ADDING SOME TEC-VARIETY

100+ Activities for Motivating and Retaining Learners Online

CURTIS J. BONK ELAINE KHOO

What Twenty-Eight of the World's Foremost E-Learning Leaders and Thinkers Say about *Adding Some TEC-VARIETY*

"As online learning continues to evolve, we hear a great deal about the access it allows and the flexibility it provides. But as Bonk and Khoo so clearly demonstrate, it also affords endless opportunities to engage and inspire learners of all ages and abilities. Using a well-researched theoretical framework, they have captured more than 100 easy-to-replicate virtual learning activities, guaranteed to enrich any technology-enhanced learning environment. This powerful and practical resource is a must-read for educators in any setting, looking to expand their repertoire of evidence-based, student-focused teaching tools and strategies."

—Susan C. Aldridge, PhD, President
Drexel University Online

"The arrival of the digital era offers vast opportunities and challenges to higher education institutions in facing a new culture of teaching and learning. This book by Drs. Curtis Bonk and Elaine Khoo bring new insights on how we can maneuver through the complexities of online teaching and learning. TEC-VARIETY tackles motivation and retention grounded in psychology research. This is one of the few books that has scholarly rigor and is interesting and engaging reading. It is a must for academics, scholars, and course developers."

—Grace Javier Alfonso, PhD, Chancellor
University of the Philippines, Open University

"What a grand book! This is going to be a highly valuable resource for countless instructors and designers in online learning. ***Adding TEC-VARIETY*** *is unique in that it combines the theoretical and pedagogical foundations of effective learning with 100 easy-to-implement activities that promote the engagement of online students in deep learning. These strategies can instantly breathe life into courses that fail to tap the enthusiasm and imagination of students.* ***TEC-VARIETY*** *has become a handbook for my design of engagement in online classes."*

—Ray Schroeder, Associate Vice Chancellor for Online Learning and
Founding Director of the Center for Online Learning, Research and Service (COLRS)
University of Illinois Springfield

"This is the best way forward for those of us teaching online, Bonk and Khoo have provided a wealth of activities to ensure that the interactions online really do enhance the experience. Increasingly as the world splits into big and small data—MOOCs and apps, this book can help us ensure that better learning and teaching can follow. The work shows the journey that we have taken over several years to improve the experience and learning outcomes for the distance and online learner. It suggests great strategies (100 actually!) based in solid theoretical foundations with loads of practical suggestions. I particularly enjoyed Chapter 14 with strategies about how you might work with colleagues to encourage them to try some of the ideas."

—Professor John Hedberg, PhD, Millennium Innovations Professor of ICT
and Education, School of Education, Macquarie University, Australia

"Whilst some educators are still pondering whether to move towards the 'new' world of online, Bonk and Khoo have captured 2 decades of e-experience into one highly usable guide. They offer us immense joy for the online world—a principles-based approach to motivation and engagement offering variety but also ways for us to make thoughtful choices in the service of full engagement for learners. You can search for whatever your latest pedagogical challenge demands—feedback, surprise, tension, involvement . . . name your own adjective . . . and find a solution! Don't go online without it!"

—Professor Gilly Salmon, Pro Vice Chancellor Learning Transformations
Swinburne University of Technology, Melbourne, and author of *E-moderating and E-tivities*

"No more excuses for boring online courses! The TEC-VARIETY framework is the ultimate approach to combining theory and practice in online and blended learning. Not only do Bonk and Khoo present a solid theoretical framework on which online and blended learning rests, they couple that with fun, practical exercises far beyond "read and discuss" courses. The result? A highly dynamic place of motivation and engagement. This is a must read for anyone who works online."

—Rena M. Palloff, PhD, Faculty, Fielding Graduate University and Owner/Lead Consultant,
Crossroads West, and author of numerous books about online and virtual learning,
most recently, the 2nd edition of *Lessons from the Virtual Classroom*

"Curt Bonk and Elaine Khoo provide a welcome, much-needed resource for online teaching and learning, offering an amazing array of ideas and activities to transform online content delivery into a motivating and exciting way to learn. This toolbox of great yet very practical and tested ideas will spark the imagination of online teachers in ways to engage learners with the curriculum. It will also deepen our understanding of the potential of online education. Learning and curiosity about our world is our most basic human characteristic, and with this book Bonk and Khoo introduce educators to activities that can encourage and motivate innovative thinking and doing in online learning environments. Imagine having access to a 100+ activities that we can use or customize for our online classes: that's an apple for the teacher with a cherry on top!"

