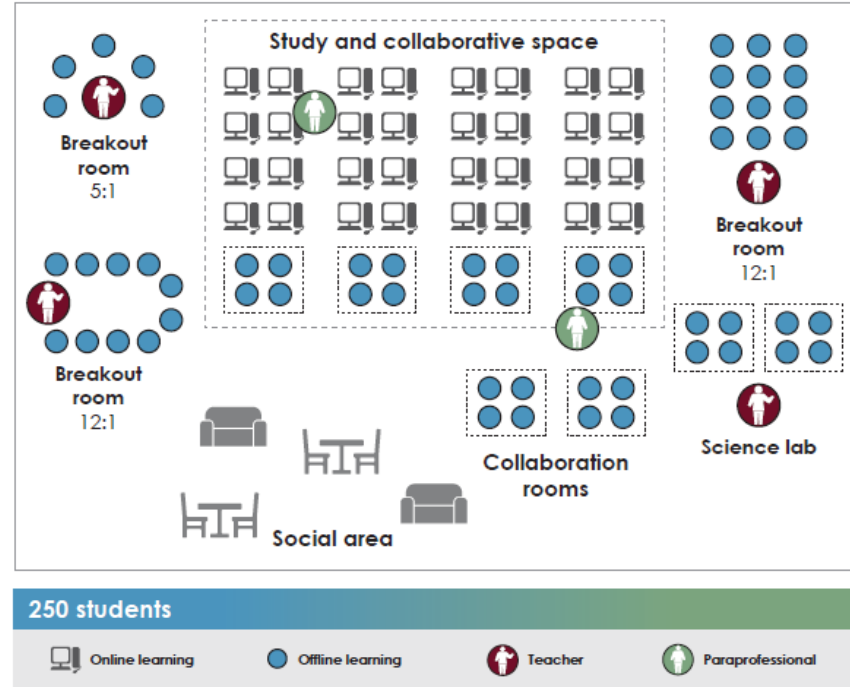
Figure 6. Station-Rotation model, KIPP LA Empower Academy



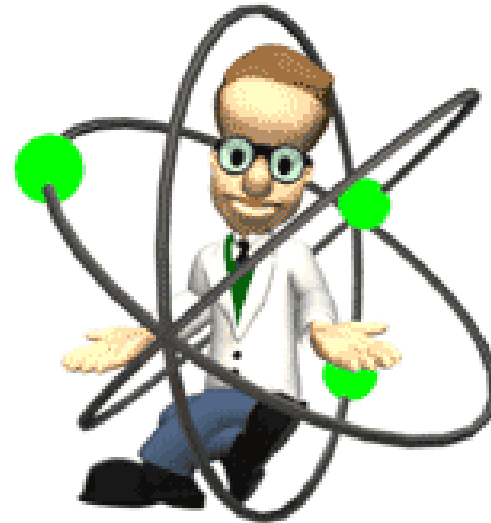
Blended Model #3. Flex

(curriculum primarily online with instructors available FTF)

Figure 10. Flex model, San Francisco Flex Academy



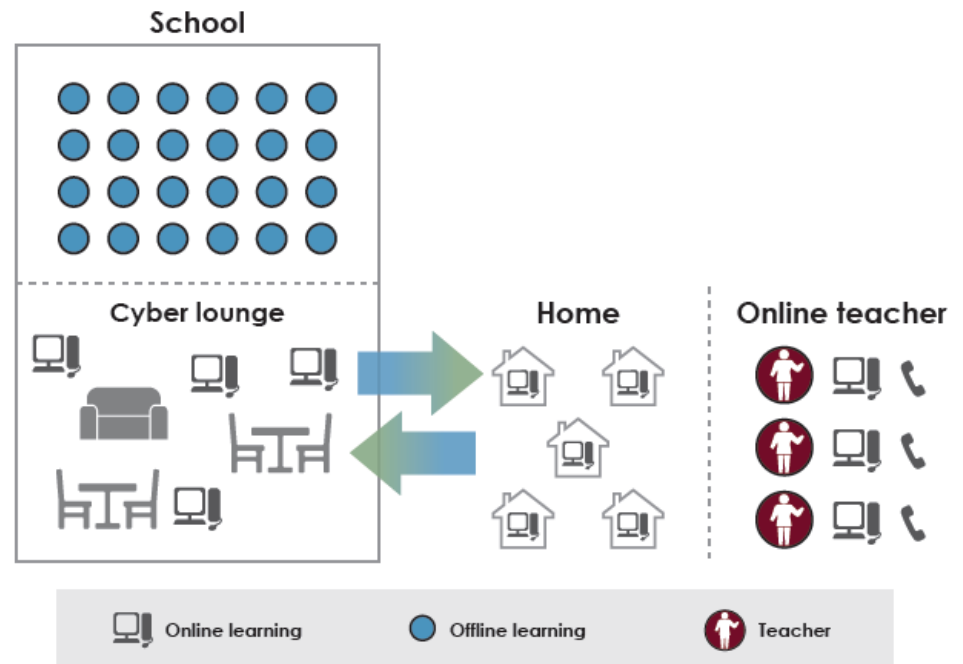
Blended Model #4. Online Lab (lab or field experience component of course is online)



