

ADDING SOME TEC-VARIETY

**100+ Activities for Motivating
and Retaining Learners Online**



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CHAPTER FOURTEEN

SUPPORTING AND MOTIVATING INSTRUCTORS

Motivation is the art of getting people to do what you want them to do because they want to do it.

—Dwight D. Eisenhower

We have traversed much territory in this book. As you have discovered, there are a wide range of Web tools, resources, and potential activities to enhance and perhaps even transform online and blended learning environments. When instructors thoughtfully follow a framework like TEC-VARIETY, these activities can significantly stretch the pedagogical possibilities of most course management systems. We believe that the best solution, at the present time, is to deliberately embed interactive and engaging online teaching and learning solutions around these first- or second-generation online learning environments.

Consequently, in this book, we have laid out more than 100 strategies that you can use right away in your online teaching and learning. The vast majority of these ideas should be available regardless of the system you are afforded, the technological capabilities of your particular organization, or your personal level of educational technology knowledge and skill. Although some of our ideas and suggestions take advantage of bleeding-edge technologies, across the 100+ examples, most should be easy to implement and straightforward to use. If you find a strategy more challenging, consider scaling the activity down to its most basic level during implementation. To situate and better understand these 100+ strategies and help you realize such goals, we organized them under the TEC-VARIETY acronym.

While the TEC-VARIETY framework may be of value to you and your colleagues, many instructors and trainers will need additional support to overcome their fears and hes-

itancies. We have found that with sustained strategic assistance, they too will give it a go. Of course, once you identify the items that can hinder or block effective online instruction, it is possible to design resources, training programs, and policies to address them. In the pages that follow, we discuss some of the obstacles and barriers as well as what might support and motivate instructors to engage in online learning. After that, we offer 10 strategies or ideas that we have found effective in supporting those who remain reluctant or are new to this form of instruction. What you will notice is that much is now possible in terms of support. First, however we approach the roadblocks.

Online Roadblocks and Resistance

Each year, tens of thousands of instructors working across all disciplines and in every sector of education and training are being asked to teach or collaborate with other instructors online. But a seasoned F2F instructor's first forays into Web-based instruction can be extremely daunting, especially for those lacking sufficient training or self-confidence. Murphy's Law, "If anything can go wrong, it will," often comes into play, and so do frustrations, disappointments, and bouts of anxiety over instructional events that did not proceed as planned. While we are advocates of online and blended forms of learning, we also wrote this book as a means to help elevate its quality. At the same time, we readily admit that online instructors often might face technological challenges. New software tools and features must be learned. Passwords must be remembered. And assorted advice, instructional aids, and guidelines must be developed for students.

Even when such issues are resolved, there are many other reasons for instructors to be reluctant to offer an online or blended learning course. Among the more salient reasons are lack of time, low-quality materials, lack of skills, workload, pay or financial incentives, and insufficient training opportunities. Some of the more openly hesitant instructors are concerned with potentially high withdrawal rates. Others are concerned about the cheapening of education. And still others worry about the sheer inappropriateness of online delivery formats for the types of learners that they currently teach.

That is just for starters. Four common questions or concerns that we hear relate to assessment difficulties, copyright issues, experiences with plagiarism, and difficulty finding quality content and courses. Additional factors that deter professional educators from participating in online education include fears related to losing control over the classroom, heavy doses of skepticism, prior technology frustrations, and a general lack of internal support and encouragement.

Given these issues, we have to expect heavy pockets of faculty reluctance or resistance to online learning. Many of us, in fact, have colleagues who take offense to being obliged to change to a new delivery format or who resent that significant resources are being diverted from more traditional educational formats. In the past, however, they might have been able to simply wait it out until retirement. Not anymore. In fact, for most organizations and institutions, online learning is just in the beginning stages. It will only increase in use and importance in the coming decades. There really is no way to turn back the clock so we believe it is best to find ways to thoughtfully and reflectively embrace the change and perhaps even ramp up the change process a notch or two.

Additional aspects of instructors' reluctance toward transitioning to online learning include the misconception that they must learn to teach all over again because they perceive online learning to be a new environment. This assumption can lead to instructors and trainers feeling a general lack of confidence and low self-esteem about teaching online. They may also feel intimidated and pressured into thinking it is yet another burden in their already time-strapped list of work-related responsibilities.

