Spring of 2016: R678 Topical Seminar, (Only) 3 Credits
Emerging Learning Technologies (The Famed "Monster Syllabus")

Indiana University, School of Education, Room 2101 Section 15548 FTF
Section 35519 Web/Online
Instructor: Curt Bonk, Professor, Instructional Systems Technology Dept.
Online R678 Syllabus: http://php.indiana.edu/~cjbonk/Syllabus_R678_Spring_of_2016.htm
PDF, Word, HTML

Live and Archived Weekly Videostream: https://www.indiana.edu/~istream/cas/
Course Link to Canvas: http://canvas.iu.edu/
Sync Chats/Q's: TodaysMeet: https://todaysmeet.com/R678_Emerging_Learning_Technologies
Office Hours: Zoom: https://IU.zoom.us/j/8123222878
Guest Presentations: Adobe Connect (i.e., Breeze) Meetings: http://connect.iu.edu/r678spring2016

Multimedia Glossary Dec 2012 (from Ozgur Ozdemir): http://r685glossary.shutterfly.com/
Participant Bios and Interests: http://www.trainingshare.com/r678bios.php
Online Role Play: http://www.trainingshare.com/r678roles.php
Copies of Weekly R678 Lectures given in Spring of 2015: PP Slides

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Course Description and Rationale:

Instead of passive consumption-based learning, we are living in a participatory age where learners have a voice and potentially some degree of ownership over their own learning. Here at the start of the twenty-first century, emerging technologies and activities– such as blogs, wikis, podcasts, ebooks, YouTube videos, massive open online courses (MOOCs), simulations, virtual worlds, and wireless and mobile computing – are generating waves of new opportunities in higher education, K-12 schools, corporate training, and other learning environments.

And today's millennial learner, immersed in an increasingly digital world is seeking richer and more engaging learning experiences. Amid this rising tide of expectations, instructors across educational sectors are exploring and sharing innovative ways to use technology to foster interaction, collaboration, and increased excitement for learning. It is time to take advantage of the new participatory learning culture where learners build, tinker with, explore, share, and collaborate with others online. It is also time to exploit free and open educational resources, opencourseware, learning portals, and open source software across educational sectors and income levels. Some of you will create and publish a cross-

cultural Wikibook. Others will create video blogs, and still others will design YouTube-like videos. Some might even flip their classrooms. Still others will teach a massive open online course (MOOC).

The syllabus for this course is purposefully long. I refer to it as "the monster syllabus." I will be your online concierge or guide through masses of online resources. In an age when eyeball-to-eyeball learning is no longer necessary, effective online instructors do not simply teach, but moderate, coach, and assist in the learning process. Today a teacher, trainer, professor, or instructional designer often assumes the role of concierge with a wealth of freely available tools and resources to guide her learners. In this more open twenty-first century learning world, anyone can learn anything from anyone else at any time.

Course Goals and Objectives

After the course, students should be able to:

1. Explain and demonstrate the educational benefits of podcasts, wikis, blogs, virtual worlds, simulations, social networking software, digital books, mobile books, 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 review books 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, MOOCs, e-learning, etc. to conferences, foundations, summits, 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.
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.

Required Texts (none), Videos, and Journal Article List

None!!! The world of learning should be FREE!

Recommended books (don't buy them):

1. 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/
2. 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/

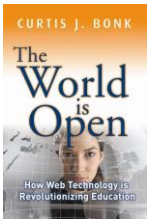
Perhaps "buy" this one instead (it is free):

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

Curt Bonk's List of journals in educational technology and related fields:
http://www.trainingshare.com/resources/distance_ed_journals_and_online_learning_books.htm

Curt Bonk's 27 free 10 minute videos on how to teach online:
"Video Primers in an Online Repository for e-Teaching and Learning" (V-PORTAL)

1. **Watch & Find Resources (Firefox preferred):** IU School of Ed Instructional Consulting Office): http://www.indiana.edu/~icy/media/de_series.html
2. **For faster access, watch in Bonk's YouTube Channel (use any browser)**: http://www.youtube.com/user/TravelinEdMan
3. **Read about Possible Uses**: http://www.trainingshare.com/keynotes.php#tasel




Tentative Tasks and Grading

40 pts	**A. Tidbit and Video Reflection Paper** (Tidbits: March 7)
40 pts	**B. Discussion Moderator (pick a week: http://www.trainingshare.com/r685.php)**
40 pts	**C. Discussion Participation in Canvas and Other (due each week)**
50 pts	**D. Online Discussion and Lecture Reflection Paper** (Due: April 25)
60 pts	**E. Report or Strategic Plan Analysis** (Due: March 7)
70 pts	**F. Final: Wikibook, MOOC Project, Video, or Personal Selected Task** (Due: April 25)
300	**Total Points**

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

A+ = 300 high score	B- = 240 points
A = 280 points	C+ = 230 points
A- = 270 points	C = 220 points
B+ = 260 points	C - = 210 points
B = 250 points	F/FN = no work rec'd or signif. inadequate/impaired

Lateness Policy: I usually accept anything turned in within 48 hours of the original due date. After that, students lose 2 points for each day that it is past due without an approved reason.

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Projected Seminar Weekly Topics

Week 1. (January 11) Introduction to the Open World
Week 2. (January 18) Neo Millennial Learners and 21st Century Skills
Week 3. (January 25) The Sudden Explosion of E-Books and E-Book Readers
Week 4. (February 1) The Expansion of Blended and Fully Online Learning
Week 5. (February 8) Extreme, Nontraditional, and Adventure Learning
Week 6. (February 15) Open Educational Resources (OER) and OpenCourseWare (OCW)
Week 7. (February 22) Open Education and Massive Open Online Courses (MOOCs)
Week 8 (February 29) More MOOCs and Open Education Around the World

Week 9. (March 7) Motivation in Informal and Self-Directed Online Learning Environments (including online language learning)
Week 10. (March 21) Connectivism, Social Media, and Participatory Learning
Week 11. (March 28) Wikis, Wikipedia, Wikibooks, and Collaborative Writing
Week 12. (April 4) Shared Online Video and Audio
Week 13. (April 11) Flipping the Classroom
Week 14. (April 18) Interactive, Global, and Collaborative Learning (including learning spaces, robotics, gesture-based learning, virtual worlds, games, etc.)
Week 15. (April 25) Mobile, Wireless, and Ubiquitous Learning
Week 16+. (Future) Networks of Personalized Learning (e.g., online tutoring and mentoring, on demand learning, etc.)
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Class Tasks

A. Tidbit and Video Reflection Paper (40 points: Due March 7)

Tidbits and Videos (40 points): Besides reading 3-4 assigned articles each week, during the semester I want you to read at least 50 total tidbits during the semester from the list of tidbit readings or about 2 or 3 per week (preferably more than 50). Typically these are very short online news or magazine articles. I also want you to watch at least 5 videos listed below related to our course (or similar ones that you find). On March 7th, you will turn in a list of your top 25 tidbits read so far (best ones at the top) and top 2-3 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. I will send an email with examples upon request. Be creative. Take a look at the examples provided. Post your tidbit reflection to Canvas or your Dropbox account or send to me via email.

