Emerging Learning Technologies (The Famed "Monster Syllabus")

Indiana University, School of Education, Room 2101, Mondays 7:00-9:45 pm
Section 8123 FTF, Canvas: https://iu.instructure.com/courses/1858101
Section 9353 Online, Canvas: https://iu.instructure.com/courses/1858104
General Course Link to Canvas: http://canvas.iu.edu/

Instructor: Curtis J. Bonk, Professor, Instructional Systems Technology Dept.
Office Hours and Optional Virtual Sessions in Zoom: https://IU.zoom.us/j/8123222878

Participant Bios and Interests: http://www.trainingshare.com/r678bios.php
Online Role Play: http://www.trainingshare.com/r678roles.php
Dropbox link for course files (R678 Spring of 2020): https://www.dropbox.com/sh/gtptfcmhz5m4ftd/AAAnyvu2zoOCR9TVCuzWuUzWa?dl=0

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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; and now the new “phigital” learner who is equally at home in the digital as well as physical world. 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 utilize 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 or create mobile apps. Still others will enroll in a massive open online course (MOOC) and perhaps obtain a certificate.

The syllabus for this course is purposefully long. I refer to it as “the monster syllabus.” It is the final time the monster syllabus will exist since I go on sabbatical once the class is done. In effect, the monster syllabus and 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. Or perhaps, after reading through this syllabus, you might be more inclined to call such a person a “curator” of quality content. Still others might focus on the “counseling” skills needed to help guide learners through their assorted instructional options. 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 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, 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, 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.
**Required Texts (none)**

**Required Videos (you select)**

**Required Journal Article (you pick from a list)**

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

Books that I will refer to (don’t buy them):

Perhaps get this FREE one instead (it is free in English and Chinese):

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](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 Resources in Bonk’s YouTube Channel: [http://www.youtube.com/user/TravelinEdMan](http://www.youtube.com/user/TravelinEdMan)
2. Read about Possible Uses: [http://www.trainingshare.com/keynotes.php#tasel](http://www.trainingshare.com/keynotes.php#tasel)

Technology Tools (we might try out):
1. Animaker: [https://www.animaker.com/](https://www.animaker.com/)
2. Flipgrid: [https://info.flipgrid.com/](https://info.flipgrid.com/)
3. GoAnimate: [https://goanimate.com/](https://goanimate.com/)
6. PhET Interactive Simulations: [https://phet.colorado.edu/](https://phet.colorado.edu/)
7. Screencastify: [https://www.screencastify.com/](https://www.screencastify.com/)
8. Sli.do: [https://www.sli.do/](https://www.sli.do/)
10. Vialogues: [https://vialogues.com/](https://vialogues.com/)
11. WeVideo: [https://www.wevideo.com/](https://www.wevideo.com/)
Video Resources and Portals (75+ 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, TV Lesson, Wonder How To, National Geographic videos, CNN videos, BBC News, Video, and Audio, Academic Earth, etc.

Summary of Course Tasks, Due Dates, and Grading

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Points</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Midterm: Tidbit and Video Reflection Paper</td>
<td>50</td>
<td>February 24 (+2 day grace)</td>
</tr>
<tr>
<td>B. Ongoing: Article Activities (FTF students) or Discussion Moderator (online students): <a href="http://www.trainingshare.com/r685.php">http://www.trainingshare.com/r685.php</a></td>
<td>50</td>
<td>Sign up or as arranged</td>
</tr>
<tr>
<td>C. Ongoing: Discussion in Canvas or in Class (FTF)</td>
<td>50</td>
<td>(due each week)</td>
</tr>
<tr>
<td>D. Final: Discussion and Lecture Reflection Paper</td>
<td>70</td>
<td>April 20 (+2 day grace)</td>
</tr>
<tr>
<td>E. Midterm: Report or Strategic Plan Analysis, Software Tool Review, Special Issue Review or Critique, or Personal Choice</td>
<td>70</td>
<td>February 24 (+5 day grace)</td>
</tr>
<tr>
<td>F. Final: Pressbook, Wikibook, MOOC Project, Video Creation, MOOC Review, or Personal Selected Task</td>
<td>70</td>
<td>April 20 (+5 day grace)</td>
</tr>
</tbody>
</table>

Total Points 340

Total points will determine your final grade. I will use the following grading scale:
- A+ = 340 high score
- A = 317 points
- A- = 306 points
- B+ = 295 points
- B = 283 points
- B- = 272 points
- C+ = 261 points
- C = 249 points
- C- = 238 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. Assignment E and F have a five-day grace period.

Directions: Optional Zoom lecture recorded each week (for the online section):
1. From Google Chrome (preferred) or from Firefox. Internet Explorer should also work.
2. Go to Zoom link: https://IU.zoom.us/j/8123222878
3. Type your name. Show video (optional--recommended). Mute mic (unless speaking).

Projected Seminar Weekly Topics
Week 1. (January 13) Introduction to the Open World: Visionaries and Visions
Week 2. (January 20) Open Textbooks, E-Books, and Digitally Enhanced Books
Week 3. (January 27) Alternate Reality Learning: AR, VR, Gaming, and Simulations
Week 4. (February 3) The Expansion of Blended and Fully Online Learning
Week 5. (February 10) Nontraditional, Informal, Extreme, and Adventure Learning
Week 6. (February 17) Open Education, Open Universities, OER, and OCW
Week 7. (February 24) Massive Open Online Courses (MOOCs) and Open Education
Week 8 (March 2) More MOOCs and Open Education Around the World
Week 9. (March 9) Open Education in the Developing World (i.e., The Global South)
Week 10. (March 23) Informal & Self-Directed Online Learning Environments (includes: language Irng)
Week 11. (March 30) Maker Spaces, Social Media, and Participatory Learning
Week 12. (April 6) Interactive, Global, and Collaborative Learning
Week 13. (April 13) Mobile, Wireless, and Ubiquitous Learning

Note: Learners and participants in this class can find their own articles for any week of the course and ignore any assigned articles in the syllabus. Please share what you find. Best of luck in your journeys.

Class Tasks

A. Tidbit and Video Reflection Paper (40 points: Due February 24)

Tidbits and Videos (50 points): Besides reading 3-4 assigned articles each week, during the semester, I want you to read at least 100 total tidbits during the semester from the list of tidbit readings or about 5 or 6 per week (preferably more than 100 tidbit articles; about half of which should be from tidbits from weeks in March and April). 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 February 24, you will turn in a list of your top 50 tidbits read so far (best ones at the top; include at least 10 from March and April—i.e., read ahead) 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. 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 Moderation and Activities (50 points)

Face-to-Face Students: 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 for these 50 points. The instructor will assign these most weeks at the start of end of class. 50 points for weekly tasks like bringing questions or posters or article summaries. In effect, these 50 points are for artifact creation, class involvement, leadership, and engagement.

Online Students: You will start and moderate discussion for your 50 points (50 points): At the start of each week, I want one person in the online section of 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:

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 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.

You can sign up for this task at: http://www.trainingshare.com/r685.php

Sample Discussion Moderator Recap:
1. Prezi from Thuý Han for R678 class Week 4 (February 8, 2015): https://prezi.com/r4vkqolkrn9/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=290070/52e975/26iay7HLvaly

C. Participation in Canvas or in Class (50 points)

Face-to-Face student course participation in class (50 points): Students in the face-to-face section will participate in class discussion on Monday nights for 50 points as follows: 45-50 for high participators; 40-44 for medium participators; 36-39 for low participators; and 0-35 for others. It is optional to post to the online forums.

Online student course participation in Canvas (50 points): We will do discussions each week in either Canvas. This is worth 50 points as follows: 45-50 for high participators; 40-44 for medium participators; 36-39 for low participators; and 0-35 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.

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

D. Discussion and Lecture Reflection (50 points: Due April 20)

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 or in class 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?

Using these questions as a guide, please write a 3 page single-spaced reflection paper (not counting any references, appendices, or tables created) on this activity by April 20 (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.
5. Connections: linking threads in the discussion, lectures, and readings.

