

# Spring 2026: R678 Emerging Learning Technologies

## The Return of the “Special Issue” Syllabus (as of January 25, 2026)

**FTF Section #12874:** Meet in Sch of Ed Room 2101 on **Monday nights** from 7:00-9:45 PM  
Canvas: <https://iu.instructure.com/courses/2366242>

**Online Section #11859:** Optional Weekly Meetings **typically Tuesday nights** at 7:00 pm EST  
Canvas: <https://iu.instructure.com/courses/2366241>  
General Course Link to Canvas: <http://canvas.iu.edu/>

**Instructor:** Curtis J. Bonk, Professor, Instructional Systems Technology Dept.  
2026 Syllabus (HTML): [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2026.htm](http://curtbonk.com/R678_online_syllabus_spring_2026.htm)  
2026 Syllabus (PDF): [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2026.pdf](http://curtbonk.com/R678_online_syllabus_spring_2026.pdf)  
**Optional Virtual Sessions in Zoom:** <https://IU.zoom.us/j/8123222878>

### Padlet Introductions from Spring Semester 2026:

F2F: [https://padlet.com/zheng12\\_1/r678-spring-2026\\_f2f-ab2rk8yx34ikmgny](https://padlet.com/zheng12_1/r678-spring-2026_f2f-ab2rk8yx34ikmgny)  
Online: [https://padlet.com/zheng12\\_1/r678-spring-2026\\_online-toq2je43x7urgdt](https://padlet.com/zheng12_1/r678-spring-2026_online-toq2je43x7urgdt)

Padlet Introductions from Spring Semester 2025: <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 for Spring Semester 2026

[https://www.dropbox.com/scl/fo/bj1ebij20dcyyacruftvl/AOxNXge4GrjiwsSx\\_f41M28?rlkey=02uc62yklj6yslwj84mdhjsfl&st=5voi2g6n&dl=0](https://www.dropbox.com/scl/fo/bj1ebij20dcyyacruftvl/AOxNXge4GrjiwsSx_f41M28?rlkey=02uc62yklj6yslwj84mdhjsfl&st=5voi2g6n&dl=0)

### Note: Dropbox for R678 in the Spring Semester 2025

<https://www.dropbox.com/scl/fo/2enacyloh9xf0c1f9ardt/AMcx3ywdFyqkUJvQikPFUMw?rlkey=wlt7jyxnoqlmwaxbdz84cauz&st=efg2gkjd&dl=0>

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**Zoom:** <https://IU.zoom.us/j/8123222878>

### Instructional Assistants:

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**Course History:** I have taught a version of this course 26 times since 1990. Initially, I team-taught it with Dr. W. Michael Reed at West Virginia University in the Fall 1990 as, “*Ed.P. 391 New Technologies in Education: From a Cognitive Perspective.*” Weeks were devoted to AI in education and related topics back in 1990 (e.g., the Rand Algebra Tutor, ACT\* geometry and programming tutor from CMU, the Knowledge Navigator, idea processors, Lego Logo, the alternate reality Kit for physics, therapy writing programs, Intermedia from Brown University, the *Daedalus Integrated Writing Environment* (DIWE) from UT Austin, etc.). And that was in 1990. When I moved to Indiana University in educational psychology two years later, the course became *P600/R680 Seminar: Interactive Tools for Learning and Collaboration* which I team taught with Dr. Ken Hay in 1995 with videoconferencing between IU Bloomington and IUPUI. From 1996 to 2012, the course had many other titles. It became *R685 Emerging Learning Technologies* in the Fall of 2012 but still was a special topics seminar course. It became an official course on the IU books (R678 Emerging Learning Technologies) in the spring of 2015.

**In memory of Mike Reed** (July 31, 2009): <https://travelinedman.blogspot.com/2009/07/in-memory-of-w-michael-reed-professor.html>

**The evolution of this course** (Sept. 26, 2012): <https://travelinedman.blogspot.com/2012/09/the-evolution-of-monster-22-years-of.html>

**Possible Topics:** Emerging learning technologies such as immersive learning, including augmented, virtual reality, and mixed reality learning, wearable technology, synchronous conferencing, chatbots and artificial agents, agentic AI, self-directed learning (SDL) and self-regulated learning (SRL) and generative AI, online language learning, gamification and serious gaming, open educational resources (OER), simulations, social networking software, digital books, mobile apps, robotics, etc. In addition, open education (e.g., open textbooks) in the Global South, learning analytics, micro-credentials and micro-learning, massive open online courses (MOOCs), e-learning and HyFlex learning, etc.

## 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 posting in Canvas</li> </ul> | 100    | FTF students = Each week<br><br>Online students = April 24 (+2 day grace)                         |
| 2. <b>Midterm:</b> Tidbit and Video Reflection Paper   | 60     | February 24 (+2 day grace)<br>Note: can be paired.  |
| 3. <b>Midterm:</b> ETR&D or OLJ Special Issue Review and Critique and Interview  | 60     | February 24 (+2 day grace)<br>Note: can be paired.  |
| 4. <b>Final:</b> Report or Strategic Plan Analysis, Naturalistic Study, or Technology Tool Review*   | 60     | April 14 (+5 day grace)<br>Must have a partner or two.<br>(exception requests must be in writing) |

|  |     |  |
|--|-----|--|
| 5. <b>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 14 (+5 day grace)<br>Must have a partner or two.<br>(exceptions requests must be in writing) |
| 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. The midterms have a 2-day grace period. The finals have a 5-day grace period.

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.colvee.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: AAACE. (<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>

## Projected Seminar Weekly Topics

### Tentative Weekly Spring 2026 Topics

- Week 1. (January 12-13). Systematic Reviews of Research on Emerging Learning Environments & Tech.  
 Week 2. (January 18 & 20). Systematic Reviews of Research on Emerging Lrng Environments & Tech.  
 Week 3. (January 26-27). Systematic Reviews of Research on Online Learning.  
 Week 4. (Feb. 2-3). Creative Learning in Authentic Contexts with Advanced Educational Technologies.  
 Week 5. (Feb. 9-10). Augmented Reality and Cross Reality (XR): The Blurring of Reality in HCI.  
 Week 6. (Feb. 16-17). Generative AI (e.g., ChatGPT) and Self-Directed Learning in Language Learning  
 Week 7. (Feb. 23-24). Government and Nonprofit Reports: Part 1 Ed Technology Plans and Reports  
 Week 8 (March 2-3). Creating Computational Thinkers for AI Era—Catalyzing Process thru Ed Tech.  
 Week 9. (March 9-10). Student Self-Selection Week #1  
 Week 10. (March 23-24). Online and Blended Learning in the Age of Generative AI.  
 Week 11. (March 30-31). Integrating Generative AI in Education  
 Week 12. (April 6-7). MOOCs, Open Education, and Self-Directed Learning  
 Week 13. (April 13-14). Governmental and Nonprofit Reports: Part 2 The Future of AI and Ed Tech  
 Week 14. (April 20-21). AI Literacy and Policy  
 Week 15. (April 27-28). Student Self-Selection Week #2