—Linda Harasim, PhD, Professor, School of Communication,
Simon Fraser University, and author of five books about collaborative technologies and online
learning, most recently, *Learning Theory and Online Technologies*

"Back in 1987, Chickering and Gamson articulated seven principles of good teaching. Then came the web, online learning, MOOCs, and myriad directions in support of student success. With clarity and verve, Bonk and Khoo combine memorable acronym with motivational principles that move us into meaningful action. Reflect on the stories, examples, and ideas herein; raise awareness and engagement; and become motivated to recraft and perfect the art of online instruction. Awesome book!"

—Ann Hill Duin, PhD, Professor of Writing Studies, University of Minnesota,
and author of several books in higher education and information
technology, most recently, *Cultivating Change in the Academy*

"Professors Bonk and Khoo answer the dreams of all faculty development departments. Their ***Adding Some TEC-VARIETY*** *is the perfect primer for incoming faculty and a page-turning reminder to the old-timers that this "new-fangled" online methodology is not only here to stay but it works."*

—Robert F. Bromber, PhD, Head, Education Technology Branch, Marine Corps University

"How to engage and motivate online learners has long been the enduring problem that frustrates online instructors and scares away many would-be online instructors. Bonk and Khoo form a dynamic duo leveraging over three decades of research to deliver a rare book that offers substantial theoretical insights into the problem while also giving clear practical guidance on how to apply those insights. This is a book that deserves a special place on your digital bookshelf, worth turning to again and again for examples and inspiration as you plan your next online adventure in learning."

—Michael Wesch, Associate Professor of Anthropology
Kansas State University

"e-Learning has been around more than two decades and now it is part of mainstream instruction. It is time to be concerned with the emotional aspects of online learners for their deep and impactful learning. With this book, Curt Bonk and Elaine Khoo, who have each been investigating e-learning for a long time, do exactly that. They have taken many years to thoroughly review the research literature and lead us on a wonderful journey through countless innovative instructional practices that they have seen or experimented with. Get this book—it contains extensive methods of how instructors can promote quality learning with some TEC-VARIETY."

—Okhwa Lee, Professor, Dept. of Education, Director, Educational Research Institute
Chungbuk National University, South Korea

"Bonk and Khoo wrote an excellent book, providing many interesting learning activities for online tutors, teachers, developers, etc. It is not necessary anymore to be extremely creative to find the right online pedagogic activity for your students. You just need this book and your classes will instantly become more fun. I'm definitely going to use it with my students!"

—Theo J. Bastiaens, PhD, Professor of Educational Technology
Fernuniversität in Hagen, Germany and Open Universiteit, Netherlands

"Bonk and Khoo suggest that we all need to "renew our passport" to prepare for innovative and exciting online learning adventures. Their new book, ***TEC-VARIETY,*** *provides a roadmap for online and blended learning excursions. Using 10 themes and then charting 10 pathways to learning for each, the authors offer a unique framework that online instructors will find invaluable. One of the most useful part of the book is the final section detailing the Web tools mentioned in each chapter. Thirty years ago when we started using computers, they did little without additional hundreds of dollars invested in software. Today our digital devices can literally transport us around the world with minimal cost."*

—Margaret Riel, Director, Center for Collaborative Action Research
Pepperdine University

"One of the most common complaints I hear from organizations that offer online education is that many—sometimes most—learners do not finish online courses and those who do often are not very engaged by the experience. It would be hard to underestimate the impact ***Adding Some TEC-VARIETY*** *could have for these organizations and, more importantly, their learners. Curt Bonk and Elaine Khoo have created a highly practical, highly actionable resource for anyone serious about creating truly successful online learning experiences."*

—Jeff Cobb, Host of Mission to Learn, and author of
Leading the Learning Revolution and *10 Ways to Be a Better Learner*

*"**TEC-VARIETY** is the kind of book that every teacher would need to have as a guide for their online teaching and learning. Through years of research and experiences we know that student retention is a major problem in distance and online learning, and motivating students plays a significant role in the learning process. This book by Prof. Curt J. Bonk and Dr. Elaine Khoo is a repository of ideas on motivating your learners online and how to engage them in learning. In it, you have over 100 ideas organized systematically within the TEC-VARIETY framework. I even found the CTRL-D (indicating cost, time, risks, learner-centeredness indices, and duration for each activity) as given by the author as guide at the end of each activity highly useful. If you are looking for practical tips to improve student retention, here is the 'Library of Congress' for you to choose from!"*