To make matters worse, most instructors and trainers have never experienced online learning as a student—not yet, anyway. Nor have most ever seen best practices modeled for them by those who are more experienced with online instruction. Like most educators, they teach according to how they themselves had been taught. They fear that the move to online learning will challenge some of their long-standing beliefs and assumptions about their practice.

Typically, such resistance or protest subsides significantly once instructors become more familiar and comfortable with the new technology or instructional delivery mechanism. In fact, we have found that there are six stages to the online learning resistance and adoption cycle. These six stages are detailed in the following paragraphs. In many ways, they are somewhat oversimplified here to make a point.

Before any resistance movement can take root, educators must become aware of fully online and blended learning. As shown in Table 14.1, we refer to such awareness as the first stage of the online learning adoption cycle (Stage One: Awareness of Online Learning). As awareness increases, so too does resistance as instructors realize that some of their favorite instructional ideas and activities will no longer work, or at least not the same way. In the process, tried and tested resources and approaches might have to be given up or, at the very least, significantly adjusted or modified. That is Stage Two: Resistance to Online Learning. We spent much of the first decade of Web-based instruction in these first two stages; to situate this period in time, it would span from about 1996 to 2005.

TABLE 14.1: STAGES OF THE ONLINE LEARNING ADOPTION CYCLE.

Stage One	Awareness of Online Learning
Stage Two	Resistance to Online Learning
Stage Three	Understanding the Online Learning Possibilities
Stage Four	Doing Online Learning
Stage Five	Sharing Online Learning Resources and Activities
Stage Six	Advocating Online Learning

During the next stage, greater understanding of the instructional possibilities arises (Stage Three: Understanding the Online Learning Possibilities). As instructors become more accepting of the advantages of teaching with technology, they share examples, browse resources, read books and papers, and hold intense discussions with colleagues and experts. At some point, instructors move on to Stage Four: Doing Online Learning and begin to experiment with online tools and activities in their own courses. This experimentation continues to grow and eventually evolves into complete online modules or even fully online courses. Today, many would argue that, as a society, we are fully immersed in Stages Three

and Four, which involve not just understanding the possibilities of online education but actually doing something interesting and engaging to boost learner motivation and retention.

Once instructors feel comfortable with this new concept of teaching online, they begin to share their online activities and resources with their colleagues as well as with people whom they might never physically meet. We refer to this as Stage Five: Sharing Online Learning Resources and Activities. With emerging Web technologies for collaboration and social interaction, Stage Five is not only increasingly possible, but is displayed in highly salient ways with ratings of one's shared contents in MERLOT or in extended dialogue about an idea in an online instructor community. As a result, sharing your course content and ideas is a new mantra in many educational settings today. Some might post their best practices to MERLOT, Connexions, Creative Commons, or some other online repository of course materials. For many this is a bold step. They have moved outside the comfort zones of their walled classrooms to share their most sacred instructional practices in an online space. It is at this point in the process where pieces of their instructional identities are fully on display for others—including complete strangers—to browse, adopt, and comment upon.

A few do not stop there. They not only begin to share resources and course materials with others, but they also become advocates and perhaps even leading proponents for online and blended learning (Stage Six: Advocating Online Learning). Here, they might inform or train colleagues and others about online learning via online Webinars, conferences, workshops, and summer faculty summits. They might write articles for online learning magazines and newsletters. They might even pen a book or article on the topic.

During the past decade, many institutions and organizations have seen their instructors move from the resistance stage to the understanding and use stages. Recently, however, there has been the emergence of a new online learning concept called the MOOC (Johnson et al., 2013) which we first brought up back in Chapter Two and elaborated on in Chapter Eight. The idea of learning delivery via a MOOC is forcing most organizations to reflect on how to effectively offer courses to potentially thousands or tens of thousands of learners in a single course.

Not surprisingly, we have thus entered a new cycle of online learning resistance. In many cases, we are back to Stage One of awareness as people struggle to understand what a MOOC actually is as well as its benefits and potential audiences it attracts. As MOOCs find the limelight and are projected to grow exponentially, many have quickly moved to Stage Two (i.e., resistance to MOOCs, or perhaps better stated as reflection on the true benefits and challenges of MOOCs). Higher education faculty members at places like Harvard, American University, and San Jose State University are now calling MOOCs into question for various thought-provoking reasons (Berrett, 2013; Kolowich, 2013a, 2013b).