| Tentative Weekly Spring 2026 Topics  | Guest(s) and Date(s) for Online Section  |
|--|--|
| Week 1. (January 12-13). Systematic Reviews of Research on Emerging Learning Environments & Tech.        | Tuesday, January 13, 7 pm EST<br>Prior R678 Student Testimonials:<br>1. Claudio Eduardo Pinto<br>2. Emily Killen   |
| Week 2. (January 18 & 20). Systematic Reviews of Research on Emerging Learning Environments & Technology | Tuesday, January 20, 6:30-7:30 pm EST<br>Albert D. Ritzhaupt, Professor, University of Florida and Rui Tammy Huang, Ph.D., University of Florida, Clinical Assistant Professor of <a href="#">Educational Technology</a> and <a href="#">Computer Science Education</a> , Article on “The impact of gamification in educational settings on student learning outcomes: a meta-analysis” in ETR&D |
| Week 3. (January 26-27). Systematic Reviews of Research on Online Learning.                              | Tuesday, January 27, 12 Noon EST (6 pm CET in Europe)<br>Dirk Ifenthaler, Professor and Chair of Learning, Design and Technology at the <a href="#">University of Mannheim</a> , Germany, and <a href="#">UNESCO Co-Chair</a> on Data Science in Higher Education Learning and Teaching at Curtin University, Australia.   |

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|   | <p>Dirk's research focuses on the intersection of cognitive psychology, educational technology, data analytics, and organizational learning.</p> <p>Tuesday, January 27, 7 pm<br/>Dr. Mengyuan Zhao: AI App Demo</p>  |
| Week 4. (Feb. 2-3). Creative Learning in Authentic Contexts with Advanced Educational Technologies. | <p>Tuesday, February 3, 7 pm, EST, Universal Design for Learning (UDL)<br/>Dr. Susie Gronseth, University of Houston</p>  |
| Week 5. (Feb. 9-10). Augmented Reality and Cross Reality (XR): The Blurring of Reality in HCI.      | <p>Tuesday, Feb. 10<br/>2 pm EST, Justin Reich, MIT AI Literacy</p> <p>7 pm EST, learning through games and virtual learning<br/>Dr. Elisha Ding, Assistant Professor, Learning Design and Technology program, UGA</p>  |
| Week 6. (Feb. 16-17). Generative AI (e.g., ChatGPT) and Self-Directed Learning in Language Learning | <p>Tuesday, Feb. 17, 7 pm EST, AI and Self-directed Language Learning</p> <p>Belle Li, Purdue University<br/>Dr. Xiaojing Kou, IU</p>   |
| Week 7. (Feb. 23-24). Government and Nonprofit Reports: Part 1 Ed Technology Plans and Reports      | <p>Tuesday, Feb. 24, 7 pm EST<br/>Sheila Jagannathan, Sailor Academy and the World Bank</p>   |
| Week 8 (March 2-3). Creating Computational Thinkers for AI Era—Catalyzing Process thru Ed Tech.     | <p>Tuesday, March 3, 7 pm EST<br/>Weichao (Vera) Chen, PhD, Assistant Professor, Medical College of Wisconsin, and Director of Learning and Education Technology, Department of Obstetrics and Gynecology; Assistant Director of Cancer Research Training and Education Coordination, MCW Cancer Center</p> <p>March 3, 8 pm EST<br/>Prof. Cecilia K Y Chan, Professor, University of Hong Kong</p> |
| Week 9. (March 9-10). Student Self-Selection Week #1  | <p>Sunday March 8 EST, 12/noon<br/>Laura Payne, Manager, Smart Schools<br/><a href="https://smartschoolsusa.org/">https://smartschoolsusa.org/</a></p>  |
| Week 10. (March 23-24). Online and Blended Learning in the Age of Generative AI.                    | <p>Tuesday, March 24, 7 pm EST, Blended Learning<br/>Dr. Charles Dziuban, UCF<br/>Dr. Charles Graham, BYU</p> <p>8:30 pm EST</p>  |

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|---|---|
|   | <p>Xiaoying Zheng, Ph.D. candidate, IU: AI Tool Demo</p> <p><b>Research:</b> Elicit, Scite.AI, Research Rabbit</p> <p><b>Notetaking or review:</b> NotebookLM ---- If you think it had issues, I will remove it. No problem.</p> <p><b>Meeting Note Taking:</b> Otter.ai, Fireflies.ai, Copilot</p> <p><b>Image generation:</b> Adobe firefly</p> <p><b>Visuals generation:</b> Napkin</p> <p><b>Music:</b> Suno</p>  |
| Week 11. (March 30-31). Integrating Generative AI in Education                                  | <p>March 31 5:30 pm EST<br/>Dr. Heejung An, William Paterson Univ.<br/>Gen AI for Inquiry-Based Science</p> <p>New Article: Surface to Substance: Experiential Learning to Promote Understanding of ChatGPT for K-12 Lesson Planning, published in <i>Teaching and Teacher Education</i><br/>(Her new book for STEM Teacher Ed: <a href="#">book</a>)</p> <p>March 31, 7 pm EST<br/>Dr. Li (Lee) Liang, Founder of LeeVision &amp; EvalMate, Houston.<br/><a href="https://www.leevisionglobal.com/linkedin.com/in/li-liang-5798b922a">https://www.leevisionglobal.com/linkedin.com/in/li-liang-5798b922a</a></p> |
| Week 12. (April 6-7). MOOCs, Open Education, and Self-Directed Learning                         | <p>Sunday April 5 at 10:30 am:<br/>Dr. Meina Zhu, Wayne State<br/>Dr. Chaoran Wang, Colby College<br/>Dr. Zixi Li, Boston College</p>   |
| Week 13. (April 13-14). Governmental and Nonprofit Reports: Part 2 The Future of AI and Ed Tech | <p>April 14, Noon EST</p> <p>To Be Determined (possibly Paul Bascich)</p>   |
| Week 14. (April 20-21). AI Policy and Literacy  | <p>Tuesday, April 21, 10 am EST (7:30 pm in India)<br/>Dr. Sanjaya Mishra (formerly of the Commonwealth of Learning)</p> <p>Curt Bonk, 7 pm EST, Generative AI pedagogy in education (with Dr. Susie Grownseth's class at the University of Houston)</p>  |
| Week 15. (April 27-28). Student Self-Selection Week #2  | <p>Students share final projects.</p>   |

**Readings:** Each week, we will focus on a recent special journal issue related to emerging learning technologies or a few recent government or non-profit reports from the Department of Education, UNESCO, the World Bank, EDUCUASE, the Commonwealth of Learning, etc. The first three weeks will utilize special journal issues on emerging learning technologies that I co-edited during COVID. They will be free to download in [Dropbox](#).

**Sidenote #3:** My former 100+ page “monster syllabus” for R678 was slayed and put to death a couple of years ago since it proved too difficult to update.