—Sanjaya Mishra, Director, Commonwealth Educational Media Centre for Asia
New Delhi, India and editor of *Interactive Multimedia in Education and Training* and *Cases on Global E-learning Practices*

"With the rising demand for online courses more and more instructors are being asked to teach online, often with little or no preparation. To them, as well as to more experienced instructors, Bonk and Khoo's book is a godsend. The authors set out the TEC-VARIETY framework to guide instructors on how to enhance online courses in 10 areas including student boosting student curiosity, engagement, and motivation. For each of these 10 areas they provide 10 online activities to support them. What sets this book apart from other similar ones is that Bonk and Khoo provide a solid research base to justify the activities. I'm recommending the book to all of my faculty who teach or intend to teach online!"

—Ron Owston, PhD, Dean, Faculty of Education, University Professor,
and Founding Director of the Institute for Research on Learning Technologies (IRLT)
York University, Toronto, Ontario, Canada

"Bonk and Khoo articulate that we are in the 'Learning Century' and explain that learning now resides within everyone's reach. They highlight how important it is for instructors and designers to understand theory to better meet the needs of adult learners. In practice, this means that educators must also take into account the wider sociocultural, developmental, and ecological factors influencing learner actions. Using a theory to practice approach, this book offers great tools for educators and designers who want to motivate and actively engage learners in the online environment in this new learning age."

—Simone C.O. Conceição, PhD, Professor, Department of Administrative Leadership,
School of Education, University of Wisconsin-Milwaukee School of Education,
and author of five books on online teaching and learning, most recently,
Motivating and Retaining Online Students: Research-Based Strategies That Work

*"In my job as an officer, I meet young cadets who are eager to learn for their future occupation. My job is to keep them motivated to do just that and this is why I enthusiastically embrace the contents of this book. It is easy to understand, use, and access. **Adding Some TEC-VARIETY** and the 100+ activities described are a perfect tool for those who want to make a difference in their online teaching. So, what are you waiting for? Go and discover the benefits of TEC-VARIETY. And that´s an order!"*

—Major Thomas Lyck is the Head Teacher of War Studies
at The Swedish Armed Forces School of Logistics, Skoevde, Sweden

*"WOW! After getting an advance copy of **TEC-VARIETY**, I immediately emailed Curt Bonk to see if I could share it with my online course design team. The book is already a "go-to" resource for fresh course development ideas."*

—Rovy Branon, PhD, Associate Dean and Chief Technology Officer
University of Wisconsin-Extension's Continuing Education,
Outreach and E-Learning Division

"Are you usually suspicious of books full of activities, tips and tricks? Do you find their lack of context and depth annoying? Me too, which is why I was so happily absorbed (but not surprised) by Curt Bonk and Elaine Khoo's most recent offering. Yes, this is a book chock-a-block with ideas and practical tips for engaging learners in online learning, and for keeping them engaged. But it is more. This collection of useful approaches is grounded in learning theory and research, weathered by experience, and brought sharply into focus with clear examples, each with estimates of risk, time, cost, learner-centricity, and duration. The TEC-VARIETY categories ring true, and every reader, especially those with experience in online learning, will locate gaps in their own practice. For example, Bonk and Khoo treated me to a useful collection of fresh ideas for building curiosity and for creating helpful tension or dissipating counterproductive tension—things I've largely neglected in my own courses. I plan to keep extra copies of this book available for colleagues who think online learning is confined to correspondence school methodologies, and I'll either give them a copy or smack them over the head with one, depending on their redemption quotient."