College instructors are not the only ones raising red flags about this movement toward MOOCs; many university provosts and other administrators are skeptical and worried about the pace at which MOOCs have taken hold in higher education settings during the past few years (Rivard, 2013). Clearly, instructors volunteering to teach a MOOC or thinking about doing one need innovative and consistent forms of support. The TEC-VARIETY framework as well as other online learning models and frameworks could

perhaps address some of the serious retention and resource use issues revealed in the emerging research on MOOCs (Koller, Ng, Do, & Chen, 2013).

Keep in mind that there are a multitude of ways to address instructor and trainer hesitation and resistance related to online learning besides the use of our framework. In dealing with the rapid growth of online learning, various guidelines and best practices can be found in corporate training environments (Hyder, 2002) as well as in higher education. There are books on many topics in higher education including how to moderate discussion, create community, design blended learning environments, and assess learning outcomes (Garrison & Vaughan, 2008; Palloff & Pratt, 2007; Salmon, 2011, 2013). In addition, there are numerous other resources, conferences, and online forums that deal with instructor hesitancy or resistance regarding online teaching and learning environments. There are also competency checklists, certificates, and entire degree programs to help endorse or evaluate the quality of your own online instruction. Suffice it to say, if someone is seeking online learning and instruction support, it can easily be found.

Online Instructor Motivations and Perceptions

Online learning delivery mechanisms force instructors as well as learners to rethink their roles. There is often more emphasis on knowledge construction and collaboration among the online and blended learners than on the lecturing or direct instruction practices of traditional education. And there are many free and open resources to use in your online and blended courses and activities. As a result, we often see instructors taking on roles of learning counselor, concierge, and curator of content. A learning curator, for instance, finds resources and makes them available to learners enrolled in her course as well as those who happen to browse it. As with MOOCs, online and blended courses are increasingly open and available for anyone to tap into. Clearly, the long-standing role of instructor as impartor of knowledge is shifting to one of resource gatherer, learning activity coordinator, and moderator of the learning process.

Of course, there are incentives to encourage “trial runs” by those remain hesitant about taking such new roles. Researchers like Catherine Schifter (2002) have found that it is more often the intrinsic factors that are crucial to bring newcomers to online environments. Instructors might be attracted to the heightened intellectual challenges, flexibility in course delivery and scheduling, and job satisfaction. Such intrinsic factors typically take precedence over extrinsic ones like financial rewards, release time, grants, or reduced teaching load.

While extrinsic factors often can attract someone into online teaching or training, nonetheless it is ultimately internal motivational variables that sustain such interests. To verify this claim, over a decade ago, Angie Parker (2003) analyzed more than 100 articles related to the motivators and incentives associated with instructors teaching with distance education technologies. She found that both intrinsic and extrinsic factors matter. The key intrinsic motivators included self-satisfaction, flexible scheduling, and the ability to teach a wider and more diverse audience. Popular extrinsic items in her study included monetary stipends, the reduction of one’s workload or release time, and

the chance to learn and use emerging technologies. She rightfully concludes that many of these reasons are the same ones that attract faculty to teaching in traditional settings.

Diane Chapman (2011) from North Carolina State University conducted a more recent study of nearly 300 contingent faculty and those who were tenured or tenure track. Like Parker, Chapman also found that flexible schedules, self-satisfaction, and opportunities to use emerging learning technologies were hugely attractive for those teaching distance education courses. However, her results differed somewhat from Parker's when it came to external incentives. She found that financial incentives such as stipends for professional development, free professional development opportunities, and the potential for higher pay for continuing to teach in online courses were among the higher ranked external motivational factors. But as in the Parker study, both intrinsic and extrinsic motivators were important. And while tenured and tenure track faculty rated high-quality technical support as a key motivator, the contingent faculty were interested in participating in online instructor communities where they could discuss and share ideas related to teaching online courses with their virtual peers.

With the enormous growth in online learning over the past two decades, such findings related to instructor incentives and motivation online should find their way into the strategic planning documents of many an organization or institution.

Overcoming Reluctance and Resistance

Despite numerous recent online learning inroads, scores of educators and administrators remain hesitant, reluctant, and perhaps even exceedingly resistant to attempt fully online and blended learning. We have nevertheless observed that the accelerating demand for online learning, significantly reduced budgets, and the emergence of hundreds of free or relatively inexpensive Web technologies have actually turned much of the resistance into at least lukewarm acceptance. At the same time, many still need convincing and many more require support for their acceptance of online instruction assignments.