B. Discussion Moderator (40 points)

Summarizer and Starter Activities Related to the Readings (40 points): At the start of each week, I want one person in this class 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. Other students will add to their conversation with their reflections and reactions. As a summarizer or starter, you might: (1) state reactions, questions, and suggestions for the upcoming readings; (2) point out the relationship of upcoming week topic or articles to past lectures or readings; (3) discuss the position of a researcher or pioneer in the field (or perhaps even write to him/her); (4) discuss a recent speech or colloquium you attended related to the week or a visit to a technology center or exhibit; or (5) generally relate the articles for the week to prior learning and discussion in the course. 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 can sign up for this task at: http://www.trainingshare.com/r685.php

Sample Discussion Moderator Recap:

1. Prezi from Thuy Han for R678 class Week 4 (February 8, 2015): https://prezi.com/r4vkwqolkrn9/httpswebarchiveorgweb20040303191129httpwwwnetco/?utm_campaign=share&utm_medium=copy
2. Jennifer Webeck, April 2, 2015, As an overview of our discussion in bubbl.us:

https://bubbl.us/mindmap?h=290e70/52c975/26iay7HLVaIyo

C. Participation in Canvas (40 points)

Course participation in Canvas (40 points): This is worth 40 points as follows: 36-40 for high participators; 32-36 for medium participators; 28-32 for low participators; and 0-31 for others. Course participation includes contributing to the online discussion in Canvas, sharing resources, responding to peers, providing feedback on tasks and resource recommendations, and so on. While these will be mainly assessed as to the number of posts, I will also take into consideration qualitative factors such as those listed below.

Face-to-Face (Stump Bonk): In addition to Canvas discussions, each week in the live class, students will have 10-15 minutes to ask Professor Bonk questions about for his opinion or ideas related to any tidbit article(s). Among the goals is to stump Professor Bonk. Another goal is to get excited about the material and resources in this course.

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); and
6. Learning Depth/Growth (shows some depth to thinking and elaboration of ideas);

D. Discussion and Lecture Reflection (50 points: Due April 25)

Discussion and Lecture Reflection Paper (50 points): At the end of the semester, you are to reflect on what you learned from weekly discussions in Canvas each week as well as from my recorded lectures and discussions that I will deliver each week via videoconferencing. You should include at least 7 of the weeks in your reflection. What were the ideas, issues, concepts, facts, figures, diagrams, etc., that struck a chord with you? What did you learn during the semester? How did your thinking change in a particular week or over time? What inspired you? What did you find disappointing? What is next?

Videostreaming live and recorded each Monday at 7:00-9:45 pm:

Go to here: https://www.indiana.edu/~istream/cas/
Type username and password:
Select spring 2016 and select section #**15548** (NOT section 35519)
Watch it live or watch the recording later.

Using these questions as a guide, please write a 2-3 page single-spaced reflection paper on this activity by April 25th (50 points). Though not required, it would help if you included a fourth page with a recap table, chart, figure, or some type of summary of key themes, concepts, terms, etc., mentioned in the reflection paper. This is to be a meta-reflection of your growth in the course, unique learning insights, personal gains, etc., at least in part, from your weekly discussions and responding to your peers. What were the key concepts you grappled with this semester? How has your thinking evolved? What are the gaps in the research that you might target now? What weeks or particular articles inspired you and why? Post your reflection paper to Canvas or your Dropbox account or send to me via email.

Reflection Paper Grading Criteria (50 Points; 10 points each):
1. Relevancy to class: meaningful examples, relationships drawn, interlinkages, connecting weekly ideas.
2. Insightful, Interesting, Reflective, Emotional: honest, self-awareness, interesting observations
3. Learning Depth/Growth: takes thoughts along to new heights, exploration, breadth & depth, growth.

4. Completeness: thorough comments, detailed reflection, fulfills assignment, informative.
5. Connections: linking threads in the discussion, lectures, and readings.

Storify Reflection:
Jenny Webeck, Spring 2015, My MOOC Story: Learning How to Support eLearners by Becoming One: https://storify.com/JWebeck/my-mooc-story

E. Report or Strategic Plan Analysis or Naturalistic Study (60 pts—Due March 7)

Midterm Option 1. Summary Report or Strategic Plan Evaluation, Critique, and Extension

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 institution or organization or write someone an email. What might this organization do differently in planning for e-learning or using some emerging learning technology? What are its competitors doing, for instance? Has there been an update? You are encouraged to work in teams on this report. When done, you will present 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 4-6 single-spaced pages (excluding references and appendices; those working in teams are expected to have 7-10 single spaced page papers, not counting references and appendices). Please post it to your Canvas or to your Dropbox account or send to me via email on or before March 7th.

Sample reports:
1. U.S. Army Learning Concept 2015: http://www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf
2. IU Strategic Plan for Online Education (2011, March 9): http://www.indiana.edu/~newacad/docs/IU-online-educ-strategic-plan-2011.pdf
3. The Bicentennial Strategic Plan for IU, December 5, 2014: http://strategicplan.iu.edu/doc/iu-strategic-plan.pdf

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. Recommendations, Insights, and Implications *(contains relevant recommendations, guides)*

Midterm Option 2. Naturalistic Study

You have options to the midterm. 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. 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 4-7 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 or your Dropbox account or send to me via email on or before March 7th.

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)*
2. Hypothesis/Research Questions/Intentions *(clear, related to class and theory, current, extend field)*
3. Method/Procedures *(subjects/age groups approp, materials relevant, timeline sufficient, controls)*
4. Research Activity/Design/Topic/Tool *(clear, doable/practical, detailed, important)*
5. Overall Richness of Ideas *(richness of information, elaboration, originality, unique)*
6. Overall Coherence and Completeness *(unity, organization, logical sequence, synthesis, style, accurate)*

Midterm Option 3:

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, write to the instructor for additional information and guidance.

F. Web 2.0 Final Project (70 points—Due April 25)

Option 1. Wikibook Online Work (WOW)

In this option, you help with a Wikibook related to emerging technologies. About seven years ago, students from five universities 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. If you write a unique chapter for the WELT, it should be a minimum of 2,000 words. A 2-3 page reflection paper on what you learned from this wikibook activity needs to be included. 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.

Example:
Robert Halford, Spring 2015, Wikibook Chapter on Professional Developmnet:
https://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies/Professional_Development#Technology_as_a_tool_for_learning

Wikibook 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 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. Shared and discussed in Canvas and in Class
7. Overall quality of assignment

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Option 2. Cool YouTube Video Creation

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 will turn in a 2-3 page single-spaced summary reflection of your design. Your video and paper will be graded according to the dimensions listed below.