—Richard Schwier, Professor and Head, Educational Technology and Design,
Department of Curriculum Studies, University of Saskatchewan,
and author of several educational technology books, most recently,
Connections: Virtual Learning Communities

*"Every teacher would benefit from this book and should keep it next to their computer and close by wherever they go. **Adding Some TEC-VARIETY** provides easy to understand principles and teacher-friendly activities that students will love. If you believe in holistic education and would like to see your students engaged and happy, this book is for you."*

—Dr. Nellie Deutsch, eLearning Professional Development Specialist,
online teacher at WizIQ, faculty member of Atlantic University,
Masters of Arts in Transpersonal and Leadership Studies, Toronto, Canada

*"Curt Bonk and Elaine Khoo are most impressive with this latest handbook on motivating participants in online learning. **Adding Some TEC-VARIETY** is engagingly readable, in-for-matively research based, and highly practical with its 100 suggestions for what to do not only on Monday, but conceivably for an entire online course. Perhaps most significantly, this book is free and open and available for online instructors and practitioners to share. It is clear, the world is truly open!"*

—Vance Stevens, Webheads in Action and HCT/CERT, Al Ain, UAE

"This book provides a wealth of ideas and strategies for establishing the three Rs (relevance, rigor, and relationships) for online learning."

—Norm Vaughan, Professor, Department of Education & Schooling,
Mount Royal University, Calgary, Alberta and author of *Blended Learning in Higher Education* and *Teaching in Blended Learning Environments*

*"There is no reason for online students to not be engaged in your class. In **TEC-VARIETY**, Curt Bonk and Elaine Khoo demonstrate 100+ practical ways to motivate your students. A strongly motivated student can overcome a plethora of learning obstacles. Spend some time with this book and you can help your students love the subject matter as much as you do and clear up all their muddiest points. If you can't engage your students with just a handful of the 100+ practical ideas in this book, you might consider retirement."*

—Al Lind, Vice President for Innovation and eLearning,
Council on Postsecondary Education, Kentucky Virtual Campus

*"Finally there is a publication that every online educator needs to read! In **Adding Some TEC-VARIETY,** Bonk and Khoo have hit a home run by putting theory into action with principles we all need to teach with. From the introductory chapters focused on motivation and retention, to the fantastic principles with practical approaches anyone can put into action, online instructors and trainers need to have this book in their tool box."*

—Aaron H. Doering, PhD, Associate Professor,
Learning Technologies, Co-Director, LT Media Lab, Bonnie Westby-Huebner Endowed Chair
of Education and Technology, Institute on the Environment Fellow,
College of Education + Human Development, University of Minnesota,
and book author, most recently, of *The New Landscape of Mobile Learning*

Bonk and Khoo deliver by laying out a solid, well-researched foundation for online learning that includes their signature TEC-VARIETY framework and by detailing over 100 practical and effective activities. This book can help refresh and motivate seasoned online instructors as well as inspire novice instructors to provide engaging online instruction for their students. Every instructor in my online program is going to get a copy of this!

—Joan Kang Shin, PhD, Professor of Practice and Director of TESOL Professional Training,
Department of Education, University of Maryland, Baltimore County,
and author of *Our World* for National Geographic Learning and Cengage

"Curt and Elaine know online learning and pinpoint exactly what will foster student success in computer-mediated instruction. Adding Some TEC-VARIETY is a must-read for anyone teaching a Web-enhanced, blended, or online course, and a required resource for all online learning administrators. As an online instructor myself, I cannot wait to try the volume of relevant, action-oriented activities in my own courses to enhance student achievement."

—Jarl Jonas, Program Director, Business Development, Blackboard,
and Adjunct Instructor, Excelsior College

"Engaging and motivating online learners is a challenge for everyone. Here is a book that you can use for yourself for the students you are teaching about online teaching, and learners learning online. There is even a chapter for administrators and organisational leaders; please set them their 'homework'! All of this is freely available as chapters and also beautifully printed as a book, if you want to buy it. Thank you Curtis and Elaine."

— Niki Davis, PhD, Professor of E-learning and Director of the College of Education
e-Learning Lab, University of Canterbury, New Zealand;
Editor-in-Chief, Journal of Open, Flexible, and Distance Learning

ADDING SOME TEC-VARIETY

100+ Activities for Motivating and Retaining Learners Online

Curtis J. Bonk
Elaine Khoo

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To the memory of Kim Foreman—educational technology professor, big sister, online learning experimenter, colleague, blogger, poet, friend, and Christian missionary.

—cjb

To the millions of online learners around the world, brave enough to take on this online learning beast; you blaze the path for our understanding of what it takes to succeed.

—ek

Kim Foreman (front row, fourth from left, above; and third from left, below) and friends celebrate student graduation from a bible school program, National University of Rwanda.

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Acknowledgments

Many people influenced the development of the TEC-VARIETY framework, and ultimately, the production of this book. We thank each person who has attended our workshops or presentations on TEC-VARIETY during the past decade and later used the framework and gave us feedback on it. With your timely and insightful ideas, we have continued to refine and improve it. Millions of thanks to each of you!