**E. Report or Strategic Plan Analysis or Naturalistic Study or Critique or Other (70 pts—Due February 24; students are encouraged to work in teams of 2-3 people)**

**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 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? 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 Canvas, Dropbox, or send to me via email.
Sample reports (see also OER reports listed in Week 6):


   Video presentation of research (90:03):
   https://tc.yuja.com/V/Video?v=210875&node=1007877&a=500504439&autoplay=1

   Perhaps compare the two reports above to the one below:

October 2018, Benefits and Costs of MOOC-Based Alternative Credentials 2017 - 2018 Baseline Survey Results, Ugd Hollands and Aasiya Kazi, Teachers College, https://docs.wixstatic.com/uog/cc7beb_5803e625ebee463ebc64796027366f1.pdf


http://oasis.col.org/handle/11599/2788


   Video (Army Learning Concept 2015): http://www.youtube.com/watch?v=KD9NGAV3-3k (4:26)


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)
7. Overall Quality Review and Critique (would make an excellent consultant, cogent advice)

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.

**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 (70 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)
7. Overall Quality Project and Research (would make an excellent researcher, cogent advice)

**Midterm Option 3: Review or Critique**

A third option is to review and critique a special journal 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 4-6 page single spaced report.

**Note:** See below for examples of special issues on Massive Open Online Courses (MOOCs) that you might read and critique. These special issues are from the *Journal of Online Learning and Teaching* (JOLT) and the *International Review of Research on Open and Distributed Learning* (IRRODL).

a. Online Learning journal, 2019, Volume 23, number 4, Special Issue AERA papers from Online Teaching and Learning SIG:
   https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/113
b. Online Learning journal, 2018, Volume 22, number 4, Special Issue AERA papers from Online Teaching and Learning SIG:
   https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/65
e. IRRODL 16(6), 2015, Special Issue: Towards a European perspective on Massive Open Online Courses: http://www.irrodl.org/index.php/irrodl/issue/view/72
Midterm Option 4: Software or Technology Tool Review

In the fourth option, you are to review at least 3 emerging technologies for learning. What are the key features? How could they each impact on education? What skills do they potentially enhance? What audience do they each serve? Who are the stakeholders? List at least 5 pedagogical ways in which each of these tools or applications can be used in education or training? For each emerging technology, please identify at least 3 features you like best and explain why and how these features can foster or enhance teaching and learning. Please also list at least 3 features you think need improvement and detail why and what can be done to add, modify, change, or delete different features. You should also detail how you would redesign these technology tools or products to improve them for educational use if you were the educational product designer. This review will be a 4-6 page single spaced report (excluding references and appendices; those working in teams are expected to have 7-10 single spaced page papers).

For a list of emerging educational technology companies, please see:


Midterm Option 5: 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.

F. Web 2.0 Final Project (70 points—Due April 20; final project to be conducted with a partner, unless approved by the instructor)
Option 1. Pressbook assignment

Do you want to be an author? 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 open text 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 1-2 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 so much content like the examples):

- **The Open Anthology of Earlier American Literature** ([https://openamlit.pressbooks.com/](https://openamlit.pressbooks.com/)) was created by Robin DeRosa and her students.
- **Project Management for Instructional Designers** ([https://pm4id.org/](https://pm4id.org/)) was created by David Wiley and his students as an adaptation of an existing open textbook written for a different audience.

**Pressbook 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 & 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 or in Class
7. Effort, digging, extensiveness of the project, etc.

**Option 2. 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](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 (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.
Example:
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
Greg Snow, Korea, Spring 2016, Wikibook Chapter on Virtual Reality,
https://en.wikibooks.org/wiki/Virtual_Reality
Luci Mello, April 26, 2017, Mobile Learning (mash-up),
https://www.softchalkcloud.com/lesson/serve/eqpRyOTbxGsCmr/html
https://en.wikibooks.org/wiki/Mobile_Learning

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

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Option 3. 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 (3-4 pages if with a partner). 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, 2012, 2016, etc.):
1. Julie Rust (Participatory Learning): http://www.youtube.com/watch?v=cHx_SbRWV0M
2. Lynn Deno: Tech, Enhancing Home School: http://www.youtube.com/watch?v=ts45BkAnqTs
3. Miguel Lara (Web 2.0 FREEDOM): http://www.youtube.com/watch?v=8cmCFWj9lW8
4. Olgun Sadik (R685 overview): http://www.youtube.com/watch?v=unaBQlqVo8Y
5. Shuya Xu and Yue Ma (Blog my online lrrng): http://www.youtube.com/watch?v=im7GQM9fzhe
8. Qi Li (Oppa Gagnam Style: What’s Your Learning Style), December 3, 2012,
   http://www.youtube.com/watch?v=7Q429lqXZaU&feature=youtu.be
14. Sarah Williams, Rachel Herman, and Deb Patterson, May 2019, Why personalize our learning?, https://drive.google.com/file/d/1FijK30wJjrikWCWOPRD9TnLDTF4_fwy4/view

Option 4. R685/R678 Course Syllabi Historical Evaluation:
Perhaps, like me, you like history. A version R678 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 to 6 page single spaced paper on what you discovered (7-10 pages with a partner); not counting references and appendices. Additional pages may be attached such as references 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, 2015, 2017, and 2019. 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:

**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 5. Analysis of Issues and Challenges in the Field of Learning Technologies:**

In this option, you will identify and briefly outline 10-20 key issues in the field (e.g., institutional supports for nontraditional learners, corporate recognition of microcredentials and nanodegrees, faculty awareness of open textbooks and OER, cost effectiveness and consumer utility of virtual and augmented reality, teacher training for online and blended forms of learning; instructional design challenges for MOOC instructors and the instructional support team, etc.). What are the issues that you have noticed when doing the readings for this class, watching the videos, talking to your peers, and attending the lectures? What are some open research questions? To create an historical context for your paper, you might indicate in a timeline when each of these issues arose or potentially make become more salient in the future. You will turn in a 4-6 single spaced paper if working alone and 7-10 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. Meina Zhu and 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.)

**Option 6. Student Selection Option (e.g., Usable Class Product):**

Students choosing Option 6 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; 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.

**Student Selected Option Examples:**

1. Abdullah Altuwaijri (Prezi on class): [http://prezi.com/8h7grxlyaymv/the-world-is-open/](http://prezi.com/8h7grxlyaymv/the-world-is-open/)
9. Jill Kaufman, April 26, 2015, The World is Open, [https://www.youtube.com/watch?v=ZRGV0Mg5Vmw&feature=youtu.be](https://www.youtube.com/watch?v=ZRGV0Mg5Vmw&feature=youtu.be)
10. John Falchi, March 12, 2016, Timeglider, An Abbreviated History of Distance Education [http://timeglider.com/t/50843d8903a48008?min_popup=1&max_popup=100](http://timeglider.com/t/50843d8903a48008?min_popup=1&max_popup=100)
14. Spring of 2018: Group project Integrating Emerging Tech in ESL/EFL Classrooms [https://qupengtong123.wixsite.com/r678](https://qupengtong123.wixsite.com/r678)
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 7. 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. 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:
1. MOOC Provider Companies and Organizations:
2. Canvas: https://www.canvas.net/
3. Coursera list of courses: https://www.coursera.org/courses?orderby=upcoming
5. edX courses: https://www.edx.org/course-list
6. FutureLearn: https://www.futurelearn.com/courses/upcoming
7. iversity: https://iversity.org/
10. Open Education (powered by Blackboard): https://openeducation.blackboard.com/site/
12. Open2Study: https://www.open2study.com/
15. Udacity: https://www.udacity.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.coursecourse.com/about.html
4. Open Culture: 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 (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 #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.

**Class Sharing of Final Projects:** If possible, I would like you to post your final projects to Canvas. In addition, some people “might” briefly share their final projects in class. Online students do not have to worry about the presentation part. I will contact you ahead of time if needed. But I do take volunteers.

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**Weekly Reading Requirements**
We will read 3-4 main articles and 5-6 tidbits per week and watch some of the embedded videos—it is your choice what to read.