Video Grading (70 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. Shared and discussed in Canvas and in class;
7. Overall quality of assignment

YouTube Video Final Project Examples (from R685 from 2010, 2011, and 2012):

1. Cesur Dagli (Animal perspectives on course): http://www.youtube.com/watch?v=cDeTEIdO5lc
2. Julie Rust (Participatory Learning): hhttp://www.youtube.com/watch?v=cHx_SbRWV0M
3. Lisa Yoder (eLearning a Walk in the Park): http://www.youtube.com/watch?v=paot_zzG_wU
4. Lynn Deno: Tech, Enhancing Home School: http://www.youtube.com/watch?v=ts45BkAnqTs
5. Mag Webber (Virtual Learning - Is it for You?): http://www.youtube.com/watch?v=xiwSIryPzsQ
6. Miguel Lara (Web 2.0 FREEDOM): http://www.youtube.com/watch?v=8cmCFWi9lW8
7. Olgun Sadik (R685 overview): http://www.youtube.com/watch?v=unaBQIqVo8Y
8. Shuya Xu and Yue Ma (Blog my online lrng): http://www.youtube.com/watch?v=im7GQM9fzhc
9. Verily Tan, Recollections from R685, Fall 2011; http://vimeo.com/33090590/
10. Anjali Kanitkar: The World Is Open (Video), Fall 2011: http://vimeo.com/33123125
11. Husa Alangari & Sara Goodwin: R685 Final Project (Video), Fall 2011: http://www.youtube.com/watch?v=W28rBpYhxX0
12. Qi Li (Oppa Gagnam Style: What's Your Learning Style), December 3, 2012, http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be
13. Valerie Cross (Mobile Thanksgiving), December 5, 2012, Vimeo: http://vimeo.com/55011832

Option 3. R685/R678 Course Syllabi Historical Evaluation:

Perhaps, like me, you like history. A version R685 was first co-taught at West Virginia University by Dr. W. Michael Reed and myself back in the fall of 1990. Since that time, this course has evolved into many formats. Below are links to more than a dozen syllabi from the course including the present one. Unfortunately, I have yet to locate the original version 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, and today. You will turn in a 4-5 page single spaced paper on what you discovered. 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 topics 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, 2012, 2013, 2015, and 2016. 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 now over 60 pages 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 1-2 page single spaced reflection of your own 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 2016: http://php.indiana.edu/~cjbonk/Syllabus_R678_Spring_of_2016.htm
2. Spring 2015: http://php.indiana.edu/~cjbonk/Syllabus_R678_Spring_of_2015.htm
3. Spring 2013: http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2013.htm
4. Fall 2012: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2012.htm
5. Spring 2012: http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2012.htm
6. Fall 2011: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2011.htm
7. Fall 2010: http://mypage.iu.edu/~cjbonk/Syllabus_R685_Fall_of_2010.htm
8. Fall 2009: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2009.htm
9. Fall 2008: http://mypage.iu.edu/~rwadholm/R685/Syllabus_R685_Fall_of_2008.htm
10. Fall 2007: http://php.indiana.edu/~cjbonk/R685-Fall-2007.htm
11. Fall 2005: http://mypage.iu.edu/~cjbonk/syllabus_p600_and_r685_fall_of_2005.htm
12. Fall 2003: http://php.indiana.edu/~cjbonk/p600syl2.htm
13. Fall 2002: http://mypage.iu.edu/~cjbonk/Syllabus--2002.html
14. Fall 2001: http://php.indiana.edu/~cjbonk/P600-R685-2001.htm
15. Fall 1999: http://php.indiana.edu/~cjbonk/P600-R685-1999.htm
16. Fall 1997: http://php.indiana.edu/~cjbonk/P600-R685-1997.htm
17. Spring 1995: http://php.indiana.edu/~cjbonk/P600-R685-1995.htm
18. Fall 1990: http://travelinedman.blogspot.com/2012/09/the-evolution-of-monster-22-years-of.html

History Evaluation Grading (70 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

Option 4. Student Selection Option (e.g., Usable Class Product):

Students choosing Option 4 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 your learned (Note: any final project report to an organization or institution can substitute for that final reflection paper). The grading scheme will be project specific.

Student Selected Option Examples:

1. Abdullah Altuwaijri (Prezi on class): http://prezi.com/8h7grxlyaymv/the-world-is-open/
2. Annisa Sari: Article Database for R685 Class: http://r685articledatabase.weebly.com/
3. Kevin McGrath: Open Newsroom Learning: http://newslearning.wordpress.com/
4. Kristen Swangin (Prezi): http://prezi.com/ihmhhl59xd46/is-the-world-open/
5. Laurie McGowan (presentation for teaching 1st year students at U. of Notre Dame): http://www3.nd.edu/~lthiel/portfolio/documents/Information_Literacy_Tutorial_Presentation.pdf
6. Sonja Strahl (summary of R685), Final Project in Articulate, December 2012 http://oit.nl.edu/rich_content/Faculty_Content/Strahl/final_project_r685v2/player.html
7. Ozgur Ozdemir: Multimedia Glossary in Shutterfly for R685, December 2012 http://r685glossary.shutterfly.com/
8. Mo Pelzel. Academic Technology Resource Guide, December 2012 http://mopelzel.wordpress.com; Screencast video: http://www.youtube.com/watch?v=8N1RIwpQcjg&feature=plcp
9. Jeff Pankin, MIT, Prezi, Emerging Learning Technologies: http://prezi.com/tzbawrgjrnzf/emerging-learning-technologies/?auth_key=4ec2f45a718fab699b35ea460e91a46d9e1bdac7
10. Jeffrey Barnette, Today's World: http://prezi.com/-ijzyothst-r/r685-final-project
11. Jenny Webeck, March 2015, IU, Pinterest, Emerging Learning Technologies Bonk's Emerging Learning Technologies, https://www.pinterest.com/jennifertwebeck/emerging-learning-technologies/
12. Jenny Webeck, March 12, 2015, Facebook, Emerging Learning Technologies Bonk's Emerging Learning Technologies, https://www.facebook.com/JennyBELTT
13. Jill Kaufman, April 26, 2015, The World is Open, https://www.youtube.com/watch?v=ZRGV0Mg5Vmw&feature=youtu.be

Volunteerism Note: If you want to volunteer your services as part of your final project, you might check out Designers for Learning: http://designersforlearning.org/

Option 5. OpenCourseWare (OCW) or MOOC Review Option

Recently, there is 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. Some possibilities related to our course are below; most of which will be offered this fall (see bolded titles

below). 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 on what you learned as it relates to various topics from this course (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 you 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:

1. MOOC Provider Companies and Organizations:
2. Canvas: https://www.canvas.net/
3. Coursera list of courses: https://www.coursera.org/courses?orderby=upcoming
4. CourseSites: https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/mooccatalog.html
5. edX courses: https://www.edx.org/course-list
6. FutureLearn: https://www.futurelearn.com/courses/upcoming
7. iversity: https://iversity.org/
8. MOOC2Degree.com (from Academic Partnerships): http://www.mooc2degree.com/
9. NovoEd: https://novoed.com/
10. Open Learning Initiative Stanford: http://oli.stanford.edu/
11. Open2Study: https://www.open2study.com/

12. Udemy: https://www.udemy.com/
13. Udacity: https://www.udacity.com/courses#!/all

MOOC Lists:

1. Class Central: https://www.class-central.com/subject/education
2. The MOOC List: http://www.mooc-list.com/
3. Open Culture: http://www.openculture.com/free_certificate_courses
4. TechnoDuet: http://www.technoduet.com/a-comprehensive-list-of-mooc-massive-open-online-courses-providers/

MOOC Review Grading Criteria if a Final Project (70 Points; 10 points each):

1. Insightful/Originality: innovative ideas, insightful relationships drawn about MOOCs and open education, helps the reader form new understandings about MOOCs.
2. Interesting: engaging writing, unique perspective on MOOCs and open education.
3. Completeness: thorough, detailed, dig deep, effort, fulfills spirit of the assignment.
4. Relevance: concepts and ideas from MOOC experience appropriate and related to class, perhaps includes a recap list or summary table of what learned.
5. Content: learning displayed, made several key connections to class from MOOC experience, highly informative reflection (helps the reader form new understandings).
6. 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.
7. 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.