There are many kindred spirits leading our path to completion of this book. In particular, we thank Vanessa Dennen from Florida State University who originally outlined aspects of this book project. Her 2006 book chapter with Bonk on online motivational strategies proved extremely helpful to us in detailing many of the activities of this book. Thanks so much, Vanessa. Visions you had for this book more than a decade ago are finally coming to fruition. If this book makes an impact anywhere in the world, it will do so as a result of your creative approach to instruction, high octane energy, and extremely agile mind. Vanessa as well as our colleagues, Drs. Debra East, Xiaojing Liu, and YaTing Teng, gave us extensive feedback on the initial draft of this book. Their timely comments and insightful suggestions definitely enhanced the final product and sped up the production process.

As she had done with previous book projects with Bonk, Donna Jane Askay provided invaluable editing support. Donna is not the typical editor. She immerses herself in her book projects and learns the material so well that she can challenge the authors to raise their game. She definitely did that with us. When our editor tells us she is inspired after reading our chapters, we know we are on to something. It also gives us timely momentum in the homestretch. Suffice it to say, we were delighted that Donna found time to participate in this project. We were also appreciative of the timely indexing services of Audrey Dorsch and the book design skills of Robyn Taylor Barbon.

William Tyler Bryan-Askay did a marvelous job proofreading this big book in a timely fashion. Seth White was his usual highly reliable, efficient, and conscientious self on many project pieces from inception of this book project till the very end. And we would be remiss not to mention the highly creative and responsive talents of Alex Bonk on the cover design and introductory chapter graphics. Thanks for the book publishing insights and suggestions, Alex! You are the best son anyone could ask for.

We also thank Ke Zhang from Wayne State University. Her previous collaboration with Bonk on the R2D2 model resulted in a book, *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing* with Jossey-Bass in 2008. This earlier book served as a guidepost for the construction and formatting of the entire TEC-VARIETY book. It provided the starter text that every writer dreams to have. Thanks, Ke. We deeply appreciate your sage insights into trends in the field, ever-abundant enthusiasm, heartwarming encouragement, and unique charm.

There are several others still to recognize. We appreciate Jay Cross and Jeff Cobb for their advice and examples on self-publishing. We also express thanks to Travis Craine and others at Amazon CreateSpace for their timely and informative advice and for answering our questions over more than two years. We deeply appreciate Rose Benedict for retrieving many of the research and theory articles referenced in this book. People like

Tom Reynolds from National University, Tom Reeves from the University of Georgia, Okhwa Lee from Chungbuk National University in Korea, Mimi Lee from the University of Houston, and Grace Lin from the University of Hawaii, served as sounding boards for some of the ideas expressed in this book. Their frank feedback, encouragement, and friendship provided the energy and sense of optimism for many of the activities and variations we detail.

In addition, many other people around the planet offered us inspiration, candid feedback, encouragement, ideas, suggestions, advice, and a host of useful Web resources. Such individuals include our wonderful colleagues and students at Indiana University and the University of Waikato, as well as many others who are far too numerous to list individually here. Thank you all. We think of each of you daily. We hope that you can use some of the ideas expressed here to find immense success online as well as support the successes of others in the Web of Learning.

In closing, Curt Bonk would like to thank Professor John Stephenson for being the first to ask him to speak on online motivation back in March 2005 at Middlesex University in London. That talk eventually evolved into plans for this book. He also thanks his family members and friends for supporting him while he was writing this book.

Elaine Khoo sends deep gratitude to JC, then JH, Nat, and Dan, who are her inspirations between the sunrises and sunsets.

About the Authors

Using decades of combined experience in online and blended learning environments, Curt Bonk and Elaine Khoo designed a book that they felt was grounded in both practice and theory. Too many technology books and resources side with one or the other but seldom both. In terms of the former, counting the activity variations and extensions, there are hundreds of interactive and engaging online learning activities outlined in this book. Suffice it to say, this book is meant to be highly practical. At the same time, each principle or component of TEC-VARIETY is based on decades of research in various fields of psychology, education, business, computer science, and cognitive science. In particular, the fields of human motivation as well as human learning and cognition have contributed an enormous pool of research findings from which Bonk and Khoo have dipped into to develop and refine their framework.