**Projected Seminar Weekly Topics:**

**Week 1. (January 13) Introduction to the Open World: Visionaries and Visions**


5. Charles A. Wedemeyer, University of Wisconsin
c. A Brief History of Distance Education: [http://www.seniornet.org/edu/art/history.html](http://www.seniornet.org/edu/art/history.html)
d. In Memorandum: [http://www.tandfonline.com/doi/abs/10.1080/08923649909527031#preview](http://www.tandfonline.com/doi/abs/10.1080/08923649909527031#preview)

   “The Mother of All Demos” is a name given retrospectively to Douglas Engelbart's December 9, 1968, demonstration of experimental computer technologies that are now commonplace. The live demonstration featured the introduction of the computer mouse, video conferencing, teleconferencing, hypertext, word processing, hypermedia, object addressing and dynamic file linking, bootstrapping, and a collaborative real-time editor.”
   a. The Mother of All Demos, presented by Douglas Engelbart (1968) Original Video on YouTube (140:52): [https://www.youtube.com/watch?v=yJDv-zdhzMY](https://www.youtube.com/watch?v=yJDv-zdhzMY)

Videos:
   a. Video interview Marty Siegel (1 hour, 12 minutes), January 16, 2020, Curt Bonk interview of Marty Siegel IU School of Informatics (Week 1 R678): [https://youtu.be/AFt1oQanVog](https://youtu.be/AFt1oQanVog)
   d. Video (11:34), April 13, 2016: The Fourth Industrial Revolution: [https://www.youtube.com/watch?v=khjY5LFVF3tg](https://www.youtube.com/watch?v=khjY5LFVF3tg)

Week 1 Tidbits: Introduction to the Open World: Visionaries and Visions
learning/blogs/learning-innovation/disruptive-innovation-higher-ed-and-legacy-clayton-m


Video (2:27): Let’s Expose the Truth, Indiana University https://www.youtube.com/watch?v=xFPswOHJRA

http://curtbonk.com/fom.html


August 7, 2019, Wisconsin 35th DT&L Conference Greeting

Curt Bonk videoclips: Final Video (3:14) https://youtu.be/dhYoQx5a7mk


i. May 4, 2017, Prepare For Future Learning, Dr. Marie Bountrogianni, Dean, The Chang School, Ryerson U, Huffington Post, https://www.huffingtonpost.ca/dr-marie-
Week 2. (January 20) Open Textbooks, E-Books, and Digitally Enhanced Books


   Articles in this issue include:


Note: Rajiv Jhangiani, Surrey, BC, Canada, rajiv.jhangiani@kpu.ca, teaches psychology at Kwantlen Polytechnic University.
University Homepage: http://www.kpu.ca/arts/psychology/faculty/rajiv-jhangiani
Personal Homepage: https://thatpsychprof.com/
Publications: https://thatpsychprof.com/scholarship/open-education/

Free books:


Week 2 Tidbits: Open Textbooks, E-Books, and Digitally Enhanced Books

a. February 1, 2020, Alexa, read me a story: Audio content for kids on the rise


d. December 12, 2019, New Data Shows Continued Decline In Student Spending On College Course Materials, AAP | The Association of American Publishers,

Video Example #2 (58 seconds): http://curtbonk.com/deepzen2.html

l. May 2, 2019, Online church: Ministries use VR, apps to deliver digital services and virtual baptisms, Josmar Taveras, USA Today, https://www.usatoday.com/story/tech/2019/05/02/churches-add-apps-vr-and-online-services-engage-millennials/3538527002/
t. March 2, 2019, 12 Best Practices in Online Teaching and Learning: Improving Doctoral
cc. May 8, 2018, $5 Million for Open Textbooks in FY18 Omnibus Bill, SPARC (the Scholarly Publishing and Academic Resources Coalition) https://sparcopen.org/our-work/open-textbooks-fy18/
Allows you and me to ask questions which trigger a semantic search of the 120,000 books that Google has digitized (typically in under 6 seconds).
ii. August 2, 2017, OpenStax Saved 1 Million Students $70 Million, Mark Lieberman,

jj. August 11, 2016, Leila Meyer, Kentucky State U Offers Free E-Textbooks for All Students, eCampus News

kk. July 28, 2017, Big Publisher Wants to Co-Opt the Open Textbook Revolution

ll. July 11, 2017, OpenStax Launches Learning Platform, Inside Higher Ed,

mm. June 28, 2017, The OER Moment, Inside Higher Ed,
https://www.insidehighered.com/content/oer-moment-0
https://www.insidehighered.com/quicktakes/2017/06/22/compilation-oer-moment
Dropbox:
https://www.dropbox.com/sh/xyvr10vih19tyrw/AADgYAdtiAegtQ_QASyhrbp2a?dl=0


qq. May 8, 2017, Free Digital Book Promotes Engineering Ed to Native Students, Dian Schaffhauser, Campus Technology,

rr. May 5, 2017, Dean: Here’s how eTextbooks are leading to higher completion rates. Tracy Hurley, eCampus News, Available: https://www.ecampusnews.com/campus-administration/etextbook-completion-rates/


uu. April 6, 2017, Indiana University’s eText program saves students over $3.5 million (Program makes digital textbooks cost less and do more, grows 56 percent), Indiana University Newsroom, https://itnews.iu.edu/articles/2017/indiana-universitys-etext-program-saves-students-over-3-5-million.php

vv. April 4, 2017, The open educational resources movement is redefining the concept of online textbooks, Suzanne Bowness, University Affairs,
http://www.universityaffairs.ca/features/feature-article/open-educational-resources-movement-redefining-concept-online-textbooks/

ww. March 21, 2017, Pioneering Open Education Through Collaboration with BCcampus and eCampusOntario, BC Campus,
https://bccampus.ca/2017/03/21/pioneering-open-education-through-collaboration-with-bccampus-and-ecampusontario/

xx. 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


Video (2:10): https://www.youtube.com/watch?v=FTmZqHEILhc


Open and Digital Textbook Videos and Resources:

1. October 11, 2018, Webinar: Helping Students Get Access to Textbooks
   Bill Neumann, University of Arizona, Stacy Morrone, Indiana University


7. Dr. Richard Baraniuk - OpenStax: An Open Education Case Study, University of Houston, November 2016 (26:00 minute mark): https://vimeo.com/190730802


10. 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 Low Cost Companies (mobile ones too):

2. BCCampus, OpenEd: https://www.ecampusontario.ca/
3. Beyond Textbooks: http://beyondtextbooks.org/
5. Bookshare: An accessibility online library for people with disabilities: 
   https://www.bookshare.org/
8. CK-12 Foundation: http://www ck12.org/student/
10. Degreed: https://degreed.com/
11. Discovery Education Techbook: 
12. Digital Textbook Playbook (USA): 
14. The Global Text Project (creating books for underdeveloped countries): 
    https://alison.com/publisher/global-text-project
19. LibriVox: http://librivox.org/
20. LibreTexts: https://libretexts.org/
22. ManyBooks.net: http://manybooks.net/
23. NY Public Library Portal to Children’s e-books: http://kids.nypl.org/ebooks
27. Open Textbook Network: http://research.cehd.umn.edu/otn/
29. OpenStax College: http://openstaxcollege.org/
30. Project Gutenberg: http://www.gutenberg.org/wiki/Main_Page
33. Seeds of Empowerment (Paul Kim, creating tools for the underdeveloped world; e.g., iPhone applications for storytelling and social entrepreneurship) 
   http://seedsofempowerment.org/
34. Subtext: http://subtext.com/
35. Talk to Books: https://books.google.com/talktobooks/
36. Tumblebooks: http://www.tumblebooks.com/
37. Tutor Beta from OpenStax: https://openstax.org/openstax-tutor
38. World Public Library: http://worldlibrary.net/
39. XanEdu: https://www.xanedu.com/

**Week 3. (January 27) Alternate Reality Learning: VR, AR, Gaming, and Simulations**


AR and VR Videos:
- Video (1:11): SMART TAZ6 (3D Printer) AR Maintenance for the U.S. Navy https://youtu.be/2YAXM8t1nI0
- Video (2:02), January 12, 2015: Microsoft HoloLens - Transform your world with holograms: https://www.youtube.com/watch?v=EOJyRJKqukc
- Osso VR: http://ossovr.com/ and (50 second video): https://www.youtube.com/watch?v=yes_GEtIa6o
- Video (8:00), June 21, 2017, Beyond the Frame: The New Classroom, https://www.youtube.com/watch?v=zGGVY0cMHg
- VR Blog and series of videos: https://thinkmobiles.com/blog/virtual-reality-military/

Virtual Worlds:
- Cyark: virtual tourists to walk through 360-degree renderings of places that are normally off limits, https://www.cyark.org/
- Master Works, Journey Through History in Virtual Reality, Cool Video (1:00): http://masterworksrvr.com/
- Rome Reborn: https://www.romereborn.org/
d. Virtual World Heritage Lab: http://vwhl.squarespace.com/

e. Regatta (Bloomington, Indiana): https://regattavrm.com/

f. Mozilla mixed reality discussion forum: https://labs.mozilla.org/learn/mixed-reality/

g. Virtually Inspired: https://virtuallyinspired.org/ and https://onlinelearningconsortium.org/virtually-inspired-showcasing-innovations-online-learning/