**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><br>(Read 3-5 articles each week) |  |
|--|--|
| <b>Week 1 (Jan. 12-13)</b>   | 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 (ETR&amp;D)</i> 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 (Jan. 18 &amp; 20)</b>   | <b>Same as Week 1. Keep Exploring, Keep Reading from same issue...</b><br><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 (Jan. 26-27)</b>   | <p>Martin, F., Dennen, V. P., &amp; 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></p> <p>Extra #1. Ruiqi Deng, Maoli Jiang, Xinlu Yu, Yuyan Lu, &amp; Shasha Liu (2025, April). Does ChatGPT enhance student learning? A systematic review and meta-analysis of experimental studies. <i>Computers &amp; Education</i>, 227, <a href="https://doi.org/10.1016/j.compedu.2024.105224">https://doi.org/10.1016/j.compedu.2024.105224</a> Available: <a href="https://www.sciencedirect.com/science/article/pii/S0360131524002380?via%3Dihub">https://www.sciencedirect.com/science/article/pii/S0360131524002380?via%3Dihub</a></p> <p>Extra #2.<br/>Dr. Siska Wati Dewi Purba, Bertha Natalina Silitonga, &amp; Dr. John Jackson Yang (2025, October). AI-assisted learning: A systematic review. <i>Turkish Online Journal of Distance Education (TOJDE)</i>, 26(4). <a href="https://dergipark.org.tr/en/download/article-file/4394067">https://dergipark.org.tr/en/download/article-file/4394067</a></p> |

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|-----------------------------------|---|
| <p><b>Week 4 (Feb. 2-3)</b></p>   | <p><b>Creative Learning in Authentic Contexts with Advanced Educational Technologies.</b> Rustam Shadiey, Wu-Yuin Hwang and Gheorghita Ghinea (2022, April). 25(2).<br/> <i>Educational Technology and Society</i>. Available:<br/> <a href="https://www.j-ets.net/collection/published-issues/25_2">https://www.j-ets.net/collection/published-issues/25_2</a></p>   |
| <p><b>Week 5 (Feb. 9-10)</b></p>  | <p><b>Augmented Reality: The blurring of reality in human computer interaction</b><br/>       Edited by Dominik Mahr, Ko De Ruyter, &amp; Jonas Heller (April 2023).<br/> <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></p> <p>Alternative Choice: <i>Interactive Learning Environments</i> Special Issue:<br/> <b>Cross Reality (XR) and Immersive Learning Environments (ILE) in Education.</b> (2020), 28(5), Minjuan Wang, Jungwoo Ryoo &amp; Kurt Winkelmann<br/>       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></p>  |
| <p><b>Week 6 (Feb. 16-17)</b></p> | <p><b>Generative AI and Self-Directed Learning in Language Learning</b></p> <p><b>Using ChatGPT in Language Learning</b> (2023). <i>Languages</i>, Ju-Seong Lee &amp; Jieun Kiaer. Available:<br/> <a href="https://www.mdpi.com/journal/languages/special_issues/K1Z08ODH6V">https://www.mdpi.com/journal/languages/special_issues/K1Z08ODH6V</a></p> <p><b>Alternative Readings from Curt Bonk and His Research Groups</b><br/> <b>Bonk Research Team #1:</b></p> <ol style="list-style-type: none"> <li>1. <b>(open access...from special issue above)</b> 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. <b>(open access)</b> 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=edcipubs">https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&amp;context=edcipubs</a>)</li> <li>4. <b>(open access)</b> 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></li> </ol> |

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|                                   | <p>5. Li, B., Zhang, Z., Lowell, V. L., Wang, C., &amp; Bonk, C. J. (2025). Development and validation of the PA-SDA Scale: Measuring personal attributes in AI-integrated self-directed language learning. <i>System</i>, 133. <a href="https://doi.org/10.1016/j.system.2025.103793">https://doi.org/10.1016/j.system.2025.103793</a></p> <p><b>Bonk Research Team #2:</b></p> <p>6. (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>7. (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>8. 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>9. (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>Bonk Other (historical, short, and new):</b></p> <p>10. Bonk, C. J. (2025). Afterword: Reflecting on the role of AI in the evolution of writing support tools. In Z. Tian, &amp; C. Wang (Eds.), <i>Rethinking writing education in the age of generative AI</i> (pp. 160-165). Routledge.</p> |
| <p><b>Week 7 (Feb. 23-24)</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<br/> 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><br/> National Ed Tech Plan: <a href="https://tech.ed.gov/netp/">https://tech.ed.gov/netp/</a><br/> 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. Jenay Robert, Nicole Muscanell, Mark McCormack, Kathe Pelletier, Kim Arnold, Nichole Arbino, Keturah Young, and Jamie Reeves, 2025 <i>EDUCAUSE Horizon Report, Teaching and Learning Edition</i> (Boulder, CO: EDUCAUSE, 2025). <a href="https://library.educause.edu/resources/2025/5/2025-educause-horizon-report-teaching-and-learning-edition">https://library.educause.edu/resources/2025/5/2025-educause-horizon-report-teaching-and-learning-edition</a></p>  |

Read additional materials on the 2025 Horizon Project research hub,  
<https://www.educause.edu/horizon-report-teaching-and-learning-2025>

(11:37): Trends: Scanning the Horizon. 2025 EDUCAUSE Horizon Report Teaching and Learning Edition – TRENDS:  
<https://www.youtube.com/watch?v=9emyo3X3a90&t=683s>

(6:47): 2025 EDUCAUSE Horizon Report Teaching and Learning Edition - TECH & PRACTICES:  
<https://www.youtube.com/watch?v=MfiD9xciPRg>

Google Cloud Tech:

<https://www.youtube.com/@googlecloudtech/search?query=introduction%20to%20AI>

Google Cloud Skills Boost:

<https://www.cloudskillsboost.google/?locale=en>

2b. May 13, 2024, EDUCAUSE Horizon Report, EDUCAUSE Publications

<https://library.educause.edu/resources/2024/5/2024-educause-horizon-report-teaching-and-learning-edition>

Download: <https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf>

3. UNESCO (2023). Generative AI and the Future of Education  
Generative Artificial Intelligence in education: What are the opportunities and challenges?. Retrieved from  
<https://www.unesco.org/en/articles/generative-artificial-intelligence-education-what-are-opportunities-and-challenges>  
<https://unesdoc.unesco.org/ark:/48223/pf0000391406>

4. UNESCO (2023) Smart Education Strategies for Teaching and Learning: Critical analytical framework and case studies.  
<https://unesdoc.unesco.org/ark:/48223/pf0000383678>

UNESCO IITE, COL & 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: <https://iite.unesco.org/wp-content/uploads/2022/09/Smart-education-strategies-publication.pdf>;  
<https://oasis.col.org/items/53fc7c8c-5ea4-4b44-9fce-9b829905e89f>

5. UNESCO (2023). Global education monitoring report, 2023: Technology in Education: On Whose Terms.  
<https://www.unesco.org/en/articles/global-education-monitoring-report-2023-technology-education-tool-whose-terms>

6. U.S. Department of Education (2024, October). Empowering Education Leaders: A Toolkit for Safe, Ethical, and Equitable AI Integration