Blended Model #5. Self-Blend

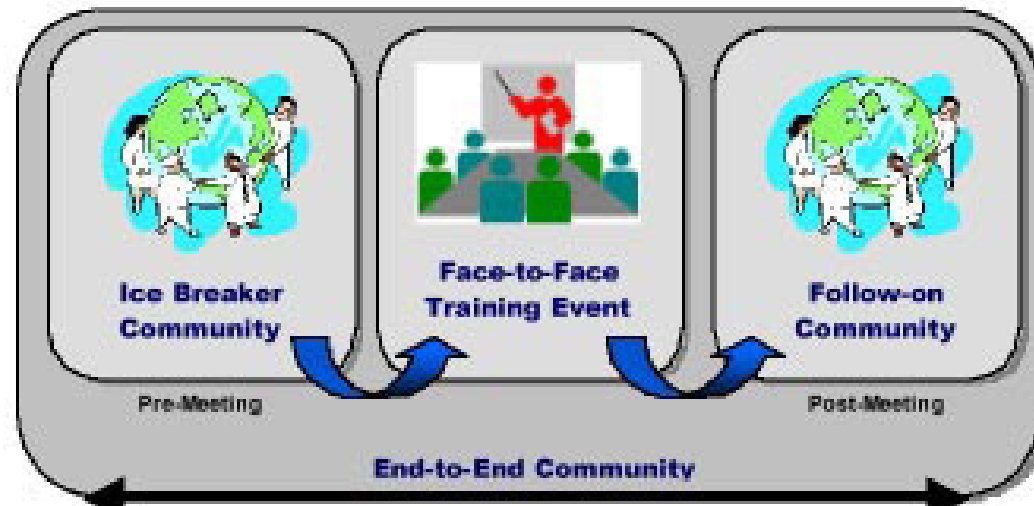
(students decide on which courses they take online or which portion of the course is online)

Figure 11. Self-Blend model, Quakertown Community School District



Blended Model #6. Bookend

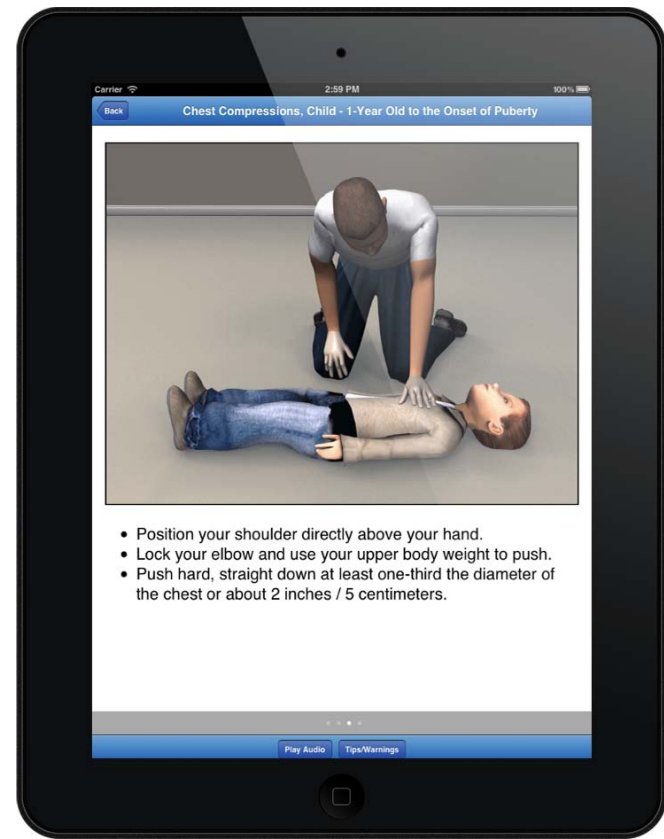
(first and last part of the course is online and middle portion is FTF; AMA Special Report, Blended Learning Opportunities, Alison Rossett (2006))



