

# Spring 2025: R678 Emerging Learning Technologies

## The Return of the “Special Issue” Syllabus (January 20, 2025)

**FTF Section 30035:** Meet in Sch of Ed Room 2101 on Monday nights from 7:00-9:45 PM  
Canvas: <https://iu.instructure.com/courses/2285511>

**Online Section 13867:** Optional Weekly Meetings Tuesday nights starting at 7:00 pm EST  
Canvas: <https://iu.instructure.com/courses/2285510>  
General Course Link to Canvas: <http://canvas.iu.edu/>

**Instructor:** Curtis J. Bonk, Professor, Instructional Systems Technology Dept.  
2025 Syllabus : [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2025.htm](http://curtbonk.com/R678_online_syllabus_spring_2025.htm)  
**Optional Virtual Sessions in Zoom:** <https://IU.zoom.us/j/8123222878>

Padlet Introductions from 2024: <https://padlet.com/jamrscot/sp24r678>  
Padlet F2F on Monday: [https://padlet.com/zhengxyphd/r678-spring-2025\\_f2f-vrjliwy3o2rt68f7](https://padlet.com/zhengxyphd/r678-spring-2025_f2f-vrjliwy3o2rt68f7)  
Padlet Online on Tuesday: [https://padlet.com/zhengxyphd/r678-spring-2025\\_online-pvhxycji4yafzrk3](https://padlet.com/zhengxyphd/r678-spring-2025_online-pvhxycji4yafzrk3)

**Dropbox** for R678 in the **Spring 2025**  
<https://www.dropbox.com/scl/fo/2enacyloh9xf0c1f9ardt/AMcx3ywdFyqkUJvQikPFUMw?rlkey=wlt7jyxnoqlmwaxbdz84cauz&st=efg2gkjd&dl=0>

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**Instructional Assistants:**

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## Summary of Course Tasks, Due Dates, and Grading

Course Tasks and Assignments	Points	Due dates
<b>1. Ongoing Weekly Participation and Reflection:</b> <ul style="list-style-type: none"> <li>FTF Students: Weekly involvement in class activities</li> <li>Online Students: Weekly reflection in a blog and reflection paper</li> </ul>	100	FTF students = Each week  Online students = April 19 (+ 7 day grace)
<b>2. Midterm:</b> Tidbit and Video Reflection Paper	60	February 25 (+7 day grace) Note: can be paired.
<b>3. Midterm:</b> ETR&D or OLJ Special Issue Review and Critique and Interview	60	February 25 (+7 day grace) Note: can be paired.
<b>4. Final:</b> Report or Strategic Plan Analysis, Naturalistic Study, or Technology Tool Review*	60	April 15 (+7 day grace) Must have a partner or two.
<b>5. Final:</b> Video Creation, Issue/Challenge Analysis, Authentic Product, MOOC (or OER) Review, Historical Course Topics Analysis, Pressbook, Wikibook Chapter, or Student Choice*	60	April 15 (+7 day grace) Must have a partner or two.
Total Points	340	

**\*Special Note:** Task #4 and #5 must be with a partner or two. Please write to the instructor for exemptions, exceptions, and exclusions but not for eliminations, executions, or exterminations.

## Course Goals and Objectives

After the course, students should be able to do many of the items below (not all):

1. Explain and demonstrate the educational benefits of emerging learning technologies such as augmented reality, synchronous conferencing, online tutorials, podcasts, chatbots and artificial agents, artificial intelligence and generative AI, virtual worlds, serious games, OER, simulations, social networking software, open textbooks, digital books, mobile apps, etc.
2. Track and report on trends related to emerging learning technologies.
3. Frame learning technology trends and issues from broader psychological, social, cultural, and educational perspectives.
4. Critique articles and conference papers as well as review books and software related to emerging learning technologies.
5. Use, recommend, or create online resources and portals in a variety of educational settings.
6. Design an innovative research or evaluation project related to online learning.
7. Successfully submit research, grant, and other proposals related to learning technologies, open education (e.g., open textbooks), AI, learning analytics, MOOCs, e-learning, etc. to conferences, foundations, summits, agencies, or institutes.
8. Recognize and potentially contact many of the key players and scholars in the field of online learning, open education, MOOCs, and emerging learning technologies.
9. Consult with organizations to develop strategic plans or evaluate the effectiveness of e-learning courses, programs, and events as well as MOOCs, open education, Web 2.0 technologies, etc.
10. Make recommendations regarding online learning initiatives, programs, and strategies as well as various emerging learning technologies, open educational resources, and innovative and nontraditional forms of educational delivery.
11. Obtain a model, guide, or framework for thinking about new technology tools and resources

- in education. Use this framework for strategic planning reports, retreats, consulting, and other situations where a macro lens on learning technology and educational reform is needed.
12. Obtain the skills to train fellow teachers as well as learners in emerging learning technologies and pedagogically effective instructional activities and approaches.

Total points will determine your final grade. I will use the following grading scale:

A+ = 340 high score	B- = 272 points
A = 318 points	C+ = 263 points
A- = 306 points	C = 250 points
B+ = 295 points	C - = 238 points
B = 284 points	F/FN = no work rec'd or signif. inadequate/impaired

Lateness Policy: I am experimenting with a 7 day grace period of the original due date this semester.

### Required Texts (none)

### Required Videos (you select)

### Required Journal Articles or Special Issues (you pick from a list)

### Nothing required!!! The world of learning should be FREE!



### FREE books (it is free in English and Chinese):

1. Free **Book**: Bonk, C. J., & Khoo, E. (2014). *Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online*. OpenWorldBooks.com and Amazon CreateSpace. Note: Free eBook available at: <http://tec-variety.com/>; Paperback <http://www.amazon.com/dp/1496162722/> and Kindle <http://www.amazon.com/dp/B00KJ1FAC8>

November 18, 2021, TEC VARIETY, 10 Explanatory Videos, Linda Smith  
<https://youtube.com/playlist?list=PLGodJOq20AHBKKIp7LE7SBJpygxVeHd4K>

2. Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. Free book available: <http://hdl.handle.net/11599/4481> and free course available: <https://colcommons.org/welcome/coursedetails/8>; <https://www.colvce.org/>; EdTechBooks: [https://edtechbooks.org/motivating\\_and\\_supporting\\_online\\_learners](https://edtechbooks.org/motivating_and_supporting_online_learners) ; DOI [10.59668/699](https://doi.org/10.59668/699)

### Some of the books of mine that I will refer to (**don't buy them**):

1. Bonk, C. J., & King, K. S. (Eds.). (1998). *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse*. Mahwah, NJ: Erlbaum
2. Bonk, C. J. & Graham, C. R. (Eds.) (2006). *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.
3. Bonk, C. J., & Zhang, K. (2008). *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing*. San Francisco, CA: Jossey-Bass.

4. Bonk, C. J., Lee, M. M., & Reynolds, T. H. (Eds.) (2009). *A Special Passage through Asia E-Learning*. Chesapeake, VA: AACE. (<http://www.editlib.org/p/32264>)
5. Bonk, C. J. (July 2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco, CA: Jossey-Bass, a Wiley imprint. See: <http://worldisopen.com/>
6. Bonk, C. J., Lee, M. M., Reeves, T. C., & Reynolds, T. H. (Eds.) (2015). *MOOCs and Open Education Around the World*. NY: Routledge. Book homepage: <http://moocsbook.com/>
7. Lee, M. M., Bonk, C. J., Reynolds, T. H., & Reeves, T. C. (Eds.) (2015). *MOOCs and Open Education*. Chesapeake, VA: Association for the Advancement of Computing in Education. <https://www.learntechlib.org/j/IJEL/v/14/n/3/> and <https://www.amazon.com/MOOCs-Open-Education-International-E-Learning/dp/1939797187/>
8. Zhang, K., Bonk, C. J., Reeves, T. C., & Reynolds, T. H. (Eds.) (2020). *MOOCs and open education in the Global South: Challenges, successes, and opportunities*. NY: Routledge. DOI: <https://doi.org/10.4324/9780429398919>; Book homepage: <http://moocsbook.com/>
9. Bonk, C. J., & Zhu, M. (Eds.) (2022). *Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy*. NY: Routledge.
10. Pawan, F., Daley, S., Kou, X., & Bonk, C. J. (2022). *Engaging online language learners: A practical guide*. DC: TESOL. Available: <https://bookstore.tesol.org/engaging-online-language-learners--a-practical-guide-products-9781942799931.php>

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### Projected Seminar Weekly Topics

- Week 1. (January 13-14). Systematic Reviews of Research on Emerging Learning Environments & Tech.
- Week 2. (January 19 & 21). Systematic Reviews of Research on Emerging Lrng Environments & Tech.
- Week 3. (January 27-28). Systematic Reviews of Research on Online Learning.
- Week 4. (Feb. 3-4). Creative Learning in Authentic Contexts with Advanced Educational Technologies.
- Week 5. (Feb. 10-11). Augmented Reality and Cross Reality (XR): The Blurring of Reality in HCI.
- Week 6. (Feb. 17-18). Generative AI (e.g., ChatGPT) and Self-Directed Learning in Language Learning
- Week 7. (Feb. 24-25). Government and Nonprofit Reports: Part 1 Ed Technology Plans and Reports
- Week 8 (March 3-4). Creating Computational Thinkers for AI Era—Catalyzing Process thru Ed Tech.
- Week 9. (March 10-11). Adoption of Learning Technologies in Times of Pandemic Crisis.
- Week 10. (March 24-25). Online and Blended Learning in the Age of Generative AI.
- Week 11. (March 31-April 1). Integrating Generative AI in Education
- Week 12. (April 7-8). MOOCs, Open Education, and Self-Directed Learning
- Week 13. (April 14-15). Governmental and Nonprofit Reports: Part 2 The Future of AI and Ed Tech
- Week 14. (April 21-22). Balancing Student Privacy and Technology Integration in Higher Education
- Week 15. (April 28-29). Emerging Tech in Ed for Innovative Pedagogy and Competency Development
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**Weekly Course Special Issue Readings: You are to read 3-5 articles from one special issue each week.** However, you can substitute a different special issue that you find at any time. Note that there are 12 different journals listed in the 15 weeks below: **AJET**, **BJET**, **CHB**, **DE**, **ES**, **ET&S**, **ETR&D**, **ILE**, **IRRODL**, **JCAL**, Languages, OLJ, and TechTrends; 9 of which noted in red are top tier SSCI journals.