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|                                    | <ol style="list-style-type: none"> <li>7. UNESCO (2024). A competency framework for teachers. <a href="https://www.unesco.org/en/articles/ai-competency-framework-teachers">https://www.unesco.org/en/articles/ai-competency-framework-teachers</a></li> <li>8. C. Edward Watson, &amp; Lee Rainee (2025, January). Leading Through Disruption: Higher Education Executives Assess AI’s Impacts on Teaching and Learning. <a href="https://www.aacu.org/research/leading-through-disruption">https://www.aacu.org/research/leading-through-disruption</a>; <a href="https://dgm81phhv63.cloudfront.net/content/user-photos/AACU_AI_Report_2025.pdf">https://dgm81phhv63.cloudfront.net/content/user-photos/AACU_AI_Report_2025.pdf</a></li> <li>9. UNESCO (2023) Guidance for generative AI in education and research. <a href="https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research">https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research</a></li> <li>10. Panke, S., &amp; Ooeshi, I. J. (2023). AI in Education. EdTech Books. <a href="https://edtechbooks.org/ai_in_education">https://edtechbooks.org/ai_in_education</a></li> <li>11. Digital Education Council Global AI Faculty Survey 2025 (2025). AI Meets Academia: What Faculty Think. <a href="https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-faculty-survey">https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-faculty-survey</a></li> <li>12. Building an AI-Ready Workforce: A Look at College Student ChatGPT Adoption in the US (2025, January). OpenAI. <a href="https://cdn.openai.com/global-affairs/openai-edu-ai-ready-workforce.pdf">https://cdn.openai.com/global-affairs/openai-edu-ai-ready-workforce.pdf</a></li> <li>13. AI and Education: Protecting the Rights of Learners, UNESCO, 2025. Available: <a href="https://www.unesco.org/en/articles/ai-and-education-protecting-rights-learners">https://www.unesco.org/en/articles/ai-and-education-protecting-rights-learners</a></li> <li>14. AI and the Future of Education: Disruptions, Dilemmas and Directions, UNESCO, 2025. Available: <a href="https://www.unesco.org/en/articles/ai-and-future-education-disruptions-dilemmas-and-directions">https://www.unesco.org/en/articles/ai-and-future-education-disruptions-dilemmas-and-directions</a></li> </ol> |
| <p><b>Week 8 (March 2-3)</b></p>   | <p><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></p>   |
| <p><b>Week 9 (Mar. 9-10)</b></p>   | <p><b>Student Self-Selection Week #1</b></p>   |
| <p><b>Week 10 (Mar. 23-24)</b></p> | <p><b>Online and Blended Learning in the Age of Generative AI, OLJ Special Issue from Haesol Bae and Aras Bozkurt (2024) 28(3)</b><br/> <a href="https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/132">https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/132</a></p> <p>McNeil, S.G., Ahlf, M. &amp; Ford, C.D. (2025). Exploring nontraditional graduate students' online engagement: An instrumental case study of learners’ perceptions of purposefully designed activities. <i>Int J Educ Technol High Educ</i> 22, 53 (2025). <a href="https://doi.org/10.1186/s41239-025-00549-7">https://doi.org/10.1186/s41239-025-00549-7</a></p>  |

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| <p><b>Week 11 (Mar. 30-<br/>March 31)</b></p> | <p><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></p> <p>Extra Article:</p> <ol style="list-style-type: none"> <li>1. J. Owen Matson, Ph.D. (2025, May 19). A Response to the Important Work of Chris Dede on AI in Education. In Beyond Augmentation: Toward a Posthumanist Epistemology for AI and Education. <a href="https://intralation-culture-theory-posthuman-pedagogy.ghost.io/beyond-augmentation-toward-a-posthumanist-epistemology-for-ai-and-education/">https://intralation-culture-theory-posthuman-pedagogy.ghost.io/beyond-augmentation-toward-a-posthumanist-epistemology-for-ai-and-education/</a></li> </ol>  |
| <p><b>Week 12 (Apr. 6-7)</b></p>              | <p><b>MOOCs, Open Education, and Self-Directed Learning</b></p> <p><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/edie20/44/4?nav=tocList">https://www.tandfonline.com/toc/edie20/44/4?nav=tocList</a></p> <p><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></p> <p><b>Alternative Readings from Curt Bonk and His Research Groups</b></p> <p><b>Bonk Research Team #1:</b></p> <ol style="list-style-type: none"> <li>1. <b>(open access)</b> Li, Z., Zheng, X., Bonk, C. J., &amp; 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></li> <li>2. Li, Z., Zhu, M., Zheng, X., &amp; Bonk, C. J. (in review). Designing MOOCs to support self-directed learning (SDL): Instructors’ perspectives in South America. <i>Open Learning</i>.</li> <li>3. <b>(open access)</b> Li, Z., Bonk, C. J., &amp; Zhu, M. (2024). Community in the open: Supports, challenges, and impacts of local learning communities of K-12 adolescent MOOC learners from Nepal. <i>Online Learning</i>, 28(3), 497-523. <a href="https://doi.org/10.24059/olj.v28i3.3463">https://doi.org/10.24059/olj.v28i3.3463</a></li> <li>4. Li, Z., Zhu, M., Kadirova, D., &amp; Bonk, C. J. (2023). Towards self-directed learning: How do Nepali adolescents learn with MOOCs? <i>Distance Education</i>, 655-674, 44(4). DOI: <a href="https://doi.org/10.1080/01587919.2023.2267460">10.1080/01587919.2023.2267460</a></li> </ol> <p><b>Bonk Research Team #2:</b></p> <ol style="list-style-type: none"> <li>1. Bonk, C. J., &amp; Zhu, M. (2024). On the trail of self-directed online learners. <i>ECNU Review of Education</i>, 7(2), 406-419. <a href="https://doi.org/10.1177/20965311231169795">https://doi.org/10.1177/20965311231169795</a></li> </ol> |

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|                                    | <ol style="list-style-type: none"> <li>2. Doo, M. Y., Zhu, M., &amp; Bonk, C. J. (2023). Influences of self-directed learning on learning outcomes in MOOCs: A meta-analysis. <i>Distance Education</i>, 44(1), 86-105. <a href="https://doi.org/10.1080/01587919.2022.2155618">https://doi.org/10.1080/01587919.2022.2155618</a></li> <li>3. Zhu, M., &amp; Bonk, C. J. (2025). Guidelines and strategies for fostering and enhancing self-directed online learning. <i>Open Learning: The Journal of Open, Distance and e-Learning</i>. 40(4), 382–398. DOI: <a href="https://doi.org/10.1080/02680513.2022.2141105">https://doi.org/10.1080/02680513.2022.2141105</a></li> <li>4. Zhu, M., Bonk, C. J., &amp; Berri, S. (2022). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. <i>Online Learning</i>, 26(1), 153-173. DOI: <a href="http://dx.doi.org/10.24059/olj.v26i1.2629">http://dx.doi.org/10.24059/olj.v26i1.2629</a></li> <li>5. Doo, M. Y., Tang, Y., Bonk, C. J., &amp; Zhu, M. (2020). MOOC instructor motivation and career development. <i>Distance Education</i>, 41(1), 26-47. <a href="https://doi.org/10.1080/01587919.2020.1724770">https://doi.org/10.1080/01587919.2020.1724770</a></li> <li>6. Sari, A. R., Bonk, C. J., &amp; Zhu, M. (2020). MOOC instructor designs and challenges: What can be learned from existing MOOCs in Indonesia and Malaysia? <i>Asia Pacific Education Review</i>, 21(1), 143-166. DOI 10.1007/s12564-019-09618-9</li> <li>7. Zhu, M., &amp; Bonk, C. J. (2019). Designing MOOCs to facilitate participant self-monitoring for self-directed learning. <i>Online Learning</i>, 23(4), 106-134. doi:10.24059/olj.v23i4.2037</li> </ol> <p><b>Bonk Research Team #3 (Ask.SMILE):</b></p> <ol style="list-style-type: none"> <li>1. Kim, P., Wang, W., &amp; Bonk, C. J. (2025). Generative AI as a coach to help students enhance proficiency in question formulation. 63(3), 565-586. <i>Journal of Educational Computing Research</i>. <a href="https://doi.org/10.1177/07356331251314222">https://doi.org/10.1177/07356331251314222</a></li> </ol> |
| <p><b>Week 13 (Apr. 13-14)</b></p> | <p><b>Governmental and Nonprofit Reports: Part 1 The Future of AI and Micro-credentials</b></p> <ol style="list-style-type: none"> <li>1. National Academies of Sciences, Engineering, and Medicine. 2024. Artificial Intelligence and the Future of Work. 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> <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, Artificial Intelligence and Future of Teaching and Learning:</li> </ol>  |