Bonk and Khoo have also conducted dozens of their own studies in online and blended learning as well as emerging technologies for learning, Bonk since the mid-1980s and Khoo since the late 1990s. This work spans the gamut of educational sectors including K–12 schools, higher education, military and corporate training, and a diverse array of informal and nontraditional settings. Throughout this work, the authors have been especially interested in the design of effective support structures for creating, delivering, and evaluating the highest quality online teaching and learning.

Curt Bonk is a former corporate controller and CPA who, after becoming sufficiently bored with such work, received his master's and PhD degrees in educational psychology from the University of Wisconsin. Curt Bonk is now professor of Instructional Systems Technology at Indiana University and president of CourseShare. Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology. He has received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the US Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. In 2003, Curt founded SurveyShare, which he sold in 2010. In early 2012, 2013, and 2014, Bonk was listed in *Education Next* and *Education Week* among the top contributors to the public debate about education from more than 20,000 university-based academics. In 2014, he also was named the recipient of the Mildred B. and Charles A. Wedemeyer Award for Outstanding Practitioner in Distance Education. A well-known authority on emerging technologies for learning, Bonk reflects on his speaking experiences around the world in his popular blog, *TravelinEdMan*. He has coauthored several widely used technology books, including *The World Is Open: How Web Technology Is Revolutionizing Education* (2009), *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing* (2008), *The Handbook of Blended Learning* (2006), and *Electronic Collaborators* (1998). He can be contacted at cjbonk@indiana.edu or curt@worldisopen.com, or via his homepage at http://mypage.iu.edu/~cjbonk/.

Elaine Khoo is a research fellow at the Wilf Malcolm Institute of Education (WMIER) based in the Faculty of Education at The University of Waikato, Hamilton, New Zealand. Her master's in psychology with an emphasis in cognitive science is from Vanderbilt University and her doctorate is in education from the University of Waikato. Elaine Khoo's research interests include teaching and learning in environments supported by information and communication technology (ICT). She is also interested in online learning settings with a particular concern for how to build and sustain online learning communities as well as participatory learning cultures and collaborative research contexts. One of her key aspirations in life is encouraging teachers and learners to see the potential of different ICTs and how they can realistically adopt them to transform their teaching and learning practices. Khoo has been involved with a number of externally funded research projects associated with online learning, Web 2.0 tools, and ICTs in K–12 as well as higher education classrooms. She has recently completed two projects investigating networked science inquiry in secondary classrooms and exploring the educational affordances of iPads among preschoolers. At present, Dr. Khoo is heading a newly funded project examining the notion of software literacy, including how it develops and affects university teaching and learning as well as overall student experiences. Dr. Khoo can be contacted at ekhoo@waikato.ac.nz or via her homepage at http://education.waikato.ac.nz/about/faculty-staff/?user=ekhoo.

PREFACE TO TEC-VARIETY

Ki te kahore he whakakitenga ka ngaro te iwi.
Translation: Without foresight or vision the people will be lost.

—Kingi Tawhiao Potatau te Wherwhero, demonstrating the urgency of unification and strong Maori leadership

The Web of Learning

Many ideas and events led to the development of the TEC-VARIETY framework and the 100+ activities for motivating and retaining online learners described in this book. Much of it has its roots in the mid-1980s, long before most educators had ever heard of online learning.

At the time, Bonk was, in fact, a deeply bored accountant working in a high-technology company. In his spare time, he enrolled in paper-based correspondence and television courses as well as outreach and extension courses to qualify for graduate school in educational psychology at the University of Wisconsin. During these courses, he learned much content knowledge in education as well as psychology. Perhaps more important, Bonk gained an appreciation for the multiple modes of educational delivery as well as the varied ways in which learners could access courses, and then change or improve their lives. When online learning began taking off a little over a decade later, he coordinated several national research projects on the state of e-learning and blended learning in both higher education and corporate training in the United States. His research soon entered into K–12 and military training settings and then expanded globally.

In each project, many benefits and challenges regarding online learning were documented. For instance, as with centuries of correspondence and face-to-face (F2F) courses, most online courses initially relied on text alone. There was often a cookie-cutter or one-size-fits-all mentality of the right way to do things and often a favored instructional design model that would win the day. Such is the history of the instructional design field. As was soon apparent, however, prescriptive forms of instruction belonged to the pre-

vious world of scant learning resources and limited selections; they were not applicable to an open learning world housing vast resources, choices, and opportunities to learn.

