

Spring of 2013: R685 Topical Seminar, 3 Credits Emerging Learning Technologies ("The Mini Syllabus")

Indiana University, School of Education, Section 32900 Web/Online, Section 30289 FTF

Instructor: Curt Bonk, Professor, Instructional Systems Technology Dept.

Online R685 Syllabus: http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2013.htm

Adobe Connect (i.e., Breeze) Meetings: <http://connect.iu.edu/worldisopenspring2013>

Multimedia Glossary Dec 2012 (from Ozgur Ozdemir): <http://r685glossary.shutterfly.com/>

Curtis J. Bonk, Ph.D., CPA
Office: 2238 W. W. Wright Education Bldg.
IST Dept. School of Education, IU

Phone: (mobile # available upon request)
E-mail: CJBonk@indiana.edu
Office Hours: as arranged

Instructional Assistant:

Maria Solomou: msolomou@indiana.edu



Course Description and Rationale:

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

And today's millennial learner, immersed in an increasingly digital world is seeking richer and more engaging learning experiences. Amid this rising tide of expectations, instructors across educational sectors are exploring and sharing innovative ways to use technology to foster interaction, collaboration, and increased excitement for learning. It is time to take advantage of the new participatory learning culture where learners build, tinker with, explore, share, and collaborate with others online. It is also time to exploit free and open educational resources, opencourseware, learning portals, and open source software across educational sectors and income levels. Some of you will create and publish a cross-cultural Wikibook on Web 2.0 technology; others will create video blogs, and still others will design YouTube-like videos.

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

Course Goals and Objectives

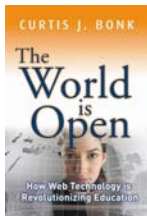
After the course, students should be able to:

1. Explain and demonstrate the educational benefits of podcasts, wikis, blogs, virtual worlds, simulations, social networking software, digital books, mobile books, etc.
2. Critique articles and review books related to emerging learning technologies.
3. Use, recommend, or create online resources and portals in a variety of educational settings.
4. Design an innovative research or evaluation project related to online learning;
5. Successfully submit research, grant, and other proposals related to learning technologies, the Web 2.0, e-learning, etc. to conferences, foundations, summits, or institutes.
6. Recognize and potentially contact many of the key players and scholars in the field of online learning and Web 2.0 learning technologies.
7. Consult with organizations to develop strategic plans or evaluate the effectiveness of e-learning courses, programs, and events as well as Web 2.0 technologies.
8. Make recommendations regarding online learning initiatives, programs, and strategies.
9. 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.
10. 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!!! The world of learning should be FREE!

(Note: see optional “World is Open: How Web Technology is Revolutionizing Education” (2009) book and Website (<http://worldisopen.com/>) below under “Alternative Syllabus”)



Tentative Tasks and Grading

- 40 pts **A. Tidbit Reflections** (Tidbits: March 4)
30 pts **B. Discussion Moderator** (pick a week: <http://www.trainingshare.com/r685.php>)
60 pts **C. Participation and Attendance** (due each week)
40 pts **D. Online Discussion Reflection** (Due: April 22)
60 pts **E. Report or Strategic Plan Analysis** (Due: March 4)
70 pts **F. Web 2.0 Final: Wikibook, Video, or Personal Selected Task** (Due: April 22)
300 Total Points

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

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

Lateness Policy: I usually accept anything turned in within 24 hours of the original due date. After that, students lose 2 points for each day that it is past due without an approved reason.

Projected Seminar Weekly Topics

- Week 1. (January 7) Introduction to the Open World
 - Week 2. (January 14) Neo Millennial Learners and 21st Century Skills
 - Week 3. (January 21) The Sudden Explosion of E-Books and E-Book Readers
 - Week 4. (January 28) The Expansion of Blended and Fully Online Learning
 - Week 5. (February 4) Extreme, Nontraditional, and Adventure Learning
 - Week 6. (February 11) Open Educational Resources (OER) and OpenCourseWare (OCW)
 - Week 7. (February 18) Open Education and Massive Open Online Courses (MOOCs)
 - Week 8. (February 25) Connectivism, Social Media, and Participatory Learning
 - Week 9. (March 4) Wikis, Wikipedia, Wikibooks, and Collaborative Writing
 - Week 10. (March 18) YouTube, TeacherTube, and the Future of Shared Online Video
 - Week 11. (March 25) Interactive and Collaborative Learning
 - Week 12. (April 1) Alternate Reality Learning: Massive Gaming, Virtual Reality, and Simulations
 - Week 13. (April 8) Mobile, Wireless, and Ubiquitous Learning
 - Week 14. (April 15) Educational Blogging, Podcasting, and Oral Histories
 - Week 15. (April 22) Networks of Personalized Learning (including online language learning)
-
-

Class Tasks

A. Tidbit Reflections (40 points: Due March 4)

Tidbits (40 points): Besides reading 3-4 assigned articles each week, during the semester I want you to read at least 40 total tidbits during the semester from the list of tidbit readings or about 2 or 3 per week (preferably more than 40). Typically these are very short online news or magazine articles. I also want you to watch at least 5 videos listed related to our course. On March 4th, you will turn in a list of your top 20 tidbits read so far (best ones at the top) and top 2-3 videos watched. You might also note a few tidbits that you did not enjoy. After those lists, I want you to reflect for 1-2 single spaced pages on what you learned from those tidbits. I am **not** asking you to summarize each article; instead reflect on your learning in general. You might include brief comments on what you ranked them the way you did. I will send an email with examples upon request. Post your tidbit reflection to your Oncourse dropbox or send to me via email.

B. Discussion Moderator (30 points)

Summarizer and Starter Activities Related to the Readings (30 points): At the start of each week, I want one person in this class to post a short summary to Oncourse or Canvas (depending on which tool we end up using) on at least 4 of the main articles assigned for that week. That person is the starter for discussion. Other students will add to their conversation with their reflections and reactions. As a summarizer or starter, you might: (1) state reactions, questions, and suggestions for the upcoming readings; (2) point out the relationship of upcoming week topic or articles to past lectures or readings; (3) discuss the position of a researcher or pioneer in the field (or perhaps even write to him/her); (4) discuss a recent speech or colloquium you attended related to the week or a visit to a technology center or exhibit; or (5) generally relate the articles for the week to prior learning and discussion in the course. At the end of the week, you might react and reflect on the class discussion that transpired as well as the questions and concerns raised. You can sign up for this task at: <http://www.trainingshare.com/r685.php>

C. Participation and Attendance (60 points)

- 1. Synchronous Session (30 points):** We will weekly lectures as well as many guest speakers during the semester in Adobe Connect Pro (formerly known as “Breeze”). Most will occur on Monday nights at 7 pm EST and will be archived; however, we will hold these at other times depending on when the students in the class want to meet. These are optional but I hope you can make many of them or watch the archives. If you do not attend 8 or more of these sessions, I want you to turn in a 2-3 page single spaced reflection on what you learned from watching the archives.
- 2. Course participation (30 points):** This is worth 30 points as follows: 27-30 for high participators; 24-26 for medium participators; 21-23 for low participators; and 0-20 for others. Course participation includes contributing to the online discussion in Oncourse or 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.
 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 Reflection (40 points: Due April 22)

Discussion Reflection Paper (40 points): At the end of the semester, you are to reflect on what you learned from weekly discussions each week. 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 3-4 page single-spaced reflection paper on this activity by April 22nd (40 points). 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 your Oncourse dropbox or send to me via email.

Reflection Paper Grading Criteria (40 Points; 10 points each):

1. Relevancy to class: meaningful examples, relationships drawn, interlinkages, connecting weekly ideas.
2. Insightful, Interesting, Reflective, Emotional: honest, self-awareness, interesting observations
3. Learning Depth/Growth: takes thoughts along to new heights, exploration, breadth & depth, growth.
4. Completeness: thorough comments, detailed reflection, fulfills assignment, informative.

Note: During the past few years, the students in this course engaged in blogging, video blogging, and podcast activities. Below are some of the examples.