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|                                    | <p>Insights and Recommendations, Washington, DC, 2023. This report is available at <a href="https://tech.ed.gov">https://tech.ed.gov</a>;<br/> <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></p> <p>4. Michaela Martin, &amp; Mairead Nic Giolla Mhicil (2025). Micro-credentials in Mauritius: towards a national framework for TVET and higher education, UNESCO. <a href="https://doi.org/10.54673/dplj5721">https://doi.org/10.54673/dplj5721</a> or <a href="https://www.iiep.unesco.org/en/publication/micro-credentials-mauritius-towards-national-framework-tvet-and-higher-education">https://www.iiep.unesco.org/en/publication/micro-credentials-mauritius-towards-national-framework-tvet-and-higher-education</a></p> <p>Friday October 3, 2025. Episode 248   The Movement Towards Micro-credentials in Mauritius. Available:<br/> <a href="https://silverliningforlearning.org/episode-248-the-movement-towards-micro-credentials-in-mauritius/">https://silverliningforlearning.org/episode-248-the-movement-towards-micro-credentials-in-mauritius/</a><br/> Video (58:27):<br/> <a href="https://www.youtube.com/watch?v=mwNuWsNlncA&amp;t=176s">https://www.youtube.com/watch?v=mwNuWsNlncA&amp;t=176s</a></p> <p>5. Higher Education Commission in Mauritius (2025, August). A blueprint on micro-credentials in higher education: From concept to execution. See:<br/> <a href="https://www.hec.mu/pdf_downloads/NCVTS_Blueprint/MC%20BROCHURE_08102025_Final01.pdf">https://www.hec.mu/pdf_downloads/NCVTS_Blueprint/MC%20BROCHURE_08102025_Final01.pdf</a></p> <p>6. Professor (Dr) Romeela Mohee, CSK (2025, April 11). National Credit Value and Transfer System and Micro Credentials Framework in Mauritius. <a href="https://inq.gov.ao/pt/programas/ppt-3_mauritius_ncvts-and-mc_hec_prof-r-mohee.pdf">https://inq.gov.ao/pt/programas/ppt-3_mauritius_ncvts-and-mc_hec_prof-r-mohee.pdf</a></p> <p>7. Charlotte Matherly (2025). The emerging multimedia classroom: How AI Is changing course design and delivery. <i>The Chronicle of Higher Education</i>. <a href="https://www.chronicle.com/page/the-emerging-multimedia-classroom">https://www.chronicle.com/page/the-emerging-multimedia-classroom</a></p> |
| <p><b>Week 14 (Apr. 20-21)</b></p> | <p><b>AI Literacy and Policy</b></p> <p>1. Justin Reich (PI and MIT Teaching Systems Lab Director), Jesse Dukes, Josh Sheldon, Julie M. Smith, Manee Ngozi Nmani, &amp; Natasha Esteves (2025, November). <i>A guide to AI in schools: Perspectives for the perplexed</i>. MIT Teaching Systems Lab. Available:<br/> <a href="https://tsl.mit.edu/ai-guidebook/">https://tsl.mit.edu/ai-guidebook/</a> and <a href="https://tsl.mit.edu/wp-content/uploads/2025/08/GuideToAIInSchools.pdf">https://tsl.mit.edu/wp-content/uploads/2025/08/GuideToAIInSchools.pdf</a></p> <p>2. Ally, M., &amp; Mishra, S. (2024). <i>Developing Policy Guidelines for Artificial Intelligence in Post-secondary Institutions</i>. Commonwealth of Learning. <a href="http://hdl.handle.net/11599/5615">http://hdl.handle.net/11599/5615</a></p> <p>3. Mishra, S. (2024, Fall/Autumn). Policies for Artificial Intelligence in Higher Education: A Call for Action. <i>Canadian Journal of Learning and Technology</i>, 50(3). Available:<br/> <a href="https://cjlt.ca/index.php/cjlt/article/view/28869/21191">https://cjlt.ca/index.php/cjlt/article/view/28869/21191</a></p>  |

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|                             | <p>4. An, Y., &amp; Yu, J. H., &amp; James, S. (2025). Investigating the higher education institutions' guidelines and policies regarding the use of generative AI in teaching, learning, research, and administration. <i>International Journal of Educational Technology in Higher Education</i>, 22, Article number: 10. <a href="https://doi.org/10.1186/s41239-025-00507-3">https://doi.org/10.1186/s41239-025-00507-3</a></p> <p>5. Professor Romeela Mohee &amp; Dr. Anjusha Durbarry (2025, June). Guidelines on the Use of AI in Mauritius. Higher Education Commission Mauritius. Available: <a href="https://tinyurl.com/5bn33w2d">https://tinyurl.com/5bn33w2d</a></p> <p><b>Little Tidbits:</b></p> <p>1. Justin Reich (2025, November 5). Stop Pretending You Know How to Teach AI; Colleges are racing to make students 'fluent.' One problem: No one knows what that means. <i>The Chronicle of Higher Education</i>. Available: <a href="https://www.chronicle.com/article/stop-pretending-you-know-how-to-teach-ai">https://www.chronicle.com/article/stop-pretending-you-know-how-to-teach-ai</a></p> <p><i>This essay is excerpted from a new Chronicle of Higher Education special report, "Leading in the AI Era," available in the Chronicle Store.</i><br/> <b>The AI Issue:</b> <a href="https://www.chronicle.com/package/ai-issue-2025">https://www.chronicle.com/package/ai-issue-2025</a></p> <p>2. Lisa A. Fortier, (2025, November). Toward responsible use of artificial intelligence in our journals. <i>Javma</i>, 263(11). Available: <a href="https://avmajournals.avma.org/view/journals/javma/263/11/javma.263.11.1342.xml">https://avmajournals.avma.org/view/journals/javma/263/11/javma.263.11.1342.xml</a></p> <p>3. Tanisha Jowsey, Virginia Braun, Victoria Clarke, Deborah Lupton, &amp; Michelle Fine (2025, October 20). We reject the use of generative artificial intelligence for reflexive qualitative research. <i>Qualitative Inquiry</i>, 1-5. <a href="http://dx.doi.org/10.2139/ssrn.5676462">http://dx.doi.org/10.2139/ssrn.5676462</a> (and signed by 419 experienced qualitative researchers for 32 countries). Available: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5676462">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5676462</a></p> |
| <p>Week 15 (Apr. 27-28)</p> | <p>Student Self-Selection Week #2</p>   |

## Special Journal Issue Alternatives and Possible Substitutes:

1. **Adoption of Learning Technologies in Times of Pandemic Crisis.** *Journal of Computer Assisted Learning* (2021), 37(6). Aleksandra Stevanović, Radoslav Božić, and Slaviša Radović. Available: <https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12626>

<https://onlinelibrary-wiley-com.proxyiub.uits.iu.edu/toc/13652729/2021/37/6>  
<https://doi-org.proxyiub.uits.iu.edu/10.1111/jcal.12613>

2. **Balancing student Privacy and Technology Integration in Higher Education: Engagement, Encroachment and Interstitial Spaces.** *British Journal of Educational Technology* (BJET).