<b>Weekly Course Special Issue Readings</b> (Read 3-5 articles each week)	
<b>Week 1</b> (Jan. 13-14)	Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2020). Special Issue: <b>Systematic Reviews of Research on Emerging Learning Environments and Technology</b> . <i>Educational Technology Research and Development</i> (ETR&D) 68(4). Available: <a href="https://link.springer.com/journal/11423/volumes-and-issues/68-4">https://link.springer.com/journal/11423/volumes-and-issues/68-4</a>

<b>Week 2</b> <b>(Jan. 19 &amp; 21)</b>	<b>Same as Week 1. Keep Exploring, Keep Reading from same issue...</b> <a href="https://link.springer.com/journal/11423/volumes-and-issues/68-4">https://link.springer.com/journal/11423/volumes-and-issues/68-4</a>
<b>Week 3</b> <b>(Jan. 27-28)</b>	Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2023). Special Issue: <b>Systematic Reviews of Research on Online Learning</b> . <i>Online Learning</i> , 27(1). DOI: <a href="http://dx.doi.org/10.24059/olj.v27i1.3887">http://dx.doi.org/10.24059/olj.v27i1.3887</a> . Available: <a href="https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/126">https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/126</a> . Entire issue with cover: <a href="http://www.publicationshare.com/34">http://www.publicationshare.com/34</a> ; EdTechBooks: <a href="https://edtechbooks.org/online_learning_journal_27_1">https://edtechbooks.org/online_learning_journal_27_1</a>
<b>Week 4</b> <b>(Feb. 3-4)</b>	<b>Creative Learning in Authentic Contexts with Advanced Educational Technologies.</b> Rustam Shadiev, Wu-Yuin Hwang and Gheorghita Ghinea (2022, April). 25(2). <i>Educational Technology and Society</i> . Available: <a href="https://www.j-ets.net/collection/published-issues/25_2">https://www.j-ets.net/collection/published-issues/25_2</a>
<b>Week 5</b> <b>(Feb. 10-11)</b>	<b>Augmented Reality: The blurring of reality in human computer interaction</b> Edited by Dominik Mahr, Ko De Ruyter, & Jonas Heller (April 2023). <i>Computers in Human Behavior</i> . Available: <a href="https://www-sciencedirect-com.proxyiub.uits.iu.edu/journal/computers-in-human-behavior/special-issue/1008PM17NVF">https://www-sciencedirect-com.proxyiub.uits.iu.edu/journal/computers-in-human-behavior/special-issue/1008PM17NVF</a>  Alternative Choice: <i>Interactive Learning Environments</i> Special Issue: <b>Cross Reality (XR) and Immersive Learning Environments (ILE) in Education.</b> (2020), 28(5), Minjuan Wang, Jungwoo Ryoo & Kurt Winkelmann Available: <a href="https://www-tandfonline-com.proxyiub.uits.iu.edu/toc/nile20/28/5">https://www-tandfonline-com.proxyiub.uits.iu.edu/toc/nile20/28/5</a>
<b>Week 6</b> <b>(Feb. 17-18)</b>	<b>Generative AI and Self-Directed Learning in Language Learning</b>  <b>Using ChatGPT in Language Learning</b> (2023). <i>Languages</i> , Ju-Seong Lee & Jieun Kiaer. Available: <a href="https://www.mdpi.com/journal/languages/special_issues/K1Z08ODH6V">https://www.mdpi.com/journal/languages/special_issues/K1Z08ODH6V</a>  <b>Alternative Readings from Curt Bonk and His Research Groups</b> <b>Bonk Research Team #1:</b> <ol style="list-style-type: none"> <li>1. (open access...from special issue above) Li, B., Kou, X., &amp; Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. <i>Languages</i>, 8(3), 197. <a href="https://doi.org/10.3390/languages8030197">https://doi.org/10.3390/languages8030197</a></li> <li>2. Li, B., Wang, C., Bonk, C. J., &amp; Kou, X. (2024). Exploring inventions in self-directed language learning with generative AI: Implementations and perspectives of YouTube content creators. <i>TechTrends</i>, 68(4), 803-819. <a href="https://doi.org/10.1007/s11528-024-00960-3">https://doi.org/10.1007/s11528-024-00960-3</a></li> <li>3. (open access) Li, B., Bonk, C. J., Wang, C., &amp; Kou, X. (2024). Reconceptualizing the self-directed learning in the era of generative AI: An exploratory analysis of language learning. <i>IEEE Transactions on Learning Technologies</i>, 17, 1515-1529. doi: <a href="https://doi.org/10.1109/TLT.2024.3386098">10.1109/TLT.2024.3386098</a> (Purdue e-Pubs: <a href="https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&amp;context=edcipunb">https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&amp;context=edcipunb</a>)</li> </ol>

	<p>)</p> <p>4. (open access) Li, B., Bonk, C. J., &amp; Kou, X. (2023). Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTuber videos. <i>International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)</i>, 13(1), 1-22. <a href="http://doi.org/10.4018/IJCALLT.326135">http://doi.org/10.4018/IJCALLT.326135</a></p> <p><b>Bonk Research Team #2:</b></p> <p>5. (open access) Wang, C., Li, Z., &amp; Bonk, C. J. (2024). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. <i>Computers &amp; Education: Artificial Intelligence</i>, 6. <a href="https://doi.org/10.1016/j.caeai.2024.100247">https://doi.org/10.1016/j.caeai.2024.100247</a></p> <p>6. (open access) Li, Z., Wang, C., &amp; Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. <i>Online Learning</i>, 28(3), 157-180. <a href="https://doi.org/10.24059/olj.v28i3.4497">https://doi.org/10.24059/olj.v28i3.4497</a></p> <p>7. Li, Z., Bonk, C. J., &amp; Zhou, C. (2024). Supporting learner's self-management for self-directed language learning: A study within Duolingo. <i>Interactive Technology and Smart Education</i>, 21(3), 381-402. <a href="https://doi.org/10.1108/ITSE-05-2023-0093">https://doi.org/10.1108/ITSE-05-2023-0093</a></p> <p>8. (open access) Li, Z., &amp; Bonk, C. J. (2023, online first). Self-directed language learning with Duolingo in an out-of-class context. <i>Computer Assisted Language Learning</i>. <a href="https://doi.org/10.1080/09588221.2023.2206874">https://doi.org/10.1080/09588221.2023.2206874</a></p>
<p><b>Week 7 (Feb. 24-25)</b></p>	<p><b>Governmental and Nonprofit Reports: Part 1 Ed Technology Plans and Reports</b></p> <p>1. January 22, 2024, U.S. Department of Education Releases 2024 National Educational Technology Plan  Press release: <a href="https://www.ed.gov/news/press-releases/us-department-education-releases-2024-national-educational-technology-plan">https://www.ed.gov/news/press-releases/us-department-education-releases-2024-national-educational-technology-plan</a>  National Ed Tech Plan: <a href="https://tech.ed.gov/netp/">https://tech.ed.gov/netp/</a></p> <p>The 2024 National Educational Technology Plan is Out: Here's What You Need to Know: <a href="https://www.techlearning.com/news/the-2024-national-educational-technology-plan-is-out-heres-what-you-need-to-know">https://www.techlearning.com/news/the-2024-national-educational-technology-plan-is-out-heres-what-you-need-to-know</a></p> <p>2. May 13, 2024, EDUCAUSE Horizon Report, EDUCAUSE Publications  <a href="https://library.educause.edu/resources/2024/5/2024-educause-horizon-report-teaching-and-learning-edition">https://library.educause.edu/resources/2024/5/2024-educause-horizon-report-teaching-and-learning-edition</a>  Download: <a href="https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf">https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf</a></p> <p>3. UNESCO (2023). Generative Artificial Intelligence in education: What are the opportunities and challenges?. Retrieved from  <a href="https://www.unesco.org/en/articles/generative-artificial-intelligence-education-what-are-opportunities-and-challenges">https://www.unesco.org/en/articles/generative-artificial-intelligence-education-what-are-opportunities-and-challenges</a>  <a href="https://unesdoc.unesco.org/ark:/48223/pf0000391406">https://unesdoc.unesco.org/ark:/48223/pf0000391406</a></p> <p>4. The 2023 GEM Report: Technology in Education: A Tool on Whose Terms. Lights and shadows in the use of technology in education:</p>

	<p><a href="https://profuturo.education/en/observatory/trends/the-2023-gem-report-lights-and-shadows-in-the-use-of-technology-in-education/">https://profuturo.education/en/observatory/trends/the-2023-gem-report-lights-and-shadows-in-the-use-of-technology-in-education/</a></p> <p>5. UNESCO IITE, COL &amp; BNU (2022). Smart Education Strategies for Teaching and Learning: Critical Analytical Framework and Case Studies. Moscow: UNESCO IITE. Authors: Shafika Issacs and Sanjaya Mishra. Available: <a href="https://iite.unesco.org/wp-content/uploads/2022/09/Smart-education-strategies-publication.pdf">https://iite.unesco.org/wp-content/uploads/2022/09/Smart-education-strategies-publication.pdf</a>; <a href="https://oasis.col.org/items/53fc7c8c-5ea4-4b44-9fce-9b829905e89f">https://oasis.col.org/items/53fc7c8c-5ea4-4b44-9fce-9b829905e89f</a></p> <p>6. Empowering Education Leaders: A Toolkit for Safe, Ethical, and Equitable AI Integration, October 2024; <a href="https://www.k12dive.com/news/education-department-ai-guidance-school-leaders/731038/">https://www.k12dive.com/news/education-department-ai-guidance-school-leaders/731038/</a>; <a href="https://tech.ed.gov/files/2024/10/ED-OET-EdLeaders-AI-Toolkit-10.24.24.pdf">https://tech.ed.gov/files/2024/10/ED-OET-EdLeaders-AI-Toolkit-10.24.24.pdf</a></p>
<b>Week 8</b> (March 3-4)	<b>Creating Computational Thinkers for the Artificial Intelligence Era—Catalyzing the Process through Educational Technology.</b> <i>Educational Technology and Society.</i> (2023, April). 26(2). Ahmed Tlili, Daniel Burgos and Chee-Kit Looi. Available: <a href="https://www.j-ets.net/collection/published-issues/26_2">https://www.j-ets.net/collection/published-issues/26_2</a>
<b>Week 9</b> (Mar. 10-11)	<b>Adoption of Learning Technologies in Times of Pandemic Crisis.</b> <i>Journal of Computer Assisted Learning</i> (2021), 37(6). Aleksandra Stevanović, Radoslav Božić, and Slaviša Radović. Available: <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12626">https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12626</a> <a href="https://onlinelibrary-wiley-com.proxyiub.uits.iu.edu/toc/13652729/2021/37/6">https://onlinelibrary-wiley-com.proxyiub.uits.iu.edu/toc/13652729/2021/37/6</a> <a href="https://doi-org.proxyiub.uits.iu.edu/10.1111/jcal.12613">https://doi-org.proxyiub.uits.iu.edu/10.1111/jcal.12613</a>
<b>Week 10</b> (Mar. 24-25)	<b>Online and Blended Learning in the Age of Generative AI,</b> OLJ Special Issue from Haesol Bae and Aras Bozkurt (2024) 28(3) <a href="https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/132">https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/132</a>
<b>Week 11</b> (Mar. 31-April 1)	<b>Integrating Generative AI in Education.</b> TechTrends (2024, July), 68(4). special section <a href="https://link.springer.com/journal/11528/volumes-and-issues/68-4">https://link.springer.com/journal/11528/volumes-and-issues/68-4</a>
<b>Week 12</b> (Apr. 7-8)	<b>MOOCs, Open Education, and Self-Directed Learning</b>  <b>From Open Access to Open Science—Open Education in Transition.</b> <i>Distance Education</i> (2023), 44(4), Som Naidu. Available: <a href="https://www.tandfonline.com/toc/cdie20/44/4?nav=toCList">https://www.tandfonline.com/toc/cdie20/44/4?nav=toCList</a>  <b>Alternative:</b> Bozkurt, A.,...Bonk, C. J., et al. (2023). Openness in education as a praxis: From individual testimonials to collective voices. <i>Open Praxis</i> , 15(2), pp. 76–112. DOI: <a href="https://doi.org/10.55982/openpraxis.15.2.574">https://doi.org/10.55982/openpraxis.15.2.574</a>  <b>Alternative Readings from Curt Bonk and His Research Groups</b> <b>Bonk Research Team #1:</b> 1. (open access) Li, Z., Zheng, X., Bonk, C. J., & Zhu, M. (2024). Designing MOOCs in South America towards open and equitable education. <i>Distance Education</i> , 45(4), 365-384. <a href="https://doi.org/10.1080/01587919.2024.2338708">https://doi.org/10.1080/01587919.2024.2338708</a>