Other (Games and Design tools):

a. OER Commons: https://www.oercommons.org/game-based-learning

b. Sketchfab: https://sketchfab.com/

Week 3 Tidbits: Alternate Reality Learning: VR, AR, Gaming, and Simulations


g. January 9, 2020, Scientists put 3D glasses on cuttlefish and showed them film clips. The results were surprising, Ryan Prior, CNN Video (1:09) https://www.cnn.com/2020/01/08/us/3d-glasses-cuttlefish-scn-trmd/index.html


k. November 26, 2019, Russian cows get virtual-reality glasses to help them ward off winter blues, Oliver Carroll, Moscow, Independent, https://www.independent.co.uk/news/world/europe/russia-cows-vrirtual-reality-glasses-illness-winter-a9218501.html

l. November 22, 2019, Virtual Classes in a Virtual World, Lilah Burke, Inside Higher Ed,


Video (17 seconds): A virtual-reality experience for students in a conducting class: http://curtbonk.com/virtual-o.htm

Video (13 seconds): A group of students could gather around a virtual heart: http://curtbonk.com/vrheart.html

Additional Video (17 seconds): Hamilton College literature students built virtual worlds based on novels and stories they read in class.


w. May 23, 2018, “Immersive Realities for Learning and Performance: VR, AR, Mixed Reality & More in 2018,” Bobby Carlton; Foreword by Elliott Masie, the Masie Center https://masie.com/immersiverealities


y. May 1, 2018, 3 ways districts can use AR and AI, Justin Anglio, eSchool News
https://www.eschoolnews.com/2018/05/01/3-amazing-ways-our-district-is-using-ar-and-vr/
Video (1:09): https://www.youtube.com/watch?v=-DYqlaMWTVg
nn. December 27, 2016, Five Things To Know About Games and Learning, Brian Sweeting,


pp. Video Gamers Beat Scientists and Computers in Protein Folding Competition, Leila Meyer, September 19, 2016, Campus Technology


yy. 10 AR/VR sets that take you to another world, Marco della Cava, USA Today, March 2, 2016.

zz. Virtual Expeditions (Google Cardboard), January 7, 2016, Google Cardboard saves baby’s life, CNN, Elizabeth Cohen
http://www.cnn.com/2016/01/07/health/google-cardboard-baby-saved/


Some virtual world and gaming people:
1. Craig Kapp, Clinical Professor, NYU. http://cims.nyu.edu/~kapp/; kapp@cs.nyu.edu (AR/VR pop-up books) (keynote at E-Learn in Hawai 2011)
2. Dr. Michael Young (was Sasha’s advisor), University of Connecticut, http://education.uconn.edu/person/michael-young/; michael.f.young@uconn.edu; https://myoung.education.uconn.edu/about/
6. Dr. Bonnie Nardi, UC Irvine, nardi@uci.edu; http://www.artifex.org/~binnie/ (known for ethnography and virtual worlds and activity theory and human-computer interaction); https://mitpress.mit.edu/authors/bonnie-nardi
7. Dr. Sara de Freitas, Pro Vice Chancellor (Learning and Teaching), Murdoch University, Australia, http://www.seriousgamesinstitute.co.uk/applied-research/Sara-de-Freitas.aspx, S.DeFreitas@murdoch.edu.au (formerly head of the Serious Gaming Center in Coventry, UK; see also http://www.seriousgamesinstitute.co.uk/applied-research/Sara-de-Freitas.aspx)
8. Dr. Bernard Frischer, Indiana University School of Informatics, World Heritage Lab, http://vwhl.squarespace.com/; Flyover Zone Productions (historical settings virtual worlds): http://frischer.org/; E-mail: bernard.d.frischer@gmail.com; Rome Reborn: https://www.romereborn.org/;
9. Dr. David Gibson, Curtin University, Australia, David.C.Gibson@curtin.edu.au; http://oasisapps.curtin.edu.au/staff/profile/view/David.C.Gibson
10. Dr. Karl Kapp, http://karlkapp.com/, karlkapp@gmail.com (gamification books) (Keynote at the Madison conference in August)
12. Clark Aldrich, ShortSims, http://www.shortsims.com/, clark@clarkaldrichdesigns.com

Week 4. (February 3) The Expansion of Blended and Fully Online Learning


   i. Note: See also Reports from the Innosight Institute: [https://www.christenseninstitute.org/publications/classifying-k-12-blended-learning-2/](https://www.christenseninstitute.org/publications/classifying-k-12-blended-learning-2/)
   ii. Blended Learning Universe, [Clayton Christensen Institute](https://www.christenseninstitute.org/);
      [https://www.youtube.com/channel/UCWoz9cN2KT93VujFnGqL8MQ](https://www.youtube.com/channel/UCWoz9cN2KT93VujFnGqL8MQ);
http://blendedlearning.org/


Blended Learning Videos:


2. October 2008 STARLINK program on blended learning in higher education (Curt Bonk and 3 other college Faculty). Strategies from the Front Line: Best Practices from Hybrid Instructors, filmed in Dallas for a STARLINK program on blended learning. STARLINK is an agency of the Texas Association of Community Colleges. http://www.trainingshare.com/starlink4.html#c8

3. February 2009 STARLINK program on best practices and tips for online learning in higher education (Curt Bonk). Award-winning Tools, Tips, and Techniques for Online Instruction. It features successful teaching strategies and demos that award winning instructors have found to be their best practices. http://www.trainingshare.com/starlink4.html#h9


Week 4 Tidbits: The Expansion of Blended and Fully Online Learning


requires password), https://www.chronicle.com/article/Purdue-Global-Has-Had-a-Rocky/247885
IU Online Degree: https://online.iu.edu/degrees
e. January 14, 2020, Best Online Master's in Instructional Media Programs U.S. News and World Report, IU is #1 (tied with FSU and ASU) for our online master’s program. Available: https://www.insidehighered.com/digital-learning/education/online-education/education/online-instructional-media-design-rankings
h. December 17, 2019, Four principles for designing the future of teaching in 2020, Thomas Arnett, Clayton Christensen Institute https://www.christenseninstitute.org/blog/four-principles-for-designing-the-future-of-teaching-in-2020/
k. December 2019, IU Online Newsletter, Fall 2019 shows continued online growth, https://teachingonline.iu.edu/about/newsletter/articles/191220-fallcensus.html
l. December 2019, IU Online Newsletter, Fall 2019 shows continued online growth, https://teachingonline.iu.edu/about/newsletter/articles/191220-fallcensus.html; A word from the director, https://teachingonline.iu.edu/about/newsletter/articles/191220-foley.html


u. August 9, 2019, 12 new degrees approved, including 8 collaborative online degrees, Marah Yankey, IU Newsroom, https://news.iu.edu/stories/2019/08/iu/inside/09-trustees-approve-12-new-degrees.html


April 5, 2019, New Public Benefit Corporation, InStride, Launches to Reinvent the Way Employers Bring the Power of a University Education to Their Employees, AP Press Release, https://www.apnews.com/Business%20Wire/3c10906aef094a68ba8022a2d9a80dd4


Video (50 seconds): https://vimeo.com/328429760


March 9, 2019, What Kind of Online Learner are You?, Laurie Pickard, Class Central, https://www.classcentral.com/report/what-kind-of-online-learner-are-you


April 19, 2019, The downside of online learning, James McWilliams, Pacific Standard, https://www.pacificstandard.com/online-learning/article/2019/04/03/online-learning-


nn. April 19, 2019, The downside of online learning, James McWilliams, Pacific Standard, https://www.pacificstandard.com/online-learning/article/2019/04/03/online-learning-