Fast-forward to the age of the Web 2.0 in the second decade of the twenty-first century. We live in a world rich with golden nuggets of free and open learning content as well as technologies for interacting and collaborating about this content. Not too surprisingly, relying on prescriptions and preset paths can lead to boredom and protests. There might also be contempt for instructors who are unwilling to allow individuals to learn as they do in more informal settings where they might rely on Twitter feeds, text messages, online news and reports, mobile applications, Facebook postings, and shared online video. Today's learners also want instruction to be highly connected to their occupations and interests. This yearning for relevant and meaningful learning will not subside anytime soon.

With the growing zest for interactive, collaborative, dynamic, and relevant instruction, there is something significant happening in learning environments today across every educational level and sector. Simply put, the creation of learning materials is no longer the sole province of the instructor, instructional designer, or some other educational expert. In this new age of learning, everyone can contribute something to the palette of course materials and resources. The Web 2.0 tilts the balance of power in the classroom toward those doing the learning. They no longer have to passively consume or browse through available contents. Now, they can add to them. As Brown and Adler (2008) contend, learners' minds are now on fire as they discover and create new information and then reveal it to others.

To emphasize the learning possibilities of the Web, at times we often refer to the Web as "the Web of Learning." This Web of Learning brings a rich tapestry of learning possibilities to each connected citizen of this planet (Bonk, 2009c). The Web of Learning metaphor reminds those teaching and learning online of the thousands or perhaps millions of interconnected learning-related uses of online resources and technologies. In effect, it expands the confines of traditional classroom learning by empowering learners to draw from informal learning and active social networks. Online instructors can bring in experts to their classes for real-time discussions as well as asynchronous ones. In addition to experts, learners from remote parts of the world can collaborate or interact with global peers and mentors. Curiosity is piqued. Feedback is enhanced. There is an authentic audience to interact with that extends beyond the instructor or online course system. The motivational level of learners can be elevated several degrees.

Learning now resides within everyone's reach. It comes along with us when we attend a musical or art exhibit. When in such a setting, mobile devices can call up pertinent information that is contextually based, thereby filling in the gaps in one's knowledge and accelerating personal growth within a field of study. Today, resources laid down by others along our learning trail can be quickly accessed and explored. These learning markers might come in the form of comments and ratings on news articles, suggested links in Facebook status updates, tweets in Twitter to still other resources, or trackbacks embedded in blog postings. Without a doubt, this is a new learning age. We are in the "Learning Century."

Despite the plethora of ways to learn today, most online courses remain caught up in old expectations of how a course is conducted. There are captured lectures to watch

and articles or e-books to read prior to unit quizzes and summative examinations. Such courses remain firmly rooted in a text-centered past. A joke often heard at the dawn of online learning was that some institutions and organizations were giving certificates and degrees in electronic page turning. Suffice it to say, in the age of the Web 2.0, such an approach is definitely not a laughing matter. It is no small wonder why students spurn such dreary classes in favor of those that are more in keeping with the times.

Intentions

Each day, and at times, each moment of that day, educators come face-to-face with the vast technological changes of the past decade. They listen to podcasts. They Skype to communicate with distant friends and relatives. They text message their spouses and children about dinner plans or the movies. Some might have a personal blog or one that they use for class activities. Others use a wiki to organize class content or to set the agenda for a meeting. To get ready for such a meeting, they might turn to Google Docs or Wikispaces to gather and share initial ideas. The technology list and possibilities for putting them into use are only limited by one's imagination and willingness to try them out.

The TEC-VARIETY framework purposely takes into account these current technology trends and attempts to stimulate their use in pedagogically effective ways. As such, it rests at the intersection of such exciting educational affordances brought about by emerging learning technologies, intrinsic as well as extrinsic motivation-related theories, and the rapidly shifting perspectives on teaching and learning philosophies and approaches.

For online educators who are frustrated with never-ending waves of technology and the lack of training on how to effectively use them in their courses, we hope that the TEC-VARIETY framework can offer a ray of sunshine and a new beginning for online educators worldwide. As part of that hope, such educators might find activities and strategies that they can make use of to nurture engagement and success online. These strategies can breathe life into current classes and programs that are failing to engage their learners. They tap into learners' inner resources and desires to learn and grow toward a better future. At the same time, they can invite the global sharing of ideas and knowledge as part of a worldwide community or family of learners.