2. (open access) Li, Z., Zhu, M., Zheng, X., & Bonk, C. J. (provisional acceptance for 2025). Designing MOOCs to support self-directed learning (SDL): Instructors' perspectives in South America. *Turkish Online Journal of Distance Education*.
3. (open access) Li, Z., Bonk, C. J., & Zhu, M. (2024). Community in the open: Supports, challenges, and impacts of local learning communities of K-12 adolescent MOOC learners from Nepal. *Online Learning*, 28(3), 497-523. <https://doi.org/10.24059/olj.v28i3.3463>
4. Li, Z., Zhu, M., Kadirova, D., & Bonk, C. J. (2023). Towards self-directed learning: How do Nepali adolescents learn with MOOCs? *Distance Education*, 655-674, 44(4). DOI: [10.1080/01587919.2023.2267460](https://doi.org/10.1080/01587919.2023.2267460)

**Bonk Research Team #2:**

1. Bonk, C. J., & Zhu, M. (2024). On the trail of self-directed online learners. *ECNU Review of Education*, 7(2), 406-419. <https://doi.org/10.1177/20965311231169795>
2. Doo, M. Y., Zhu, M., & Bonk, C. J. (2023). Influences of self-directed learning on learning outcomes in MOOCs: A meta-analysis. *Distance Education*, 44(1), 86-105. <https://doi.org/10.1080/01587919.2022.2155618>
3. Zhu, M., & Bonk, C. J. (2022, online first). Guidelines and strategies for fostering and enhancing self-directed online learning. *Open Learning: The Journal of Open, Distance and e-Learning*. DOI: <https://doi.org/10.1080/02680513.2022.2141105>
4. Zhu, M., Bonk, C. J., & Berri, S. (2022). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. *Online Learning*, 26(1), 153-173. DOI: <http://dx.doi.org/10.24059/olj.v26i1.2629>
5. Doo, M. Y., Tang, Y., Bonk, C. J., & Zhu, M. (2020). MOOC instructor motivation and career development. *Distance Education*, 41(1), 26-47. <https://doi.org/10.1080/01587919.2020.1724770>
6. Sari, A. R., Bonk, C. J., & Zhu, M. (2020). MOOC instructor designs and challenges: What can be learned from existing MOOCs in Indonesia and Malaysia? *Asia Pacific Education Review*, 21(1), 143-166. DOI 10.1007/s12564-019-09618-9
7. Zhu, M., & Bonk, C. J. (2019). Designing MOOCs to facilitate participant self-monitoring for self-directed learning. *Online Learning*, 23(4), 106-134. doi:10.24059/olj.v23i4.2037

**Bonk Research Team #3 (Ask.SMILE):**

1. Kim, P., Wang, W., & Bonk, C. J. (online first, in press for 2025). Generative AI as a coach to help students enhance proficiency in question formulation.



	<p><i>Journal of Educational Computing Research</i>.  <a href="https://doi.org/10.1177/07356331251314222">https://doi.org/10.1177/07356331251314222</a></p>
<p><b>Week 13</b>  <b>(Apr. 14-15)</b></p>	<p><b>Governmental and Nonprofit Reports: Part 1 The Future of AI and Ed Tech</b></p> <ol style="list-style-type: none"> <li>1. National Academies of Sciences, Engineering, and Medicine. 2024. <i>Artificial Intelligence and the Future of Work</i>. Washington, DC: The National Academies Press. 152 pages. DOI 10.17226/27644. <a href="https://doi.org/10.17226/27644">https://doi.org/10.17226/27644</a>; PDF is available at <a href="http://nap.nationalacademies.org/27644">http://nap.nationalacademies.org/27644</a></li> </ol> <p>Report Release: Artificial Intelligence and the Future of Work: Report Release Webinar: <a href="https://www.nationalacademies.org/event/44014_11-2024_artificial-intelligence-and-the-future-of-work-report-release-webinar">https://www.nationalacademies.org/event/44014_11-2024_artificial-intelligence-and-the-future-of-work-report-release-webinar</a></p> <p>AI will have a major impact on labor markets. Here's how the US can prepare, December 30, 2024: <a href="https://fedscoop.com/ai-will-have-a-major-impact-on-labor-markets-heres-how-the-us-can-prepare/">https://fedscoop.com/ai-will-have-a-major-impact-on-labor-markets-heres-how-the-us-can-prepare/</a></p> <ol style="list-style-type: none"> <li>2. World Economic Forum's Future of Jobs Report 2023 Published <a href="https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf">https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf</a></li> <li>3. U.S. Department of Education, Office of Educational Technology, <i>Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations</i>, Washington, DC, 2023. This report is available at <a href="https://tech.ed.gov">https://tech.ed.gov</a>; <a href="https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf">https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf</a></li> </ol>
<p><b>Week 14</b>  <b>(Apr. 21-22)</b></p>	<p><b>Balancing student Privacy and Technology Integration in Higher Education: Engagement, Encroachment and Interstitial Spaces.</b> <i>British Journal of Educational Technology</i> (BJET). (2023, November). 54(6). Stephanie J. Blackmon &amp; Claire H. Major. Available: <a href="https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2023/54/6">https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2023/54/6</a></p>
<p><b>Week 15</b>  <b>(Apr. 28-29)</b></p>	<p>AJET Special Issue: <b>Emerging Tech in Ed for Innovative Pedagogy and Competency Development</b> (2021), 37(5), Asad Abbas, Samira Hosseini, José Luis Martín Núñez, Susana Sastre-Merino, Available: <a href="https://ajet.org.au/index.php/AJET/issue/view/151">https://ajet.org.au/index.php/AJET/issue/view/151</a></p>

## Special Journal Issue Alternatives and Possible Substitutes:

1. CHB Special Issue: **Advancing Self-Regulated learning (SRL) Research with AI**, *Computers in Human Behavior*; <https://www.sciencedirect.com/special-issue/10SK32DXC3C>
2. AJET Special Issue: **Smart Learning Environments** (2021), 37(2), Simon K. S. Cheung, Fu Lee Wang, Lam For Kwok, Available: <https://ajet.org.au/index.php/AJET/issue/view/148>
3. BJET Special Issue: **Technology Integration in Higher Education in Africa: Philosophical, Theoretical and Policy-Practice Perspectives**. Samuel Amponsah & Teklu Abate Bekele (2023, November). 54(6). Available: <https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2023/54/6>

4. Interactive Learning Environments Special Issue: **Cross Reality (XR) and Immersive Learning Environments (ILE) in Education.** (2020), 28(5), Minjuan Wang, Jungwoo Ryoo & Kurt Winkelmann. Available: <https://www.tandfonline-com.proxyiub.uits.iu.edu/toc/nile20/28/5>
  5. IRRODL Special Issue: **Outcomes of Openness: Empirical Reports on the Implementation of OER.** International Review of the Research on Open and Distributed Learning (IRRODL). (2017), 18(4). John Hilton. Available: <https://www.irrodl.org/index.php/irrodl/issue/view/85>
  6. Ed Sciences Special Issue: **New Technology Challenges in Education for New Learning Ecosystem,** Education Sciences (2023). Lourdes Villalustre & Marisol Cueli. Available: [https://www.mdpi.com/journal/education/special\\_issues/AC800P307T](https://www.mdpi.com/journal/education/special_issues/AC800P307T)
  7. ETS Special Issue: **From Conventional AI to Modern AI in education- Re-examining AI and Analytics Techniques for Teaching and Learning.** Educational Technology and Society. (2021), 24(3). Haoran Xie, Gwo-Jen Hwang and Tak-Lam Wong. Available: [https://www.j-ets.net/collection/published-issues/24\\_3](https://www.j-ets.net/collection/published-issues/24_3)
  8. ETS Special Issue: **Precision Education – A New Challenge for AI in Education,** Educational Technology and Society. (2021). Stephen J. H. Yang. Available: [https://www.j-ets.net/collection/published-issues/24\\_1](https://www.j-ets.net/collection/published-issues/24_1)
  9. BJET Special Issue: **Emerging technologies for diverse and inclusive education from a sociocultural perspective.** British Journal of Educational Technology (BJET). (2022, November). 53(6). Sdenka Zobeida Salas-Pilco, Yuqin Yang, & Jan van Aalst. Available: <https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2022/53/6>
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10. IRRODL Special Issue: **AI E-Learning and Online Curriculum** (2022), 23(1), Ting-Chia Hsu, Hal Abelson, Natalie Lao. Available: <https://www.irrodl.org/index.php/irrodl/issue/view/109>
  11. IRRODL Special Issue: **Open Universities: Past, Present, and Future** (2019), 20(4), Ross Paul & Alan Tait. Available: <https://www.irrodl.org/index.php/irrodl/issue/view/98>
  12. AJET Special Issue: **Emerging Technologies in Education for Innovative Pedagogies and Competency Development** (2021), 37(5), Asad Abbas, Samira Hosseini, José Luis Martín Núñez, Susana Sastre-Merino, Available: <https://ajet.org.au/index.php/AJET/issue/view/151>
  13. TechTrends Special Issue: **Mobile Learning in Teacher Education.** (2019), 63(6), Tony Hall & Cornelia Connolly. Available: <https://link-springer-com.proxyiub.uits.iu.edu/journal/11528/volumes-and-issues/63-6>
  14. Distance Education Special Issue: **Inclusive Online and Distance Education for Learners with Dis/abilities** (2022), 43(4), Mary F. Rice & Michael Dunn. Available: <https://www.tandfonline.com/toc/cdie20/43/4?nav=toCList>

## List of AI Technology and Possible Uses

Categories of Artificial Intelligence Applications	AI Tools and Platforms
1. Visual Creation	Bing DALL-E, Gencraft, Canva ai, MidJourney, etc.