- (2023, November). 54(6). Stephanie J. Blackmon & Claire H. Major. Available: <https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2023/54/6>
3. AJET Special Issue: Emerging Tech in Ed for Innovative Pedagogy 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>
  4. CHB Special Issue: **Advancing Self-Regulated learning (SRL) Research with AI, Computers in Human Behavior**; <https://www.sciencedirect.com/special-issue/10SK32DXC3C>
  5. 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>
  6. 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>
  7. 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>
  8. 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>
  9. 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)
  10. 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)
  11. 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)
  12. 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, [Yujin Yang](#), & Jan van Aalst. Available: <https://bera-journals.onlinelibrary.wiley.com/toc/14678535/2022/53/6>
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13. 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>
  14. 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>

15. 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>
16. 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>
17. 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. <i>Visual Creation</i>  | Bing DALL-E, Gencraft, Canva ai, MidJourney, etc.  |
| 2. <i>Video creation</i>   | Runway, Canva ai Heygen, Midjourney, Synthesia, Wearelearning, DeepBrain AI, Descript, Sora, etc.  |
| 3. <i>Creating podcasts</i>  | NotebookLM, Podcast ai, SpeakUp ai, Jellypod, Podwise, PodStash, Podnotes, Podfy ai, Scribblor, etc.   |
| 4. <i>Create music</i>   | <i>Udio, Sona, etc.</i>  |
| 5. <i>Spell checking</i>   | Grammarly, Poe, Quillbot, PaperPal, EasyGrader, Notion, etc.   |
| 6. <i>Developing a lesson plan, preparing a worksheet, preparing a text, preparing questions from the text, preparing a CV, summarizing, preparing content, preparing a lesson</i> | MagicSchool, Teach anything, ChatGPT, ChatPDF, Gemini, Pop ai, Copy ai, Smartwriter, Teacherbot, Claude 2, etc.  |
| 7. <i>Writing a research report, preparing an article</i>  | 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. <i>Writing a story</i>  | StoryBee, Tale AI, StoryAI, ChatGPT, Google Gemini, Claude 2, etc.   |
| 9. <i>Preparing a mindmap, concept map</i>   | Xmind ai, Pop ai, etc.   |
| 10. <i>Character, avatar creation and chat, dialog</i>   | Character ai, ChatGPT, CBot ai, ChatPDF, Google Gemini, Claude 2, etc.   |
| 11. <i>Preparing a presentation</i>  | Gamma, Tome, Pop ai, Slideai, Lumen5, Steve ai, Wave.video, MagicSlides, Typecast, FlexClip, Pitch, Kroma.ai, etc.   |
| 12. <i>Various: Lesson planning,</i>   | AI Tutor Pro, AI Teaching Pro  |
| 13. <i>Question evaluation using Bloom's taxonomy</i>  | Ask.SMILE  |
| 14. <i>Ask questions about PDF documents</i>   | ChatPDF, Humata  |
| 15. <i>Other: Translating, Brainstorming, Coding, Analyzing Data and Images,</i>   | ChatGPT, Google Gemini, Claude 2   |

*Summarizing, Writing, Performing Q&A,  
Perform as debate partner*

**2025 Zoom Recordings in R678 Emerging Learning Technologies**  
**R678 Spring 2024 Guest Playlist and Curt Bonk Presentations**  
<https://youtube.com/playlist?list=PLHcReRoW2lxMW-2AaluVfzyNRtmOfH9vP>

|                |  |
|----------------|--|
| Week 1         | Week 1 Orientation, AI Tool Demo, & Curt Bonk Presentation; 2:33:16<br><a href="https://youtu.be/AbTbTaGLf6I">https://youtu.be/AbTbTaGLf6I</a>                 |
| Week 2 Part 1  | Week 2 Guests Tian Luo and Tom Reeves and Lin Lin; 2:21:54:<br><a href="https://youtu.be/jmC_rN7Gx4o">https://youtu.be/jmC_rN7Gx4o</a>                         |
| Week 2 Part 2  | Week 2 Part 2 Curt Bonk on Tech Evolution Revolution<br><a href="https://youtu.be/VOf078DxnSM">https://youtu.be/VOf078DxnSM</a> (34:44)                        |
| Week 3         | Week 3 Guest Beth Oyarzun (UNCC) and Heather Leary (BYU) 2 hours, 32 minutes;<br><a href="https://youtu.be/2GD5xf-sLQ">https://youtu.be/2GD5xf-sLQ</a>         |
| Week 4         | Week 4 David Wicks Guest and Curt Bonk on Authentic Learning (2 Hours, 45 minutes)<br><a href="https://youtu.be/xmRRvIDBvT4">https://youtu.be/xmRRvIDBvT4</a>  |
| Week 5         | Week 5 AR, VR, & Gaming with Curt Bonk and AI with Donggil Song (2 hours)<br><a href="https://youtu.be/pinJYRMBjxQ">https://youtu.be/pinJYRMBjxQ</a>           |
| Week 6         | Week 6 Gen AI & Language Learning with Chaoran Wang, Zixi Li, Belle Li (3+ hours);<br><a href="https://youtu.be/Mkg4ZpHORZE">https://youtu.be/Mkg4ZpHORZE</a>  |
| Week 7         | Week 7 Helen Crompton AI Tools, Platforms, and Possibilities (2 hours, 38 minutes);<br><a href="https://youtu.be/eB4WApAuwTw">https://youtu.be/eB4WApAuwTw</a> |
| Week 8         | Week 8 Computational Thinking with Beau Scott and 3 Boise State people (2:46:13);<br><a href="https://youtu.be/7-Rdg-JjJw4">https://youtu.be/7-Rdg-JjJw4</a>   |
| Week 9         | Week 9 Haesol Bae U of Albany on AI; Curt Bonk of Digital books (2.5 hours);<br><a href="https://youtu.be/tr0zQeGrcMI">https://youtu.be/tr0zQeGrcMI</a>        |
| Week 10 Part 1 | Week 10 with Dr. Jan Plass from NYU on March 25, 2025 (1:19:16)<br><a href="https://youtu.be/azHBYrmE2k">https://youtu.be/azHBYrmE2k</a>                       |
| Week 10 Part 2 | Week 10 Curt Bonk on Blended Learning and Video on Khanmigo (1:10:49);<br><a href="https://youtu.be/K_DOq5LNV1s">https://youtu.be/K_DOq5LNV1s</a>              |
| Week 11        | Week 11 R678 Paul Kim, Trang Phan, & Curt Bonk Ask.SMILE AI Tool (3:09:31);<br><a href="https://youtu.be/Ujg-RbOpPnM">https://youtu.be/Ujg-RbOpPnM</a>         |
| Week 12        | Week 12 R678 Curt Bonk & Zixi Li Seven Studies on MOOCs and SDL (1:57:37);<br><a href="https://youtu.be/TMmHER9WHo8">https://youtu.be/TMmHER9WHo8</a>          |
| Week 13 Part 1 | Week 13 Curt Bonk and Jinnie Lee AI and ITS Research Talks (1 hour)<br><a href="https://youtu.be/hijIUjmxPSk">https://youtu.be/hijIUjmxPSk</a>                 |
| Week 13 Part 2 | Week 13 Darcy Hardy from Texas (1 hour, 10 minutes)<br><a href="https://youtu.be/ARZSzDGIa0">https://youtu.be/ARZSzDGIa0</a>                                   |
| Week 14 Part 1 | Week 14 John Traxler from UK (1 hour, 14 minutes)<br><a href="https://youtu.be/G6ruEyoXyfg">https://youtu.be/G6ruEyoXyfg</a>                                   |