8. 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: 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.

Class Sharing of Final Projects: I want you to post your final projects to Canvas (my instructional assistants can help). In addition, during our final class session on April 25, some people might briefly share their final projects.

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Weekly Reading Requirements

We will read 3-4 main articles and 2-3 tidbits per week—it is your choice what to read.

Projected Seminar Weekly Topics:

Week 1. (January 11) Introduction to the Open World (Skim or read portions of World is Open book. http://worldisopen.com/)

1. Bonk, C. J. (2009). Sharing…the journey: A Prequel to "*The World is Open: Now WE-ALL-LEARN with Web Technology*." Updated and available: http://worldisopen.com/misc/prequel.pdf

2. Bonk, C. J. (2009). To the Learners of This Planet. In T. A. Kamali (Ed.), *22: An anthology celebrating the twenty-second anniversary of the Higher Colleges of Technology (pp. 330-342).* Abu Dhabi, United Arab Emirates: HCT Press. Available: http://worldisopen.com/postscript.pdf and http://www.scribd.com/doc/17663633/An-Open-Letter-to-the-Learners-of-This-Planet-

3. Bonk, C. J. (in press). Foreword: Scratching the seven year itch: Perhaps it's time to MOOC on! In J. R. Corbeil, M. E. Corbeil, & B. H. Khan (Eds.). *The MOOC case book: Case studies in MOOC design, development and implementation* (pp.). Ronkonkoma, NY: Linus Books. Available: http://www.moocsbook.com/free.php or http://moocsbook.com/MOOC_Foreword_by_Bonk_for_Corbeil_Khan_book.pdf

4. Vannevar Bush (1945, July). As We May Think. *The Atlantic Monthly; Volume 176, No. 1; pages 101-108.* http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm

5. Infed on Ivan Illich: Deschooling, conviviality and the possibilities for informal education and lifelong learning. http://www.infed.org/thinkers/et-illic.htm (Ivan Illich. *Deschooling Society* (New York: Marion Boyars. 1970).

6. Charles A. Wedemeyer, University of Wisconsin
    a. Wikipedia: http://en.wikipedia.org/wiki/Charles_Wedemeyer
    b. About: http://www.uwex.edu/disted/conference/wedemeyer/aboutcw.cfm
    c. Election to the Educators' Hall of Fame: http://educators-hall-of-fame.org/wedemeyer.htm
    d. History of Distance Education: http://vvieta.com/PDFs/Responses%20to%20Discussion%201.pdf
    e. A Brief History of Distance Education: http://www.seniornet.org/edu/art/history.html
    f. Mildred B. & Charles A Wedemeyer Award: http://www.uwex.edu/disted/conference/wedemeyer/
    g. In Memorandum: http://www.tandfonline.com/doi/abs/10.1080/08923649909527031#preview
    h. Learning at the Back Door: Reflections on Nontraditional Learning in the Lifespan (1981), by Charles A. Wedemeyer, Reissued: September 2010. Available: http://uwpress.wisc.edu/books/1954.htm
        i. http://www.amazon.com/Charles-A.-Wedemeyer/e/B001KDB9TM (used books)

Week 1 Tidbits:

a. December 21, 2015, Looking Back at the Year in Ed Tech, Jeffrey R. Young, Chronicle of Higher Education.
b. October 28, 2015, The 10 Ed-Tech Companies That Are Raising the Most Money, Ellen Wexler, Chronicle of Higher Education.
c. August 6, 2015, Pioneer of Ed-Tech Innovation Says He's Frustrated by Disruptors' Narrative, Chronicle of Higher Education, Jeffrey Young, Available: http://chronicle.com/blogs/wiredcampus/pioneer-of-ed-tech-innovation-says-hes-frustrated-by-disruptors-narrative/57159?cid=at&utm_source=at&utm_medium=en
d. August 3, 2015, White House: Innovation in Higher Education, ElearnSpace, George

Siemens, Available: http://www.elearnspace.org/blog/2015/08/03/white-house-innovation-in-higher-education/

e. July 24, 2015, Ed Tech's Funding Frenzy, Inside Higher Ed, Carl Straumsheim, available: https://www.insidehighered.com/news/2015/07/24/investments-ed-tech-companies-reach-new-high-first-half-2015
f. May 19, 2015, Why Technology Will Never Fix Education, Chronicle of Higher Education, Kentaro Toyama, Available: http://chronicle.com/article/Why-Technology-Will-Never-Fix/230185/
g. May 17, 2015, Why Is The University Still Here?, TechCrunch, Danny Crichton http://techcrunch.com/2015/05/17/why-is-the-university-still-here/#.cczeiq:nR1s
h. September 2014, Cathy Davidson, The End of Higher Education, available: http://connectedcourses.net/thecourse/why-we-need-a-why/
i. Nisen, M. (2013, May 23). Three stories about Steve Jobs, Einstein, and Ben Franklin prove that creative beats smart. *San Francisco Chronicle*. Retrieved from http://www.sfgate.com/technology/businessinsider/article/Three-Stories-About-Steve-Jobs-Einstein-And-Ben-4543503.php
j. September 2013, The Untold Story of Google's Quest to Bring the Internet Everywhere—By Balloon (Google Wi-Fi from the Sky), Steven Levy, pp. 126-131, Wired, Available: http://www.wired.com/gadgetlab/2013/08/googlex-project-loon/
k. April 15, 2013, Google boss: Entire world will be online by 2020, Doug Gross, CNN, Available: http://www.cnn.com/2013/04/15/tech/web/eric-schmidt-internet/index.html?hpt=hp_t3
l. Ben Austen (2012, August). The Story of Steve Jobs: An Inspiration or a Cautionary Tale?, Wired, pp. 73-79. Available: http://www.wired.com/business/2012/07/ff_stevejobs/all/
m. Walter Isaacson (2011, October 29). The Genius of Jobs. *NY Times*. http://www.nytimes.com/2011/10/30/opinion/mona-simpsons-eulogy-for-steve-jobs.html?_r=1&emc=eta1
n. Brandon Griggs, (2011, October 5). Apple Founder Steve Jobs Dies. http://www.cnn.com/2011/10/05/us/obit-steve-jobs/index.html?iref=BN1&hpt=hp_t1

Week 2. (January 18) Neo Millennial Learners and 21st Century Skills

1. Learning for the 21st Century (A Report and MILE Guide for 21st Century Skills) (no date). http://www.p21.org/storage/documents/P21_Report.pdf

2. Madeline Goodman, Anita Sands, and Richard Coley (2015, March), America's Skills Challenge: Millennials and the Future. Educational Testing Service (ETS). Available: http://www.ets.org/s/research/30079/index.html

3. Shane Dawson and George Siemens (September 2014). Analytics to Literacies: The Development of a Learning Analytics Framework for Multiliteracies Assessment, IRRODL, *15*(4). Available: http://www.irrodl.org/index.php/irrodl/article/view/1878/3006