2. Video creation	Runway, Canva ai Heygen, Midjourney, Synthesia, Wearelearning, DeepBrain AI, Descript, Sora, etc.
3. Creating podcasts	NotebookLM, Podcast ai, SpeakUp ai, Jellypod, Podwise, PodStash, Podnotes, Podfy ai, Scribbler, etc.
4. Create music	Udio, Sona, etc.
5. Spell checking	Grammarly, Poe, Quillbot, PaperPal, EasyGrader, Notion, etc.
6. Developing a lesson plan, preparing a worksheet, preparing a text, preparing questions from the text, preparing a CV, summarizing, preparing content, preparing a lesson	MagicSchool, Teach anything, ChatGPT, ChatPDF, Gemini, Pop ai, Copy ai, Smartwriter, Teacherbot, Claude 2, etc.
7. Writing a research report, preparing an article	Pop ai, Perplexity ai, Smartwriter, ChatGPT, ChatPDF, Google Gemini, Claude 2, Consensus, Elicit, ResearchRabbit, Connected Papers, Scite, Paper Digest, R Discovery, Semantic Scholar, etc.
8. Writing a story	StoryBee, Tale AI, StoryAI, ChatGPT, Google Gemini, Claude 2, etc.
9. Preparing a mindmap, concept map	Xmind ai, Pop ai, etc.
10. Character, avatar creation and chat, dialog	Character ai, ChatGPT, CBot ai, ChatPDF, Google Gemini, Claude 2, etc.
11. Preparing a presentation	Gamma, Tome, Pop ai, Slideai, Lumen5, Steve ai, Wave.video, MagicSlides, Typecast, FlexClip, Pitch, Kroma.ai, etc.
12. Various: Lesson planning,	AI Tutor Pro, AI Teaching Pro
13. Question evaluation using Bloom's taxonomy	Ask.SMILE
14. Ask questions about PDF documents	ChatPDF, Humata
15. Other: Translating, Brainstorming, Coding, Analyzing Data and Images, Summarizing, Writing, Performing Q&A, Perform as debate partner	ChatGPT, Google Gemini, Claude 2

## 2024 Zoom Recordings in R678 Emerging Learning Technologies R678 Spring 2024 Guest Playlist and Curt Bonk Presentations

<https://www.youtube.com/playlist?list=PLHcReRoW2lxNzAm3dRwe1dvYMGS8DXgFM>

Weel 1 Part 1	Curt Bonk Course Orientation (1 hour) <a href="https://youtu.be/snSz_IzkG7c">https://youtu.be/snSz_IzkG7c</a>
Week 1 Part 2	Curt Bonk It's Time to Wake Up Part #1 (52 minutes) <a href="https://youtu.be/i7ikpv3Cw6s">https://youtu.be/i7ikpv3Cw6s</a>
Week 2	Special Issue on Systematic Reviews of Research on Emerging Learning Tech (4 guests: 2:52:42) <a href="https://youtu.be/hTTUNA3na_s">https://youtu.be/hTTUNA3na_s</a>

Week 3 Part 1	Systematic Reviews of Research on Online Learning (3 guests: 2:11:20) <a href="https://youtu.be/cBPpjF985CY">https://youtu.be/cBPpjF985CY</a>
Week 3 Part 2	Curt Bonk, It's Time to Wake Up Part #2 (33:49) <a href="https://youtu.be/RQ3mU3KAOBU">https://youtu.be/RQ3mU3KAOBU</a>
Week 4 Part 1	Creativity and Authentic Learning with Technology (2:03:08) <a href="https://youtu.be/NEu8RJx1Hq0">https://youtu.be/NEu8RJx1Hq0</a>
Week 4 Part 2	Guest Chad Lane, Univ. of Illinois, Research on Minecraft (1:19:44) <a href="https://youtu.be/o07YXLdOMGU">https://youtu.be/o07YXLdOMGU</a>
Week 5 Part 1	Virtual Worlds with Merve Basdogan, TTU (20:03) <a href="https://youtu.be/xSxRAzEwpEI">https://youtu.be/xSxRAzEwpEI</a>
Week 5 Part 2	Curt Bonk discusses and shows AR and VR (1:00:16) <a href="https://youtu.be/xB5aIJz2A1A">https://youtu.be/xB5aIJz2A1A</a>
Week 5 Part 3	Chat with Bob Kozma, Tom Reeves, & Ron Owston (1:28:57) <a href="https://youtu.be/NqtdT8sIw9o">https://youtu.be/NqtdT8sIw9o</a>
Week 5 Part 2 and 3	VR, AR, & a Chat with Bob Kozma + Others (2:29:13) <a href="https://youtu.be/pp50IGCFORw">https://youtu.be/pp50IGCFORw</a>
Week 6	Use of ChatGPT for Language Learning with Curt Bonk and Belle Li (2:07:18) <a href="https://youtu.be/QFjs8FHEWqQ">https://youtu.be/QFjs8FHEWqQ</a>
Week 7 Part 1	Part 1 Hypothesis for Social Annotation with Christie DeCarolis (58:39) <a href="https://youtu.be/svcdxwJ_nG4">https://youtu.be/svcdxwJ_nG4</a>
Week 7 Part 2	Overview of Articles for Week on Precision Education (1:17:58) <a href="https://youtu.be/IRkppVgU4s8">https://youtu.be/IRkppVgU4s8</a>
Week 8 Part 1	Tom Ball Microsoft Microcode (1:15:22) <a href="https://iu.mediaspace.kaltura.com/media/t/1_tfzl82np">https://iu.mediaspace.kaltura.com/media/t/1_tfzl82np</a>
Week 8 Part 2	Curt Bonk Articles on Computational Thinking (1:17:57) <a href="https://youtu.be/ATzJa76NnyI">https://youtu.be/ATzJa76NnyI</a>
Week 9 Part 1	Mary Burns on Teacher Technology Prep (1:33:52) <a href="https://youtu.be/f3_Cck2eK04">https://youtu.be/f3_Cck2eK04</a>
Week 9 Part 2	Curt Bonk Review of 16 Articles in JCAL Special Issue (1:13:01) <a href="https://youtu.be/Fq7zVMv9FvM">https://youtu.be/Fq7zVMv9FvM</a>

Week 10 Part 1	Curt Bonk History of Digital Books (1:05:06) <a href="https://youtu.be/3NhI6cwzt5s">https://youtu.be/3NhI6cwzt5s</a>
Week 10 Part 2	Kui Xie from Michigan State Conversation (1:17:00) <a href="https://youtu.be/8tZokVOuCmk">https://youtu.be/8tZokVOuCmk</a>
Week 11 Part 1	Curt Bonk and Students Discussion of Week 10 Articles (50:45) <a href="https://youtu.be/L1LDQhy_Xf0">https://youtu.be/L1LDQhy_Xf0</a>
Week 11 Part 2	Self-Directed Learning studies Curt Bonk, Meina Zhu, & Zixi Li (1:28:55) <a href="https://youtu.be/HndQiMTWv8g">https://youtu.be/HndQiMTWv8g</a>
Week 12 Part 1	Som Naidu on Open, Online, Distance, and Flexible Learning/Education 1:48:11 <a href="https://youtu.be/0A0h4eWhQ6A">https://youtu.be/0A0h4eWhQ6A</a>
Week 12 Part 2	Ramesh Sharma Open, Online, & Distance in India & Malaysia (1:14:24) <a href="https://youtu.be/8FIMsppgl0U">https://youtu.be/8FIMsppgl0U</a>
Week 13	Tech Tool Demos with Belle Li, Merve Basdogan, and Beau Scott (1:41:04) <a href="https://youtu.be/RBhtRy-KNLI">https://youtu.be/RBhtRy-KNLI</a>
Week 14	Special Issue of BJET Online Privacy with 4 guests (2:42:03) <a href="https://iu.mediaspace.kaltura.com/media/t/1_jr79xtr9">https://iu.mediaspace.kaltura.com/media/t/1_jr79xtr9</a>
Week 15 Part 1	Student sharing of final projects (2:28:48) <a href="https://youtu.be/kwbQaLZeSYc">https://youtu.be/kwbQaLZeSYc</a>
Week 15 Part 2	David Cutler and AI Tools for K-12 (1:17:00) <a href="https://youtu.be/qLtXSiHzcC4">https://youtu.be/qLtXSiHzcC4</a>

## AI Use and Plagiarism Policy

In this course, we will actively use AI tools to support research and learning. These tools, including ChatGPT, ChatPDF, Microsoft Copilot, Perplexity, Claude, Gemini, and others, can enhance your research process by assisting with tasks such as brainstorming, summarizing, and refining ideas. Given that this is a course on emerging learning technologies, you are encouraged to do so. However, it is crucial to use these tools responsibly and ethically. Below are the guidelines for AI usage in this course:

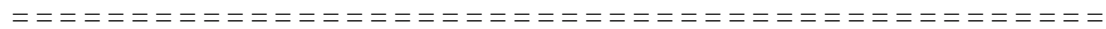
### *Permitted Uses of AI Tools*

- Generating ideas or outlines for research topics and questions.
- Summarizing or synthesizing academic articles or other resources.
- Refining survey questions, interview protocols, or research methods.
- Exploring connections between research studies or generating bibliographies.
- Improving the clarity or structure in your drafts (e.g., sentence rephrasing, grammar checks, and similar activities).
- Providing appropriate APA citations for AI use as a research tool, multimedia generator, text generator, or something else.

- Experimentation, Experimentation, and Experimentation.
- Brave people options as explained in the syllabus.
- Collaborating with an AI tool or platform and noting it.
- When in pursuit of something new, unique, or potentially impactful to help the human race.