Prior R685 Class Blogging Examples:

1. Fall of 2007 blog postings: <http://mypage.iu.edu/~cjbonk/Blogs-R685-Fall-2007.htm>
2. Fall of 2008 blog postings: <http://mypage.iu.edu/~cjbonk/friends.htm>
3. Fall of 2010 blog postings: <http://mypage.iu.edu/~cjbonk/Student-Reflection-Options-and-Critical-Friends.htm>
4. Spring of 2011 blog postings: http://mypage.iu.edu/~cjbonk/Student_Blogs_Critical_Friends_and_Instructional_Assistants.htm
5. Fall of 2011 blog postings: <http://mypage.iu.edu/~cjbonk/R685-Student-blog-url.htm>
6. Spring of 2012 blog postings: <http://mypage.iu.edu/~cjbonk/R685-Spring-2012-Blogging-and-Discussion.htm>

Prior Podcast Examples:

1. Carrie Donovan (Oify your life—future of HE libraries): <http://2point0ify.blogspot.com/>
2. Christy Wessel-Powell (Read Aloud blog and podcasts): teacherchristy.tumblr.com
3. Hesham Alsarhan: <http://halsarhan.podbean.com/>
4. Jia-Sheng Lin: <http://jl941013.blogspot.com/> (this one is a blog that became a podcast)

E. Report or Strategic Plan Analysis or Naturalistic Study (60 pts—Due March 4)

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 the Web 2.0 or e-learning and critique it. For instance, you might pick the state or country where you were born or perhaps where you plan to live after graduation. You might find the strategic plan online or request a hardcopy version. I want you to not simply read and critique the report but to also interview someone who created it or is/was affected by that report. You might discuss and critique the online learning technologies highlighted, proposed pedagogical plans, intended training methods, targeted skills or competencies, or evaluation methods detailed. You might visit the institution or organization or write someone an email. What might this organization do differently in planning for e-learning or using the Web 2.0? What are its competitors doing, for instance? Has there been an update? You are encouraged to work in teams on this report. When done, you will present an overview of the report to the class. Testimonials, graphs and trends of indicated growth, comparisons, and other data or handouts are welcome. You are also encouraged to directly contact the organization that developed the report or plan and receive additional product information (e.g., DVDs, brochures, white papers, technical reports, product comparison sheets, videotapes, company annual report, customer testimonies, data sheets, Web site information, etc.). Your evaluation, critique, and extension paper should be 4-8 single-spaced pages (excluding references and appendices; those working in teams are expected to have 8-12 page papers, not counting references and appendices). Please post it to your Oncourse dropbox or send to me via email on or before March 4th.

Sample reports:

1. U.S. Army Learning Concept 2015: <http://www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf>
2. IU Strategic Plan for Online Education (2011, March 9): <http://www.indiana.edu/~newacad/docs/IU-online-educ-strategic-plan-2011.pdf>

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

1. Review of Plan or Document (*clarity, related to class, organized, facts, data, relevant, style*)

2. Relevant Resources and Digging (*citations/refs, linkages to class concepts, extensive*)
3. Soundness of Critique (*depth, clear, complete, practical, detailed, important, coherence*)
4. Creativity and Richness of Ideas (*richness of information, elaboration, originality, unique*)
5. Knowledge of Topic (*learning breadth & depth, growth, displays understanding of topic*)
6. Recommendations, Insights, and Implications (*contains relevant recommendations, guides*)

Midterm Option 2. Naturalistic Study

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

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

Your naturalistic study report should be 8-12 single-spaced pages (excluding references and appendices; those working in teams are expected to have 12-16 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 your Oncourse dropbox or send to me via email on or before March 4th.

Sample Format Naturalistic/Research Activities: (8-12 single spaced pages)

- I. Title Page (Name, affiliation, topic title, acknowledgements)
- II. Topic Literature and Method (3-5 pages)
 1. Res topic & materials;
 2. Brief stmt of problem and why impt (1-2 pages)
 3. Brief review of the relevant literature (3-4 pages)
 4. Methods: (2-6 pages)
 - 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 (4-8 pages)
- IV. References (APA style: see syllabus for example)
- V. Appendices (e.g., pictures, charts, figures, models, tests, scoring criteria, coding procedures)

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

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

Midterm Option 3:

Other options to the midterm might be grant proposals, research interventions (as opposed to observations), technology tool design proposals, curriculum integration plans, or conference research papers. If one of these appeals to you, write to the instructor for additional information and guidance.

F. Web 2.0 Final Project (70 points—Due April 22nd)

Option 1. Wikibook Online Work (WOW)

In this option, you help with a Wikibook related to emerging technologies. Two years ago, students from five universities designed a wikibook on “The Web 2.0 and Emerging Learning Technologies” (The WELT); see http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies. If you write a unique chapter for the WELT, it should be a minimum of 2,000 words. A 2-3 page reflection paper on what you learned from this wikibook activity needs to be included. Describe what you learned from the task including specific course concepts and ideas mentioned in your chapter as well as ideas related to the social construction of knowledge. Attached to your reflection paper will be documentation of what you contributed to the wikibook, including your chapter (with highlights or special notations of your contribution), highlights to the chapters worked on, and perhaps even print outs of the wikibook chapter editing history. Your paper and chapter will be graded according to the dimensions listed below.

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 Oncourse and in Class
7. Overall quality of assignment

=====

Option 2. Cool YouTube Video Creation

So you want to be cool? You want to be creative? In this option, you are to create a shared online video (e.g., YouTube) related to this class. You cannot be the only person in it. What does the Web 2.0 and participatory learning mean to you? Alternatively, you can design a YouTube video for someone else. You should post this video of at least 5 minutes in length. You will turn in a 2-3 page single-spaced summary reflection of your design. Your video and paper will be graded according to the dimensions listed below.

Video Grading (70 Total Points or 10 pts each dimension):

1. Insightfulness, creativity, and originality;
2. Design and visual effects;
3. Coherence and logical sequence;
4. Completeness;
5. Relevance and accuracy of the content;
6. Shared and discussed in Oncourse and in class;
7. Overall quality of assignment

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

1. Cesur Dagli (Animal perspectives on course): <http://www.youtube.com/watch?v=cDeTEIdO5lc>
2. Julie Rust (Participatory Learning): http://www.youtube.com/watch?v=cHx_SbRWV0M
3. Lisa Yoder (eLearning a Walk in the Park): http://www.youtube.com/watch?v=paot_zzG_wU
4. Lynn Deno: Tech, Enhancing Home School: <http://www.youtube.com/watch?v=ts45BkAnqTs>
5. Mag Webber (Virtual Learning - Is it for You?): <http://www.youtube.com/watch?v=xiwSIryPzsQ>
6. Miguel Lara (Web 2.0 FREEDOM): <http://www.youtube.com/watch?v=8cmCFW91W8>
7. Olgun Sadik (R685 overview): <http://www.youtube.com/watch?v=unaBQIqVo8Y>
8. Shuya Xu and Yue Ma (Blog my online lrng): <http://www.youtube.com/watch?v=im7GQM9fzhc>
9. Verily Tan, Recollections from R685, Fall 2011; <http://vimeo.com/33090590/>
10. Anjali Kanitkar: The World Is Open (Video), Fall 2011: <http://vimeo.com/33123125>
11. Husa Alangari & Sara Goodwin: R685 Final Project (Video), Fall 2011: <http://www.youtube.com/watch?v=W28rBpYhxX0>
12. Qi Li (Oppa Gagnam Style: What's Your Learning Style), December 3, 2012, <http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be>
13. Valerie Cross (Mobile Thanksgiving), December 5, 2012, Vimeo: <http://vimeo.com/55011832>

Option 3. R685 Course Syllabi Historical Evaluation:

Perhaps, like me, you like history. A version R685 was first co-taught at West Virginia University by Dr. W. Michael Reed and myself back in the fall of 1990. Since that time, this course has evolved into many formats. Below are links to more than a dozen syllabi from the course including the present one. Unfortunately, I have yet to locate the original version but did find an outline of the topics addressed. If you select this option, I want you to track the history of this course over time. For instance, you might explore the topics, people, concepts, etc., that were popular in the 1990s, 2000s, and today. You will turn in a 5-10 page single spaced paper on what you discovered. Additional pages may be attached such as reference lists, visuals depicting 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 or 2012. 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 you 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 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 Syllabi:

1. Spring 2013: http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2013.htm
2. Fall 2012: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2012.htm
3. Spring 2012: http://php.indiana.edu/~cjbonk/Syllabus_R685_Spring_of_2012.htm
4. Fall 2011: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2011.htm
5. Fall 2010: http://mypage.iu.edu/~cjbonk/Syllabus_R685_Fall_of_2010.htm
6. Fall 2009: http://php.indiana.edu/~cjbonk/Syllabus_R685_Fall_of_2009.htm
7. Fall 2008: http://mypage.iu.edu/~rwadholm/R685/Syllabus_R685_Fall_of_2008.htm
8. Fall 2007: <http://php.indiana.edu/~cjbonk/R685-Fall-2007.htm>
9. Fall 2005: http://mypage.iu.edu/~cjbonk/syllabus_p600_and_r685_fall_of_2005.htm
10. Fall 2003: <http://php.indiana.edu/~cjbonk/p600syl2.htm>
11. Fall 2002: <http://mypage.iu.edu/~cjbonk/Syllabus--2002.html>
12. Fall 2001: <http://php.indiana.edu/~cjbonk/P600-R685-2001.htm>
13. Fall 1999: <http://php.indiana.edu/~cjbonk/P600-R685-1999.htm>
14. Fall 1997: <http://php.indiana.edu/~cjbonk/P600-R685-1997.htm>
15. Spring 1995: <http://php.indiana.edu/~cjbonk/P600-R685-1995.htm>
16. Fall 1990: <http://travelinedman.blogspot.com/2012/09/the-evolution-of-monster-22-years-of.html>

History Evaluation Grading (70 Total Points or 10 pts each dimension):

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

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

Students choosing Option 4 might design their own final project or combine ideas together into something truly unique (i.e., a mash-up). As part of this effort, they might create or perform a meaningful activity for the class. For example, you might summarize the learning principles embedded in different articles or readings for each week of the course. Or, they might create a unique categorization scheme of the technology tools and resources studied during the semester. The more ambitious of you might create an interactive multimedia glossary or comprehensive Website for the course as an individual or as part of a team. Still others might create an online database of articles from two or more open access journals related to emerging learning technologies including links to the major themes and trends in those journals over a significant period of time (e.g., 3-5 years).

There are still more options. Among them, you might create a mobile application, an educational activity in a virtual world, an interesting global collaboration activity or partnership, or a mobile book. Others might organize a class mini-conference or real conference symposium or demonstrate a set of Web 2.0 or 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 Web 2.0 or 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 3-5 page single-spaced reflection paper on what you learned (Note: any final project report to an organization or institution can substitute for that final reflection paper). The grading scheme will be project specific.

Student Selected Option Examples:

1. Abdullah Altuwaijri (Prezi on class): <http://prezi.com/8h7grxlyaymv/the-world-is-open/>
2. Annisa Sari: Article Database for R685 Class: <http://r685articledatabase.weebly.com/>
3. Barbara Hallock: Web 2.0 Video Resources: <http://ella.slis.indiana.edu/~bahallock/r685/>
4. Kate Holden: “Mobile Devices & Learning: How Mobile Devices are Re-Shaping the Field of Education” (a downloadable mobile book): http://www.bookrix.com/mybookpid-en-kdpx88_1303531945.4344129562-kdpx88 or <http://bit.ly/faG3Wd>
5. Kevin McGrath: Open Newsroom Learning: <http://newslearning.wordpress.com/>
6. Kristen Swangin (Prezi): <http://prezi.com/ihmhhl59xd46/is-the-world-open/>
7. Laurie McGowan (SlideRocket presentation for teaching first year students at the University of Notre Dame): http://portal.sliderocket.com/AQGOH/IL_Tutorial
8. Sonja Strahl (summary of R685), Final Project in Articulate, December 2012 http://oit.nl.edu/rich_content/Faculty_Content/Strahl/final_project_r685v2/player.html
9. Ozgur Ozdemir: Multimedia Glossary in Shutterfly for R685, December 2012 <http://r685glossary.shutterfly.com/>
10. Mo Pelzel. Academic Technology Resource Guide, December 2012 <http://mopelzel.wordpress.com/>; Screencast video: <http://www.youtube.com/watch?v=8N1RIwpQcJg&feature=plcp>

Class Sharing of Final Projects: I want you to post your final projects to Oncourse (my instructional assistants can help). In addition, during our final class session on April 22, we will try allow time for students to make a short 4-6 minute presentation of their final project.

=====

Note: Alternative Readings Option:

You can skip all the readings listed below, and, instead, read one chapter per week from both volumes of my most recent book, “The World is Open” and “The World is More Open” as well as the book prequel and postscript (see the World is Open book website: <http://worldisopen.com/>). If interested, just ask me for a copy. If you want to alternate between the book and the weekly articles, that is fine too; just let me know.

Bonk, C. J. (July 2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco, CA: Jossey-Bass, a Wiley imprint. See: <http://worldisopen.com/>

and:

Bonk, C. J. (in preparation). *The World Is More Open: Extension of “The World is Open: How*

Web Technology is Revolutionizing Education.” Available soon at: <http://worldisopen.com/>

Weekly Reading Requirements

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

Projected Seminar Weekly Topics:

Week 1. (January 7) Introduction to the Open World (Skim or read portions of World is Open book. <http://worldisopen.com/>)

1. Bonk, C. J. (2009). Sharing...the journey: A Prequel to “*The World is Open: Now WE-ALL-LEARN with Web Technology.*” Updated and available: <http://worldisopen.com/misc/prequel.pdf>
2. Bonk, C. J. (2009). To the Learners of This Planet. In T. A. Kamali (Ed.), *22: An anthology celebrating the twenty-second anniversary of the Higher Colleges of Technology* (pp. 330-342). Abu Dhabi, United Arab Emirates: HCT Press. Available: <http://worldisopen.com/postscript.pdf> and <http://www.scribd.com/doc/17663633/An-Open-Letter-to-the-Learners-of-This-Planet->
3. Vannevar Bush (1945, July). As We May Think. *The Atlantic Monthly; Volume 176, No. 1; pages 101-108.* <http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm>
4. Infed on Ivan Illich: Deschooling, conviviality and the possibilities for informal education and lifelong learning. <http://www.infed.org/thinkers/et-illic.htm> (Ivan Illich. *Deschooling Society* (New York: Marion Boyars. 1970).
5. **Special Issue of Scientific American on the Web Turning 20 Years Old** (Note: Sample articles)
 - a. Sir Tim Berners Lee (2010, November 22). Long Live the Web: A Call for Continued Open Standards and Neutrality, *Scientific American*.
<http://www.scientificamerican.com/article.cfm?id=long-live-the-web>
 - b. Mark Fischetti (2010, November 23). The Web Turns 20: Linked Data Gives People Power, Part 1 of 4. <http://www.scientificamerican.com/article.cfm?id=berners-lee-linked-data>
6. Charles A. Wedemeyer, University of Wisconsin
 - a. Wikipedia: http://en.wikipedia.org/wiki/Charles_Wedemeyer
 - b. About: <http://www.uwex.edu/disted/conference/wedemeyer/aboutcw.cfm>
 - c. Obituary: http://tojde.anadolu.edu.tr/tojde1/charles_news.htm
 - d. Election to the Educators’ Hall of Fame: <http://educators-hall-of-fame.org/wedemeyer.htm>
 - e. A glance back at Charles A. Wedemeyer – a short film (Michael G. Moore and William C. Diehl): <http://www.williamcdiehl.com/a/?p=273>
 - f. History of Distance Education:
<http://vvieta.com/PDFs/Responses%20to%20Discussion%201.pdf>
 - g. A Brief History of Distance Education: <http://www.seniornet.org/edu/art/history.html>
 - h. Mildred B. & Charles A Wedemeyer Award:
<http://www.uwex.edu/disted/conference/wedemeyer/>
 - i. In Memorandum:
<http://www.tandfonline.com/doi/abs/10.1080/08923649909527031#preview>

- j. Learning at the Back Door: Reflections on Nontraditional Learning in the Lifespan (1981), by Charles A. Wedemeyer, Reissued: September 2010. Available: <http://uwpress.wisc.edu/books/1954.htm>
 - i. <http://www.amazon.com/Charles-A.-Wedemeyer/e/B001KDB9TM> (used books)