4. Department of the Army, United States of America (2011, January 15). The U.S. Army Learning Concept for 2015. TRADOC Pam 525-8-2. http://www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf (72 pages). **Video (Army Learning Concept 2015):** http://www.youtube.com/watch?v=KD9NGAV3-3k (4:26 minutes)

5. Williamson, B. (2013). Future of the Curriculum: Schooling Knowledge in the Digital Age. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. MIT

Press. Cambridge, MA. Available: http://mitpress.mit.edu/books/future-curriculum; http://mitpress.mit.edu/sites/default/files/titles/free_download/9780262518826_The_Future_Of_The_Curriculum.pdf

Note: Similar books from the MacArthur Foundation: http://mitpress.mit.edu/books/series/john-d-and-catherine-t-macarthur-foundation-series-digital-media-and-learning)

6. Peppler, K. (2013). *New Opportunities for Interest-Driven Arts Learning in a Digital Age* (Deliverable to the Wallace Foundation). Bloomington, Indiana: Indiana University. Available: http://kpeppler.com/Docs/2013_Peppler_New-Opportunities-for-Interest-Driven-Art.pdf

Week 2 Tidbits:

a. August 2, 2015, Wanted: More girls in high tech, Marjie Lambert, Miami Herald, Available: http://www.miamiherald.com/news/local/education/article28362031.html
b. January 30, 2015, Can Students Have Too Much Tech?, The New York Times, Susan Pinker
c. danah boyd, Zachary Gold, Alex Rosenblat (2014, December 3). Enabling Connected Learning, http://www.datasociety.net/initiatives/enabling-connected-learning/
d. May 20, 2013, The New Greatest Generation: Why Millennials will Save Us All, Time, Joel Stein, available: http://users.clas.ufl.edu/msscha/goodlife/millenials.pdf
e. NPR (2010, June 2). 'The Shallows': This Is Your Brain Online. http://www.npr.org/templates/story/story.php?storyId=127370598
f. Author Nicholas Carr (2010, May 24). The Web Shatters Focus, Rewires Brains. Wired. http://www.wired.com/magazine/2010/05/ff_nicholas_carr/

Videos:

1. November 3, 2012, Don't Just Follow Your Passion: A Talk for Generation Y: Eunice Hii at TEDxTerryTalks 2012, https://www.youtube.com/watch?v=sgbzbdxTm4E

Week 3. (January 25) The Sudden Explosion of E-Books and E-Book Readers

1. Michael Mayrath, Priya Nihalani, and Scott Perkins (2011). Digital Texts and the Future of Education: Why Books?, *EDUCAUSE Quarterly*, *34*(1). http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/DigitalTextsandtheFutureofEduc/225855

2. Lane Fischer, John Hilton, Jared Robinson, David Wiley (December, 2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students, *Journal of Computing in Higher Education*, 27(3), 159-172. Available: http://link.springer.com/article/10.1007/s12528-015-9101-x/fulltext.html

   Briefer Campus Technology explanation, Dian Schaffhauser, November 11, 2015: https://campustechnology.com/articles/2015/11/10/major-study-finds-oer-students-do-just-as-well-or-better.aspx

3. John L. Hilton III, & David A. Wiley (2010, August 2). A sustainable future for open textbooks? The Flat World Knowledge story. *First Monday*, *15*(8). http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2800/2578

4. Jon T. Rickman, Roger Von Holzen, Paul G. Klute, & Teri Tobin (2009). A Campus-Wide E-Textbook Initiative. *EDUCAUSE Quarterly*, *32*(2). http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ACampusWideETextbookInitiative/174581

5. David McCarthy (2011, March/April). Mobile Perspectives: On e-books E-Reading: The Transition in Higher Education. *EDUCAUSE Review*, *46*(2). http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/iMobilePerspectivesOnebooksibr/226161

6. John Levi Hilton III, Neil Lutz, & David Wiley (2012, April). Examining the reuse of open textbooks. *International Review of Research on Open and Distance Learning (IRRODL)*, *13*(2). Article: http://www.irrodl.org/index.php/irrodl/article/view/1137/2130

Week 3 Tidbits:

a. October 2, 2015, Campus Technology, Dian Schaffhauser, Campus Technology https://campustechnology.com/articles/2015/10/02/middlesex-u-issues-free-digital-textbooks-for-every-course.aspx
b. September 1, 2015, Survey: Most Students Prefer Traditional Texts over E-Books, Joshua Bolkan, Campus Technology, Available: http://campustechnology.com/articles/2015/09/01/survey-most-students-prefer-traditional-texts-over-ebooks.aspx
c. August 4, 2015, Triaging Textbook Costs, Carl Straumsheim, Inside Higher Ed, Available: https://www.insidehighered.com/news/2015/08/04/era-400-college-textbook-affordability-initiatives-take-utilitarian-approach
d. July 15, 2015, Developing a $10 Digital Textbook, Campus Technology, Leila Meyer, Available: http://campustechnology.com/articles/2015/07/15/developing-a-10-digital-textbook.aspx
e. July 9, 2015, In Students' Minds, Textbooks Are Increasingly Optional Purchases, Chronicle of Higher Education, Jeffrey R. Young, available: http://chronicle.com/article/For-Students-Textbooks-Become/231455?cid=megamenu
f. January 29, 2015, Texas approves Discovery Education Social Studies Techbook for statewide use, eSchool News, Available: http://www.eschoolnews.com/2015/01/29/texas-discovery-education-843/
g. January 28, 2015, Discovery Education Techbook http://www.discoveryeducation.com/what-we-offer/techbook-digital-textbooks/index.cfm
h. January 28, 2015, Are digital textbooks worth it?, eSchool News, Mary Axelson, http://www.eschoolnews.com/2015/01/28/digital-textbooks-673/, http://www.eschoolnews.com/2015/01/28/digital-textbooks-673/print/
i. January 26, 2015, The Cobweb: Can the Internet be archived?, The New Yorker, Jill Lepore, Available: http://www.newyorker.com/magazine/2015/01/26/cobweb
j. October 1, 2014, Gates Foundation Picks Seven To Vie for $20 million Digital Courseware Investments, Campus Technology, Dian Schaffhauser, Available: http://campustechnology.com/articles/2014/10/01/gates-foundation-picks-seven-to-vie-for-$20-million-digital-courseware-investments.aspx
k. August 5, 2014, OpenStax Aims To Bring Free Digital Textbooks to High Schools, David Nagel, THE Journal, Available: http://thejournal.com/articles/2014/08/05/openstax-aims-to-bring-free-digital-textbooks-to-high-schools.aspx
l. Jennifer Howard (2012, November 26). With 'Social Reading,' Books Become Places to

Meet. *Chronicle of Higher Education*. Available: http://chronicle.com/article/Social-Reading-Projects/135908/

m. Husna Haq, (2011, July 6), In South Korea, all textbooks will be digital by 2015. Christian Science Monitor. http://www.csmonitor.com/Books/chapter-and-verse/2011/0706/In-South-Korea-all-textbooks-will-be-e-books-by-2015

Videos:

a. January 28, 2015, Copia EDU Walkthrough, https://www.youtube.com/watch?v=OvUpZ2PgVYw

b. September 2, 2014, LearningField Case Study: Penleigh and Essendon Grammar School, Melbourne, https://www.youtube.com/watch?v=oBemtFTDF1g#t=146