The following items are 10 ways to assist those who are either new to online or blended learning or who remain somewhat hesitant or reluctant to embrace the Web for their online courses, programs, and events. Keep in mind, however, that there are actually dozens of additional instructor support ideas, some of which are embedded in the sub-points.

1. **Incremental Change:** Change is always complex and difficult. Shifts to online teaching and learning are no different. We recommend that those who might be nervous or more hesitant start with small steps or minor course adaptations. Perhaps a training program could begin by having these individuals find online resources that they can later use. During training, they could select from an assortment of low-cost, low-risk, low-time strategies. In fact, the previous 10 chapters of this book describe more than 100 strategies by their degree of risk, amount of time required, and potential cost. One or two well-placed low-risk, low-time, low-cost strategies may be the requisite fuel needed to ignite many a wild online learning flame. At the end of such

a training or orientation program, participants should indicate where they presently are on a risk continuum or meter as well as where they would like to be in a few years.

2. **Shared Success Stories and Best Practices:** Another option is to show instructors and trainers examples of what actually works. Thousands of online learning examples and models can be found in books, newsletters, technical reports, e-mail messages, DVDs, and Web portals. Consider having these stories developed by peers and colleagues whom others respect and trust, instead of by vendors or external consultants. Best practices and success stories are decidedly beneficial. And such sharing can take place using social networking software and online community building tools.
3. **Training and Development:** We have found that starting with a simple technology tool or resource that can be mastered and applied is more important than explaining the underlying instructional approach, philosophy, or pedagogy. Of course, such discussion can be conducted once the trainee is excited after tentatively trying it out and actually witnessing some of the immediate benefits. Providing incentives for the completion of the training is also important (e.g., a stipend, certificate, laptop, tablet, and so on).

More than a decade ago, Varvel, Lindeman, and Stovall (2003) found that a structured faculty development program offered by the Illinois Online Network (ION) enhanced both instructor self-confidence and participant satisfaction with teaching online. The ION program, in fact, led to a “Master Online Teacher Certificate” which certified faculty, staff, and administrators who demonstrated sufficient knowledge in online teaching and learning (e.g., methods of assessment, roles of online instructors as well as students, learning activities in online courses, technologies for delivery, and the like). With the continued rise in online teaching and learning, such programs are proliferating. Ask your organization to consider creating one.

4. **Just-in-Time Support:** Support staff could be on call when needed for 1:1 help and advice. Technical support personnel and trainers should not dictate a single approach or instructional philosophy, but rather should listen to client needs and respond accordingly. Allow online instructors to select the training topics that they are interested in, rather than preselecting the topic(s) for them. Bonk has found that training instructors in the technologies that they had access to was far superior to training them in software that he just happened to like or use himself.

This is no minor issue. In fact, current trends and practices in online instructor training and support have embraced situated online professional development (PD). Such approaches target specific online instructor needs rather than sending instructors and instructional design staff to attend one-off workshops and institutes. As a result, we are increasingly seeing online personnel benefit from support that is authentic, situated, and targeted to their teaching needs.

Just-in-time support strategies offer exactly that. They allow an instructor to identify what he needs in terms of external and internal assistance. Once identified, the appropriate support resources and activities are systematically

supplied to help him integrate Web-based technologies and associated resources in a thoughtful manner. Equally important, interactive pedagogical practices are demonstrated or made available for later online review. When combined, such technology and pedagogy training and support elevate the overall teaching and learning environment that the instructor is attempting to design. In fact, the second author's work with novice online instructors found value in systematic cycles of just-in-time support via an approach called the negotiated intervention. This internal support method helped bring about longer lasting understanding and development in practice (Khoo, & Cowie, 2011).

Dynamic forms of feedback that arise during the negotiated intervention are powerful because they are highly responsive to the instructor's needs and concerns. Such just-in-time approaches may also allow instructors to experience for themselves what their novice students might be experiencing. And these approaches offer hands-on practice to address the issues faced. At the same time, just-in-time 1:1 support can also make use of a combination of F2F instructional assistance and online tutorial-based support which can be completed in a self-paced manner at the instructor's convenience.

