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.

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

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

And today’s millennial learner, immersed in an increasingly digital world is seeking richer and more
engaging learning experiences. Amid this rising tide of expectations, instructors across educational
sectors are exploring and sharing innovative ways to use technology to foster interaction, collaboration,
and increased excitement for learning. It is time to take advantage of the new participatory learning
culture where learners build, tinker with, explore, share, and collaborate with others online. It is also time
to exploit free and open educational resources, open courseware, 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
A = 280 points
A- = 270 points
B+ = 260 points
B = 250 points
B- = 240 points
C+ = 230 points
C = 220 points
C - = 210 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.

**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:**
2. Fall of 2008 blog postings: http://mypage.iu.edu/~cjbonk/friends.htm
5. Fall of 2011 blog postings: http://mypage.iu.edu/~cjbonk/R685-Student-blog-url.htm

Prior Podcast Examples:
2. Christy Wessel-Powell (Read Aloud blog and podcasts): teacherchristy.tumblr.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:

**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

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Option 2. Cool YouTube Video Creation
So you want to be cool? You want to be creative? In this option, you are to create a shared online video (e.g., YouTube) related to this class. You cannot be the only person in it. What 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](http://www.youtube.com/watch?v=cDeTEIdO5lc)
2. Julie Rust (Participatory Learning): [http://www.youtube.com/watch?v=cHx_SbRWV0M](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](http://www.youtube.com/watch?v=paot_zzG_wU)
4. Lynn Deno: Tech, Enhancing Home School: [http://www.youtube.com/watch?v=ts45BkAnqTs](http://www.youtube.com/watch?v=ts45BkAnqTs)
5. Mag Webber (Virtual Learning - Is it for You?): [http://www.youtube.com/watch?v=xiwSLryPzsQ](http://www.youtube.com/watch?v=xiwSLryPzsQ)
6. Miguel Lara (Web 2.0 FREEDOM): [http://www.youtube.com/watch?v=8cmCFWj9j8](http://www.youtube.com/watch?v=8cmCFWj9j8)
7. Olgun Sadik (R685 overview): [http://www.youtube.com/watch?v=unaBQlgYo8Y](http://www.youtube.com/watch?v=unaBQlgYo8Y)
8. Shuya Xu and Yue Ma (Blog my online lrnng): [http://www.youtube.com/watch?v=im7GQM9fzhe](http://www.youtube.com/watch?v=im7GQM9fzhe)
11. Husa Alangari & Sara Goodwin: R685 Final Project (Video), Fall 2011: [http://www.youtube.com/watch?v=W28rBpYhxX0](http://www.youtube.com/watch?v=W28rBpYhxX0)

**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 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 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 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:
10. Fall 2003: http://php.indiana.edu/~cjbonk/p600syl2.htm

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/](http://prezi.com/8h7grxlyaymv/the-world-is-open/)
7. Laurie McGowan (SlideRocket presentation for teaching first year students at the University of Notre Dame): [http://portal.sliderocket.com/AQGOH/IL_Tutorial](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](http://oit.nl.edu/rich_content/Faculty_Content/Strahl/final_project_r685v2/player.html)

**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.

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**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/](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.


and:

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/)


5. Special Issue of Scientific American on the Web Turning 20 Years Old (Note: Sample articles)

6. Charles A. Wedemeyer, University of Wisconsin
   b. About: http://www.uwex.edu/disted/conference/wedemeyer/aboutcw.cfm
   d. Election to the Educators’ Hall of Fame: http://educators-hall-of-fame.org/wedemeyer.htm
   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

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


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

   http://www.educause.edu/EDUCAUSE+ Quarterly/EDUCAUSEQuarterlyMagazineVolumeACampusWideETextbookInitiative/174581

   http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3340/2985

   http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume46/iMobilePerspectivesOnbooksEbr/226161


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

      i. Infographic: 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


6. **K-12 Online Learning:**

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


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


**Note Free Book:**

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


Week 7 Super Tidbits:


Week 8. (February 25th) Connectivism, Social Media, and Participatory Learning
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://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF](http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF)


**Free book on Connectivism:**  


[http://jcmc.indiana.edu/vol12/issue1/pfeil.html](http://jcmc.indiana.edu/vol12/issue1/pfeil.html)

[http://members3.jcom.home.ne.jp/t.miyazoe/MiyazoeandAnderson_20100602_System.pdf](http://members3.jcom.home.ne.jp/t.miyazoe/MiyazoeandAnderson_20100602_System.pdf)


   a. Wikibook from Dwight Allen class (Old Dominion University) on Social and Cultural Foundations of Education:

   Educational_Change/Theory

   b. Wikimania Conference 2009 presentation (worth watching for 10-20 minutes):


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


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


3. Pew Internet & American Life Project


5. Alexandra Juhasz blog posts and video book:


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


   **Note:** also in Oncourse:

For more related to online videoconferencing, see:

   i. Georgetown Learning Initiatives, Soliya Connect: [http://gli.georgetown.edu/#soliya](http://gli.georgetown.edu/#soliya)


6. New Spaces for Collaboration and Active Learning (The University of Minnesota):

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**


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.)


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


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

a. John Traxler: http://wlv.academia.edu/JohnTraxler/

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/
   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
   e. Eduserv Symposium: Mobile and connected: the challenges and implications - John Traxler (44 minutes): http://www.youtube.com/watch?v=voHJ-3iWU 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%


5. Pew Internet and American Life Project studies


More from Paul Kim
   Pocket School and other projects (e.g., Seeds of Empowerment:
   http://seedsofempowerment.org/index.html. Note: See Oncourse for many articles on mobile learning from Paul Kim at Stanford. He was the class guest in the fall of 2010.)
   i. Paul Kim’s Publications and Presentations:
   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)
Week 14. (April 15th) Educational Blogging, Podcasting, and Oral Histories


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](http://edr.sagepub.com/content/38/4/246.full.pdf+html) or [http://edr.sagepub.com/content/38/4/246.full](http://edr.sagepub.com/content/38/4/246.full) (Note #2: this article can be found for free at: [http://edr.sagepub.com/cgi/content/full/38/4/246?ijkey=V3cfgjmrrwqew&keytype=ref&sitedid=spedr](http://edr.sagepub.com/cgi/content/full/38/4/246?ijkey=V3cfgjmrrwqew&keytype=ref&sitedid=spedr)

24
2. Pew Internet and American Life Project


6. The Horizon Reports (i.e., technology on the horizon)