***Prohibited Uses of AI Tools***

- Submitting AI-generated content as your own work without proper attribution.
- Using AI to generate complete assignments, proposals, or reflections.
- Plagiarizing or misrepresenting information generated by AI tools as factual.
- Employing AI to bypass critical thinking or original contributions to discussions.
- Asking one or more friends in the field of computer science, engineering, information systems, etc. how to use generative AI tools or systems to complete their course activities for them.



## R678 Course Task Options and Descriptions

### **Task #1. Activities, Interaction, Reflection, and Discussion (AI-RD) (100 points: each week)**

**Face-to-Face Students (100 points):** You will get involved in weekly tasks in class as group leaders and team members. Face-to-face students will also create posters of key articles, select and bring in quotes from these articles, or offer questions for panel discussions and role play activities for these 100 points. The weekly activities will be assigned at the start or end of class each week for the following week. These 100 points are for weekly tasks like bringing questions or posters or article summaries to class. In effect, these 100 points are for artifact creation, class involvement, leadership, reflection, discussion, and engagement. The 100 points will be automatically given to each person who engaging in these activities each week (there are exceptions for those who are sick or traveling and miss a class or two or three).

**Online Students: Blog Posts and Reflections—Due April 19 plus 7-day grace period (100 Points):** Instead of a large class discussion forum in Canvas, you will create a Weblog (i.e., a blog) to reflect on your personal article readings and ideas related to class. We will have around 6 groups and around 4 people in each blog group. What concepts and ideas resonate with you? What do you disagree with? What do find intriguing? And so on. Send me your blog URL after you set it up.

A minimum of 13 posts or around 1 blog reflection per week and feedback to your teammates each week—posting in Week 15 is optional and you can skip any other week (**50 points**). I want you to reflect and blog post each week on at least three of the assigned articles for the week (or one long article if it a technical report, white paper, or educational technology plan). The length of each post will vary. Let’s go with a 200 word minimum blog post for now (this could change). I also want you to give feedback each week to at least two members of your team. Peer feedback can be short or long. Send me your blog URL after you set it up. You might create a blog using WordPress or some other blogging tool. Please share the URL of your blog with me. Chen Meng and Xiaoying Zheng, and I will be giving feedback on these blog postings. You will also give feedback to two of your peers each week; I will assign you all into six teams of four people to give feedback to. Please give your groupmates feedback by the end of each week (by Saturday night or Sunday). Peer feedback should be at least five sentences per post. This is a weekly task.

At the end of the semester, I want you to draft a 2 (maybe 3) page single-spaced reflection paper on your blog postings plus any appendices (i.e., a super summary of what you learned this

semester) (**50 points**). What issues and controversies does the field of IST/educational technology face? What has the field contributed thus far? Where is it headed? Based on your readings, what scholars in the field of IST have you resonated with and why? What or who has really opened your eyes? This task is the last one due on April 19th. Please post it to Canvas.

**Brave Blogger Option:** You might ask ChatGPT, ChatPDF, or some other generative AI tool to create starter text for your blog posts. You might rely on Generative AI tools for wording or a comment, quote, critique, comparison, or other means that you deem relevant. Or you might create two weekly blogs, one is yours and one for what a generative AI tool creates. Or you might alternate between your blog reflections and a generative AI post and your reflections on it. Or you might be really brave and have a generative AI tool blog each week and you add to it or modify it as his/her writing partner. The purpose is to experiment and see what happens.

**Your blog posts might do the following:**

1. State reactions, questions, and suggestions for the weekly readings.
2. Recommend, critique, discuss, share, and potentially demonstrate specific emerging technology tools, platforms, and resources.
3. Post author pictures, quotes, figures, tables, etc., from the articles for the current week.
4. Recap or briefly summarize key parts of the assigned articles for the week.
5. Spark discussion by pointing out controversial points in the field.
6. Offer feedback to peers on their posts. Or post AI feedback on your blog posts.
7. Add resources and links to resources to peer blog posts or your posts.
8. Connect discussion to experts in the field.
9. Connect or synthesize comments within the week.
10. Point to counter points and inaccuracies in the blog postings of other students that week.
11. Be creative or offer creative insights when needed.
12. Point out the relationship of upcoming week topic or articles to past lectures or readings.
13. Reflect on the blog posts from past weeks; repost prior quotes from others.
14. Discuss the position of a researcher or pioneer in the field (or perhaps even write to him/her and list his/her comments if he/she responds or ask his/her to chat with our class).
15. Discuss a recent speech or colloquium you attended related to the week or a visit to a technology center or exhibit.
16. At the end of the week, you might react and reflect on the class discussion that transpired as well as the questions and concerns raised. You might also link to the next week's readings.

**Blog Postings and Reflection Paper considerations:**

1. Diversity (some variety in ideas posted, and some breadth to exploration).
2. Perspective taking (values other perspectives, ideas, cultures, etc.).
3. Creativity (original, unique, and novel ideas).
4. Insightful (makes interesting, astute, and sagacious observations).
5. Relevancy (topics selected are connected to course content).
6. Learning Depth/Growth (shows some depth to thinking and elaboration of ideas).

**Task #2. Tidbit and Video Reflection Paper (60 points: Due February 25 (+7 day grace))**

Tidbits and Videos (60 points): Besides reading 3-5 assigned articles each week, during the semester, I want you to read 50-100 total short news items or technology articles from e-newsletters, magazines, newspapers, applied journals, and similar sources or what I call “tidbits” that you find or see my former syllabus from 2022 ([HTML](#)) for a list of tidbit readings or about 5 or 6 per week. Typically, these are very short online news or magazine articles—see tidbits in the monster syllabus or find your own. I also want

you to watch at least 5 short videos that you find on emerging learning technology for education (you can find many in the old syllabus). On February 25, you will turn in a list of your **top 40-50 tidbits read so far** (best ones at the top) and **top 3 videos watched**. You might also note a few tidbits that you did not enjoy. After those lists, I want you to reflect for **1-2 single spaced pages on what you learned from those tidbits**. I am not asking you to summarize each article or video; instead reflect on your learning in general. What themes, trends, or concepts were clarified for you? What new insights did you gain? What inspirations did you feel? You might include brief comments at the beginning or end of the paper on why you ranked the tidbits and videos the way you did. There are task examples in [Dropbox](#). Please be creative.

**Brave People Option:** You can use ChatGPT to generate starter text or 2-3 comments or quotes, but be sure to cite such work properly. For example, citations in text: (ChatGPT, personal communication) or (OpenAI, 2023). OpenAI (2023). *ChatGPT* (March 14 version) [Large language model]. <https://chat.openai.com/>

### **Task #3. ETR&D Review and Critique and Interview ((60 points: Due February 25 (+7 day grace))**

During the first two weeks of the semester, we will read from the special issue on Systematic Reviews of Research on Emerging Learning Environments and Technology that Vanessa Dennen, Florence Martin, and I edited that was published in the summer of 2020. The next week (Week 3) you will read an article from our special issue of Systematic Reviews of Research on Online Learning that was published in the *Online Learning Journal* in March 2023. I want you to review and critique at least four articles from one of these special issues (2-3 pages single spaced). Those who are brave might interview one of the contributors (i.e., the authors) to either of these special issues. I have all their email addresses so just ask if you need them; first try to look them up online or see their article bio for their email addresses. I am also happy to make introductions. Perhaps you might ask them questions like the following: What were they attempting to accomplish with the research in their article? What do they see as the strengths and weaknesses of that article? What is their current research targeting and why? Where is their research headed in the future? (1-2 or so pages). Total of 3-4 single spaced pages not counting references and pictures of your grandmother (which might add a bonus point).

Another option is to review and critique a different special issue, a special conference symposium or summit, or edited book related to any week of this course. What are the strengths and weaknesses of it? Why or why not would you recommend that others read or explore it? How does the content of it relate to R678 content? If you choose this option, please run the special issue, symposium, summit, or book that you selected by the instructor. This critique will be a 3-4 page single spaced report

You can work with a partner on this. Feel free to utilize generative AI tools like ChatGPT or ChatPDF to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them and cited them properly. If you utilized ChatGPT or some other generative AI platform, please cite it appropriately.

Or perhaps put the articles or the entire special issue into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or a book review. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.

Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2020). Special Issue: Systematic Reviews of Research on Emerging Learning Environments and Technology. *Educational Technology*



Research and Development (ETR&D) 68(4). <https://link.springer.com/journal/11423/volumes-and-issues/68-4>

Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2023). Special Issue: Systematic Reviews of Research on Online Learning. *Online Learning Journal*, 27(1).  
DOI: <http://dx.doi.org/10.24059/olj.v27i1.3887>. Available:  
<https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/126>. Entire issue with cover:  
<http://www.publicationshare.com/34>; EdTechBooks:  
[https://edtechbooks.org/online\\_learning\\_journal\\_27\\_1](https://edtechbooks.org/online_learning_journal_27_1)

**Brave People Option:** Put a PDF of the chosen book or books into ChatPDF, ChatGPT, or other generative AI tool or platform and have it compose a critique of the special issue. Next, write a reflection paper, review, or critique of what generative AI produced. What do you agree and disagree with and why? Or you might compare special issue reviews or two more generative AI tools.

**Task #4 Options (Due April 15, with a 7-day grace period):** (Note: students are asked to work in teams of 2-3 people...exceptions are granted in writing)

**Task 4a Option. Report or Strategic Plan Analysis and Evaluation** (60 pts—Due April 15; students are asked to work in teams of 2-3 people...exceptions are granted in writing)

Find and evaluate a summary report, technical report, or a strategic plan of a company, university, non-profit organization, school, state, province, country, or region related to e-learning, blended learning, mobile learning, or emerging learning technologies of some type and critique it. For instance, you might pick the state or country where you were born or perhaps where you plan to live after graduation. You might find the strategic plan online or request a hardcopy version. I want you to not simply read and critique the report but to also interview someone who created it or is/was affected by that report. You might discuss and critique the online learning technologies highlighted, proposed pedagogical plans, intended training methods, targeted skills or competencies, or evaluation methods detailed. You might visit the organization or write someone an email. What might this organization do differently in planning for e-learning, open education, MOOCs, or using some emerging learning technology? Has there been an update? For example, you might read the following report from the Commonwealth of Learning:

Report: Authors: Shafika Issacs and Sanjaya Mishra  
Cite as: UNESCO IITE, COL & BNU (2022). *Smart Education Strategies for Teaching and Learning: Critical Analytical Framework and Case Studies*. Moscow: UNESCO IITE. Available:  
<https://iite.unesco.org/wp-content/uploads/2022/09/Smart-education-strategies-publication.pdf>;  
<https://oasis.col.org/items/53fc7c8c-5ea4-4b44-9fce-9b829905e89f>

January 22, 2024

U.S. Department of Education Releases 2024 National Educational Technology Plan  
<https://www.ed.gov/news/press-releases/us-department-education-releases-2024-national-educational-technology-plan>  
<https://tech.ed.gov/netp/>

You are encouraged to work in teams on the report. When done, it would be great if you presented an overview of the report to the class. Testimonials, graphs, and trends of indicated growth, comparisons, and other data or handouts are welcome. You are also encouraged to directly contact the organization that

developed the report or plan and receive additional product information (e.g., DVDs, brochures, white papers, technical reports, product comparison sheets, videotapes, company annual report, customer testimonies, data sheets, Web site information, etc.). Your evaluation, critique, and extension paper should be 4-5 single-spaced pages (excluding references and appendices; those working in teams are expected to have 6-8 single spaced page papers, not counting references and appendices). Please post it to Canvas. If late please also send to me via email.