March 8, 2019, What Kind of Online Learner are You?, Laurie Pickard, Class Central, https://www.classcentral.com/report/what-kind-of-online-learner-are-you

https://www.zurich.ibm.com/cognitivediscovery/


fff. April 25, 2018, IU Online Newsletter, Teaching Online at IU https://teachingonline.iu.edu/about/newsletter/articles/180424-spring_census.html


lll. March 21, 2018, Online Can Unite Students -- or Divide Them


Online Degree at America's Top Universities, Priceonomics Data Studio, [https://priceonomics.com/the-rise-of-the-online-degree-at-americas-top/](https://priceonomics.com/the-rise-of-the-online-degree-at-americas-top/)


ffft. May 9, 2017, Online Exam Proctoring Catches Cheaters, Raises Concerns


mmm. April, 2016, Instructional Design in Higher Education, Gates Foundation and Intentional Futures https://intentionalfutures.com/static/instructional-design-in-higher-education-report-5129d9d1e6c988c254567f91f3ab0d2c.pdf

Week 5. (February 10) Nontraditional, Informal, Extreme, and Adventure Learning


2. Miller, C., Veletsianos, G., & Doering, A. (2008). Curriculum at forty below: a phenomenological inquiry of an educator/explorer’s experience with adventure learning in the Arctic. *Distance Education, 29*(3) 253-267. (Note: must have access from library for this article: [http://www.tandfonline.com/doi/pdf/10.1080/01587910802395789](http://www.tandfonline.com/doi/pdf/10.1080/01587910802395789) another link to it: [http://www.tandfonline.com/doi/abs/10.1080/01587910802395789](http://www.tandfonline.com/doi/abs/10.1080/01587910802395789) (see download PDF link)


Week 5 Tidbits: Nontraditional, Informal, Extreme, and Adventure Learning


Video (2:10): http://curtbonk.com/mindar.html


neuralink-merging-your-brain-with-ai/#6f5933d94b07
Video (6:30): https://www.youtube.com/watch?time_continue=4&v=x5pgAM26wuM
Video (20 seconds): http://curtbonk.com/senior.html
CodePath.org Student Spotlight: Omar Valenzuela
Video (2:20): https://www.youtube.com/watch?v=rDW0CAhiIPI
x. July 19, 2017, Why some groups are rich and others are poor…my MOOC platform dreams (III), Jim Ngei, Heating Focus, https://medium.com/heating-focus/why-some-groups-are-rich-and-others-are-poor-my-mooc-platform-dreams-iii-34e4e2fbdbd3


If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port
Harcourt, Nigeria, has completed and passed 250.


11. May 2, 2013, Two months breaking ice (in under five minutes—on board ship in Antarctic waters), Cassandra Brooks, University of Colorado Video (4:45): https://www.youtube.com/watch?v=BNZu1uxNvlo


**Videos Week 5: Nontraditional, Informal, Extreme, and Adventure Learning**


5. July 23, 2015, Expeditions, Google Cardboard, Google for Education,
   http://www.youtube.com/watch?v=dk6osYrU2RU&feature=channel

Open Ed, Outdoor/Environmental/Adventure Learning People and Web Sites:
4. Center for Open Science: https://cos.io/
8. Coursera: https://www.coursera.org/
10. edX: https://www.edx.org/course
15. Explore Arctic: http://www.explore.org/search/?q=arctic
17. The Freshwater Switchyard of the Arctic Ocean: http://psc.apl.washington.edu/switchyard/overview.html
19. History for Music Lovers: http://www.youtube.com/user/historyteachers
20. TEDxHonolulu - History Teachers.m4v: http://www.youtube.com/watch?v=oWZI_ATuo0o
21. Ice Stories: http://icesories.exploratorium.edu/dispatches/
23. Intro to Open Education course (Fall 2016 from David Wiley): http://openeducation.us/2016/
33. OER World Map: https://oerworldmap.org/
35. One World Expeditions: http://www.oneworldjourneys.com/
36. OpenEd: http://www.opened.io
37. Open Education Group: https://openedgroup.org/
38. OpenLearning: https://www.openlearning.com/
40. Online Learning Consortium: https://onlinelearningconsortium.org/read/
41. OSPRI (Open Source Pedagogy, Research + Innovation): https://ospri.ssri.duke.edu/about
42. Outschool: https://outschool.com/
43. Patrick Hollingworth: http://patrickhollingworth.com/
45. Polar Bears International: http://www.polarbearsinternational.org/
46. The Poles.com: http://www.thepoles.com/
47. PolyglotPal’s Channel: http://www.youtube.com/user/PolyglotPal
49. Skills Commons: https://www.skillscommons.org/
50. SPARC (the Scholarly Publishing and Academic Resources Coalition): https://sparcopen.org/
51. Spot the Station: The International Space Station: https://spotthestation.nasa.gov/
53. Wayne Hodgins: http://waynehodgins.typepad.com/about.html
54. Travel Blog: http://www.travelblog.org/

Live and Immediate Science
1. The Brain Observatory: https://www.thebrainobservatory.org/
2. The Link: http://www.revealingthelink.com/
5. Ocean Explorer Media: http://oceanexplorer.noaa.gov/oceans/explorations/10index/background/info/info.html

Week 6. (February 17) Open Education, Open Universities, OER, and OCW


   i. **Short Version:** August 2018, Asha Kanwar and Sanjaya Mishra, Staying ahead: Open learning in the Commonwealth, Bulletin, [https://issuu.com/the_acu/docs/bulletin_no_194/22](https://issuu.com/the_acu/docs/bulletin_no_194/22)


   **Articles in this issue include:**
   d. A Preliminary Exploration of the Relationships Between Student-Created OER,


Note Free Books and Reports: Open Education


3. David Wiley (Ed.). An Open Education Reader (for open ed course); https://openedreader.org/

4. Jhangiani, R. S. (Ed). OER FAQs, Commonwealth of Learning (COL), Burnaby, BC. http://discourse.col.org/c/open-educational-resources-faq


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Week 6 Tidbits: Open Education, Open Universities, OER, and OCW

- e. November 2019, Paragons of online education; Tian Belawati - fighting for equal opportunities to learn, International Council for Open and Distance Learning, https://www.icde.org/icde-blog/tian-belawati
- g. November 5, 2019, It’s the end of OpenEd as we know it…, Nathan Smith, The Piraeus, https://ndsmith.wordpress.com/2019/11/05/its-the-end-of-opened-as-we-know-it/


hh. Open Educational Resources (Babson), http://www.onlinelearningsurvey.com/oer.html


November 7, 2016, OER Use to Triple Over Next 5 Years, Campus Technology https://campustechnology.com/articles/2016/09/07/oer-use-to-triple-over-next-5-years.aspx


Jeffrey R. Young, May 4, 2016, This Mongolian Teenager Aced a MOOC Now He Wants to Widen Their Impact. (140,000 people take the MIT MOOC on Circuits and Electronics, 1 of 300 to get a perfect score) The Chronicle of Higher Education, http://chronicle.com/article/This-Mongolian-Teenager-Aced-a/236362

April 4, 2016, MIT OpenCourseWare is 15!, https://ocw.mit.edu/about/our-history/ and Video (2:07): Thank you for 15 years of open sharing: https://www.youtube.com/watch?v=nBDfbsq10To


Videos:

1. Video: Ivory Tower: Is College Worth the Cost?, CNN; Coding Bootcamp: A college alternative (2:21)

2. Video (3:17): June 7, 2016, Teaching refugees how to code, CNN Money

Week 7 (February 24) Massive Open Online Course (MOOCs) and Open Education

   https://olj.onlinelearningconsortium.org/index.php/olj/article/view/731/197 (PDF)

   http://moocsbook.com/free.php or
   Or:

   http://publicationshare.com/pdfs/MOOCs_Reiser_book_by_Bonk_Reeves_Reynolds_Le e_Final_with_citation.pdf


Bonk MOOC Videos:


2. Curt Bonk, November 2014, (Compressed, High Def; Low Def), (16 minutes). Shenzhen, China: Learning is Changing: MOOCs, The Open World, and Beyond. ([Dropbox slides](https://pdfs.semanticscholar.org/b30e/79f76ef3444bd16ab832a8653b9ccdaeb63.pdf))
3. Curt Bonk interviewed for master’s student training video, *MOOCs and Self-directed Learning*, by Marcelo Maina, Universitat Oberta de Catalunya (i.e., the Open University of Catalunya), Barcelona, Spain, (recorded June 21, 2017; made available December 22, 2017). **All seven video interviews:** [https://www.youtube.com/channel/UCdbZdfz53NW5pj4JxZGSLUA](https://www.youtube.com/channel/UCdbZdfz53NW5pj4JxZGSLUA)