E-Book Resources and Companies (mobile ones too):

1. Amazon Create Space (formerly BookSurge): https://www.createspace.com/
2. Beyond Textbooks: http://beyondtextbooks.org/
3. BookRix: http://www.bookrix.com/
4. Bookyards: http://www.bookyards.com/
5. CK-12 Foundation: http://about.ck12.org/
6. Copia: http://www.copiaedu.com/
7. Degreed: https://degreed.com/
8. Discovery Education Techbook**:** http://www.discoveryeducation.com/what-we-offer/techbook-digital-textbooks/index.cfm
9. Digital Textbook Playbook (USA): http://www.fcc.gov/encyclopedia/digital-textbook-playbook
10. Flat World Knowledge: http://www.flatworldknowledge.com/
11. GetYa Learn On: http://www.getyalearnon.com/
12. The Global Text Project (creating books for underdeveloped countries): http://globaltext.terry.uga.edu/
13. GoKnow: http://www.goknow.com/
14. Google Books: http://books.google.com/books
15. International Children's Digital Library. http://en.childrenslibrary.org/ (Note: The ICDL collection includes **4,619** books in **59** languages; users come from **228** different countries.)
16. The Internet Archive: http://www.archive.org/index.php
17. LearningField (Australia): http://learningfield.com.au/
18. LibiVox: http://librivox.org/
19. Lumen Learning: http://lumenlearning.com/
20. ManyBooks.net: http://manybooks.net/
21. NetLibrary: http://www.netlibrary.com/
22. NY Public Library Portal to Children's e-books: http://kids.nypl.org/reading/Childrensebooks.cfm
23. OCLC (Online Computer Library Center): http://www.oclc.org/us/en/global/default.htm
24. Open Book Publishers, Cambridge, UK: http://www.openbookpublishers.com/
25. OpenCollegeTextbooks: http://collegeopentextbooks.org/ and http://collegeopentextbooks.ning.com/
26. Open Utopia: http://theopenutopia.org/
27. OpenStax College: http://openstaxcollege.org/
28. Project Gutenberg: http://www.gutenberg.org/wiki/Main_Page
29. Questia: http://www.questia.com/
30. Rethink Books: http://rethinkbooks.com/

31. Rosetta Books: http://www.childrensbooksonline.org/ABC_Bicycle_Book/index.htm
32. Seeds of Empowerment (Paul Kim, creating tools for the underdeveloped world; e.g., iPhone applications for storytelling and social entrepreneurship) http://seedsofempowerment.org/
33. Subtext: http://subtext.com/
34. Tumblebooks: http://www.tumblebooks.com/
35. World Public Library: http://worldlibrary.net/

Week 4. (February 1) The Expansion of Blended and Fully Online Learning

1. Sloan Reports (2009, 2010, 2011, 2013, 2014, 2015). http://sloanconsortium.org/sloanc_publications and http://sloanconsortium.org/publications/survey/index.asp (free survey reports)
    a. February 5, 2015, I. Elaine Allen and Jeff Seaman, *2014 Survey of Online Learning*, Grade Level: Tracking Online Education in the United States, 2014, Online Learning Consortium (formerly the Sloan Consortium). **Homepage. Full Report.**
    b. Allen, E., & Seaman, J. (2014, October) *Opening up the curriculum: Open educational resources in U.S. Higher Education, 2014*. Babson Survey Research Group. Retrieved from http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf Infographic: http://www.onlinelearningsurvey.com/reports/Opening_the_Curriculum_infographic.pdf
    c. I. Elaine Allen & Jeff Seaman (2013), Grade Change: Tracking Online Education in the United States, 2013, The Sloan Consortium, 2013 Survey of Online Learning Report http://sloanconsortium.org/publications/survey/grade-change-2013 Direct connect: http://www.onlinelearningsurvey.com/reports/gradechange.pdf
    d. Allen, I. E., & Seaman, J. (2011, November). Going the Distance: Online Education in the United States, 2011, The Sloan Consortium. http://sloanconsortium.org/publications/survey/going_distance_2011 or http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf
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Open Ed, Outdoor/Environmental/Adventure Learning People and Web Sites:

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2. Albert Yu-Min Lin: http://albertyuminlin.com/
3. Aaron Doering (University of Minnesota): http://www.cehd.umn.edu/ci/People/profiles/doering.html and
4. Around the World 4x4 Expedition: http://www.theworldbyroad.com/interactive-route-map

5. Brian J. Ford: http://www.youtube.com/user/tellymonitor and http://www.brianjford.com/
6. Cassandra Brooks: http://www.cassandrabrooks.com/
7. Charlie Miller (Univ. of Minnesota): http://www.cehd.umn.edu/ci/People/profiles/miller.html
8. Chasing Seals (from Aaron Doering): http://chasingseals.com/
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11. Earthducation: http://lt.umn.edu/earthducation0/
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13. The Expert Café: http://expertscafe.com/course/making-print-your-competitive-advantage-for-online-marketing/
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18. ExplorersWeb: http://www.explorersweb.com/ (ExplorersWeb.com (community): http://www.explorersweb.com/community/; ExplorersWeb (Mount Everest): http://www.mounteverest.net
19. The Freshwater Switchyard of the Arctic Ocean: http://psc.apl.washington.edu/switchyard/overview.html
20. Geothentic Learning: http://lt.umn.edu/geothentic/
21. GoNorth!: http://www.polarhusky.com/
22. Google Map Gallery (New September 16, 2014): http://maps.google.com/gallery/
23. History for Music Lovers: http://www.youtube.com/user/historyteachers
24. TEDxHonolulu - History Teachers.m4v: http://www.youtube.com/watch?v=oWZl_ATuo0o
25. Ice Stories: http://icestories.exploratorium.edu/dispatches/
26. Impossible to Possible: http://impossible2possible.com/home (Atacama Extreme 2011: http://impossible2possible.com/atacama/home)
27. Jason Project: http://www.jason.org/public/whatis/start.aspx
28. Jessica Watson (youngest solo global sailor): http://www.jessicawatson.com.au/
29. Jon Bowermaster (Notes from Sea Level): http://www.jonbowermaster.com/
30. Journey North: http://www.learner.org/jnorth/
31. The Last Ocean Project: http://lastocean-project.org/ and http://www.lastocean.com
32. Laura Dekker: http://www.lauradekker.nl/English/Home.html
33. Mark Beaumont: http://www.markbeaumontonline.com/
34. Michael Perham: http://www.challengemike.com/welcome.htm
35. Minoru Saito: http://www.saito8.com/
36. Mountainworld Productions: http://www.mountainworldproductions.com/
37. Nautilus Live: http://www.nautiluslive.org/
38. Newseum Ed: https://newseumed.org/ and https://newseumed.org/activity/free-to-hate-historical-case-study/
39. Ocean.com: http://www.ocean.com/
40. Omnium Outreach Projects: http://www.omnium.net.au/oop/ and http://www.omnium.net.au/
41. One World Expeditions: http://www.oneworldjourneys.com/
42. OpenEd: http://www.opened.io/
43. Open Education Europa: http://openeducationeuropa.eu/
44. Openwords: https://www.facebook.com/Openwords
45. Patrick Hollingworth: http://patrickhollingworth.com/
46. Penguin Science: http://www.penguinscience.com/index.php
47. Polar Bears International: http://www.polarbearsinternational.org/
48. Polar Husky: http://www.polarhusky.com/
49. The Poles.com: http://www.explorersweb.com/polar/