Week 2. (January 14th) Neo Millennial Learners and 21st Century Skills

1. Learning for the 21st Century (A Report and MILE Guide for 21st Century Skills) (no date). http://www.p21.org/storage/documents/P21_Report.pdf
2. Project Tomorrow (2011, May). Three New E's of Education: Enabled, Engaged, Empowered Speak Up 2010 National Findings, K-12 Teachers, Librarians, and Administrators, Project Tomorrow. Available: http://www.tomorrow.org/speakup/pdfs/SU10_3EofEducation_Educators.pdf
3. Janna Anderson and Lee Rainie (2010, July 9). Millennials will make online sharing in networks a lifelong habit. Pew Internet & American Life Project. http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Future_Of_Millennials.pdf (see report quotes from famous people)
 - a. See also: Janna Anderson and Lee Rainie (2010, July 2). The Future of Social Relations. Pew Internet & American Life Project. http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Future_of_Internet_%202010_social_relations.pdf (see report quotes from famous people)
4. Transforming American Education: Learning Powered by Technology. (2010, March 5). Draft: National Educational Technology Plan 2010. Office of Educational Technology, U.S. Department of Education. <http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf> (see also Ed.gov U.S. Department of Education, Focus on Grand Challenge Problems (4 of them): <http://www.ed.gov/technology/draft-netp-2010/grand-challenge-problems>)
5. Department of the Army, United States of America (2011, January 15). The U.S. Army Learning Concept for 2015. TRADOC Pam 525-8-2. <http://www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf> (72 pages). **Video (Army Learning Concept 2015):** <http://www.youtube.com/watch?v=KD9NGAV3-3k> (4:26 minutes)
6. University of the Future: A thousand year old industry on the cusp of profound change. (2012). Ernst & Young, Australia. Available: [http://www.ey.com/Publication/vwLUAssets/University_of_the_future/\\$FILE/University_of_the_future_2012.pdf](http://www.ey.com/Publication/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf)

Week 3. (January 21st) The Sudden Explosion of E-Books and E-Book Readers

1. Michael Mayrath, Priya Nihalani, and Scott Perkins (2011). Digital Texts and the Future of Education: Why Books?, *EDUCAUSE Quarterly*, 34(1). <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/DigitalTextsandtheFutureofEduc/225855>
2. John L. Hilton III, & David A. Wiley (2010, August 2). A sustainable future for open textbooks? The Flat World Knowledge story. *First Monday*, 15(8).

<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2800/2578>

3. Jon T. Rickman, Roger Von Holzen, Paul G. Klute, & Teri Tobin (2009). A Campus-Wide E-Textbook Initiative. *EDUCAUSE Quarterly*, 32(2).
<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ACampusWideETextbookInitiative/174581>
4. Barry W. Cull (2011, June 6). Reading revolutions: Online digital text and implications for reading in academe. *First Monday* 16(6).
<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3340/2985>
5. David McCarthy (2011, March/April). Mobile Perspectives: On e-books E-Reading: The Transition in Higher Education. *EDUCAUSE Review*, 46(2).
<http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/iMobilePerspectivesOnebooksibr/226161>
6. John Levi Hilton III, Neil Lutz, & David Wiley (2012, April). Examining the reuse of open textbooks. *International Review of Research on Open and Distance Learning (IRRODL)*, 13(2). Article: <http://www.irrodl.org/index.php/irrodl/article/view/1137/2130>

Week 4. (January 28th) The Expansion of Blended and Fully Online Learning

1. Sloan Reports (2009, 2010, 2011). <http://www.sloan-c.org/> and http://sloanconsortium.org/sloanc_publications and <http://sloanconsortium.org/publications/survey/index.asp> (free survey reports)
 - a. Association of Public and Land Grant Universities. (2009, August). Online Learning as a Strategic Asset. Volume 1: A Resource for Campus Leaders. http://www.sloanconsortium.org/sites/default/files/APLU_online_strategic_asset_vol1-1_1.pdf and Volume 2: The Paradox of Faculty Voices: Views and Experiences with Online Learning. http://www.sloanconsortium.org/sites/default/files/APLU_online_strategic_asset_vol2-1.pdf (summary page: http://www.sloan-c.org/publications/survey/APLU_Reports)
 - b. Allen, I. E., & Seaman, J. (2010, January). Learning On Demand: Online Education in the United States, 2009. <http://www.sloan-c.org/publications/survey/pdf/learningondemand.pdf> (summary is here: http://www.sloan-c.org/publications/survey/learning_on_demand_sr2010)
 - c. Allen, I. E., & Seaman, J. (2010, November). Class Differences: Online Education in the United States, 2010, The Sloan Consortium. http://sloanconsortium.org/sites/default/files/class_differences.pdf
 - d. Allen, I. E., & Seaman, J. (2011, November). Going the Distance: Online Education in the United States, 2011, The Sloan Consortium. http://sloanconsortium.org/publications/survey/going_distance_2011 or <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>
 - i. Informgraphic: <http://www.onlinelearningsurvey.com/reports/OnlineLearningSurvey-Infographic.png>
 - ii. eBook optimized for Kindle (.mobi format): [Going the Distance - Kindle version](#)
 - iii. eBook optimized for iPad (.epub format): [Going the Distance - iPad version](#)
 - iv. eBook optimized for Nook (.epub format): [Going the Distance - Nook version](#)

2. Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, & Karla Jones (2010, September). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. U. S. Department of Education.
<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
3. Cindy Xin (2012). A critique of the community of inquiry framework. *The Journal of Distance Education*, 26(1). Available: <http://www.jofde.ca/index.php/jde/article/view/755/1333>
4. Insung Jung (2012, April). Asian learners' perception of quality in distance education and gender preferences. *International Review of Research on Open and Distance Learning (IRRODL)*, 13(2). Article: <http://www.irrodl.org/index.php/irrodl/article/view/1159/2128>
5. *The Blended and Virtual Learning Frontier Special Report* (2012). A Research Report from the Center for Digital Education and Converge. Issue #3. Available:
http://www.sonicfoundry.com/sites/default/files/the_blended_virtual_learning_frontier_2.pdf
6. K-12 Online Learning:
 - a. Michael B. Horn and Heather Staker (2011, January). The Rise of K-12 Blended Learning, <http://www.innosightinstitute.org/media-room/publications/education-publications/the-rise-of-k-12-blended-learning/>; or direct from:
<http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/01/The-Rise-of-K-12-Blended-Learning.pdf>
 - b. Heather Staker and colleagues (2011, May). The Rise of K-12 Blended Learning: Profiles of Emerging Models, Innosight Institute. <http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/05/The-Rise-of-K-12-Blended-Learning.pdf>
 - c. Heather Staker and Michael B. Horn (2012, May). Classifying K-12 Blended Learning, Innosight Institute. <http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>
 - i. Note: The above Blended Reports from the Innosight Institute:
<http://www.innosightinstitute.org/media-room/publications/education-publications/classifying-k-12-blended-learning/>
 - d. John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp and colleagues at Evergreen Education Group (2010, November). Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice. http://www.kpk12.com/cms/wp-content/uploads/KeepingPaceK12_2010.pdf
 - e. John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp and colleagues at Evergreen Education Group (2011). Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice.
<http://kpk12.com/cms/wp-content/uploads/KeepingPace2011.pdf>

Week 5. (February 4th) Extreme, Nontraditional, and Adventure Learning

1. Doering, A. (2006). Adventure learning: Transformative hybrid online education. *Distance Education*, 27(2) 197–215. Available:
<http://2009.polarhusky.com/ceu/transformative.pdf>
2. Doering, A., & Veletsianos, G. (2008). Hybrid online education: Identifying integration models using adventure learning. *Journal of Research on Technology in Education*, 41(1), 23-41. Available: <http://lt.umn.edu/earthducation/expedition1/wp-content/files/2011/01/hybridOnlineEd.pdf>