Since the dawn of Web-based instruction, most educators have grown accustomed to ceaseless calls to change their educational practices and reform their schools, institutions, or training programs. They have probably read countless reports about the need for learning to be situated and constructed by the learner. Active learning is a repeated mantra that is heard whether one is peeking in to observe a teacher in a K–12 classroom, walking down a cavernous hallway of some large higher education institution, sitting in the back rows of a military or corporate training summit or institute, or attending a grantees meeting of an educational foundation or government agency.

The proponents of new learning theories (e.g., social constructivism, situated cognition, connectivism, and so on) are well intended. However, educators in the trenches of teaching and learning need memorable, practical, and easier ways to implement active

learning ideas. This book showcases a timely and extremely usable framework for nearly any application of technology in teaching or training. However, it is particularly suitable for fully online and blended learning courses and programs. We want online educators and trainers to apply it immediately in their instructional practices. We also want them to discuss and debate with other instructors as they work with it, and compare it to any other framework or theory on which they are presently relying.

Just how can theory help inform our use of technology? More specifically, how might theories of human motivation become applied in online and blended learning environments? For one, there is a growing realization that human motivation is not simply about understanding learner drives and internal feeling states but must also take into account the wider sociocultural, developmental, and ecological factors influencing learner actions. The learning context or environment is as critical an aspect for continuing performance as one's personal volition or passion to learn. Of course, personal passions and goals are vital to learning, but influential too is the learning environment or path that is laid out to help in that success. The TEC-VARIETY framework considers all of these factors—the individual motivational state of the learner or sets of learners you are working with as well as the technology tools and resources, the pedagogical practices or activities, and various other contextual variables.

In this digital era, educators are faced with a host of difficult questions to which the general public wants answers. Some of these questions are economic in nature as the costs of traditional education skyrocket. There is much sentiment that online learning can save both time and money. Many educators and politicians note that open educational resources such as the freely available course contents from MIT, Berkeley, and Harvard might save learners tens of thousands of dollars in their educational pursuits. Unfortunately, there will be scant savings if learners become bored online and drop out of a class or a program entirely.

In response, we hope that the 15 chapters of this book will enlighten online educators and learners across the planet about the prospect of online learning. After reading part or all of this book, educators will come to realize that in a short decade or two, we have moved from a few highly limited alternatives for delivering education to hundreds of new instructional formats, many of which were totally unimaginable just a year or two back. Where correspondence and television courses as well as books on tape once were the only nontraditional educational options, today you will discover virtual, open, collaborative, massive, and mobile learning formats that can reach learners anywhere and anytime.

We fully realize that there may be dozens or even hundreds of other frameworks available to take advantage of emerging theory and technology. Perhaps TEC-VARIETY can be one of the beacons which online educators can use to help signal some safe and exciting learning passages. The motivational principles detailed in this book can assist online educators to appropriately harness the many affordances of the Web. When that happens, their students can participate in engaging teaching-learning interactions that lead not only to some short-term learning successes but also to more positive views of themselves as learners and a genuine love for this process we call learning.

During the evolution of Web-based forms of learning, you may come across new tools, resources, and materials. If there is a particular technology, Web resource, or learning

activity that you believe would enhance this book or would open our eyes to unique learning opportunities found in the Web of Learning, please do not hesitate to share it with us. Perhaps you were able to expand on or modify one or more of the activities suggested in this book in ways that suited your own teaching styles, content, audiences, and contexts. Or maybe you discovered powerful new approaches for implementing one or more of our activities. We encourage those who created new adaptations of the activities to share their ideas and success stories with us as well as any setbacks and challenges.

We are looking forward to such sharing as we grow and learn from them as part of a community of worldwide scholars and practitioners who use a little bit of TEC-VARIETY each day. To facilitate this flow of information, we intend to continually update the TEC-VARIETY book website (http://tec-variety.com) with new pedagogical activities and ideas, technology tools, reviews, and announcements as well as stories of best practices. You can find a free PDF of the entire book at the TEC-VARIETY website that anyone is most welcome to download, use, copy, and share with others. Information on ordering paper and digital versions of the book from Amazon CreateSpace can also be found there. Feel free to contact the first author at Curt@worldisopen.com or cjbonk@indiana.edu and the second author at ekhoo@waikato.ac.nz with such ideas and suggestions. We hope to hear from you.

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