50. PolyglotPal's Channel: http://www.youtube.com/user/PolyglotPal
51. Rich Wilson (Sailor in the Spotlight Interview): http://yachtpals.com/rich-wilson-american-4013
52. StudyCloud: https://www.mystudycloud.com/
53. Wayne Hodgins: http://waynehodgins.typepad.com/about.html
54. The World by Road: http://www.theworldbyroad.com; The World by Road Bios: http://www.theworldbyroad.com/bios ; The World by Road (MySpace): http://www.myspace.com/theworldbyroad
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Live and Immediate Science

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2. The Link: http://www.revealingthelink.com/
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Week 6. (February 15) Open Educational Resources (OER) and OpenCourseWare (OCW)

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3. Martin Weller (2014), The Battle for Open: How openness won and why it doesn't feel like victory, Ubiquity Press, London. Available:
   http://www.ubiquitypress.com/site/books/detail/11/battle-for-open/
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Inexpensive Online Learning and MOOC Related Organizations and Institutions:

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   Article (English): http://publicationshare.com/pdfs/Bonk--Yan_Li_China_Journal.pdf

Or read: anything on MOOCs from:

Justin Reich of MIT: https://scholar.google.com/citations?user=ihnlfqIAAAAJ&hl=en
Andrew Ho of Harvard: https://scholar.google.com/citations?user=oxiFUrEAAAAJ&hl=en

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    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. BBC Languages: http://www.bbc.co.uk/languages/
3. BBC Learning English: http://www.bbc.co.uk/worldservice/learningenglish/
4. Babbel: http://www.babbel.com/
5. ChinesePod: http://chinesepod.com/
6. Coffee Break Spanish: http://radiolingua.com/shows/spanish/coffee-break-spanish/
7. English Central: http://www.englishcentral.com/
8. EnglishPod: http://englishpod.com/
9. FrenchPod: http://frenchpod.com/
10. German Online: http://www.dw-world.de/dw/0,,2547,00.html
11. ItalianPod: http://italianpod.com/
12. iTalkie: http://www.italki.com/
13. Japanese Online http://japanese-online.com/
14. Japanese: https://www.nihongomaster.com/
15. KanTalk: http://www.kantalk.com/
16. Korean Online http://learn-korean.net/
17. LanguageLab (in Second Life): http://www.languagelab.com/
18. Livemocha: http://www.livemocha.com/
19. LoMasTV (online Spanish immersion TV): http://lomastv.com/
20. Mango Languages: http://www.mangolanguages.com/
21. The Mixxer (uses Skype): http://www.language-exchanges.org/

22. OpenLanguage: http://openlanguage.com/
23. PalTalk: http://www.paltalk.com/
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   b. Mimi Ito (**2013, October 22**). Mimi Ito on Learning in Social Media Spaces (Big Thinkers Series, from Edutopia), (7:24), **Video: https://www.youtube.com/watch?v=HF5pxnXwMBY**
   c. John Seely Brown (2010, June). Closing Keynote at the New Media Consortium 2010 in Anaheim, CA. A Culture of Learning. Gardner Campbell's reflective blog post: http://www.gardnercampbell.net/blog1/?p=1278 and Mimi Ito's "Learning with Social Media": http://www.gardnercampbell.net/blog1/?p=1258; **Video of keynote (51:48):** https://www.youtube.com/watch?v=B4FPH-Oo1iM
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Knowledge Management & E-Learning: An International Journal (KM&EL), 6(3). Available: http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/360

Free book on Connectivism:
Stephen Downes (http://www.downes.ca/) (2012, May) "*Connectivism ad Connected Knowledge: Essays on Meaning and Learning Networks*": Available: http://www.downes.ca/files/Connective_Knowledge-19May2012.pdf.

Resources and Videos:

1. George Siemens, The Changing Nature of Knowledge (4 short videos):
    i. The Conflict of Learning Theories with Human Nature: http://www.youtube.com/watch?v=xTgWt4Uzr54&feature=related
    ii. The Changing Nature of Knowledge: http://www.youtube.com/watch?v=YMcTHndpzYg&feature=related
    iii. The Impact of Social Software on Learning: http://www.youtube.com/watch?v=grI_h88vs3g
    iv. The Network is the Learning: http://www.youtube.com/watch?v=rpbkdeyFxZw&feature=related

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This essay is adapted from her new book, Reclaiming Conversation: The Power of Talk in a Digital Age, *which will be published by Penguin Press October 6.*
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http://chronicle.com/blogs/profhacker/live-tweeting-assignments-to-use-or-not-to-use/58949?cid=pm&utm_source=pm&utm_medium=en

Week 11. (March 28) Wikis, Wikipedia, Wikibooks, and Collaborative Writing

1. Pfeil, U., Zaphiris, P., & Ang, C. S. (2006). Cultural differences in collaborative authoring of Wikipedia. *Journal of Computer-Mediated Communication*, *12*(1), article 5. Retrieved on June 25, 2010, from http://jcmc.indiana.edu/vol12/issue1/pfeil.html

2. Terumi Miyazoe & Terry Anderson (2010). Learning outcomes and students' perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting. *System* (An International Journal of Educational Technology and Applied Linguistics), *38*, 185-199. Available: http://members3.jcom.home.ne.jp/t.miyazoe/MiyazoeandAnderson_20100602_System.pdf

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   Jason B. Jones, Chronicle of Higher Education.

Week 12. (April 4) Shared Online Video and Audio

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2. Kathleen Moore (2011, July 26). 71 Percent Report Using Video Sharing Sites Pew Internet and American Life Project, http://pewinternet.org/Reports/2011/Video-sharing-sites/Report.aspx and http://pewinternet.org/~/media//Files/Reports/2011/Video%20sharing%202011.pdf

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d. May 5, 2014, New platform challenges conventional MOOCs (i.e., Coursmos), Mike Siegel, eCampus News. Available: http://www.ecampusnews.com/top-news/new-platform-challenges-conventional-moocs/print/

******Video Resources and Portals (56 shared online video portals):***
http://www.trainingshare.com/resources/Summary_of_Ways_to_Use_Shared_Online_Video.htm (e.g., YouTube EDU, TeacherTube, Link TV, Book TV, Clip Chef, Big Think, Google Video, TV Lesson, Wonder How To, National Geographic videos, CNN videos, BBC News, Video, and Audio, Academic Earth, EduTube, iHealthTube, CurrentTV, SchoolTube, Viddler, MasterChef, etc.)