**Brave People Option:** Or perhaps put the articles or the entire strategic plan report into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or review of these report or strategic plan. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced. Or you might compare the critiques or reviews of this report or strategic plan generated by two or more AI tools.

**Summary Report/Strategic Plan Grading (10 pts for each of the following dimensions)**

1. Review of Plan or Document (clarity, related to class, organized, facts, data, relevant, style).
2. Relevant Resources and Digging (citations/refs, linkages to class concepts, extensive).
3. Soundness of Critique (depth, clear, complete, practical, detailed, important, coherence).
4. Creativity and Richness of Ideas (richness of information, elaboration, originality, unique).
5. Knowledge of Topic (learning breadth & depth, growth, displays understanding of topic).
6. Overall Quality Review and Critique (would make an excellent consultant, cogent advice) and Recommendations, Insights, and Implications (contains relevant recommendations, guides).

**Task 4b Option. Naturalistic Study**

You have various midterm options. For instance, you might perform a case study or pilot observation of workers, students, etc. using tools or instructors interacting with employees, students, other instructors, etc. while they use a Web-based learning tool, resources, project, or curriculum application. Perhaps you might look at how different people are utilizing ChatGPT for their learning. For instance, you might decide to complete a case study of a child, young person, or adult using a particular learning tool for the first time. Such naturalistic studies should include at least five careful observations and commentary of the person and tutor/teacher. The commentary should reflect your learning and provide insights as to how to make this tool more educationally meaningful. If you are looking at student-teacher-tool interaction patterns, teacher guidance, or simply tool use, you will need to design coding schemes and observation log sheets to help interpret tool functionality in this environment.

When done with your *brief* study, you might interview an instructor, learner, instructional designer, or some other person in that environment about the phenomenon that you observed. Interviewees might come from corporate, K-12, military, government, or higher education settings. These optional interviews can be live (face-to-face), via videoconferencing, phone- or Skype-based, or conducted through email.

Your naturalistic study report should be 5-6 single-spaced pages (excluding references and appendices; those working in teams are expected to have 7-10 page papers, not counting references and appendices). In your report, I want you to reflect on what you learned about e-learning from this assignment. How has it opened your eyes? What might you have done differently next time in your study? What recommendations do you have and what implications do you see? How might you put your new ideas to use in training programs or in your own future teaching? Please post it to Canvas. If late, please also send to me via email.

Note: You can use ChatGPT to generate starter text or 2-3 comments or quotes but be sure to cite such work properly. Or perhaps have ChatGPT write your study report. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.

#### **Sample Format Naturalistic/Research Activities:**

- I. Title Page (Name, affiliation, topic title, acknowledgements)
- II. Topic Literature and Method
  1. Res topic & materials;
  2. Brief stmt of problem and why impt
  3. Brief review of the relevant literature
  4. Methods:
    - a. Subjects & design (i.e., who/how selected);
    - b. Materials/setting (i.e., hard/software, text)
    - c. Procedure (i.e., how data was obtained)
    - d. Coding Schemes & Dep. meas/instr (i.e., how segment/code data);
    - e. Analyses or comparisons
- III. Results and Discussion 1. Preliminary Results; 2. Discussion of results
- IV. References (APA style: see syllabus for example)
- V. Appendices (e.g., pictures, charts, figures, models, tests, scoring criteria, coding procedures)

#### **Sample Grading of Major Project (60 Total Points or 10 pts each dimension):**

1. Review of the Problem/Lit/Purpose (*interesting, relevant, current, organized, thorough, grounded*) and are the Hypotheses/Research Questions/Intentions (*clear, related to class and theory, current, extend field*)
2. Method/Procedures (*subjects/age groups approp, materials relevant, timeline sufficient, controls*)
3. Research Activity/Design/Topic/Tool (*clear, doable/practical, detailed, important*)
4. Overall Richness of Ideas (*richness of information, elaboration, originality, unique*)
5. Overall Coherence and Completeness (*unity, organization, logical sequence, synthesis, style, accurate*)
6. Overall Quality Project and Research (*would make an excellent researcher, cogent advice*)

#### **Task 4c Option. Software or Technology Tool or Platform Review**

In the fourth option, you are to review at least 3 emerging technologies for learning. What are the key features? How could they each impact on education? What skills do they potentially enhance? What audience do they each serve? Who are the stakeholders? List at least 5 pedagogical ways in which each of these tools or applications can be used in education or training? For each emerging technology, please identify at least 3 features you like best and explain why and how these features can foster or enhance teaching and learning. Please also list at least 3 features you think need improvement and detail why and what can be done to add, modify, change, or delete different features. You

should also detail how you would redesign these technology tools or products to improve them for educational use if you were the educational product designer. This review will be a 4-5 page single spaced report (excluding references and appendices; those working in teams are expected to have 7-8 single spaced page papers).

If you utilized ChatGPT or some other generative AI platform for any aspect of this assignment, please cite it appropriately. Perhaps you might put the articles or reviews on a technology tool into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or a book review. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.

**Brave People Option:** Put a PDF of the chosen book or books into ChatPDF, ChatGPT, or other generative AI tool or platform and have it compose a critique of the software tool or platform. Next, write a reflection paper, review, or critique of what generative AI produced. What do you agree and disagree with and why?

**Technology Tools (you might try out):**

1. Animaker: <https://www.animaker.com/>
2. Flip: <https://info.flipgrid.com/>
3. GoAnimate: <https://goanimate.com/>
4. Kahoot!: <https://getkahoot.com/>
5. Jing: <https://www.techsmith.com/jing-tool.html>
6. PhET Interactive Simulations: <https://phet.colorado.edu/>
7. Screencastify: <https://www.screencastify.com/>
8. Sli.do: <https://www.sli.do/>
9. Vialogues: <https://vialogues.com/>
10. WeVideo: <https://www.wevideo.com/>

**Language Learning Tools and Platforms:**

1. About.com (from the New York Times)
  - a. ESL: <http://esl.about.com/>
  - b. French: <http://french.about.com/>
  - c. German: <http://german.about.com/>
  - d. Italian: <http://italian.about.com/>
  - e. Japanese: <http://japanese.about.com/>
  - f. Mandarin: <http://mandarin.about.com/>
  - g. Spanish: <http://spanish.about.com/>
2. Babbel: <https://www.babbel.com/>
3. BBC Learning English: <https://www.bbc.co.uk/learningenglish/>
4. Chatterbox (learn languages with refugees): <https://www.chatterbox.io/>
5. ChinesePod: <http://chinesepod.com/>
6. Coffee Break Spanish: <http://radiolingua.com/shows/spanish/coffee-break-spanish/>
7. Duolingo: <https://www.duolingo.com/>
8. English Central: <http://www.englishcentral.com/>
9. German Online: <http://www.dw-world.de/dw/0,,2547,00.html>
10. iTalkie: <http://www.italki.com/>
11. Japanese Online <http://japanese-online.com/>
12. Japanese: <https://www.nihongomaster.com/>
13. Korean Online <http://learn-korean.net/>
14. LanguageBoost: <https://languageboost.biz/>

15. LoMasTV (online Spanish immersion TV): <https://spanish.yabla.com/>
16. Mango Languages: <http://www.mangolanguages.com/>
17. The Mixxer (uses Skype): <http://www.language-exchanges.org/>
18. SpanishPod: <https://www.spanishpod.com/>

**Task #4d Option. Other (requires instructor approval)**

Other options to the midterm might be grant proposals, research interventions (as opposed to observations), technology tool design proposals, curriculum integration plans, or conference research papers. If one of these appeals to you, please write to the instructor for additional information and guidance. Ethical use of generative AI for any parts is encouraged but must be documented.

**Task #5 Options (60 points: Due April 15 (with 7-day grace)):** (Note: students are asked to work in teams of 2-3 people...exceptions are granted in writing)

**Task 5a Option. Cool YouTube Video Creation (60 points: Due April 15)**

So you want to be cool? You want to be creative? In this option, you are to create a shared online video (e.g., YouTube) related to this class. You cannot be the only person in it. What do different topics in this course mean to you? Alternatively, you can design a YouTube video for someone else. You should post this video of at least 5 minutes in length.

You are encouraged to use ChatGPT or some other generative AI tool or platform in the development of your script and other associated work. You will turn in a 2 page single-spaced summary reflection of your design (3-4 pages if with a partner) along with a link to your video or a way to download it. If you utilized an AI tool or platform to support your efforts, please use appropriate citations. Your video and paper will be graded according to the dimensions listed below. Some video creation tools are below in addition to YouTube or Canvas.

**Other Free video creation tools include:**

1. CapCut (free): <https://www.capcut.com/>
2. VideoScribe (free trial): <https://www.videoscribe.co/>
3. Canva Video Editor (free online editor): <https://www.canva.com/video-editor/>
4. Adobe Lightworks is free for IU students and staff (free trial). <https://lwks.com/>
5. IU also provides free license for Powtoon. Follow these steps to request a license: <https://kb.iu.edu/d/bggr>.
6. Vyond (formerly Go Animate; free trial): <https://www.vyond.com/>
7. Moovly (free trial): <https://www.moovly.com/>
8. Wideo (free trial): <https://wideo.co/>
9. Make Web Video (free trial): <https://www.makewebvideo.com/en/pricing>

**Fun and Relevant Cool Video Examples from the past:**

1. Troy Cockrum, April 2016, The Making of an Adventurer (video), <https://www.youtube.com/watch?v=ew6e7Chd9I8>
2. Kimberly Farnsworth, April 28, 2017, Student-Directed Learning, <https://www.youtube.com/watch?v=3fZYT5rGCfY&feature=youtu.be>
3. Sarah Williams, Rachel Herman, and Deb Patterson, May 2019, Why personalize our learning?, [https://drive.google.com/file/d/1FijK30wIjrikWCWOPRD9TnLDTF4\\_fw4/view](https://drive.google.com/file/d/1FijK30wIjrikWCWOPRD9TnLDTF4_fw4/view)

4. Qi Li (Oppa Gagnam Style: What's Your Learning Style), December 3, 2012, <http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be>
5. Valerie Cross (Mobile Thanksgiving), December 5, 2012, Vimeo: <http://vimeo.com/55011832>
6. Verily Tan, Recollections from R685, Fall 2011; <http://vimeo.com/33090590/>
7. Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFWi9IW8>
8. Julie Rust (Participatory Learning): [http://www.youtube.com/watch?v=cHx\\_SbRWVOM](http://www.youtube.com/watch?v=cHx_SbRWVOM)

**Video Grading (60 Total Points or 10 pts each dimension):**

1. Insightfulness, creativity, and originality.
2. Design and visual effects.
3. Coherence and logical sequence.
4. Completeness.
5. Relevance and accuracy of the content.
6. Overall quality of assignment.