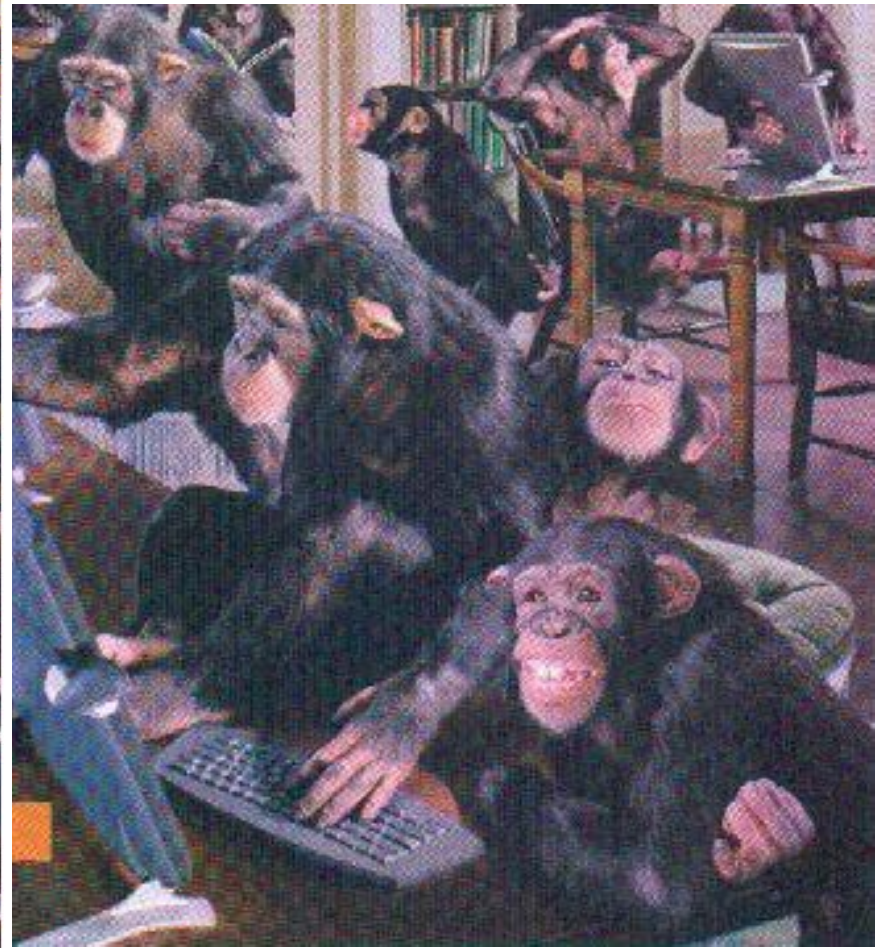
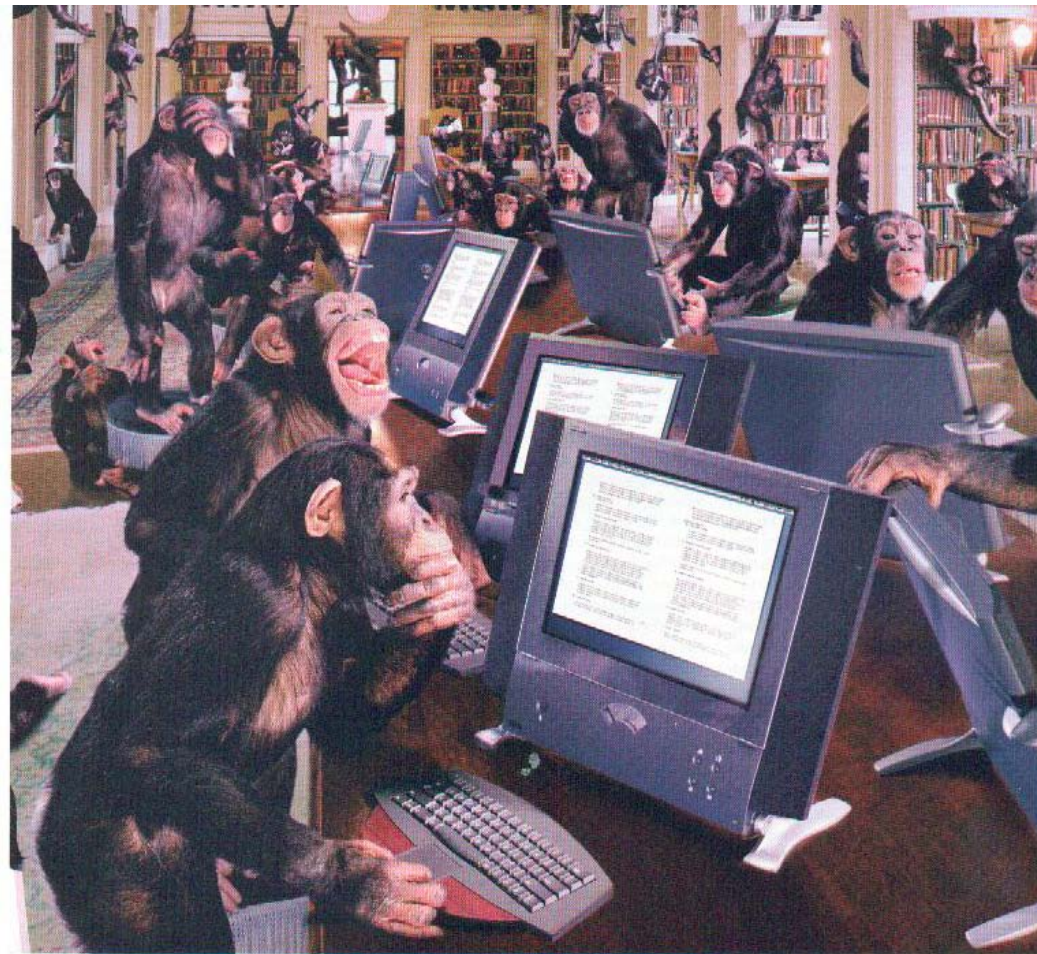
Blended Model #7. Anchor



(start with FTF or what students are familiar with and then move to online)

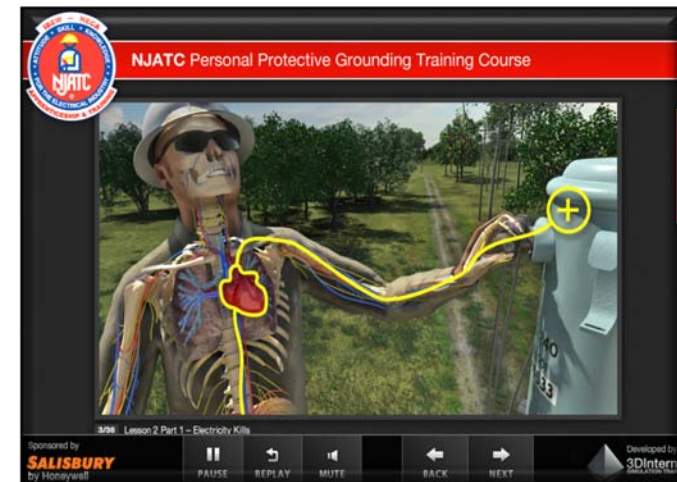
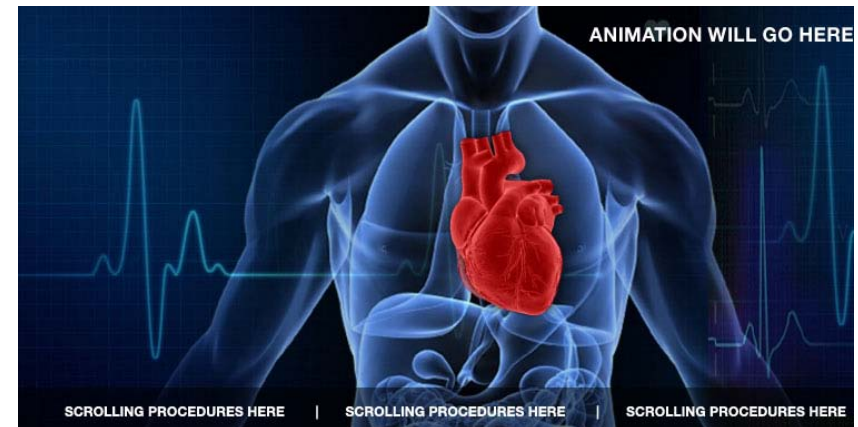
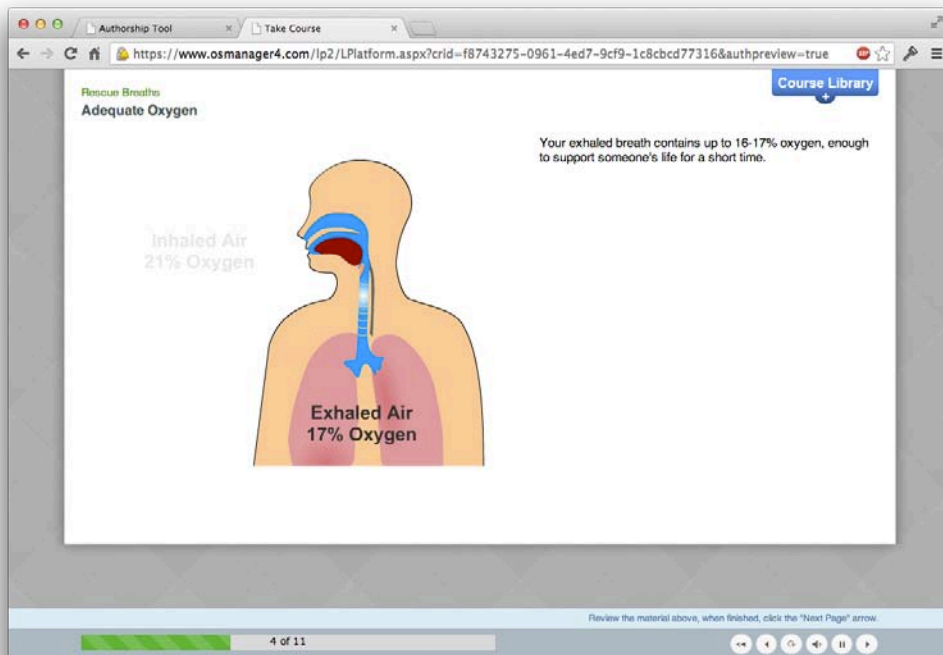