1. Q#7 Principles of teaching in new technology rich environments. Available (5:38): [https://www.youtube.com/watch?v=t3UxSX0Q5s8&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF](https://www.youtube.com/watch?v=t3UxSX0Q5s8&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF)
2. Q#6 SOLE and open education design (4:51): [https://www.youtube.com/watch?v=Q--OCgaCl0&index=2&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF](https://www.youtube.com/watch?v=Q--OCgaCl0&index=2&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF)
3. Q#5 MOOCs and cultural differences (3:19): [https://www.youtube.com/watch?v=Irn143tWKgM&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=3](https://www.youtube.com/watch?v=Irn143tWKgM&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=3)
4. Q#4 Personalization in MOOCs (6:25): [https://www.youtube.com/watch?v=GednTOmEtZs&index=4&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF](https://www.youtube.com/watch?v=GednTOmEtZs&index=4&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF)
5. Q#3 Models of MOOC effective education (7:32): [https://www.youtube.com/watch?v=tWFZ1qFn6K4&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=5](https://www.youtube.com/watch?v=tWFZ1qFn6K4&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=5)
6. Q2 MOOC design recommendations for educators (3:12): [https://www.youtube.com/watch?v=EH1fEilg6kg&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=6](https://www.youtube.com/watch?v=EH1fEilg6kg&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF&index=6)
7. Q1 Innovative experiences in MOOCs and open education (2:51): [https://www.youtube.com/watch?v=ZMywBo7Mx84&index=7&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF](https://www.youtube.com/watch?v=ZMywBo7Mx84&index=7&list=PLyqLzFjZc4SmUT74_ajFAJc2nc1bVejQF)

**Short Videos on MOOCs and Open Education:**

3. October 3, 2015, ‘They don’t allow you to fail’: In custom classrooms, at-risk students thrive, PBS NewsHour, NewsHour’s Hari Sreenivasan reports, Available: [https://www.youtube.com/watch?v=8lzs4CdMNtA](https://www.youtube.com/watch?v=8lzs4CdMNtA)
   Video: https://www.youtube.com/watch?v=WNg-5LFAMdI

8. The Benefits of Online Learning, Anant Agarwal, the founder and president of edX, an online education company, shares what he considers the top six advantages of online learning., October 8, 2013, 2:20 minutes:
   Article: http://online.wsj.com/article/SB10001424052702303759604579093400834738972.html; Videos:
   http://online.wsj.com/article/SB10001424052702303759604579093400834738972.html#project%3DMOOCChrtPRINT%26articleTabs%3Dvideo

Week 7 Tidbits: Massive Open Online Course (MOOCs) and Open Education
   g. June 7, 2019, Why Education Leaders Should Learn From Goodwill, Brandon Busteed (President, Kaplan University Partners), The Evolllution https://evolllution.com/revenue-streams/workforce_development/why-education-leaders-should-learn-from-goodwill/


w. May 9, 2018, A blueprint for creating a successful MOOC (continued), Satesh Bidaisee, eCampus News https://www.ecampusnews.com/uncategorized/a-blueprint-for-creating-a-successful-mooc-2/?all

x. May 3, 2018, MicroMasters Credentials are a Pathway to Today’s Top Jobs, edX, https://www.edx.org/micromasters


ll. April 24, 2017, Massive Open Online Courses used to be 100% free. But they didn’t stay that way, Dhawal Shah (Founder of Class Central), freeCodeCamp, https://medium.freecodecamp.org/massive-open-online-courses-started-out-completely-free-but-where-are-they-now-1d1020f59


rr. April 1, 2015, Three Insights from the HarvardX and MITx Year Two Reports, Education
Week, Justin Reich, HarvardX Research Fellow
http://blogs.edweek.org/edweek/edtechresearcher/2015/04/three_insights_from_the_harvardx_and_mitx_year_two_reports.html


tt. May 12, 2015, In China, Where Everything is a MOOC, Education Week, Justin Reich, HarvardX Research Fellow, Available: http://blogs.edweek.org/edweek/edtechresearcher/2015/05/in_china_where_everything_is_a_mooc.html?r=284759497

http://extensionengine.com/putting-moocs-to-work-recap-infographic/#.VE4R4o3wList


MOOC-Related Videos and Audios:

1. What is a MOOC? by Dave Cormier. December 8, 2010: http://www.youtube.com/watch?v=eW3gMGqqZQc

Online Learning and MOOC Related Organizations, Institutions, and News:

1. Class Central: https://www.classcentral.com/
2. Coursera: https://www.coursera.org/
3. edX: https://www.edx.org/
4. edX high school initiative: https://www.edx.org/high-school-initiative
5. edX partners: https://www.edx.org/schools-partners
7. Global Freshman Academy, edX: https://www.edx.org/how-it-works
9. MITx: https://www.edx.org/university_profile/MITx
10. MOOC.org, edX: https://www.mooc.org/
11. [https://moociverse.com/](https://moociverse.com/)
12. NovoEd: [https://novoed.com/](https://novoed.com/)
17. University of the People: [http://www.uopeople.edu/](http://www.uopeople.edu/)

**Somewhat Shady and/or Nefarious Websites (there are many others):**

- NoNeedtoStudy.com: [https://www.noneedtostudy.com/myclass/](https://www.noneedtostudy.com/myclass/)
- Unemployed Professors.com: [http://unemployedprofessors.com/](http://unemployedprofessors.com/)

**Week 8 (March 2). More MOOCs and Open Education Around the World**


Emergent Learning, Connections, Designs for Learning:  

https://oli.onlinelearningconsortium.org/index.php/coli/article/view/1495 (special issue:  
https://oli.onlinelearningconsortium.org/index.php/coli)


b. See also George Veletsianos, Justin Reich, & Laura A. Pasquini (2016, July-September). The life between big data log events: Learners’ strategies to overcome challenges in MOOCs. *AERA Open*, 2(3), 1-10. Available:  
http://journals.sagepub.com/doi/abs/10.1177/2332858416657002 (abstract)  
http://journals.sagepub.com/doi/pdf/10.1177/2332858416657002 (PDF)  
Video explanation of results (4:18): https://www.youtube.com/watch?v=z0nIBpcmEE

http://www.moocsbook.com/free.php or  

More MOOC Readings:

http://jl4d.org/index.php/ejl4d/article/view/217  


Or read: anything on MOOCs from:
Justin Reich of MIT: [https://scholar.google.com/citations?user=ihnlfqIAAAAJ&hl=en](https://scholar.google.com/citations?user=ihnlfqIAAAAJ&hl=en)
Andrew Ho of Harvard: [https://scholar.google.com/citations?user=oxiFUrEAAAAJ&hl=en](https://scholar.google.com/citations?user=oxiFUrEAAAAJ&hl=en)

**Interviews of Bonk et al. on MOOCs and Open Education:**


Week 8 Tidbits: More MOOCs and Open Education Around the World


October 25, 2018, 190 universities just launched 600 free online courses. Here’s the full list, Dhawal Shah, Quartz, https://qz.com/1437623/600-free-online-courses-you-can-take-from-universities-worldwide/


October 13, 2017, Udacity Official Declares MOOCs 'Dead' (Though the Company Still Offers Them), Clarissa Shen, Vice President & International Executive, Udacity, Jeffrey R. Young, Ed Surge, https://tinyurl.com/yaw4kbvr


September 25, 2017, Professors Have Taken Over the MOOCs: How open online learning is changing, Joshua Kim, Inside Higher Ed https://www.insidehighered.com/blogs/technology-and-learning/professors-have-taken-over-moocs (example: https://www.edx.org/course/bipedalism-science-upright-walking-dartmouthx-dart-anth-01-x)


kk. November 17, 2015, Udacity and Google Unveil Co-Developed Nanodegree, John K. Waters, Campus Technology.


nn. October 8, 2015, MIT New Model, Carl Straumsheim, Inside Higher Ed.


pp. October 7, 2015, MIT Unveils ‘MicroMaster’s,’ Allowing Students to Get Half Their Degree From MOOCs, Andy Thomason, Chronicle of Higher Education.


rr. September 14, 2015, When a Degree Is Just the Beginning: Today’s employers want more, say providers of alternative credentials, Chronicle of Higher Education, Goldie Blumenstyk.