**Task 5b Option. Analysis of Issues/Challenges in the Field of Learning Tech:**

In this option, you will identify and briefly outline 10-20 key issues in the field (e.g., institutional supports for nontraditional learners, corporate recognition of microcredentials and nanodegrees, faculty awareness of open textbooks and OER, cost effectiveness and consumer utility of virtual and augmented reality, teacher training for online and blended forms of learning; instructional design challenges for MOOC instructors and the instructional support team, etc.). What are the issues that you have noticed when doing the readings for this class, watching the videos, talking to your peers, and attending the lectures? What are some open research questions? To create an historical context for your paper, you might indicate in a timeline when each of these issues arose or potentially make become more salient in the future. You will turn in a 4-6 single spaced paper if working alone and 7-8 page paper if with a partner (plus any references, charts, graphs, appendices, etc.) on the issues and challenges in the field of emerging learning technologies. I want to know if you have a grasp of the key issues. We also want to know what your role might be in resolving these challenges or issues after graduation. Among these issues and challenges, choose one or two that you are highly interested in or want to address most and describe your possible plan on addressing them or map out some possible future research. Finally, please do not limit your references to our assigned course readings. You are encouraged to add at least half of your references from articles, books, and other resources that are not listed in our class readings. A minimum of 15 references should be used. Please follow APA guidelines when writing your paper. (Note: It will use a similar grading rubric to those above.)

**Task #5c Option. Usable Class Product and Authentic Learning (60 points: Due April 15 (with 7 day grace))**

Students choosing this option might design their own final project or combine ideas together into something truly unique (i.e., a mash-up). As part of this effort, they might create or perform a meaningful activity for the class. For example, you might summarize the learning principles embedded in different articles or readings for each week of the course. Or, they might create a unique categorization scheme of the technology tools and resources studied during the semester. The more ambitious of you might create an interactive multimedia glossary or comprehensive Website for the course as an individual or as part of a team. Still others might create an online database of articles from two or more open access journals related to emerging learning technologies including links to the major themes and trends in those journals over a significant period of time (e.g., 3-5 years).

There are still more options. Among them, you might create a mobile application, an educational activity in a virtual world, an interesting global collaboration activity or partnership, or a mobile book. Others might organize a class mini-conference or real conference symposium or demonstrate a set of e-learning tools to your school, company, or organization and then reflect on it. Such tools might have relevance in K-12, military, corporate, or higher education settings or perhaps in more informal settings such as a museum, zoo, or computer club.

You might also engage in a major problem-based learning project related to this class with a school, company, organization, or institution. In this option, you make the contact and find out what needs to be resolved and then get it approved by the instructor. The final product might be a distance learning evaluation project. It might involve the design of e-learning tools and resources. It might entail the creation of a strategic plan, white paper, or vision statement. Whatever the problem or task, it must be authentic. Anyone selecting this option should include a 2-4 page single-spaced reflection paper on what you learned; slightly longer with a partner (not counting references and appendices). Note: any final project report to an organization or institution can substitute for that final reflection paper. The grading scheme will be project specific.

### **Task 5d Option. MOOC (or OCW/OER) Review Option (60 points: Due April 15 (with 7-day grace))**

Recently, there has been a huge explosion of open educational contents. Among these new learning resources are open educational resources (OER), OpenCourseWare (OCW), and massive open online courses (MOOCs). OCW and OER typically are freely available contents without direct contact with instructors. MOOCs are instructor-driven courses which are usually free and open to the world community, thereby involving large enrollments. An optional assignment idea for this class is to explore or enroll in one or two massive open online courses (MOOCs) related to learning, cognition, and instruction. Even if you do not select this task, you might explore a few of these MOOCs and observe how they are conducted. And then reflect, reflect, reflect!

You could replace the midterm or final by enrolling in one or more MOOCs and writing a 2-4 page single spaced reflection paper (4-6 pages with a partner) on what you learned as it relates to various topics from this course (not counting references and appendices). Note: you might include a recap table or chart at the end summarizing key concepts or ideas mentioned in your paper. You would NOT have to complete the course; just sit in and lurk if you want. Your MOOC review paper should include your insights about the learning environment and learning theories relied upon as well as a few specific examples of instructional tasks and ideas from the course. It will be graded for: (1) connections to course content; (2) coherence and organization; and (3) overall insights and conceptual understandings.

If you complete the course or get a certificate (Coursera calls these “Signature” courses), you can replace your final assignment. Even if you do not complete a MOOC, you could replace your final assignment if you write a longer reflection paper or extend the assignment in some way (e.g., interview the MOOC instructor(s) about their instructional approaches and beliefs about learning; interviewing other participants/students taking this course about their learning experiences; etc.). As part of these efforts, you might also explore some of the open educational portals and contents listed in your syllabus or that you find online.

#### **Some questions you might ask before writing your paper:**

- What is the overall feel of this learning environment? Is there any particular learning approach or philosophy that you feel or experience?

- What aspects of learning and instruction are addressed in this MOOC or by this open educational resource? Stated another way, what theory of learning and instruction does the instructor or the course design tend to rely upon?
- What learning theory or perspective might be used to improve the course? How might you improve this course if asked?
- Are there any specific learning concepts and principles embedded in any module or in multiple modules of the course?
- How does the MOOC utilize existing OER content? How might it better take advantage of such resources?
- Which tasks or activities seem most effective and why? What are the most creative?
- What is the least effective aspect of this course and why?
- What aspects of learning and instruction or theoretical perspective do you understand better now? And why?

### Portals to MOOC courses:

#### MOOC Provider Companies and Organizations:

1. Canvas: <https://www.canvas.net/>
2. Coursera: <https://www.coursera.org/>; Coursera list of courses: <https://www.coursera.org/courses>
3. edX courses: <https://www.edx.org/>; <https://www.edx.org/search>
4. FutureLearn: <https://www.futurelearn.com/courses/upcoming>
5. iversity: <https://iversity.org/>
6. Khan Academy: <https://www.khanacademy.org/>
7. LinkedIn Learning: <https://www.linkedin.com/learning-login/>
8. MasterClass, <https://www.masterclass.com/> (fee based)
9. NovoEd: <https://novoed.com/>
10. Open2Study: <http://open2study.online/>
11. Peer to Peer University (P2PU): <https://www.p2pu.org/en/>
12. Pluralsight: <https://www.pluralsight.com/product/skills>
13. Skillshare: <https://join.skillshare.com/learn-adobe/>
14. Udemy: <https://www.udemy.com/>
15. Udacity: <https://www.udacity.com/>
16. Wondrium: <https://www.wondrium.com/>

### MOOC Lists:

1. Class Central: <https://www.class-central.com/subject/education>
2. The MOOC List: <http://www.mooc-list.com/>
3. CourseBuffet: <https://www.coursebuffet.com/about.html>
4. Open Culture: [http://www.openculture.com/free\\_certificate\\_courses](http://www.openculture.com/free_certificate_courses)
5. TechnoDuet: <http://www.technoduet.com/a-comprehensive-list-of-mooc-massive-open-online-courses-providers/>

### MOOC Review Grading Criteria if a Final Project (60 Points; 10 points each):

1. **Insightful/Originality/Interesting:** innovative ideas, insightful relationships drawn about MOOCs and open education, helps the reader form new understandings about MOOCs. Engaging writing, unique perspective on MOOCs and open education.
2. **Completeness:** thorough, detailed, dig deep, effort, fulfills spirit of the assignment.
3. **Relevance:** concepts and ideas from MOOC experience appropriate and related to class, perhaps includes a recap list or summary table of what learned.



4. **Content:** learning displayed, made several key connections to class from MOOC experience, highly informative reflection (helps the reader form new understandings).
5. **Exploratory and Reflective:** pushing out, metacognitive, reflecting on oneself as a learner or on how fellow learners benefit from MOOCs, shows that one was reflecting on the experience both as a learner as well as in light of the content of this class.
6. **Coherent, Logical Flow, and Well Organized:** easily read, transitions, conclusions, logical flow to the critique or review of MOOCs or MOOC experience, well organized review, sequence of ideas makes sense.

**I will also look for:** breadth/depth of thought, knowledge growth displays, understands theories, concepts, and principles in relation to the MOOC experience. And I will want to see some critical thinking displayed including sound analysis and evaluation of instructional approach taken in MOOC, logical, backs up claims.

**Grading Note #1:** I will use a rubric for the above. Write me an email if you would like to see that rubric.

**Grading Note #2:** Extra consideration (and the potential for bonus points) given for those who cite references on MOOCs or open education, create a summary or recap table of terms or concepts mentioned in their reflection paper, participate in more than one MOOC, and those who actually complete the course. Summary or recap tables are especially welcome.

### **Task #5e Option. R685/R678 Course Topics Historical Evaluation (60 points: Due April 15 (with 7-day grace))**

Perhaps, like me, you like history. The first version of R678 was first co-taught at West Virginia University by Dr. W. Michael Reed and me back in the fall of 1990. Since that time, this course has evolved into many formats. Below are links to two dozen syllabi from the course including the present one. Unfortunately, I have yet to locate the original version of the course but did find an outline of the topics addressed. If you select this option, I want you to track the history of this course over time. For instance, you might explore the topics, people, concepts, etc., that were popular in the 1990s, 2000s, 2010s, and today. You will turn in a 4-5 page single spaced paper on what you discovered (6 to 8 pages with a partner); not counting references and appendices. Additional pages may be attached such as reference lists, visuals depictions mapping out trends over time, correspondences with researchers about their articles from previous versions of the course, and interviews with scholars about their perceptions of changes in the field over time. You might, in fact, gather oral histories or accounts from experts as well as former students about how the field has changed.