5. **An Atmosphere of Sharing:** Fostering change in terms of technology integration and use will only come when there is an atmosphere of change. Such an atmosphere can definitely build up over time. For instance, the final 5–10 minutes of a department or program meeting might be saved for a live presentation of an emerging technology or discussion of ideas related to how instructors are using Web technology. We also see this sharing occurring at the school and university level with annual innovative use of technology in teaching events or awards. Many universities also sponsor brown bag lunches during which a visiting scholar, local expert, or faculty member will present some interesting technology or online activity. Colloquia institutes, video-conferences, Webinars, and other events can also be employed to cultivate this change in atmosphere. Again, social networking tools like LinkedIn or Twitter can foster such sharing as might the learning management system that an organization is presently using. Ideally, the result will be a community of practice made up of those interested in online learning.
6. **Awards and Incentives:** As indicated, training programs may include incentives such as stipends, travel funds, awards, and technology. For example, those who are innovative might be the first in line for hardware or software upgrades and replacements. We have seen such programs work. The School of Education at Indiana University, for instance, has been innovative in sponsoring iPad and laptop programs through which enlisted faculty members receive an iPad or a laptop computer for their instructional use after completing a designated number of hours of technology-related training. Those who already are technology leaders can also receive such technology awards if they provide a set number of hours of training to others in the program.

Other incentives could include assistance in writing grants for specific technology or for designing innovative pedagogy with technology, or for money for associated conference travel with such innovations. There could be competitions for interactivity in online course development, outstanding course

awards, and annual events for innovation in online instruction. Organizations such as Brandon Hall Research, the United States Distance Learning Association (USDLA), and the eLearning Guild promote or directly provide various types of online and distance learning awards or recognitions.

The ultimate goal of these recognitions, of course, is the design of high-quality online learning courses and resources. These types of efforts are vital because part of creating a community of online educators is to support success and then to celebrate such success when it occurs.

7. **Modeling:** We have found that modeling the use of online learning by your colleagues and supervisors is highly valuable. In effect, when your friends and organizational leaders are adopting it, so can you. And when the corporate CEO or university president generates a podcast show or presents her state of the university address via videostreaming, people throughout the organization tend to take notice. Modeling also creates opportunities for discussion and interaction to occur around the topic or content area being shown, resulting in a sense of community among those who are interested in or already attempting the new ideas.
8. **Mentoring and Coaching:** While technology-oriented training increasingly relies on technology-based tutorials and online professional support communities, opportunities for 1:1 advice and consultation are bound to have long-lasting impact. When new instructors, designers, or trainers enter into an online environment or situation, it is vital to provide some form of cognitive apprenticeship. For instance, someone savvy with technology or knowledgeable about online teaching and learning could be asked to support one or more novice instructors or designers. We both have been involved in mentoring programs in the past and have found them to be genuinely successful from a technological standpoint as well as from the viewpoint of developing a sense of community. In such situations, instructors and staff members experienced with various educational technologies serve as mentors for more novice and junior members. And they often receive modest stipends for such efforts.
9. **External Supports:** Most of the preceding ideas relate to internal forms of support within an organization or institution. Naturally, given the expansiveness of the Web, some external supports can be provided, such as access to online teaching examples, certificate programs for online instruction and online administration, and even master's degrees. In addition, an organization or institution could subscribe to an online newsletter for its online instructors. Other organizations and communities such as EDUCAUSE Learning Initiative offer interesting conference events and discussions related to instructional practices with emerging learning technologies. For those in the K-12 world, the George Lucas Educational Foundation (GLEF) has produced numerous high-quality examples of innovative teaching approaches with and without technology. Taking advantage of the wide array of online support for teaching online is simple and extremely inexpensive. In fact, any organization or institution can now create a Web portal with extensive links to such sites.

10. Frameworks and Models: We believe that one of the more significant ways to overcome the resistance movement is to use models, overviews, and other frameworks during training. Frameworks offer a means to reflect on what works and what is not working. They provide a macro lens to any online teaching and learning situation. And they can help to categorize or make sense of the never-ending mounds of information or data that instructors must deal with each day. In effect, frameworks reduce the apprehensions and angst that educators and administrators might feel related to teaching and learning in online environments.