15 Blended Learning Examples



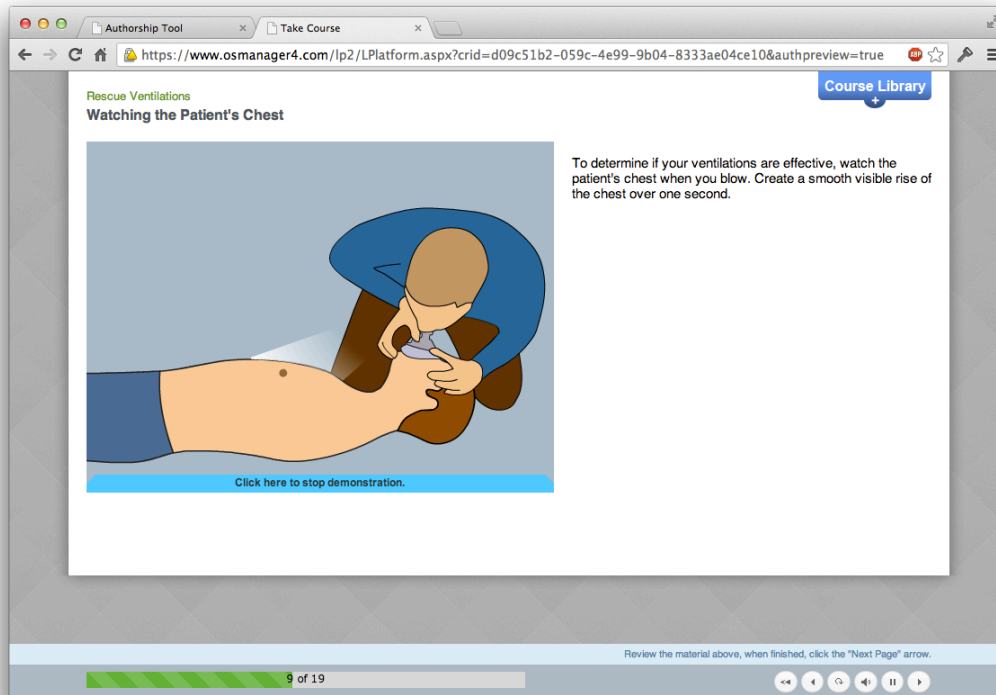
Blended Solution #1.

Concept Animations



Blended Solution #2.

Concept Demonstrations



Each abdominal thrust attempts to clear the victim's airway of the foreign object by forcing air out through the windpipe.



Blended Solution #3.