Many questions can be asked. Among them, are there any educational technology topics and trends that remain popular over the past two decades? How did the focus of this course change over time? Is this course more or less important today than it was back in the 1990s? Is the total number of pages any indicator of how the field has changed? If so, in what ways? Please compare the tasks from 1995 to those in 2001 or 2002 as well as 2010, 2015, 2017, 2019, and 2024. Please look at the books, journals, new sources, online resources, etc. that now comprise this course and note how they have changed over time. Is there anything from the 1990s that remains important today and should be added back to the current syllabus? Are there any tasks, activities, or articles that you found interesting and want to know more about? Is there anything that remains missing despite the fact that the current syllabus is long? What do you see about the field of education or educational technology from browsing through these syllabi and resources?

You should end your paper with a personal reflection of your learning in this course. Included in that summary should be an account of what inspired or mattered to you. In addition, you might reflect on the areas wherein you learned or grew the most during the semester.

### **Sample Prior P600/R685/R678 Syllabi:**

1. Spring 2025: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2025.htm](http://curtbonk.com/R678_online_syllabus_spring_2025.htm)
2. Spring 2024: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2024.htm](http://curtbonk.com/R678_online_syllabus_spring_2024.htm)
3. Spring 2022: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2022.htm](http://curtbonk.com/R678_online_syllabus_spring_2022.htm)
4. Spring 2022 (Alt): [https://curtbonk.com/R678\\_alt\\_online\\_syllabus\\_spring\\_2022.htm](https://curtbonk.com/R678_alt_online_syllabus_spring_2022.htm)
5. Spring 2020: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2020.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2020.htm)
6. Spring 2019: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2019.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2019.htm)
7. Spring 2018: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2018.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2018.htm)
8. Spring 2017: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2017.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2017.htm)
9. Spring 2016: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2016.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2016.htm)
10. Spring 2015: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2015.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2015.htm)
11. Spring 2013: [https://curtbonk.com/Syllabus\\_R685\\_Spring\\_of\\_2013.htm](https://curtbonk.com/Syllabus_R685_Spring_of_2013.htm)
12. Fall 2012: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2012.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2012.htm)
13. Spring 2012: [https://curtbonk.com/Syllabus\\_R685\\_Spring\\_of\\_2012.htm](https://curtbonk.com/Syllabus_R685_Spring_of_2012.htm)
14. Fall 2011: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2011.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2011.htm)
15. Fall 2010: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2010.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2010.htm)
16. Fall 2009: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2009.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2009.htm)
17. Fall 2008: [http://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2008.htm](http://curtbonk.com/Syllabus_R685_Fall_of_2008.htm)
18. Fall 2007: <https://curtbonk.com/R685-Fall-2007.htm>
19. Fall 2005: [https://curtbonk.com/syllabus\\_p600\\_and\\_r685\\_fall\\_of\\_2005.htm](https://curtbonk.com/syllabus_p600_and_r685_fall_of_2005.htm)
20. Fall 2003: <https://curtbonk.com/p600syl2.htm>
21. Fall 2002: <https://curtbonk.com/Syllabus--2002.html>
22. Fall 2001: <https://curtbonk.com/P600-R685-2001.htm>
23. Fall 1999: <https://curtbonk.com/P600-R685-1999.htm>
24. Fall 1997: <https://curtbonk.com/P600-R685-1997.htm>
25. Spring 1995: <https://curtbonk.com/P600-R685-1995.htm>
26. Fall 1990: <http://travelinedman.blogspot.com/2012/09/the-evolution-of-monster-22-years-of.html>

### **History Evaluation Grading (60 Total Points or 10 pts each dimension):**

1. Insightfulness, creativity, and originality.
2. Learning growth displayed.
3. Coherence and logical sequence.
4. Completeness and fulfills spirit of the assignment.
5. Relevance and accuracy of the content.
6. Shared and discussed in Canvas and in class.
7. Overall quality of assignment.

### **Task #5f Option. Pressbook (60 points: Due April 15 (with 7-day grace))**

Do you want to be an author? Or work with a team of writers? Do you want to be famous? In this assignment, you will create an open textbook related to emerging technologies using Pressbook. If the textbook can also be related to your current job or research interest it would be perfect. You can share this textbook with your colleagues, students, classmates, or families. You can also put your Pressbook link in your resume. Maybe your opentext book can be used as next years' assignment examples! For this assignment, you can have at least two chapters. In total, it should be a minimum of 3,000 words. If you work in a team, each of you should contribute at least 2,000 words. A one-page single-spaced reflection paper from each student on what you learned from this Pressbook activity needs to be included (not counting references and appendices). Describe what you learned from the task including specific course concepts and ideas mentioned in your chapter as well as ideas related to open educational resources. If

you work in a team, attached to your reflection paper will be documentation of what you contributed to the Pressbook. Your paper and chapter will be graded according to the dimensions listed below.

Example (note: you do not have to include as much content as this example):

- [The Open Anthology of Earlier American Literature](https://openamlit.pressbooks.com/) (<https://openamlit.pressbooks.com/>) was created by Robin DeRosa and her students.
- Strong Schools Pressbook (from Afghanistan women who escaped to the Asian University for Women (AUW) in Bangladesh):  
<https://pressbooks.pub/schools/#:~:text=Book%20Description&text=The%20majority%20of%20the%20students,%2C%20innovators%2C%20and%20school%20founders.>

#### **Pressbook Grading (60 Total Points or 10 pts each dimension):**

1. Chapter and reflection paper relevance: Contribution is meaningful to class, we learn from it.
2. Chapter and reflection paper coherence: flow, well organized, good layout, enjoyable to read.
3. Chapter and reflection paper completeness: Sufficient coverage of info, extends topic & class.
4. Overall chapter creativity: Original ideas, insightful points, something unique in it such as a figure, model, graph, timeline, comparison chart, acronym, quote or set of quotes, etc.
5. Overall reflection paper insightfulness, depth of thought, flow, informational content, etc.
6. Effort, digging, extensiveness of the project, etc.

#### **Task #5g Option. Wikibook Online Work (WOW) (60 points: Due April 15 (with 7-day grace))**

In this option, you help with a Wikibook related to emerging technologies. About 17 years ago, students from five universities (including the University of Houston, Beijing Normal University, Indiana State University, the Open University of Malaysia, and National Chiao Tung University in Hsinchu, Taiwan) designed a wikibook on “The Web 2.0 and Emerging Learning Technologies” (The WELT); see [http://en.wikibooks.org/wiki/Web\\_2.0\\_and\\_Emerging\\_Learning\\_Technologies](http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies). If you write a unique chapter for the WELT, it should be a minimum of 2,000 words. A 2 page reflection paper (3-4 pages if with a partner) on what you learned from this wikibook activity needs to be included (not counting references and appendices). Describe what you learned from the task including specific course concepts and ideas mentioned in your chapter as well as ideas related to the social construction of knowledge. Attached to your reflection paper will be documentation of what you contributed to the wikibook, including your chapter (with highlights or special notations of your contribution), highlights to the chapters worked on, and perhaps even print outs of the wikibook chapter editing history. Your paper and chapter will be graded according to the dimensions listed below.

#### **Wikibook Chapter Examples:**

Robert Halford, Spring 2015, Wikibook Chapter on Professional Development:

[https://en.wikibooks.org/wiki/Web\\_2.0\\_and\\_Emerging\\_Learning\\_Technologies/Professional\\_Development#Technology\\_as\\_a\\_tool\\_for\\_learning](https://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies/Professional_Development#Technology_as_a_tool_for_learning)

Greg Snow, Korea, Spring 2016, Wikibook Chapter on Virtual Reality,

[https://en.wikibooks.org/wiki/Virtual\\_Reality](https://en.wikibooks.org/wiki/Virtual_Reality)

Luci Mello, April 26, 2017, Mobile Learning,

[https://en.wikibooks.org/wiki/Mobile\\_Learning](https://en.wikibooks.org/wiki/Mobile_Learning)

#### **Wikibook Chapter Grading (70 Total Points or 10 pts each dimension):**

1. Chapter and reflection paper relevance: Contribution is meaningful to class, we learn from it
2. Chapter and reflection paper coherence: flow, well organized, good layout, enjoyable to read

3. Chapter and reflection paper completeness: Sufficient coverage of info, extends topic and class
4. Overall chapter creativity: Original and distinctive ideas, insightful points, something unique in it such as a figure, model, graph, timeline, comparison chart, acronym, quote or set of quotes, etc.
5. Overall reflection paper insightfulness, depth of thought, flow, informational content, etc.
6. Overall quality of assignment

**Task #5h Option. Student Determined Project (60 points: Due April 15, with a 7 day grace)**

You have total control over your final task in this course. If you do not find any of the options above to be to your liking, you can decide on the project based on your needs, interests, and passions. Please include a 2-3 page single spaced reflection paper with any of these project options. In this reflection, including pictures of your dogs, cats, or fish or other family pets or that of your roommate or best friend's pets (for a potential bonus point...please include their name(s)).

**Class Sharing of Final Projects:** If possible, I would like you to post your final projects to Canvas. In addition, online people "might" briefly share their final projects in the final optional synchronous session and FTF people might share them in class.

**Options for Task #3 or Task #4.**

**Final Option #1. Online Webinars and Trainings:** Topics from this course are in the news every hour of the day. Those attending 4-6 free online conferences, summits, research presentations, webinars, technology trainings events, (including speed dating with technology from IU), or similar events this semester related to this class, could write a 3-4 page single spaced reflection paper and replace Task #3 or Task #4. Detail what your goals and objectives were for attending these sessions and what you actually got from attending them. Please include a list of events attended.

**Final Option #2. Silver Lining for Learning.** In March 2020, my colleagues and I started a weekly show called Silver Lining for Learning. Each Saturday, we feature people or a project related to the field of educational technology that offers a ray of hope during the COVID-19 pandemic. There are more than 220 episodes to date of SLL. Anyone who listens to or watches 4-6 episodes of my podcast show, Silver Lining for Learning, and writes a 3-4 reflection paper on the issues and themes in them (related to this class) can replace Task #3 or Task #4. What are the insights, concerns, commonalities, disagreements, suggestions, trends, experiences, projects, and technologies mentioned by these thought leaders. What are some of the issues raised in these videos that the field of instructional and educational technology needs to address? What might the future hold for the field of technology enhanced education according to these experts? Please include one or more tables with the themes which run through 2 or more of the videos. You might also include a table with a list of a few questions that you might want to ask one or more of them. Your paper should indicate which person or people mentioned the particular issues, trends, and needs. In addition, somewhere in your paper, you should list the expert videos in which you watched (i.e., a reference section)

Silver Lining for Learning Homepage: <https://silverliningforlearning.org/>

Sample Shows: <https://silverliningforlearning.org/episodes/>