The TEC-VARIETY framework that forms the basis of this book and the R2D2 model (Bonk & Zhang, 2008) detailed in the first chapter are two pedagogically focused examples of how to support faculty with a simple structure or mnemonic. Other online learning models and frameworks outline the various levels of Web integration and the types of assessments possible. Such instructional aids also help in developing and coordinating virtual teams, understanding the forms of online interaction, and training novice online instructors in the forms of instructional assistance and scaffolding that they might initially rely upon (Bonk & Dennen, 2007). With tools such as TEC-VARIETY and R2D2 at the ready, normally hesitant or resistant instructors can, in a relatively brief amount of time, become models and advocates of online education in modest or more substantive ways.

There are many other possible forms of online instructor training and support. Popular extrinsic incentives include release time, royalties, extra pay, summer stipends, travel funds, and technology upgrades. In terms of training and technology support, there could be online training and community support groups, small-group workshops and discussions, help desks, corporate-university-school partnerships, needs analyses, interactive Web-based training, online tutorials, and online databases of exemplar projects. Services such as Lynda.com, for instance, offer online tutorials for many types of technologies.

Training from online video will increase rapidly in the coming decade. In 2010, Bonk created a series of 27 videos related to teaching online nicknamed the “Video Primers in an Online Repository for e-Teaching and Learning” or V-PORTAL. To foster their use, these videos were each limited to a maximum of 10 minutes in length. The video primer topics included reducing plagiarism, providing feedback, managing an online class, finding quality supplemental materials, and wiki uses and applications.

These 27 video primers are now free to the world to use, remix, download, and share (see <http://www.youtube.com/TravelinEdMan>). As a result, the V-PORTAL is finding use in K–12 schools, higher education, military training, and other places.

Anyone involved in organizational change will readily admit that change is typically systemic in nature. Consequently, we recommend that you consider how all ten categories of ideas listed in this chapter can support instructor training and development and perhaps even help in efforts to transform your entire organization or institution.

Given the masses of technologies and pedagogical possibilities associated with such technologies, there is a growing need for frameworks that help online educators begin to grasp new and emerging learning possibilities. Frameworks, models, advice, and other guidance can boost the confidence of novice users in online and blended environments. With such support, they can feel more secure in their understanding of how online

learning can work and how they can make use of it to serve and extend their teaching goals and adventures.

We now move to the closing chapter of the TEC-VARIETY book. There you will discover a conceptual recap of our journey in this book as well as a summary table of 100+ activities for motivation and retention online described in the previous 10 chapters. This table is intended to help you rethink your online learning approaches and strategies. We hope that as you browse through it you will rediscover and rethink the pedagogical possibilities for your online learning courses and programs.

Praise for *Adding Some TEC-VARIETY*

“There are books on theory and books on practice, however this is the best volume ever written for using learning theory to inform effective practice. This book is a tour de force for creating an environment where students not only succeed in online learning, but they achieve excellence as well.”

—**Charles (Chuck) Dziuban**, Director, Research Initiative for Teaching Effectiveness (RITE), Professor Emeritus and Inaugural Pegasus Professor, University of Central Florida, and Sloan-C Fellow

“An excellent book from world leaders in the field that will be of great value for educators and designers. Presents concrete examples grounded in solid ‘practical’ theory.”

—**Charalambos Vrasidas**, Executive Director of the Center for the Advancement of Research & Development in Educational Technology (CARDET), Associate Dean for eLearning, University of Nicosia, Cyprus, and author of several information technology and distance learning books

Based on 10 theoretically driven and proven motivational principles, *Adding Some TEC-VARIETY* offers 100 practical yet innovative ideas to motivate online learners and increase learner retention.

What motivates?

1. **Tone/Climate:** Psychological Safety, Comfort, Sense of Belonging
2. **Encouragement:** Feedback, Responsiveness, Praise, Supports
3. **Curiosity:** Surprise, Intrigue, Unknowns
4. **Variety:** Novelty, Fun, Fantasy
5. **Autonomy:** Choice, Control, Flexibility, Opportunities
6. **Relevance:** Meaningful, Authentic, Interesting
7. **Interactivity:** Collaborative, Team-Based, Community
8. **Engagement:** Effort, Involvement, Investment
9. **Tension:** Challenge, Dissonance, Controversy
10. **Yielding Products:** Goal Driven, Purposeful Vision, Ownership

This is the book you need to grow your online teaching repertoire in innovative ways that will grab your students' attention and imagination. **Additional book resources as well as a free e-book are available for download at <http://tec-variety.com>.**

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