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| Week 14 Part 2 | Week 14 Tawnya Means (43 minutes)<br><a href="https://youtu.be/hR8IHsGG1D0">https://youtu.be/hR8IHsGG1D0</a>                       |
| Week 15 Part 1 | Week 15 Part 1 Xiaoying Zheng demos AI tools (28:30)<br><a href="https://youtu.be/2CB8RbKAX4Q">https://youtu.be/2CB8RbKAX4Q</a>    |
| Week 15 Part 2 | Week 15 Part 2 AI Risks with Robert (Bob) Kozma (1:22:02); <a href="https://youtu.be/eD-ln69YFpg">https://youtu.be/eD-ln69YFpg</a> |

### Extra recordings:

1. The HyFlex of Blended Learning\_Jiaotong-Liverpool, Univ\_Curt\_Bonk\_IU\_Feb\_27\_2025 (1:23:44); [https://www.youtube.com/watch?v=\\_M4qUO0CSXE&list=PLHcReRoW2lxMW-2Aa1uVfzyNRtmOfH9vP&index=9](https://www.youtube.com/watch?v=_M4qUO0CSXE&list=PLHcReRoW2lxMW-2Aa1uVfzyNRtmOfH9vP&index=9)
2. Curt Bonk message to students at Anadolu University in Turkey, March 25, 2025 (7:51); <https://youtu.be/GVUYL8dIRVk>
3. Full Week 10 recording (part was deleted due to copyright): R678 Week 10 Curt Bonk on Blended Learning and Video on Khanmigo, March 25, 2025 (1:24:07); [https://iu.mediaspace.kaltura.com/media/t/1\\_7ujeevwe](https://iu.mediaspace.kaltura.com/media/t/1_7ujeevwe)

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

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

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|---------------|--|
| Weel 1 Part 1 | Curt Bonk Course Orientation (1 hour)<br><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)<br><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)<br><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)<br><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)<br><a href="https://youtu.be/RQ3mU3KAObU">https://youtu.be/RQ3mU3KAObU</a>   |
| Week 4 Part 1 | Creativity and Authentic Learning with Technology (2:03:08)<br><a href="https://youtu.be/NEen8RJx1Hq0">https://youtu.be/NEen8RJx1Hq0</a>                                 |
| Week 4 Part 2 | Guest Chad Lane, Univ. of Illinois, Research on Minecraft (1:19:44)<br><a href="https://youtu.be/o07YXLdOMgU">https://youtu.be/o07YXLdOMgU</a>                           |
| Week 5 Part 1 | Virtual Worlds with Merve Basdogan, TTU (20:03)<br><a href="https://youtu.be/xSxRAzEwpEI">https://youtu.be/xSxRAzEwpEI</a>   |

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| Week 5 Part 2       | Curt Bonk discusses and shows AR and VR (1:00:16)<br><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)<br><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)<br><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)<br><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)<br><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)<br><a href="https://youtu.be/IRkppVgU4s8">https://youtu.be/IRkppVgU4s8</a>   |
| Week 8 Part 1       | Tom Ball Microsoft Microcode (1:15:22)<br><a href="https://iu.mediaspace.kaltura.com/media/t/1_tfz182np">https://iu.mediaspace.kaltura.com/media/t/1_tfz182np</a>                       |
| Week 8 Part 2       | Curt Bonk Articles on Computational Thinking (1:17:57)<br><a href="https://youtu.be/ATzJa76NnyI">https://youtu.be/ATzJa76NnyI</a>   |
| Week 9 Part 1       | Mary Burns on Teacher Technology Prep (1:33:52)<br><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)<br><a href="https://youtu.be/Fq7zVMv9FvM">https://youtu.be/Fq7zVMv9FvM</a>  |
| Week 10 Part 1      | Curt Bonk History of Digital Books (1:05:06)<br><a href="https://youtu.be/3NhI6cwzt5s">https://youtu.be/3NhI6cwzt5s</a>   |
| Week 10 Part 2      | Kui Xie from Michigan State Conversation (1:17:00)<br><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)<br><a href="https://youtu.be/LILDQhy_Xf0">https://youtu.be/LILDQhy_Xf0</a>  |
| Week 11 Part 2      | Self-Directed Learning studies Curt Bonk, Meina Zhu, & Zixi Li (1:28:55)<br><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<br><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)<br><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)<br><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)<br><a href="https://iu.mediaspace.kaltura.com/media/t/1_jr79xtr9">https://iu.mediaspace.kaltura.com/media/t/1_jr79xtr9</a> |

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| Week 15 Part 1 | Student sharing of final projects (2:28:48)<br><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)<br><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.

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## 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: Canvas Discussion Forum Reflections—Due Each Week. April 24 plus 2-day grace period (100 Points):**

**Weekly postings (60 points) plus moderate at least one week of discussion (40 points) or 100 total points:** At the start of each week, I want one person to post a short summary to Canvas on at least 4 of the main articles assigned for that week. That person is the starter for discussion. You will need to use the forms below to signup for your chosen week. Other students will add to their conversation with their reflections and reactions. There will be two discussion forums for you to choose from: (1) one for interaction among humans only, and (2) one for augmented use of ChatGPT and other Generative AI tools or platforms; in the latter, you are to rely on an AI tool for wording or a comment, quote, critique, comparison, or other means that you deem relevant. Please contribute to one or both of the discussions each week.

There are 14 people in the course so far. Everyone will get 1-2 weeks to moderate.

**Brave People Option:** You might ask ChatGPT, ChatPDF, or some other generative AI tool to create starter text for your 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 posts, one is yours and one for what a generative AI tool creates. Or you might alternative 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.

**Moderators or co-moderators might:**

1. State reactions, questions, and suggestions for the upcoming readings.
2. Post author pictures, quotes, figures, tables, etc., from the articles for the coming week.
3. Recap or briefly summarize key parts of the assigned articles for the week.
4. Monitor the discussion. And spark it when it goes weak.
5. Offer feedback to peers on their posts.
6. Add resources and links to resources to the discussion.
7. Connect discussion to experts in the field.
8. Connect or synthesize comments within the week.
9. Point to counter points and inaccuracies in the postings of students during the week.
10. Be creative or offer creative insights when needed.
11. Point out the relationship of upcoming week topic or articles to past lectures or readings.
12. Reflect on the discussion from past weeks; repost prior quotes from others.
13. Discuss the position of a researcher or pioneer in the field (or perhaps even write to him/her);
14. Discuss a recent speech or colloquium you attended related to the week or a visit to a technology center or exhibit.
15. 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.

