

Appendix B: Chapter Notes & Sources

Preface

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Chapter 1

1. [Chapter 1] Lewis, B. (Producer) & Bird, B. (Director). (2007). *Ratatouille* [Motion Picture]. Disney.
2. [Section 1.0] see <https://edtechbooks.org/-TMM>
3. [Section 1.0, Figure 1.1] “4Cs” by Jered Borup is licensed under a [Creative Commons Attribution 2.0 International License](#)
4. [Section 1.1, Figure 1.2] “K-12 Blended Teaching Models” obtained from *K-12 Blended Teaching Readiness: Phase 1 Instrument Development* located at <https://edtechbooks.org/-VaQ>

1. [Chapter 2] Winkler, I., Chartoff, R. (Producers), & Avidsen, J. G. (Director). (1976). *Rocky* [Motion Picture]. United Artists.
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5. [Section 2.1.4] See <http://www.flexliteracy.com/>
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8. [Section 3.2.1, Figure 3.7] Imagine Learning (<https://www.imaginelearning.com/>) is an adaptive learning software that focuses on language/literacy, Spanish, and Math.
9. [Section 3.2.1, Figure 3.8] "Mastery Gradebook Comparison" remix of various mastery gradebook screenshots
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 - b. Canvas found at <https://edtechbooks.org/-ZTX>
 - c. PowerSchool found at <https://edtechbooks.org/-Wkr>
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3. [Section 4.1.3] Gross, B., Tuchman, S., & Patrick, S. (2018). *A National Landscape Scan of Personalized Learning in K-12 Education in the United States*. iNACOL, Vienna, Virginia. Obtained from: <https://edtechbooks.org/-KoH>
4. [Section 4.1.3] The Buck Institute for Education provides rich resources that can help you to plan and facilitate project based learning: <http://www.bie.org/>
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11. [Section 4.4.1, Figure 4.7] “5th Grade Choice Board” created by Charlotte-Mecklenburg Schools: Personalized Digital Learning Department is located at <https://edtechbooks.org/-ZHZ>, it can be found on their website <https://sites.google.com/cms.k12.nc.us/cmspd/home> and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#)

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2. [Section 5.1] Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education*, 3(2), 1–6.
3. [Section 5.1, Figure 5.2] “Three Types of Interaction” created by Jered Borup is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)
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5. [Section 5.2.1] Image of Safari taken and provided by Katie Talbot
6. [Section 5.2.1] Additional Mystery Skype resources can be found at <https://edtechbooks.org/-mnh>
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10. [Section 5.3.1] Brunsell, E. & Alderton, E. (March 2, 2012). Blended learning: Adding asynchronous discussions to your F2F classroom. *Edutopia*. Obtained from <https://edtechbooks.org/-HRp>
11. [Section 5.3.1] Davis, B. G. (2009). *Tools for teaching*. San Francisco, CA: Jossey-Bass.
12. [Section 5.3.1] There are lots of great resources that align question stems to Bloom’s Taxonomy. One of our favorites is an image created by Enokson that is the Creative Commons CC BY-NC-ND 2.0. You can access the image on flickr: <https://edtechbooks.org/-LxA>
13. [Section 5.3.2] North, S. (May 3, 2017). Using “roles” in your online discussions. Blog post published in the University of Colorado Denver’s Online Blog for Faculty. Obtained from <https://edtechbooks.org/-qVc>
14. [Section 5.4] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, New York.
15. [Section 5.4] Eraut, M. (2006). Feedback. *Learning in Health and Social Care*, 5, 111–118. <https://edtechbooks.org/-HUaC>
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17. [Section 5.4.3] Providing video feedback can be somewhat challenging initially. We recommend reading the following article for some practical guidelines that will make creating video feedback comments more effective and efficient: <http://rdcu.be/tRrA>
18. [Section 5.4.3] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, New York.
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3. [Section 6.1.1] VirtualChemLab: <http://chemlab.byu.edu/>
4. [Section 6.1.1, Figure 6.2] “Richness and Responsiveness” created by the George Mason University’s College of Education and Human Development Online Teaching Initiative licensed under CC BY SA
5. [Section 6.1.1] See <https://stellarium.org/> This software is free and open source. Students can zoom in to explore the planets and stars within the universe. It also allows students to modify time to see events take place that would take much too long to view in the natural sky.
6. [Section 6.1.1] See <https://www.google.com/earth/> This software is free and allows users to explore anywhere in the world.
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14. [Section 6.2.2] Guo, P., Kim, J., & Rubin, R. (2014). How video production affects student engagement: An empirical study of MOOC videos. *Proceedings of the First ACM Conference on Learning at Scale Conference*, 41–50. <https://edtechbooks.org/-dLE>
15. [Section 6.2.4] See <https://youtu.be/7MuDgfX9C2w> for an example of how well the YouTube captioning did with a Taylor Swift song.
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