3. 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> another link to it: <http://www.tandfonline.com/doi/abs/10.1080/01587910802395789> (see download PDF link)
4. Veletsianos, G. & Klanthous, I. (2009). A review of adventure learning. *International Review of Research in Open and Distance Learning*, 10 (6), 84-105. Available: <http://www.irrodl.org/index.php/irrodl/article/view/755/1435> or <http://www.irrodl.org/index.php/irrodl/article/view/755> (various formats)
5. Miller, C., Doering, A., & Scharber, C. (2010). No Such Thing as Failure, Only Feedback: Designing Innovative Opportunities for E-assessment and Technology-mediated Feedback. *Journal of Interactive Learning Research*, 21(1), 65-92. <http://api.ning.com/files/77936vAdUrdnMcD2-RxKDY3mjtHfmH9Q62T-JKL7jJ35nD4BYU1oU8v4zQNnCS5q-GXS5yLuIyEgHS2648NyYEL3tud1kJCOz/feedback.pdf>
6. Cameron Clark & Paul Gruba (2010). The use of social networking sites for foreign language learning: An autoethnographic study of Livemocha. In C.H. Steel, M.J. Keppell, P. Gerbic & S. Housego (Eds.), *Curriculum, technology & transformation for an unknown future. Proceedings ascilite Sydney 2010* (pp.164-173). <http://www.ascilite.org.au/conferences/sydney10/procs/Cclark-full.pdf>
7. Charles Leadbeater and Annika Wong (2010). *Learning from the Extremes*. Cisco Systems. http://www.charlesleadbeater.net/cms/xstandard/LearningfromExtremes_WhitePaper.pdf and <http://www.charlesleadbeater.net/cms/xstandard/LfE-Exec%20Summ.pdf> (exec summary)
8. Rick Bennett (2011, March). *Global classrooms, rural benefits: Creative outreach through computing in education*. Paper presented at Global Learn: Global Conference on Learning and Technology, Melbourne, Australia. Available: <http://www.trainingshare.com/pdfs/Rick-Bennett-Global-Learn-Paper.pdf>
9. Bonk, C. J. (2012, February). Plenary talk: *Technology-Enhanced Teaching: From Tinkering to Tottering to Totally Extreme Learning*. Proceedings of the 1st International Conference on Open and Distance Learning, Manila, the Philippines. Available: http://trainingshare.com/pdfs/Curt_Bonk_Extreme_Learning_Philippines_Conference--Citation.pdf

Week 6. (February 11th) Open Educational Resources (OER) and OpenCourseWare (OCW)

1. Downes, Stephen (2007). Models for sustainable open educational resources. *Interdisciplinary Journal of Knowledge and Learning Objects*. 3, Retrieved on June 25, 2010,, from <http://ijklo.org/Volume3/IJKLOv3p029-044Downes.pdf>

2. Atkins, Dan, Brown, John Seely, & Hammond, Allen (2007, February). *A review of the open educational resources (OER) movement: Achievements, challenges, new opportunities*. William and Flora Hewlett Foundation. (84 pages). Retrieved on September 25, 2012, from <http://www.hewlett.org/uploads/files/ReviewoftheOERMovement.pdf>
3. Lee, M., Lin, M.-F., & Bonk, C. J. (2007, November). OOPS, turning MIT OpenCourseWare into Chinese: An analysis of a community of practice of global translators. *International Review of Research in Open and Distance Learning*, 8(3). Retrieved on June 25, 2010, from <http://www.irrodl.org/index.php/irrodl/article/view/463/980> (HTML)
<http://www.irrodl.org/index.php/irrodl/article/view/463/982> (PDF)
<http://www.irrodl.org/index.php/irrodl/article/view/463/966> (audio file)
4. Nancy L. Maron, K. Kirby Smith, and Matthew Loy (2009, July). Sustaining Digital Resources: An On-the-Ground View of Projects Today. JISC, UK. Available: http://www.esa.org/science_resources/DocumentFiles/SCA_Ithaka_SustainingDigitalResources_Report.pdf
5. Wen-Hao David Huang, Meng-Fen Grace Lin, & Wendi Shen (2012, June). Understanding Chinese-speaking open courseware users: A case study on user engagement in an open courseware portal in Taiwan (Opensource Opencourse Prototype System). *Open Learning*, 27(2), 169-182. Available: <http://www.tandfonline.com/doi/pdf/10.1080/02680513.2012.678614>
6. Clayton R Wright, Sunday Reju (2012, April). Developing and deploying OERs in sub-Saharan Africa: Building on the present, *International Review of Research on Open and Distance Learning (IRRODL)*, 13(2). Article: <http://www.irrodl.org/index.php/irrodl/article/view/1185/2161>
7. Veletsianos, G., & Kimmons, R. (2012, October). Assumptions and challenges of open scholarship. *International Review of Research on Open and Distance Learning*, 13(4), 766-774. Retrieved January 13, 2013, from <http://www.irrodl.org/index.php/irrodl/article/view/1313/2304>

Note Free Book:

Stephen Downes (2011, August). *Free Learning: Essays on open educational resources and copyright*. Available: <http://www.downes.ca/files/books/FreeLearning.pdf>

Week 7 (February 18th). Open Education & Massive Open Online Course (MOOCs)

1. Rita Kop and Hélène Fournier, National Research Council of Canada, John Sui Fai Mak, Australia (2011, November). A pedagogy of abundance or a pedagogy to support human beings? Participant support on massive open online courses. *International Review of Research on Open and Distance Learning (IRRODL)*, 12(7).
<http://www.irrodl.org/index.php/irrodl/article/view/1041/2025> (see also entire special issue on Emergent Learning, Connections, Designs for Learning:
<http://www.irrodl.org/index.php/irrodl/issue/view/49>)
2. Inge de Waard, Sean Abajian, Michael Sean Gallagher, Rebecca Hogue, Nilgün Keskin, Apostolos Koutropoulos, Osvaldo C. Rodriguez (2011, November). Using mLearning and MOOCs to understand chaos, emergence, and complexity in education, *International Review of Research on Open and Distance Learning (IRRODL)*, 12(7). Article: <http://www.irrodl.org/index.php/irrodl/article/view/1046/2026>

3. McAuley, A., Stewart, B., Siemens, G., & Cormier, D. (2010). The MOOC model for digital practice. Available: http://www.elearnspace.org/Articles/MOOC_Final.pdf
4. Mackness, J., Mak, S., & Williams, R. (2010). *The ideals and reality of participating in a MOOC*. Paper presented at the Seventh International Conference on Networked Learning, Aalborg, Denmark. Available: <http://www.lancs.ac.uk/fss/organisations/netlc/past/nlc2010/abstracts/PDFs/Mackness.pdf>
5. Nathan Harden (January/February 2013). The End of the University as We Know It. *An American Interest*. Available: <http://the-american-interest.com/article.cfm?piece=1352>
6. Karen Doss Bowman (2012, Summer). Winds of Change: Is Higher Education Experiencing a Shift in Delivery?, *Public Purpose Magazine* (from the American Association of State Colleges and Universities) Available: <http://www.aascu.org/WorkArea/DownloadAsset.aspx?id=5570>

Week 7 Super Tidbits:

1. Chronicle of Higher Education (2012, August 20). What You Need to Know About MOOC's. Available: Interactive Timeline: <http://chronicle.com/article/What-You-Need-to-Know-About/133475/>
2. Educause (2011, November). *7 Things you should know about "MOOCs."* Educause Learning Initiative. Available: <http://net.educause.edu/ir/library/pdf/ELI7078.pdf>
3. Massive Open Online Courses, The Conversation, Australia <http://theconversation.edu.au/pages/massive-open-online-courses>
4. Special Issue of Online Learning: MOOC Madness, October 5, 2012, Chronicle of Higher Education. Available: <http://chronicle.com/section/Online-Learning/623/>

Week 8. (February 25th) Connectivism, Social Media, and Participatory Learning

1. Brown, J. S., & Adler, R. P. (2008, January/February). Minds on fire: Open education, the long tail, and learning 2.0. *EDUCAUSE Review*, 43(1), 16-32. Retrieved on June 25, 2010, from <http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume43/MindsOnFireOpenEducationtheLon/162420>
 - a. Mimi Ito (2010, June). Opening Plenary at the New Media Consortium 2010 in Anaheim, CA. Learning with Social Media: The Positive Potential of Peer Pressure and Messing Around Online; Gardner Campbell reflective blog on keynote: <http://www.gardnercampbell.net/blog1/?p=1258>; **Video of keynote:** <http://archive.nmc.org/2010-summer-conference/keynotes>
 - b. John Seely Brown (2010, June). Closing Keynote at the New Media Consortium 2010 in Anaheim, CA. A Culture of Learning. Gardner Campbell's reflective blog post: <http://www.gardnercampbell.net/blog1/?p=1278>; **Video of keynote:** <http://archive.nmc.org/2010-summer-conference/keynotes>
 - c. Brown, J. S. (2006, December 1). *Relearning learning—Applying the long tail to learning*. Presentation at MIT iCampus, **Video available from MITWorld:** <http://mitworld.mit.edu/video/419/>