Video Tools:
TED-Ed: http://education.ted.com/
TubeChop: http://www.tubechop.com/
Vialogues: https://vialogues.com/
ForaTV (Live and On-Demand Videos from the World's Best Conferences and Events)
http://library.fora.tv/

Oral History Tools

1. Meograph: http://www.meograph.com/
2. StoryCorps: http://storycorps.org/

Oral History Resources:

1. The History Harvest: http://historyharvest.unl.edu/
2. Slavery and the Making of America: http://www.pbs.org/wnet/slavery/index.html

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3. May 8, 2012, Design for Students, with Students, "Hub Central", the $42 million University of Adelaide learning hub opened in October 2011, Mike Roberts http://designbuildsource.com.au/design-for-students-with-students
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Videos and Resources of New or Remodeled Academic Buildings for Collaboration:

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3. JISC - Designing Spaces: A campus for the 21st century: City Campus University of Wolverhampton. (2008, December 8). YouTube. http://www.youtube.com/watch?v=lp3sWu_5rb0&feature=related
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5. Saltire Centre at Glasgow Caledonian (Scotland): http://www.youtube.com/watch?v=xBsGeDa44ic&feature=related
6. Sydney Centre for Innovation in Learning. http://www.scil.nsw.edu.au/
7. tlc@bedford library - Royal Holloway, University of London, UK http://www.youtube.com/watch?v=klouRhl_VpA
8. Union Street Residence Center Learn Lab, Indiana University. http://uitsnews.iu.edu/2010/12/07/new-experimental-learning-spaces/
9. Yonsei Library, Seoul, Korea: http://www.youtube.com/watch?v=rLbVIZZ5OoI
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    ii. Stanford d.school—case study, Steelcase (3:33; December 6, 2010): http://www.youtube.com/watch?v=NSjezj7_6mc&feature=related
11. IZZY 3-2-1 spaces (interactive): http://izzyplus.com/3-2-1-spaces/learn.aspx
    i. Izzy Plus and Baker College 21st Century Learning, April 26, 2012 (4:12); http://vimeo.com/39202414

Examples of Interactive Online Timeline Tools:

1. Archaeology's Interactive Dig: http://www.archaeology.org/interactive/
2. Historic Jamestown: http://historicjamestowne.org/learn/interactive_exercises.php
3. Path to Protest; Arab spring: an interactive timeline of Middle East protests, The Guardian): http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline
4. Prehistoric Time Line (Nat'l Geographic): http://science.nationalgeographic.com/science/prehistoric-world/prehistoric-time-line.html

Collaborative Projects:

1. Asia Society:http://asiasociety.org/education;
2. Center for the Study of Global Change: http://www.indiana.edu/~global/staff/profile.php?id=8
3. Choices Program (Brown University): http://www.choices.edu/
4. ePals: http://www.epals.com/ (now is part of Cricket Media: www.CricketMedia.com)
5. Flat Connections Project: http://www.flatconnections.com/

6. Global Education Benchmarking Group: http://gebg.org/
7. Global Nomads Group: http://gng.org/
8. iEARN: http://www.iearn.org/
9. Infinite Family: http://www.infinitefamily.org/
10. Mentor.net (for engineering, science, and mathematics): http://www.mentornet.net/
11. The News Literacy Project: http://www.thenewsliteracyproject.org/ (mentoring young people into journalism)
12. Omnium Outreach Projects: http://www.omnium.net.au/oop/
13. Penguin science: http://www.penguinscience.com/education/postcards.php
14. Soliya: http://www.soliya.net/
15. TakingITGlobal: https://www.tigweb.org/
16. Teach the World Online (TWOL): http://www.teachtheworldonline.org/
17. Tutor/Mentor Institute (Daniel Bassell): http://www.tutormentorexchange.net/
18. World Leadership School: http://www.worldleadershipschool.com/
19. World Savvy: http://www.worldsavvy.org/
20. World Vision Canada: http://www.worldvision.ca/Pages/welcome.aspx

Tools for Collaboration:

1. Adobe Connect Pro: http://www.adobe.com/products/adobeconnect.html
2. AnyMeeting: http://www.anymeeting.com/
3. Blab: http://blabpredicts.com/
4. Collanos: http://www.collanos.com/
5. ConceptShare: http://www.conceptshare.com/
6. Google Groups: http://groups.google.com;
7. Google Docs: http://docs.google.com
8. Diigo: http://www.diigo.com/
9. Elluminate: http://www.elluminate.com/
10. Facebook: http://www.facebook.com/
11. FreeConferenceCall: https://www.freeconferencecall.com/
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13. GoToMeeting: https://www3.gotomeeting.com/
14. GroupTweet: http://www.grouptweet.com/
15. MeetingWords:http://meetingwords.com/
16. Ning: http://www.ning.com/
17. OpenStudy: http://openstudy.com/
18. PBworks: http://pbworks.com/
19. Piratepad: http://piratepad.net/front-page/
20. PrimaryPad: http://primarypad.com/ (recommended by "TypeWithMe")
21. SlideRocket: http://www.sliderocket.com/
22. Skillshare: http://www.skillshare.com/learn
23. Skype: http://www.skype.com/
24. Slideshare: http://www.slideshare.net/
25. StartWright (virtual teams): http://www.startwright.com/virtual.htm
26. TodaysMeet: https://todaysmeet.com/
27. TwitterGroups: http://twittgroups.com/index.php
28. Twibes (Twitter Groups): http://www.twibes.com/
29. Twiddla: http://www.twiddla.com/
30. Twitter: http://twitter.com/
31. Ustream: http://www.ustream.tv/
32. WebEx: http://www.webex.com/
33. Wikispaces: http://www.wikispaces.com/

34. Windows Live Groups: http://groups.live.com/
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37. Zoho Writer: http://writer.zoho.com/home?serviceurl=%2Findex.do
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Week 15. (April 25) Mobile, Wireless, and Ubiquitous Learning

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   (Note: More from same issue: http://www.irrodl.org/index.php/irrodl/issue/view/29)
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   a. Aaron Smith (2010, July 7). Mobile Access 2010. Pew Internet & American Life Project. http://www.pewinternet.org/~/media//Files/Reports/2010/PIP_Mobile_Access_2010.pdf
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6. Paul Kim (2010). Is Higher Education Evolving? *Educause Quarterly*, *33*(1). Available: http://www.educause.edu/ero/article/higher-education-evolving

More from Paul Kim

Pocket School and other projects (e.g., Seeds of Empowerment: http://seedsofempowerment.org/index.html. Note: See Oncourse for many articles on mobile learning from Paul Kim at Stanford. He was the class guest in the fall of 2010.)

i. Paul Kim's Publications and Presentations: http://www.stanford.edu/~phkim/publications/index.html
ii. Paul Kim's Homepage: http://www.stanford.edu/~phkim/

Seeds of Empowerment videos (Paul Kim, Stanford):

1. India Pocket School video: http://www.youtube.com/watch?v=OKyP_kWPifM
2. Mexico Pocket: http://ldt.stanford.edu/~educ39107/paulk/IFL/trip1/Camalu1_0004.wmv
3. Rwanda Pocket School video: http://video.yahoo.com/watch/4461885/11959092
4. Argentina: http://www.youtube.com/watch?v=Hd8JEI-k6Zg (my son Alex created)
5. Tanzania (which my son Alex did): http://youtu.be/CFkaqoMWbhk
6. Tanzania PPT: http://www.slideshare.net/SeedsofEmpowerment/smile-symposium-presentation-elizabeth-buckner
7. Tanzania FB pics: http://www.youtube.com/watch?v=HM-dJo0LjLk&list=UUuvrQiGFGGPkN5aKg3-iEag&index=2&feature=plcp

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Week 16+. (Future) Networks of Personalized Learning (e.g., online tutoring and mentoring, on demand learning, etc.)

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