Interactive Simulations

<http://phet.colorado.edu/en/simulation/energy-skate-park>

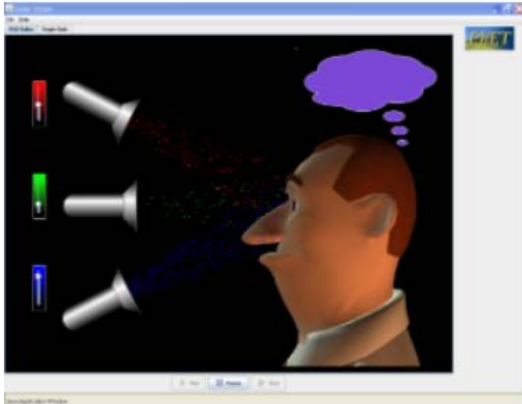
Over 60 million simulations delivered

PhET

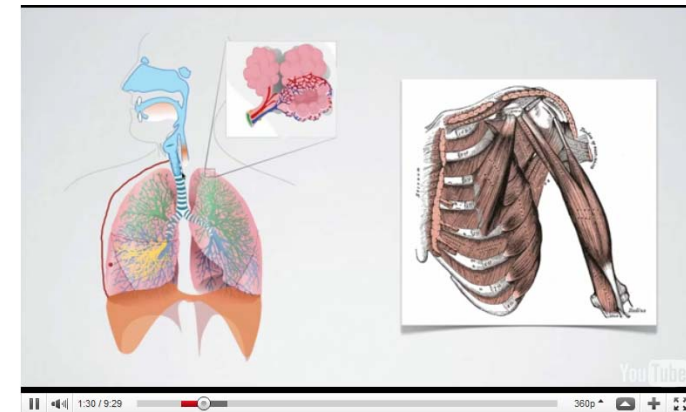
Interactiv
UNIVERSITY

Home
➤ **Simulations**
New Sims
Physics
Motion
Sound & Waves
Work, Energy & Power
Heat & Thermo
Quantum Phenomena
➤ **Light & Radiation**
Electricity, Magnets & Circuits
➤ **Biology**
Chemistry
Earth Science
Math

Color Vision

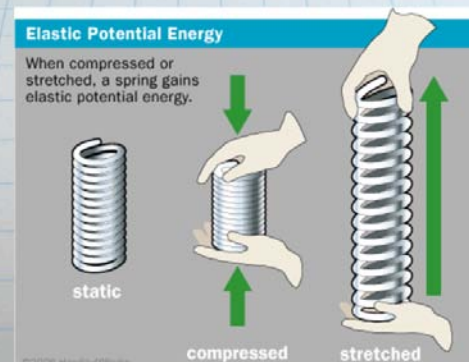


Download 1,289 kB **Run Now!**
Embed Version: 1.04 ([change log](#))



Breathing is one of the most common things we do everyday to a point that it becomes unnoticed. Wouldn't it be great to learn what happens behind this process? What exactly happens when we breathe air in and out of our body? Watch this video as Leslie teaches once again in such an easy way to make it all easy for us to understand this concept.

Sample of student-generated explanation of spring energy



Blended Solution #4.

Online Quizzes

<http://quizlet.com/>

The screenshot shows the Quizlet interface for a study set titled "electrician apprentice". The top navigation bar includes "Home", "Create", "Browse", and a search bar. On the left sidebar, there are sections for "Share this set" (with Facebook and Twitter links), "About this set" (created by rootstowings on January 22, 2013, with 319 vocab items), and a "Discuss" section. The main content area features a large card with the title "kinetic energy" and the definition "Energy in motion or released potential energy". Below the card is a "STUDY" menu with options: "Cards (new)", "Learn", "Test", "Speller", "Scatter", and "Space Race". At the bottom, there is a "TOOLS" section with "Print", "Export", "Copy", "Combine", and "Embed" buttons. A "27 terms" section at the bottom right of the main area shows a table of terms and definitions.

electrician apprentice

kinetic energy
Energy in motion or released potential energy

STUDY: Cards (new) Learn Test Speller

GAMES: Scatter Space Race

TOOLS: Print Export Copy Combine Embed

27 terms Order by Default

| Terms | Definitions |
|------------------|---|
| kinetic energy | Energy in motion or released potential energy |
| potential energy | stored energy due to position |

You must [log in](#) to discuss this set.

This screenshot provides a detailed view of the "27 terms" section from the previous image. It shows a table with two columns: "Terms" and "Definitions". The table lists 27 terms related to energy and electricity, each with a corresponding definition. The terms are arranged in two columns, with the first column containing terms and the second column containing their definitions. The table is scrollable, and the "Order by" dropdown is set to "Default".

27 terms Order by Default

| Terms | Definitions |
|--|--|
| kinetic energy | Energy in motion or released potential energy |
| potential energy | stored energy due to position |
| Example of potential energy | water behind a dam |
| Example of kinetic energy | when water falls through a dam and is used to generate electricity |
| sources of energy used to produce electricity | coal, nuclear power, natural gas, oil, wind power, solar power, and water |
| Energy is converted into | motion, light, heat, sound, and visual outputs |
| unit measurement for volt | V |
| energy efficiency ratio of power | input to output |
| Power generating plants that produce most of electricity in the U.S. | coal-fired |
| a battery has potential energy | based on its chemical state |
| Reactive power | measured in VAR and its power is delivered to inductive and capacitive loads in an electrical circuit |
| Apparent power | measured in VA and is the calculated product of voltage and current in a circuit without regard to the phase shift |

Blended Solution #5.

Screencasts and Tutorials

(Jing, GoView, Screenr)

Create Screencasts!