2. Gail Casey and Terry Evans, Deakin University, Australia (2011, November). Designing for learning: Online social networks as a classroom environment. *International Review of Research on Open and Distance Learning (IRRODL)*, 12(7).
<http://www.irrodl.org/index.php/irrodl/article/view/1011/2021> (see also entire special issue on Emergent Learning, Connections, Designs for Learning:
<http://www.irrodl.org/index.php/irrodl/issue/view/49>)
3. Lisa Gualtieri, PhD, ScM_, Gillian Javetski, MPH, and Helen Corless, MPH (2012). The integration of social media into courses: A literature review and case study from experiences at Tufts University School of Medicine. *Future Learning*, 1, 79-102. Available:
<http://www.futurelearning.info/images/stories/pdf/proef/FULE8.pdf>
4. Baiyun Chen and Thomas Bryer (2012, January). Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning. *International Review of Research on Open and Distance Learning (IRRODL)*, 13(1).
<http://www.irrodl.org/index.php/irrodl/article/view/1027/2073>
5. Henry Jenkins, Katie Clinton, Ravi Purushotma, Alice J. Robison, & Margaret Weigel. (2008). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* Chicago: The John D. and Catherine T. MacArthur Foundation. Retrieved on June 25, 2010, from
http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF
6. George Veletsianos & Cesar C. Navarrete (2012, January). Online Social Networks as Formal Learning Environments: Learner Experiences and Activities. *International Review of Research on Open and Distance Learning (IRRODL)*, 13(1). Available:
<http://www.irrodl.org/index.php/irrodl/article/view/1078/2077>

Free book on Connectivism:

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

Week 9. (March 4th) Wikis, Wikipedia, Wikibooks, and Collaborative Writing

1. Pfeil, U., Zaphiris, P., & Ang, C. S. (2006). Cultural differences in collaborative authoring of Wikipedia. *Journal of Computer-Mediated Communication*, 12(1), article 5. Retrieved on June 25, 2010, from <http://jcmc.indiana.edu/vol12/issue1/pfeil.html>
2. Terumi Miyazoe & Terry Anderson (2010). Learning outcomes and students’ perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting. *System (An International Journal of Educational Technology and Applied Linguistics)*, 38, 185-199. Available:
http://members3.jcom.home.ne.jp/t.miyazoe/MiyazoeandAnderson_20100602_System.pdf
3. Bryant, S. L., Forte, A., & Bruckman, A. (2005). Becoming Wikipedian: Transformation of participation in a collaborative online encyclopedia. In M. Pendergast, K. Schmidt, G. Mark, and M. Acherman (Eds.); *Proceedings of the 2005 International ACM SIGGROUP Conference on Supporting Group Work, GROUP 2005*, Sanibel Island, FL, November 6-9, pp. 1-10.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.62.5337&rep=rep1&type=pdf>

4. Sajjapanroj, S., Bonk, C. J., Lee, M., & Lin M.-F. (2008, Spring). A window on Wikibookians: Surveying their statuses, successes, satisfactions, and sociocultural experiences. *Journal of Interactive Online Learning*, 7(1), 36-58. Available: <http://ncolr.org/issues/jiol/v7/n1/a-window-on-wikibookians-surveying-their-statuses-successes-satisfactions-and-sociocultural-experiences> and <http://www.ncolr.org/jiol/issues/pdf/7.1.3.pdf>
 - a. Lin, M.-F., Sajjapanroj, S., & Bonk, C. J. (2011, October-December). Wikibooks and Wikibookians: Loosely-coupled community or the future of the textbook industry? *IEEE Transactions on Learning Technologies*, 4(4). Available: <http://www.computer.org/portal/web/tlt> (see Oncourse)
5. Alison J. Head and Michael B. Eisenberg (2010, March). How Today's College Students Use Wikipedia for Course-related Research, *First Monday*, Volume 15, Number 3 - 1. <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2830/2476>
6. Patrick O'Shea, Peter Baker, Dwight Allen, Daniel E. Curry-Corcoran, & Douglas Allen, (2007, Winter), New Levels of Student Participatory Learning: A WikiText for the Introductory Course in Education, *Journal of Interactive Online Learning*, 6(3), <http://ncolr.org/issues/jiol/v6/n3/new-levels-of-student-participatory-learning-a-wikitext-for-the-introductory-course-in-education> and <http://www.ncolr.org/jiol/issues/pdf/6.3.5.pdf>
 - a. Wikibook from Dwight Allen class (Old Dominion University) on Social and Cultural Foundations of Education: http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education/Educational_Change/Theory
 - b. Wikimania Conference 2009 presentation (worth watching for 10-20 minutes): <http://wikimania2009.wikimedia.org/wiki/Proceedings:309>

Note: My students can also find the following article in Oncourse.

Amanda J. Rockinson-Szapkiw, (2012), "A comparison of a multimedia Wiki-based class text and a traditional textbook: Does type of text impact learning?" *Journal of Applied Research in Higher Education*, 4(1), pp. 58-71.

Week 10. (March 18th) YouTube, TeacherTube, and the Future of Shared Online Video

1. Peter B. Kaughman and Jen Mohan (2009, June). *Video Use and Higher Education: Options for the Future*. http://library.nyu.edu/about/Video_Use_in_Higher_Education.pdf
2. Judy Dunlap (2011, October 18). Situational Qualities Exhibited by Exceptional Presenters. EDUCAUSE Research Bulletin. Available: <http://net.educause.edu/ir/library/pdf/ERB1115.pdf>
3. Pew Internet & American Life Project
 - a. Kristen Purcell (2010, June 3). *The State of Online Video*. *Pew Internet & American Life Project*. <http://www.pewinternet.org/~media/Files/Reports/2010/PIP-The-State-of-Online-Video.pdf>
 - b. Kathleen Moore (2011, July 26). 71 Percent Report Using Video Sharing Sites. *Pew Internet and American Life Project*, <http://pewinternet.org/Reports/2011/Video-sharing-sites/Report.aspx> and <http://pewinternet.org/~media/Files/Reports/2011/Video%20sharing%202011.pdf>

4. Craig Howard and Rodney Myers (2011). Creating-annotated discussions: An asynchronous alternative, *International Journal of Designs for Learning*, 1(1). Available: <http://scholarworks.iu.edu/journals/index.php/ijdl/article/view/853/912>
5. Alexandra Juhasz blog posts and video book:
 - a. "I Proclaim the Stuff on YouTube to be Leprous," *Media Praxis* (February 29, 2008), <http://aljean.wordpress.com/2008/02/29/i-proclaim-the-stuff-of-youtube-to-be-leprous/>
 - b. "Teaching on YouTube," *OpenCulture* (April 22, 2008), http://www.oculture.com/2008/04/teaching_on_youtube.html
 - c. Marc Parry (2011, Feb 20). Free 'Video Book' From MIT Press Challenges Limits of Scholarship, *Chronicle of HE*, <http://chronicle.com/article/Free-Video-Book-From/126427/>
 - d. Learning from YouTube (a video book), by Alexandra Juhasz (2011), MIT Press, <http://vectors.usc.edu/projects/learningfromyoutube/>
6. Bonk, C. J. (2011). YouTube anchors and enders: The use of shared online video content as a macrocontext for learning. *Asia-Pacific Collaborative Education Journal*, 7(1). Available: [http://www.publicationsshare.com/SFX7EED.pdf](http://www.publicationshare.com/SFX7EED.pdf)

Week 11. (March 25th) Interactive and Collaborative Learning

1. Merryfield, M. M. (2003). Like a veil: Cross-cultural experiential learning online. *Contemporary Issues in Technology and Teacher Education*. [Online serial], 3(2). Retrieved July 17, 2007, from <http://www.citejournal.org/vol3/iss2/socialstudies/article1.cfm>
 - a. **Note:** also in *Oncourse*: Merry Merryfield, Joe Tin-Yau Lo, Sum Cho Po, & Masataka Kasai (2008). Worldmindedness: Taking Off the Blinders. *Journal of Curriculum and Instruction*, 2(1). (see also her homepage: <http://people.ehe.osu.edu/mmerryfield/papers-and-publications/>)
2. Lee, M. & Hutton, D. (2007, August). Using interactive videoconferencing technology for global awareness: The case of ISIS. *International Journal of Instructional Technology and Distance Learning*, 4(8). Available: http://www.itdl.org/Journal/Aug_07/article01.htm

Note: also in *Oncourse*:

 - a. Lee, M. (2007) "Making it relevant": A rural teacher's integration of an international studies program. *Intercultural Education*. 18(2). 147-159.
 - b. Lee, M. M. (2010) "We are so over pharaohs and pyramids!" Re-presenting the othered lives. *International Journal of Qualitative Studies in Education (QSE)*, 23(6), pp. 737-754. Also available for some at: <http://www.tandfonline.com/doi/pdf/10.1080/09518390903362359> (preview: <http://www.tandfonline.com/doi/abs/10.1080/09518390903362359#preview>)

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: http://vimeo.com/moogaloop.swf?clip_id=38328511
3. Synchronous Collaboration in Breeze (Adobe Connect Pro):

- a. Park, Y. J., & Bonk, C. J. (2007). Is life a Breeze?: A case study for promoting synchronous learning in a blended graduate course. *Journal of Online Learning and Teaching (JOLT)*, 3(3), 307-323; Available: <http://jolt.merlot.org/vol3no3/park.pdf> or <http://jolt.merlot.org/vol3no3/park.htm>
 - b. Park, Y. J., & Bonk, C. J. (2007, Winter). Synchronous learning experiences: Distance and residential learners' perspectives in a blended graduate course. *Journal of Interactive Online Learning*, 6(3) 245-264. Available: Abstract : <http://www.ncolr.org/issues/jiol/v6/n3/synchronous-learning-experiences-distance-and-residential-learners-perspectives-in-a-blended-graduate-course>; Full PDF: <http://www.ncolr.org/jiol/issues/pdf/6.3.6.pdf>
4. Naxin Zhao, & Douglas McDougall (2008). Cultural influences on Chinese students' asynchronous online learning in a Canadian university. *Journal of Distance Learning*, 22(2). 59-80. Retrieved on June 25, 2010, from <http://www.jofde.ca/index.php/jde/article/view/37> or <http://www.jofde.ca/index.php/jde/article/viewFile/37/529>
 5. Elliott Masie (2012, March/April). Connecting Two Worlds: Collaboration between Higher Education and Corporate Learning. *EDUCAUSE Review*, 47(2). Available: <http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume47/ConnectingTwoWorldsCollaborati/247689>
 6. New Spaces for Collaboration and Active Learning (The University of Minnesota):
 - a. Brooks, D. C. (2012). "Space and consequences: The impact of different formal learning spaces on instructor and student behavior," (Forthcoming in the *Journal of Learning Spaces*).
 - b. Walker, J. D., Brooks, D. C., & Baepler, P. (2011). Pedagogy and space: Empirical research on new learning environments. *EDUCAUSE Quarterly*, 34(4), no pagination. Online at <http://z.umn.edu/eql>.
 - c. Whiteside, A. W., Brooks, D. C. & Walker, J. D. (2010). Making the case for space: Three years of empirical research on formal and informal learning environments. *EDUCAUSE Quarterly*, 33(3). Available: <http://z.umn.edu/22m>.
 - d. Brooks, D. C. (2010). Space matters: The impact of formal learning environments on student learning. *British Journal of Educational Technology*. Available: <http://www3.interscience.wiley.com/journal/123501446/abstract>.
1. Video: Student-Centered Active Learning Environment with Upside-down Pedagogies (2009): <http://scaleup.ncsu.edu/MinnVideo/MinnVideo.html> or <http://www.classroom.umn.edu/projects/alc.html>
 2. Reports: Learning Environments Research at the University of Minnesota: <http://www.oit.umn.edu/research-evaluation/selected-research/learning-environments/> or <http://z.umn.edu/lsr>

Week 12. (April 1st) Alternate Reality Learning: Massive Gaming, Virtual Reality, and Simulations

1. Douglas Thomas and John Seely Brown (2009, January). Why Virtual Worlds Matter. *International Journal of Media and Learning*, Vol. 1(1). <http://www.johnseelybrown.com/needvirtualworlds.pdf>
2. Squire, Kurt. (2008). Open-Ended Video Games: A Model for Developing Learning for the Interactive Age. *The Ecology of Games: Connecting Youth, Games, and Learning*. Edited by

Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 167–198. Retrieved on June 25, 2010, from <http://website.education.wisc.edu/kdsquire/manuscripts/squire-open-ended-games-macarthur-salen.pdf> (other chapters from this book: http://mitpress.mit.edu/sites/default/files/titles/free_download/9780262693646_The_Ecology_of_Games.pdf)

- a. (**Note:** additional article by Kurt Squire on alternative reality games from Teachers College Record in 2010 is in Oncourse, “*From Information to Experience: Place-Based Augmented Reality Games as a Model for Learning in a Globally Networked Society.*” Teachers College Record, 112(10), 2565-2602.)
3. Bonnie A. Nardi, Stella Ly, & Justin Harris (2007). Learning conversations in World of Warcraft. *forthcoming in Proc. HICSS 2007*. Retrieved on June 25, 2010, from <http://darrouzet-nardi.net/bonnie/pdf/Nardi-HICSS.pdf>
4. Sara de Freitas (2007). Learning in Immersive worlds a review of game-based learning. JISC. Retrieved August 17, 2008, from http://www.jisc.ac.uk/media/documents/programmes/elearninginnovation/gamingreport_v3.pdf
5. Douglas Maxwell, Steven Aguiar, Philip Monte, Diana Nolan, NAVSEA Division Newport, Rhode Island - Combat Systems Department (2011, September). Two Navy Virtual World Collaboration Applications: Rapid Prototyping and Concept of Operations Experimentation. *Journal of Virtual Worlds Research*, 4(2), Retrieved September 14, 2011, from <http://journals.tdl.org/jvwr/article/viewArticle/2113> and <http://journals.tdl.org/jvwr/article/view/2113/5551>
6. Michael F. Young, Stephen Slota, Andrew B. Cutter, Gerard Jalette, Greg Mullin, Benedict Lai, Zeus Simeoni, Matthew Tran, & Mariya Yukhymenko (2012, March). Our princess is in another castle: A review of trends in serious gaming for education. *Review of Educational Research*, 82(1), 61-89. Retrieved March 24, 2012, from <http://rer.sagepub.com/content/82/1/61> (Note: you may need to be in university system to access it).

Week 13. (April 8th) Mobile, Wireless, and Ubiquitous Learning

1. Thomas Cochrane and Roger Bateman (2010) Smartphones give you wings: Pedagogical affordances of mobile Web 2.0. *Australasian Journal of Educational Technology*, 26(10). <http://www.ascilite.org.au/ajet/ajet26/cochrane.pdf> (Note: This was an *Outstanding Paper Award* recipient, *ascilite Auckland 2009 Conference*).
2. Traxler, John (2011). Context in a Wider Context, *Medienpaedagogik, Zeitschrift für Theorie und Praxis der Medienbildung*. The Special Issue entitled *Mobile Learning in Widening Contexts: Concepts and Cases* (ed.) N. Pachler, B. Bachmair & J. Cook, Vol. 19 <http://www.publicationshare.com/traxler1107.pdf>
3. Traxler, John (2007, June). Defining, discussing and evaluating mobile learning: The moving finger writes and having writ.... *International Review of Research in Open and Distance Learning*. 8(2). Retrieved on June 25, 2010, from <http://www.irrodl.org/index.php/irrodl/article/view/346/875> or <http://www.irrodl.org/index.php/irrodl/article/view/346/882> or <http://wlv.academia.edu/JohnTraxler/Papers/95201/Current-State-of-Mobile-Learning>

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

- a. John Traxler: <http://wlv.academia.edu/JohnTraxler>.
 - i. Learning in a Mobile Age, *International Journal of Mobile and Blended Learning*, 1(1), 1-12, January-March 2009. Available: <http://wlv.academia.edu/JohnTraxler/Papers/83099/Learning-in-a-Mobile-Age>,

Videos and resources from John Traxler:

- a. University of Leicester: <http://www2.le.ac.uk/departments/beyond-distance-research-alliance/rilis>; Lecture available in Adobe Connect: <https://connect.le.ac.uk/p82116187/>
 - b. UNESCO (John Traxler, Mobile Learning 3:42 minute interview/comments): http://www.unesco.org/archives/multimedia/index.php?s=films_details&id_page=33&id_film=2313
 - c. UNESCO, John Traxler_ "Mobiles for Learning in Africa....Too Good to be True?"_07/10/2010 (45 minutes): <http://www.youtube.com/watch?v=xr4zU090Zg8>
 - d. Epic Debate: <http://www.youtube.com/watch?v=Ap7-kcn58ao>
 - e. Eduserv Symposium: Mobile and connected: the challenges and implications - John Traxler (44 minutes): <http://www.youtube.com/watch?v=vEoHJ-3w1WU> or <http://www.youtube.com/watch?v=gyuolpKe3cQ&feature=related>
 - f. WISE (World Innovation Summit in Education) in Qatar, Debate Mobile Learning for the Hard-to-Reach, (Chaired by John Traxler), November 3, 2011, 1:16: <http://www.wise-qatar.org/content/31-mobile-learning-hard-reach>
 - g. UKZN in Durban (requires Quicktime): <http://is.ukzn.ac.za/Events/visitor/PROF.aspx>
 - h. MobiMOOC - <https://mobimooc.wikispaces.com/a+MobiMOOC+hello%21>
4. Carlo Ricci, Canada (2011, November). Emergent, self-directed, and self-organized learning: Literacy, numeracy, and the iPod Touch. *International Review of Research on Open and Distance Learning (IRRODL)*, 12(7). <http://www.irrodl.org/index.php/irrodl/article/view/1157/2046> (see also entire special issue on Emergent Learning, Connections, Designs for Learning: <http://www.irrodl.org/index.php/irrodl/issue/view/49>)
 5. Pew Internet and American Life Project studies
 - a. Aaron Smith (2010, July 7). Mobile Access 2010. Pew Internet & American Life Project. http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Mobile_Access_2010.pdf
 - b. Aaron Smith (2011, July 11). One quarter of smartphone owners use their phone for most of their online browsing. Pew Internet & American Life Project. http://www.pewinternet.org/~media/Files/Reports/2011/PIP_Smartphones.pdf
 6. Paul Kim (2010). Is Higher Education Evolving? *Educause Quarterly*, 33(1). Available: <http://www.educause.edu/ero/article/higher-education-evolving>

More from Paul Kim

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

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

Seeds of Empowerment videos (Paul Kim, Stanford):

1. India Pocket School video: http://www.youtube.com/watch?v=OKyP_kWPifM (Seeds of Empowerment in India | Innovations For Learning)

2. Mexico Pocket School video: http://ldt.stanford.edu/~educ39107/paulk/IFL/trip1/Camalul_0004.wmv
3. Rwanda Pocket School video: <http://video.yahoo.com/watch/4461885/11959092>
4. Argentina: <http://www.youtube.com/watch?v=Hd8JEI-k6Zg> (my son Alex created)
5. Tanzania (which my son Alex did): <http://youtu.be/CFkaqoMWbhk>
6. Tanzania PPT: <http://www.slideshare.net/SeedsofEmpowerment/smile-symposium-presentation-elizabeth-buckner>
7. Tanzania FB pics: <http://www.youtube.com/watch?v=HM-dJo0LjLk&list=UUuvrQiGFGGpkN5aKg3-iEag&index=2&feature=plcp>
8. 1001 Music workshop from Argentina trip (updated): <http://www.facebook.com/Seeds.of.Empowerment>

Week 14. (April 15th) Educational Blogging, Podcasting, and Oral Histories

1. Wolfgang Reinhardt, Martin Ebner, Günter Beham, & Cristina Costa (2009, March). *How People are using Twitter during Conferences*. http://lamp.tu-graz.ac.at/~i203/ebner/publication/09_edumedia.pdf
2. Lenhart, Amanda, & Fox, Susannah (2006, July 19). *Bloggers: Portrait of America's new storytellers*. Washington, DC: Pew Internet & American Life Report. Retrieved on June 25, 2010, from: <http://www.pewinternet.org/~media/Files/Reports/2006/PIP%20Bloggers%20Report%20July%2019%202006.pdf.pdf>
3. Kang, I., Bonk, C. J., & Kim, M-C (2011). A case study of blog-based learning in Korea: Technology becomes pedagogy. *The Internet and Higher Education*, 14(4), 227-235. Available: <http://dx.doi.org/10.1016/j.iheduc.2011.05.002> (see Oncourse)
4. Special Issue on Blogging (2007, July). *Journal of Computer Mediated Communication*, 12(4). <http://jcmc.indiana.edu/> or <http://jcmc.indiana.edu/vol12/issue4/> (many articles to choose from).
5. Jaz Hee-jeong Choi. (2006). "Living in Cyworld: Contextualising Cy-ties in South Korea," in *Uses of Blogs*, eds. Axel Bruns & Joanne Jacobs (New York: Peter Lang. 2006), 173-186, http://trainingshare.com/pdfs/jaz_c_cyworld_ch.pdf
6. Deal, Ashley (2007, June). Podcasting. A Teaching With Technology White Paper. Educause. Retrieved on June 25, 2010, from http://connect.educause.edu/files/CMU_Podcasting_Jun07.pdf

Week 15. (April 22nd) Networks of Personalized Learning (e.g., language learning, tutoring, etc.)

1. Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Web 2.0 and Classroom Research: What Path Should We Take Now? *Educational Researcher*, 38(4), 246-259. (Note #1: this article is #1 most read journal article in ER from Oct 2009 - April 2010). <http://edr.sagepub.com/content/38/4/246.full.pdf+html> or <http://edr.sagepub.com/content/38/4/246.full> (Note #2: this article can be found for free at: <http://edr.sagepub.com/content/38/4/246.full.pdf+html?ikey=V3cfgjmrwwqew&keytype=ref&siteid=spedr> or <http://edr.sagepub.com/cgi/content/full/38/4/246?ikey=V3cfgjmrwwqew&keytype=ref&siteid=spedr>)

2. Pew Internet and American Life Project
 - a. Keith N. Hampton, Lauren F. Sessions, Eun Ja Her, & Lee Rainie (2009, November). Social Isolation and New Technology: How the Internet and Mobile Phones Impact Americans' Social Networks, *Pew Internet and American Life Project* (89 pages) http://www.pewinternet.org/~media/Files/Reports/2009/PIP_Tech_and_Social_Isolation.pdf
 - b. Mary Madden (2010, August 27). Older Adults and Social Media *Pew Internet and American Life Project*. <http://www.pewinternet.org/Reports/2010/Older-Adults-and-Social-Media/Report.aspx>
 - c. Keith N. Hampton, Lauren Sessions Goulet, Lee Rainie, Kristen Purcell (2011, June 16). Social networking sites and our lives: How people's trust, personal relationships, and civic and political involvement are connected to their use of social networking sites and other technologies. *Pew Internet and American Life Project* (85 pages). <http://www.pewinternet.org/~media/Files/Reports/2011/PIP%20-%20Social%20networking%20sites%20and%20our%20lives.pdf>
3. Craig D. Howard (2011). Web 2.0 sites for Collaborative Self-Access: The Learning Advisor vs. Google. *Studies in Self-Access Learning Journal (SiSAL Journal)*, 2(3), 195-211. Available: <http://sisaljournal.org/archives/sep11/howard/>
4. Adrian Perry, Clive Shepherd, Dick Moore, & Seb Schmoller (2012, May 23). *Scaling up: Achieving a breakthrough in adult learning with technology*. Ufi Charitable Trust. <http://goo.gl/6dJhd> and http://www.ufi.co.uk/sites/default/files/Scaling%20up_21_5_V3.pdf
5. Anthony P. Carnevale, Stephen J. Rose, & Andrew R. Hanson (2012, June). *Certificates: Gateway to Gainful Employment and College Degrees*. Georgetown University Center on Education and the Workforce. Available: Information: <http://cew.georgetown.edu/certificates/> and Full Document: <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Certificates.FullReport.061812.pdf>
6. The Horizon Reports (i.e., technology on the horizon)
 - a. The Horizon Report (2009). *The Horizon Report: 2009 Edition*. A collaboration between The New Media Consortium and the EDUCAUSE Learning Initiative (ELI), an EDUCAUSE program. <http://www.nmc.org/pdf/2009-Horizon-Report.pdf>
 - b. The Horizon Report (2010). <http://www.nmc.org/pdf/2010-Horizon-Report.pdf>
 - c. The Horizon Report (2011). <http://www.nmc.org/pdf/2011-Horizon-Report.pdf>
 - d. The Horizon Report (2012). <http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition> (Note: Need to create an account to get the report now)
 - e. NMC Horizon Project Short List, 2013 Higher Education: <http://www.nmc.org/pdf/2013-horizon-higher-ed-shortlist.pdf> (Report: <http://www.nmc.org/publications/2013-horizon-report-higher-ed>)