Abstract: Engage, Number One- This is the Next Generation

With his now famous directive, “Engage, Number One,” Jean-Luc Picard reminded us in nearly every episode of Star Trek Next Generation of the need to engage. The problem is that engagement has not been the number one concern of educators; instead, the top concern is survival. The result is that learners are too often bored with course resources and requirements. However, it is clear that they no longer are willing to look the other way as they might have in the early days of the Web. This next generation of learners is different. They want to be empowered. They seek learning innovation and variety. As such, they yearn for interaction, autonomy, and choice. They also long to “do” or produce something. They want to interact and collaborate with foreign peers. In response to these descriptions, Dr Bonk (during his master classes) will discuss ways to use Web and videoconferencing to foster cultural interactions with distant peers. Ideas about blended learning and flipping the classroom will also be discussed. Gone are the days of read and respond. It is the age of “try it out” and make a contribution. Using his popular TEC-VARIETY and R2D2 models, Dr Bonk will discuss and provide details of numerous ways to motivate and engage learners, while fostering critical and creative thinking in highly engaging, generative environments. Attend this talk and become hyper-engaged yourself! When done, learning engagement will truly be Number One again.

Masterclass Part 1: Blended Learning A to Z: Myths, Models, and Moments of Magic

Abstract: Instructors throughout the world are seeking to integrate technology in effective and creative ways. Not surprisingly, many are turning to the notion of blended learning. There is both extensive confusion and much optimism about blended learning due to multiple blended learning definitions and approaches. Some might blend to take advantage of face-to-face and virtual learning opportunities. Others might blend to combine synchronous and asynchronous technologies to best meet student needs. In fact, it seems every institution and organization has its own definition or model of blended learning. To make sense of the possibilities, Dr. Bonk will lay out several different models and definitions of blended learning as well as the advantages and disadvantages of blended learning. Importantly, the session will detail different instructional problems and blended learning solutions addressing a wide range of disciplines, age levels, and learner needs. Many of the ideas will come from Dr. Bonk’s book, “The Handbook of Blended Learning: Global Perspectives, Local Designs.”

Special Note: The first and last chapters of Curt Bonk’s Handbook of Blended Learning are available at PublicationShare.com.

Masterclass Part 2: Where are You R2D2?: Addressing Diverse Online Learner Needs with the Read, Reflect, Display, and Do Model

Abstract: Instructors, staff, and administrators are frustrated trying to keep up with the never ending parade of new learning technologies. So many choices! Then there are complaints that few instructors were trained on how to develop highly interactive and collaborative online activities and environments. Instructors are once again told that students will quickly complain about their classes if they do not address their learning preferences or appropriately use the technologies that they have access to outside of school. Time to pull the hair out? Not yet. There is hope. An innovative model called Read, Reflect, Display, and Do (R2D2) is detailed in Curt Bonk’s book, "Empowering Online Learning: 100 Activities for Reading, Reflecting, Displaying, and Doing." In this talk, Bonk will detail dozens of examples and ways to use R2D2 make your use of technology more engaging, empowering, and exciting. Perhaps it is time for you to taken an adventure to a new learning galaxy where you find R2D2 and begin using technology to address the diverse learners you find there.
Masterclass Part 3. Adding Some Motivation to Online and Blended Courses and Activities with TEC-VARIETY Model

Abstract: Everyone is talking about the need to motivate and engage students. This is true in face-to-face classrooms and is even more true in online environments. Many students are unhappy due to bland online content and unimaginative activities. It is too lock-step and mechanized. There is no room for flexibility, choice, and creativity. Many others are bored since the course does not utilize current technologies. They love their smartphones, tablets, and other wireless and mobile technologies and want their instructors to utilize them. Some feel that the instructors have not addressed their preferred learning approaches. They want hands-on activities where they produce something meaningful as well as time to explore the resources they find the Web. All these people tend to simply want more variety, or more specifically, they want ‘TEC-VARIETY’. To simplify Web-based learning possibilities, each letter of the TEC-VARIETY model stands for a well-known motivational principle, including:

(1) Tone or climate,
(2) Encouragement or feedback,
(3) Curiosity,
(4) Variety,
(5) Autonomy or choice,
(6) Relevance and meaningfulness,
(7) Interactivity and collaboration,
(8) Engagement,
(9) Tension, and
(10) Yielding products and goal setting.

During this talk, Dr. Bonk will outline dozens of active learning ideas and solutions that motivate students and creatively engage them in deeper learning experiences. It is time to break out of boring online approaches with a bit of TEC-VARIETY!!!

Special Note: Everyone in this session will get free access to Curt Bonk’s new e-book “Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online” during this session.

Masterclass Part 4: Are You Flipping Out or Flipping In?: The How’s, Why’s, and What’s of the Flipped Classroom Model

Abstract: There is an intense movement today toward the notion of a flipped classroom. Budgets, technology development, media hype, free and open educational resources, and advances in learning theories have all accelerated the experimentation with the flipped classroom model. Yet, there remains much debate and resistance. And there is also much confusion about what it means; many educators, in fact, are flipping out over all the changes and expectations. In this session, Curt Bonk will address these issues by reviewing some of the history leading to flipped classroom models of learning. He will then document the benefits of flipped classrooms in terms of infrastructure, time, pedagogy, and learning. In addition, several examples of flipped classrooms will be provided along with a series of guidelines on use. Across this session, many of the how’s, why’s, and what’s of the flipped classroom will be discussed. In the end, instructors will begin to envision their own flipped classroom possibilities. Instead of flipping out, they will be flipping in.

Special Note: For those who are not yet ready to flip but want to explore the use of shared online video in the class, at the end of this talk, Curt Bonk will also offer some simple ways to use shared online video (e.g., TED talks, YouTube edu, CNN, the BBC, Google, Academic Earth, Fora TV)
from both an instructor as well as a student perspective. He will also offer some tips and guidelines for the effective use of shared online video. Of course, there are videos appearing in the news each afternoon and evening which can serve to anchor one’s instruction and explain key concepts the following day in class. All of these exist for free and at a moment’s click. Importantly, there are many ways to use them for interactive, collaborative, and engaging instruction.