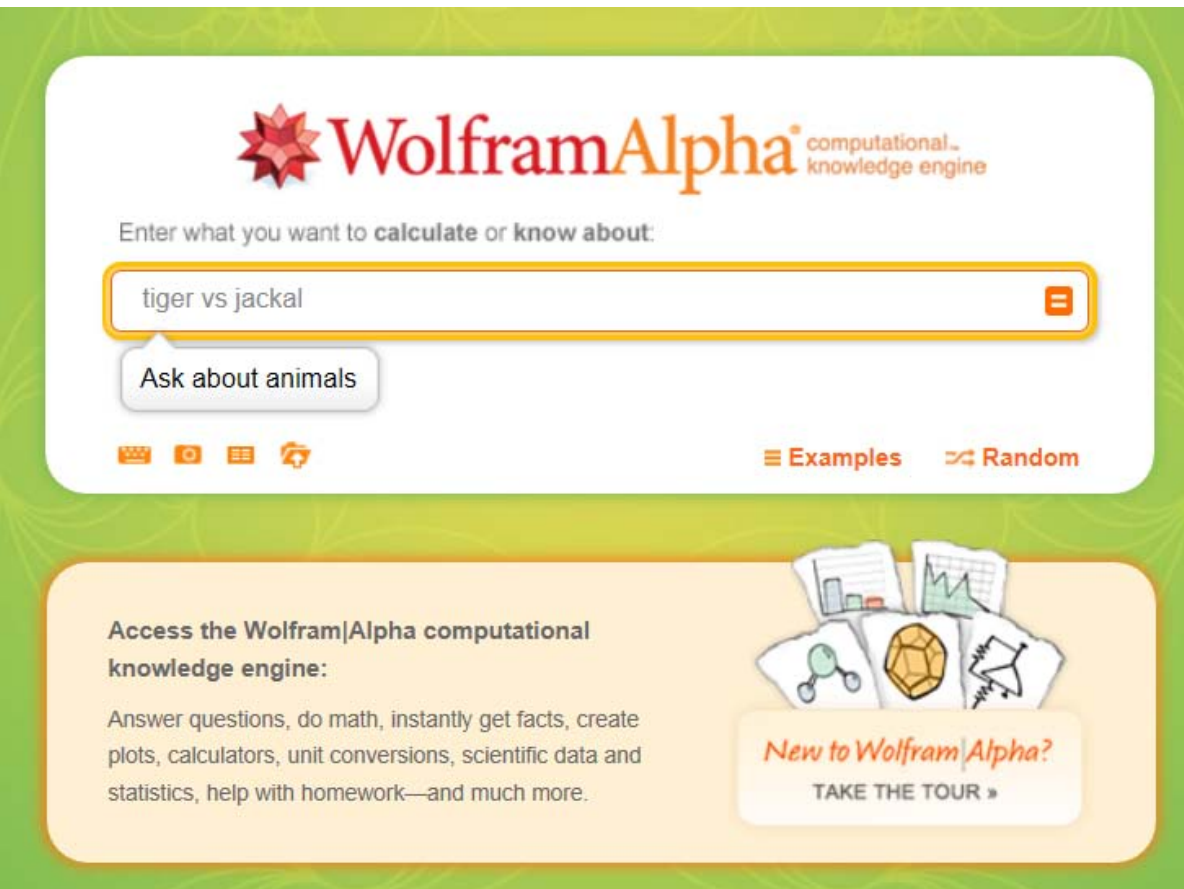


Blended Solution #6.

Online Database Activities

(e.g., WolframAlpha)

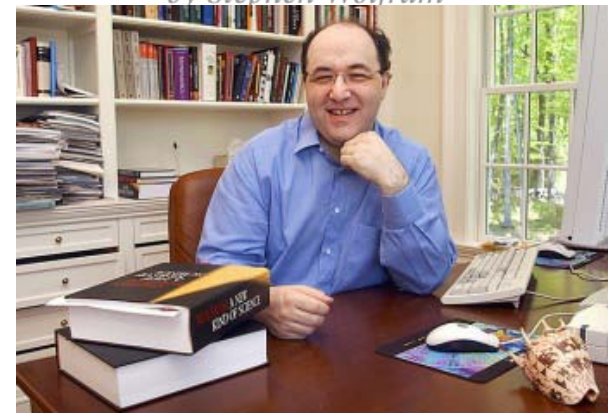
<http://www.wolframalpha.com/>



The screenshot shows the WolframAlpha website interface. At the top, the WolframAlpha logo is displayed with the tagline "computational knowledge engine". Below the logo, there is a search bar with the text "tiger vs jackal" entered. To the right of the search bar is a small orange button with a white equals sign. Below the search bar, there is a button that says "Ask about animals". At the bottom of the search bar area, there are icons for keyboard, camera, list, and a speech bubble. To the right of these icons are links for "Examples" and "Random". Below the search bar area, there is a section titled "Access the Wolfram|Alpha computational knowledge engine:" followed by a paragraph: "Answer questions, do math, instantly get facts, create plots, calculators, unit conversions, scientific data and statistics, help with homework—and much more." To the right of this text is a graphic of several papers with various charts and graphs. Below the graphic is a button that says "New to Wolfram|Alpha? TAKE THE TOUR »".



 **A Quick Introduction
to Wolfram|Alpha**
by Stephen Wolfram



Blended Solution #7.

Reading from Open Access Journals (e.g., PLOS)

<http://www.plos.org/>
<http://www.plosbiology.org/>
<http://www.plosgenetics.org/>

The image is a screenshot of the PLOS website. The top navigation bar includes the PLOS logo, the tagline "Open for Discovery", and links for HOME, ABOUT, PUBLICATIONS, PUBLISH, and SUPPORT US. A search bar is located on the right. The main banner features a colorful circular dendrogram on the left and a "Welcome to PLOS" message on the right, stating their mission to accelerate progress in science and medicine through open-access research. Below the banner is a row of buttons: "Our mission", "Publish", "Donate", "Open Access", and "Shop".

Below the banner, the page is divided into three main sections:

- Why publish with us?** This section lists three benefits: "Rapid publication", "Unlimited readership", and "High impact", each preceded by a green checkmark. A "Learn more" button is positioned below the list.
- Latest from PLOS** This section features a featured article titled "PLOS Announces Accelerating Science Award Program" dated MAY 7, 2013. Below the title is a sub-header "PLOS GENETICS" and a search bar. The article's "Table of Contents: April 2013" is displayed, listing "Cover", "Perspective", "Review", and "Research Article". The featured article is "Steroid synthesis regulation: SUMO, Ftz-f1, Scavenger Receptors, and lipids meet in the ring gland" by CLOPP. The article's abstract is visible, describing a confocal image of a wild-type *Drosophila* melanogaster ring gland and its role in steroid hormone synthesis. The image shows a ring gland with blue nuclei and red outlines, with a blue label "DAPI" and a red label "SUMO" indicating specific cellular components.
- Signup to get PLOS news** This section includes an email address input field and a "Sign up" button.