**Week 9. (March 9) Open Education in the Developing World (i.e., the Global South)**


**Week 9 Tidbits: Open Education in the Developing World (i.e., the Global South)**


   e. July 15, 2019, Techfuguees: The Global Tech Community Responds to the Refugee Crisis, Sara Hardman, New Learning Times,
April 2, 2019, In India, MOOCs Are Now Part of the Education System, Manoal Cortes Mendez, Class Central, https://www.classcentral.com/report/swayam-for-credit/


June 8, 2019, The second half of humanity is joining the internet: They will change it, and it will change them The Economist; https://www.economist.com/leaders/2019/06/08/the-second-half-of-humanity-is-joining-the-internet

Mendez, M. (2019, April). In India, MOOCs are now part of the education system. Class Central. https://www.classcentral.com/report/swayam-for-credit/


“Today, there are about 70 million East Asian and Pacific students enrolled in postsecondary education. By 2040, that number is projected to rise to 257 million.”


Week 10. (March 23) Informal and Self-Directed Online Learning Environments
(including online language learning)


a. Zhu, M., & Bonk, C. J. (2019). Designing MOOCs to facilitate participant self-directed learning: An analysis of instructor perspectives and practices. *International Journal of Self-Directed Learning, 16*(2), 39-60. Available: [https://6c02e432-3b93-4c90-8218-8b8267d6b37b.filesusr.com/ugd/6c1db2_3ab135498618442abe908811fb68a1b2.pdf](https://6c02e432-3b93-4c90-8218-8b8267d6b37b.filesusr.com/ugd/6c1db2_3ab135498618442abe908811fb68a1b2.pdf)


Cheap Higher Education Alternatives:
College Credits at No Cost: [https://www.onlinedegree.com/](https://www.onlinedegree.com/)
University of the Third Age, London, UK, [https://www.u3a.org.uk/](https://www.u3a.org.uk/)

Week 10 Tidbits: Informal and Self-Directed Online Learning Environments (including online language learning)


c. June 24, 2019, nQuire (in partnership with the Open University), [https://nquire.org.uk/](https://nquire.org.uk/), nQuire is a platform to explore yourself and your world. It has been developed by The Open University in partnership with the BBC.


k. August 11, 2018, A 35-year-old who dropped out of high school had a vision of a utopian future for China, the US, and the world — and it’s led her to the forefront of a tech startup worth $3 billion, Harrison Jacobs, Business Insider. Retrieved from https://www.businessinsider.com/inside-vipkid-cindy-mi-and-3-billion-startups-teacher-community-2018-8


r. March 24, 2015, Langscape, Language at Maryland, Available: https://languagescience.umd.edu/beyond-umd/langscape


Some Language Learning Sites:
   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/
10. German Online: http://www.dw-world.de/dw/0,,2547,00.html
11. iTalkie: http://www.italki.com/
16. Langscape Univ of Maryland https://languageScience.umd.edu/beyond-umd/langscape
17. LoMasTV (online Spanish immersion TV): https://spanish.yabla.com/
20. OpenLanguage: http://openlanguage.com/

Week 11. (March 30) Maker Spaces, Social Media, and Participatory Learning


Articles in this issue include:


    a. Mimi Ito (2014, August 25). Think Education 2014 - Mimi Ito, Google, San Paulo, Brazil (29:21); Video of keynote: https://www.youtube.com/watch?v=t0uL0d2ShPU
    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


Free book on Connectivism:

Resources and 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=rpbdedyFxZw&feature=related

5. Do Nothing for Two Minutes: http://www.donothingfor2minutes.com/
6. I forgot my phone video: https://www.youtube.com/watch?v=OlNa46HeWg8
7. “Teens React” to smartphone video: https://www.youtube.com/watch?v=RsO9MJaIazM

Week 11 Tidbits: Maker Spaces, Social Media, and Participatory Learning


h. May 17, 2019, Epistemic Network Analysis (ENA), Interactive Game of Thrown Visualization, School of Education, University of Wisconsin, https://got.epistemicnetwork.org/;
   https://www.wcer.wisc.edu/news/detail/puzzling-over-game-of-thrones-character-motivations; This interactive Game of Thrones visualization allows you to explore and compare the thematic networks of your favorite characters and Houses.


   Video (1 minute): http://curtbonk.com/facebook-portal.html


o. June 18, 2018, Microsoft acquires social learning platform Flipgrid

p. June 18, 2018, Satya Nadella, Microsoft CEO announces Flipgrid joining the Microsoft family, https://www.youtube.com/watch?v=aMo_FSS-6Cc

v. July 8, 2017, 3 big ways today’s college students are different from just a decade ago, Meris Stansbury, eCampus News, https://www.ecampusnews.com/campus-administration/college-students-different/?all
aa. April 5, 2017, Teaching in the age of social media, David Smith, University Affairs, http://www.universityaffairs.ca/career-advice/career-advice-article/teaching-age-social-media/
IU Website for fake news visualization: Hoaxy: http://hoaxy.iu.edu/stats.html
gg. George Veletsianos, August 29, 2016, Using Video and Audio to Share Our Scholarship, Chronicle of Higher Education (Note: Includes video (5:05) and podcast (4:33)),


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.


See: Degreed: https://degreed.com/


Week 12. (April 6) Interactive, Global, and Collaborative Learning


   **Note:** also in Canvas:

   **Note:** More articles from Mimi Miyoung Lee at ResearchGate: https://www.researchgate.net/profile/Mimi_Lee5

For more related to online videoconferencing, see:
1. Soliya: http://www.soliya.net/
   i. Georgetown Learning Initiatives, Soliya Connect: http://gli.georgetown.edu/#soliya
   ii. Connect from Soliya: https://vimeo.com/38328511


9. 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...


**Videos on Global Collaboration with Technology (with Curt Bonk):** Interviewed for faculty development video, *Bringing Experts Around the World to Your Class*, by Miguel Lara, Center for Innovative Teaching and Learning, IU, Bloomington, IN, Spotlight, March 2013. (recorded February 14, 2013). Available: [https://citl.indiana.edu/teaching-resources/faculty-spotlights/curt-bonk.html](https://citl.indiana.edu/teaching-resources/faculty-spotlights/curt-bonk.html)

[http://www.youtube.com/watch?v=5s1ZdUDoV70&feature=youtu.be](http://www.youtube.com/watch?v=5s1ZdUDoV70&feature=youtu.be)

Part 2: Expanding Global Awareness (2:17):  
[http://www.youtube.com/watch?v=8jWtSzoNIBk](http://www.youtube.com/watch?v=8jWtSzoNIBk)

**Week 12 Tidbits: Part I: Global Collaboration**


d. July 18, 2019, Demo: Teams in the Classroom at Microsoft Inspire 2019, Video (9:43):  
[https://www.youtube.com/watch?v=NcbQ2UK69Tc](https://www.youtube.com/watch?v=NcbQ2UK69Tc)

e. July 1, 2019, FlipgridLIVE 2019 (1 hour 57 minutes), [https://vimeo.com/344964373](https://vimeo.com/344964373)


g. June 20, 2019, Slack Is Bad, Actually: Your boss can read your DMs, and everyone can see how much you talk, Monica Torres, Huffington Post, Life, [https://www.huffpost.com/entry.slack-is-bad-for-privacy_1_5d0bdc05e4b0aa375f49aa23](https://www.huffpost.com/entry.slack-is-bad-for-privacy_1_5d0bdc05e4b0aa375f49aa23)


i. June 11, 2019, Chinese parents are paying for their kids to learn English from US online tutors. Here’s how the job works, Yan Zhang, The USA Today [https://www.usatoday.com/story/money/2019/06/11/chinese-learn-english-online-us-tutors-remote-jobs-rise/1356821001/](https://www.usatoday.com/story/money/2019/06/11/chinese-learn-english-online-us-tutors-remote-jobs-rise/1356821001/)

Elementary school teacher Stacie Baur in Pennsylvania teaches English to Chinese students via Skype to make ends meet. Jack Gruber, USA TODAY  
**Video (2:37) (teaching English online):** [http://curtbonk.com/online-tutors.html](http://curtbonk.com/online-tutors.html)

**Video (1:26) (International School teaching):** [http://curtbonk.com/online-teachers.html](http://curtbonk.com/online-teachers.html)

j. April 12, 2019, Four Steps to Create Cross-Cultural Collaboration in Online Classes Sara Hardman, New Learning Times,
https://newlearningtimes.com/cms/article/6119/four-steps-to-create-cross-cultural-collaboration


Week 12 Tidbits Part 2: Classroom Space Articles:


Videos and Resources of New or Remodeled Academic Buildings for Collaboration:

2. Chiang Mai University, Thailand (1:09), January 18, 2020, [https://drive.google.com/file/d/1zo16ThSRiq3OmydlU7hC9lxuVo_Uheb/view?usp=sharing](https://drive.google.com/file/d/1zo16ThSRiq3OmydlU7hC9lxuVo_Uheb/view?usp=sharing)


5. Ohio State’s New Library: http://www.youtube.com/watch?v=ak7FEqxqBY

6. Saltire Centre at Glasgow Caledonian (Scotland): http://www.youtube.com/watch?v=xBsGeDa44ic&feature=related


8. Yonsei Library, Seoul, Korea: http://www.youtube.com/watch?v=rLbVIIZ5OoI

   i. Collaborative Spaces—Design Story from Steelcase (5:53; March 10, 2009), http://www.youtube.com/watch?v=sU-jrv3UXi0&feature=related
   ii. Stanford d.school—case study, Steelcase (3:33; December 6, 2010): http://www.youtube.com/watch?v=NSjezj7_6mc&feature=related

10. 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/

Collaborative Projects:
   1. Asia Society: http://asiaskociety.org/education/
   2. Center for the Study of Global Change: http://www.indiana.edu/~global/
   3. Choices Program (Brown University): http://www.choices.edu/
   5. Flat Connections Project: http://www.flatconnections.com/
   8. iEARN: http://www.iearn.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)
15. TakingITGlobal: https://www.tigweb.org/
16. Tutor/Mentor Institute (Daniel Bassell): http://www.tutormentorexchange.net/
17. World Leadership School: http://www.worldleadershipschool.com/
18. World Savvy: http://www.worldsavvy.org/

Tools for Collaboration:
2. AnyMeeting: http://www.anymeeting.com/
5. Course Networking: https://www.thecn.com/
7. Google Docs: http://docs.google.com
10. Facebook: http://www.facebook.com/
11. Flipgrid: https://flipgrid.com/
14. GoToMeeting: https://www3.gotomeeting.com/
17. OpenStudy: http://openstudy.com/
18. PBworks: http://pbworks.com/
19. PrimaryPad: http://primarypad.com/ (recommended by “TypeWithMe”)  
22. Skype: http://www.skype.com/
23. Slideshare: http://www.slideshare.net/
26. Twitter: http://twitter.com/
27. Ustream: http://www.ustream.tv/
29. Yahoo! Groups: http://groups.yahoo.com/
31. Zoom: https://zoom.us/

Week 13. (April 13) Mobile, Wireless, and Ubiquitous Learning


(Note: More from same issue: http://www.irrodl.org/index.php/irrodl/issue/view/29)


More from Paul Kim
Pocket School and other projects (e.g., Seeds of Empowerment: http://seedsofempowerment.org/)
(ote: See Canvas for many articles on mobile learning from Paul Kim at Stanford. He was the class guest in the fall of 2010.). Paul Kim’s Homepage: http://www.stanford.edu/~phkim/
Various articles: https://www.dropbox.com/sh/xrvmtpkhe5vhrn1/AABv84P4pjuWo37ZIa4K-Hja?dl=0

Seeds of Empowerment videos (Paul Kim, Stanford):
2. India Pocket School video: http://www.youtube.com/watch?v=OKyP_kWPifM
3. Argentina: http://www.youtube.com/watch?v=Hd8JEI-k6Zg (my son Alex created)
4. Tanzania (which my son Alex did): [https://www.youtube.com/watch?v=Y3vWhHsgYo](https://www.youtube.com/watch?v=Y3vWhHsgYo); Tanzania PPT: [http://www.slideshare.net/SeedsofEmpowerment/smile-symposium-presentation-elizabeth-buckner](http://www.slideshare.net/SeedsofEmpowerment/smile-symposium-presentation-elizabeth-buckner)

**Mobile Learning:**
Eneza Education: [https://enezaeducation.com/](https://enezaeducation.com/)
Note: Read also from Michael Grant, the University of South Carolina, [https://sc.edu/study/colleges_schools/education/faculty-staff/grant_michael.php](https://sc.edu/study/colleges_schools/education/faculty-staff/grant_michael.php);
[https://scholar.google.com/citations?user=xgMOLPQAAAAJ&hl=en](https://scholar.google.com/citations?user=xgMOLPQAAAAJ&hl=en)

**Week 13 Tidbits: Mobile, Wireless, and Ubiquitous Learning**


Other Horizon Reports (i.e., technology on the horizon): https://www.nmc.org/publication-type/horizon-report/  


Week 14 Tidbits: The Future of Learning Technology: The Personalization of Learning
Some Analytics features in CN: https://support.thecn.com/hc/en-us/articles/360007945954-Analytics


https://newlearningtimes.com/cms/section/Vialogues


o. April 17, 2018, Massive work of ’sentient art’ unveiled at Luddy Hall is also a learning tool for students, Indiana University, https://news.iu.edu/stories/2018/04/iub/inside/17-sentient-art-unveiled-at-luddy-hall.html

https://www.youtube.com/watch?v=qfUbVfD5VVs


u. Video: Michael Feldstein and Phil Hill, September 19, 2016, Personalized Learning: Teaching to the Students in the Back Row (2:38), e-Literate https://www.youtube.com/watch?v=8wDw33NLuT0
AI Videos, April 22, 2018

1. Video 1:00: Microsoft AI: Empowering Innovators ft. Common: https://www.youtube.com/watch?v=Z5OWdqfAYfw
4. May 9, 2018, Google Duplex Demo from Google IO 2018
Ben Thompson
Video (4:11): https://www.youtube.com/watch?v=bd1mEm2Fy08
Video (2:05): http://curtbonk.com/google40-245.html


5. The Future from Contact North, Ontario, Canada

Week 15 Tidbits: The Future of Learning Technology: AI, Robotics, and Personal Digital Assistants


n. October 1, 2019, How China Is Using Artificial Intelligence in Classrooms, Wall Street Journal

Video (5:43): https://www.youtube.com/watch?v=JMLsHl8aV0g&feature=emb_logo

o. September 6, 2019, Chatting with Chatbots, Lindsey McKenzie, Inside Higher Ed


q. August 24, 2019, The robots are coming for your job, too, Zachary B. Wolf, CNN

r. August 24, 2019, Robots could take 20 million manufacturing jobs by 2030


t. July 25, 2018, How Is AI Used In Education -- Real World Examples Of Today and a Peek Into The Future, Bernard Marr, Forbes,


v. June 25, 2019, Silicon Valley is changing the world. It must do more to ensure everyone benefits, Ro Khanna and Carl Guardino, CNN Business

Video (1:38)
w. June 19, 2019, Emerging Roles of AI in Education, Ray Schroeder, Inside Higher Ed,

x. June 7, 2019, IU to acquire fastest university-owned AI supercomputer, IU Newsroom,

y. March 13, 2019, How Jibo The Robot Succeeded – By Dying,
https://www.youtube.com/watch?v=25bSlY8JkEA&feature

z. March 15, 2019, Arguing with AI, Lindsey McKenzie, Inside HE,

aa. January 20, 2019, How Do You Govern Machines That Can Learn? Policymakers Are Trying to Figure That Out, Steve Lohr, The New York Times,


c. December 13, 2018, Which major AI breakthroughs are we closest to right now (late 2018)?, Martin Ford, Quora, https://www.quora.com/Which-major-AI-breakthroughs-are-we-closest-to-right-now-late-2018


Video 2:03: http://curtbonk.com/ces1.html
Video 2:05: http://curtbonk.com/ces2.html


Speech by Marc Zuckerberg (1:55): http://curtbonk.com/zuckerburg.html


ddd. October 14, 2017, China wants to bring artificial intelligence to its classrooms to boost its education system, How the take off of AI-enabled education will affect the interaction between China’s 14 million teachers and 188 million pupils Meng Jing, South China Morning Post https://www.scmp.com/tech/science-research/article/2115271/china-wants-bring-artificial-intelligence-its-classrooms-boost


Ben Gose (October 23, 2016), When the Teaching Assistant is a Robot, The Chronicle of Higher Education, https://www.chronicle.com/article/When-the-Teaching-Assistant-Is/238114


March 6, 2016, Learning is Earning 2026, Institute of the Future, Video (2:40): https://www.youtube.com/watch?v=qqVRSe9nHY0