**Online Café:** There will also be a forum or online café to recommend, critique, discuss, share, and potentially demonstrate specific emerging technology tools, platforms, and resources.

**Participation 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 24 (+2 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 24, 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 24 (+2 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.

**Note:** Any attending 10 or more synchronous sessions in Zoom (most typically on Thursday nights) will get an automatic 60 points and have it replace Task #4. Anyone choosing this option should also provide a one-page single spaced summary of what they learned during one or more of those synchronous sessions. Submit it to Task #4 in Canvas with your name on it.

**Task #4 Options (Due April 14, with a 5-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 14; 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 3-4 page single spaced report (excluding references and appendices; those working in teams are expected to have 6-8 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 14 (with 5-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 14)**

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\\_SbRWV0M](http://www.youtube.com/watch?v=cHx_SbRWV0M)

### **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 Technology (60 points: Due April 14 (with 5 day grace))**

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 4-5 single spaced paper if working alone and 6-8 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 14 (with 5 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 14 (with 5-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 14 (with 5-day grace))** \*Note: Those doing an effective job on this task are likely to get high marks in the grading process. I recognize the difficulty of this task and will reward those who attempt it (like Mount Everest).

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 3-5 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, 2022, 2024, 2025, and 2026. 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 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 2026: [https://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2026.htm](https://curtbonk.com/R678_online_syllabus_spring_2026.htm)
2. Spring 2025: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2025.htm](http://curtbonk.com/R678_online_syllabus_spring_2025.htm)
3. Spring 2024: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2024.htm](http://curtbonk.com/R678_online_syllabus_spring_2024.htm)
4. Spring 2022: [http://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2022.htm](http://curtbonk.com/R678_online_syllabus_spring_2022.htm)
5. Spring 2022 (Alt): [https://curtbonk.com/R678\\_alt\\_online\\_syllabus\\_spring\\_2022.htm](https://curtbonk.com/R678_alt_online_syllabus_spring_2022.htm)
6. Spring 2020: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2020.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2020.htm)
7. Spring 2019: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2019.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2019.htm)
8. Spring 2018: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2018.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2018.htm)
9. Spring 2017: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2017.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2017.htm)
10. Spring 2016: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2016.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2016.htm)
11. Spring 2015: [https://curtbonk.com/Syllabus\\_R678\\_Spring\\_of\\_2015.htm](https://curtbonk.com/Syllabus_R678_Spring_of_2015.htm)
12. Spring 2013: [https://curtbonk.com/Syllabus\\_R685\\_Spring\\_of\\_2013.htm](https://curtbonk.com/Syllabus_R685_Spring_of_2013.htm)
13. Fall 2012: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2012.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2012.htm)
14. Spring 2012: [https://curtbonk.com/Syllabus\\_R685\\_Spring\\_of\\_2012.htm](https://curtbonk.com/Syllabus_R685_Spring_of_2012.htm)
15. Fall 2011: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2011.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2011.htm)
16. Fall 2010: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2010.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2010.htm)
17. Fall 2009: [https://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2009.htm](https://curtbonk.com/Syllabus_R685_Fall_of_2009.htm)
18. Fall 2008: [http://curtbonk.com/Syllabus\\_R685\\_Fall\\_of\\_2008.htm](http://curtbonk.com/Syllabus_R685_Fall_of_2008.htm)
19. Fall 2007: <https://curtbonk.com/R685-Fall-2007.htm>
20. Fall 2005: [https://curtbonk.com/syllabus\\_p600\\_and\\_r685\\_fall\\_of\\_2005.htm](https://curtbonk.com/syllabus_p600_and_r685_fall_of_2005.htm)
21. Fall 2003: <https://curtbonk.com/p600syl2.htm>
22. Fall 2002: <https://curtbonk.com/Syllabus--2002.html>
23. Fall 2001: <https://curtbonk.com/P600-R685-2001.htm>
24. Fall 1999: <https://curtbonk.com/P600-R685-1999.htm>
25. Fall 1997: <https://curtbonk.com/P600-R685-1997.htm>
26. Spring 1995: <https://curtbonk.com/P600-R685-1995.htm>
27. 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 14 (with 5-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 14 (with 5-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 Chia 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. “Yes I Can” Evaluation (60 points: Due April 14 (with 5-day grace))

In this option, you are to provide a 1,500 to 2,000 word evaluation of the “Yes I can” website created by a former IST student, Dr. Kerry Lueders. What are the strengths of it as well as areas in need of improvement or refinement? How might educators or others find uses for it? How might this website help with new content accessibility laws taking hold in 2026?

**Yes I Can:** <https://yes-i-can.gitbook.io/learn>

Author: Kerry Lueders: [klueders@iu.edu](mailto:klueders@iu.edu) or [kerrylueders@icloud.com](mailto:kerrylueders@icloud.com)

**About:** GitBook documentation site. [Yes I Can](https://yes-i-can.gitbook.io/learn) is officially published online and is "mostly ready." This site is intended for general education teachers who may be planning to have a blind or low vision student in their class and would like to enhance their skills at creating accessible digital content. It is informed by Dr. Kerry Lueders' dissertation research through Indiana University at Bloomington, in the Department of Learning, Design, and Adult Education, entitled, "Digital Content Perspectives of Key Stakeholders in the Education of Students Who Are Blind or Have Low Vision: How Teachers May Prepare for Accessibility." As a professional in the field of blindness and low vision, Dr. Lueders witnesses accessibility exemplars and miscues on a regular basis (and admits to having been the culprit of creating inaccessible digital content). As a result, she has continuously worked to improve her accessibility skills and habits, and through her research, hopes to offer mentorship to general education teachers who would like to create accessible digital content and be more inclusive in the digital content they provide to their students. She would love your insights and feedback.

**Purpose:** The purpose of this resource is to give general education teachers a jump-start on creating accessible digital content to not only enhance the educational experience of blind and low vision students but for everyone involved in education! It is under construction but will include video tutorials, sample inaccessible and accessible documents, and video demonstrations showing what happens when a digital document is inaccessible versus accessible. This resource focuses on preparations teachers can make related to Mindset, Skill, and Community.

**Task #5i Option. Student Determined Project (60 points: Due April 15, with a 5 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.

**Final Options for Task #3 or Task #4 or Task #5.**

**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 or Task #5. 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 255 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 or Task #5. 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 two 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). Your paper might be 1,500 to 2,000 words. I would prefer that people selecting this option work on teams of 2 or 3 or 4 people depending on the scope of the project undertaken.

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

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

**Final Option #3. Silver Lining for Learning.** Same as #2 above, only here you are to take the 30,000 foot view. In effect, the goals of Option #3 are for you to look at SSL shows that are entrepreneurial in nature or involve disadvantaged or underprivileged youth or both. I want you to document the key psychological or pedagogical principles in that project or initiative. What are the ingredients that would lead to replication? Your paper might be 1,500 to 2,000 words. I would prefer that people selecting this option work on teams of 2 or 3 or 4 people depending on the scope of the project undertaken.