On the right side of the page, there is a "Connect with us on:" section with social media icons for Twitter, LinkedIn, and Facebook. Below this is a "PLOS PLOS" section featuring a panel discussion on the impact of MSF research, starting now, with a live stream at msf.org.uk/msf-scientific. A "PLOSmedicine Answer:" section at the bottom right states: "Make sure all MSF research is made available to everyone, by publishing in open access journals."

Blended Solution #8.

Online Role Play or Debate



Blended Solution #9.

Anchor Course Concepts and Activities in Brief Shared Online Videos



Electrical Wiring



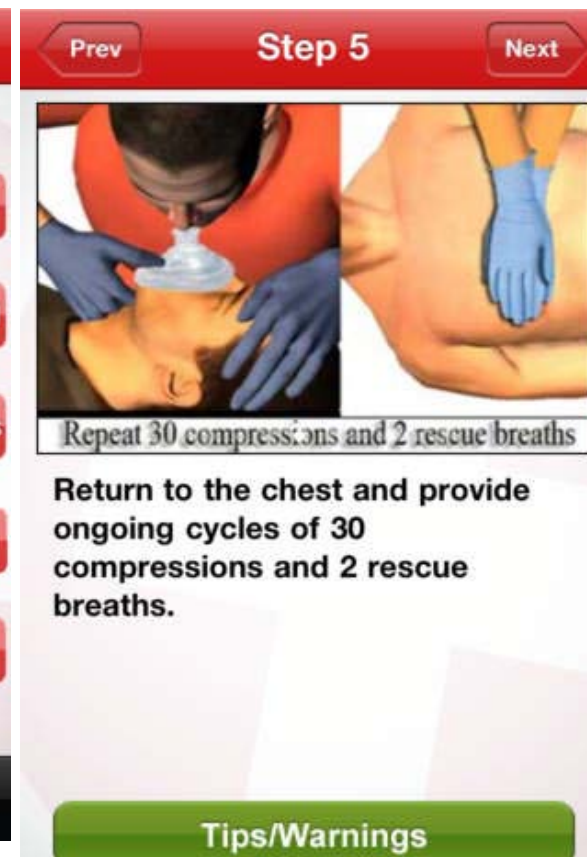
Electrical Industry Network · 113 videos

Dealing with Burn Injuries



Blended Solution #10.

Mobile Apps for the other training and resources



Blended Solution #11.

Comparison and Contrast Maps

(e.g., New USDA climate zone map reflects northward warming trends,
By Janice Lloyd, USA TODAY, January 26, 2012)

<http://www.usatoday.com/news/nation/environment/story/2012-01-26/USDA-climate-zone-map/52787142/1>

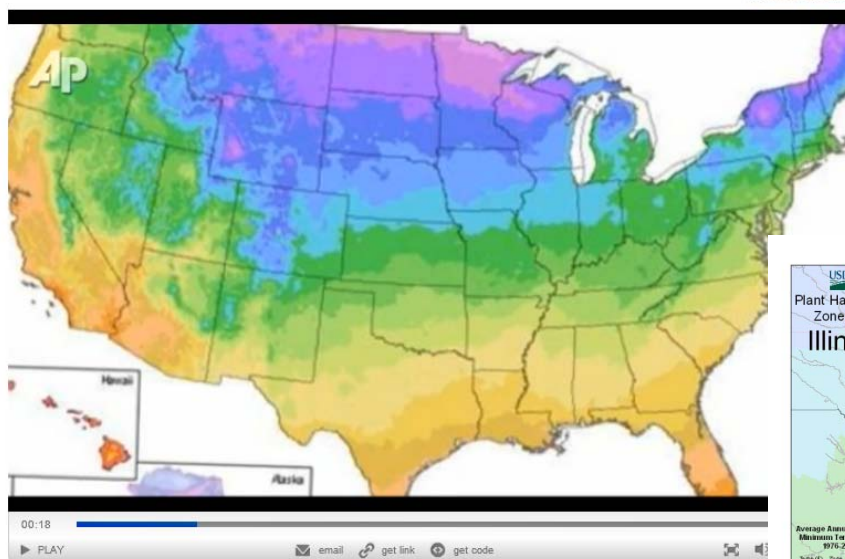
New USDA climate zone map reflects northward warming trends

By Janice Lloyd, USA TODAY

Updated 12h 48m ago

Comment 17 Tweet 87

Reprints & Permission



Blended Solution #12.

Human Embryology Animations

(Valerie O'Loughlin, Indiana University)

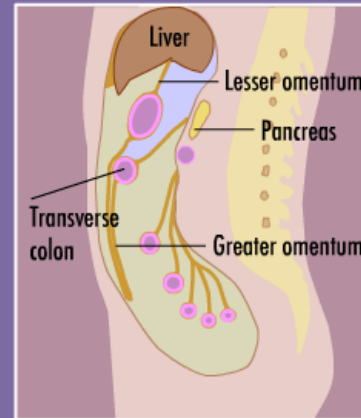
Human Embryology Animations

Getting Started

- General Embryology
- Cardiovascular Embryology
- Development of the Head and Neck
- Gastrointestinal Embryology
- Development of the Limbs
- Urinary and Reproductive Embryology

INDEXED IN
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Current Web Contents

midsagittal view



fetal period

The development of the omenta and rotations of foregut structures produce distinct spaces of the peritoneal cavity.

Next

Previous

Replay this section

View entire animation

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Please click any number above to jump to that section.

Blended Solution #13.

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

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What customers are saying:
@kathrynhock "I have been in on the beta testing of @InspirationSW Maps for the past 3 months and it really works!"



Blended Solution #14.

Survey Research and Market Analysis


(e.g., SurveyShare, Zoomerang, SurveyMonkey)




Sign In Help

Home How It Works Examples ▾ Survey Services ▾ Plans & Pricing


Create Surveys. Get Answers.



Design
Build your own surveys or choose from our templates.



Collect
Choose how to distribute and start collecting responses.



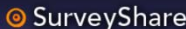
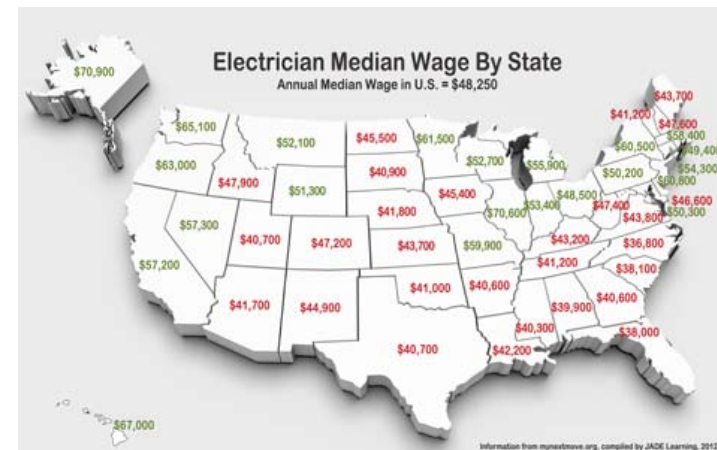
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Blended Solution #15.

Student Collaborative Knowledge Building and Sharing

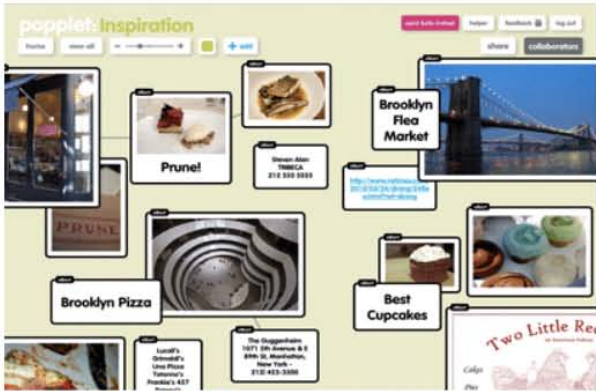
(e.g., Popplet: <http://popplet.com/>)



create accountlog-in

What is Popplet?

Popplet is a platform for your ideas.



Collect Inspiration

1 2 3 4 5

What people are saying about Popplet!

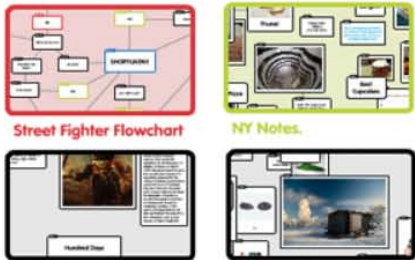
globalgypsigirl Watching students use popplet.com for knowledge building during a group project...awesomeness!
18 days ago · reply · retweet · favorite

timboW_Slice @poppletny Love the popplet app! Great platform for sharing fun ideas and experiences.
11 days ago · reply · retweet · favorite

MrsKatzgrau @poppletny My class is loving Popplet! We are using it as an online q-a forum about a novel we are reading! Awesome!
4 days ago · reply · retweet · favorite

Join the conversation

Check out these Popplets!



Street Fighter Flowchart


NY Notes

Napoleon: History

Cabin Project: Mood

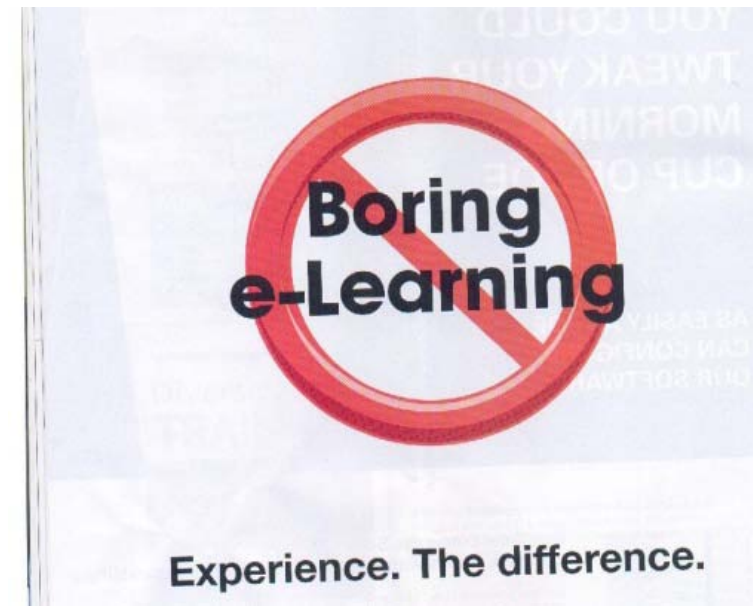
Check out our preview video:

are your boards.



Again, this talk covered...

1. 1 Definition of blended learning
2. 10 Myths of blended learning
3. 7 Models of blended learning
4. 15 Examples of blended learning



December 13, 2013

Former MIT president Charles M. Vest dies at 72 As the Institute's leader from 1990 to 2004, he sparked a period of dynamism.

Steve Bradt, MIT News Office

<http://web.mit.edu/newsoffice/2013/former-mit-president-charles-m-vest-dies-at-72-1213.html>

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connect

Former MIT president Charles M. Vest dies at 72

As the Institute's leader from 1990 to 2004, he sparked a period of dynamism.

Steve Bradt, MIT News Office

today's news

December 13, 2013

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Former MIT president Charles M. Vest — a tireless advocate for research and science, and a passionate supporter of diversity and openness — died last night of pancreatic cancer at his home in the Washington area. He was 72.

As MIT's 15th president, serving from 1990 to 2004, Vest led the Institute through a period of striking change and growth. A mechanical engineer by training, Vest was president of the National Academy of Engineering from 2007 until earlier this year.

During Vest's presidency — the third-longest in the Institute's 152-year history



Any Questions?

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Dr. Curt Bonk – CJBonk@Indiana.edu

