Curt Bonk, Indiana University
Diversity Statement
February 6, 2022

In the following pages, I want to highlight ways in which I have displayed my **commitment to diversity, inclusion, justice, and equity** during my academic career through my community outreach, teaching, research, global collaboration efforts, and leadership services; much of which aligns with the open position at ASU. For three decades, I have explored how emerging technologies can offer opportunities to increase access to education in an engaging, interactive, and collaborative way. In such technology-enhanced learning environments, I am interested in informal, nontraditional, open, and online education.

In my first faculty position at West Virginia University, two faculty colleagues and I received a grant in 1990-91 from the WV Governor's office to create a learning center in Wheeling, WV as part of our Project YES (Youth Enrichment Services) proposal. My focus was to design the computer lab for the inner city youth which entailed driving 90 miles each way during two summers to make it happen (watch this 2-minute video interview from 1990 about the project or the longer 5-minute overview) and then to help run summer camps in Wheeling. I carried the spirit of Project YES when arriving at Indiana University in August 1992. For instance, from 1994-1996, I worked with Dr. Ken Hay on an elementary student weather collaboration project involving middle school youth in inner city Indianapolis, a private school in the suburbs, and rural Helmsburg, Indiana. After that, Dr. Bill Sugar and I analyzed World Forum data from the University of Michigan, the University of St. Thomas, and IU. That data involved Arctic explorers, including Will Steger from National Geographic, interacting with youth around the world on an expedition to the North Pole. In this research project, we explored the degree of perspective shown in online message reactions to Artic Alerts from explorers in a global role play activity.

In addition to this work with K-12 youth, my commitment to diversity, inclusion, justice, and equity has been shown in myriad other ways; let me delineate a few. First, a few years after arriving at Indiana University (IU), I successfully nominated and sponsored two scholars, Dr. Art Garmon and Dr. Valerie Maholmes, in 1995, as part of the IU Minority Faculty Fellowships program. Valerie and I team-taught a course on critical and creative thinking in an Indianapolis area school as an outreach effort. A few years later, I was successful in sponsoring a young scholar from Purdue in the same Minority Fellows program.

Sponsoring and mentoring people to bring diversity to IU is part of what I do and who I am. Since 1995, have sponsored 37 visiting scholars including ones from China, Korea, Taiwan, Israel, Belgium, Botswana, Mexico, Uzbekistan, Japan, Kazakhstan, Azerbaijan, Turkey, Thailand, Australia, Italy, Finland, Russia, Morocco, Palestine, South Sudan, India, New Zealand, and South Africa. In fact, my classes, especially R546 on instructional strategies, sometimes feel like a miniature United Nations meeting with participants from more than a dozen countries in the room bringing fantastic food and diverse experiences and perspectives from around the world. All of these wonderful educators are my friends and many of them recently contributed to my "*Transformative Teaching Around the World*" book that was published in January 2022. This new book contains 42 short emotion laden stories of how award-winning Fulbright teachers and other former students from 22 countries are using the R546 content.

In addition to that new book meant for multicultural education courses, I have attempted to address learner equity needs with free and open resources. For example, I saw the price gouging of my former publisher (Wiley/Jossey-Bass) when I was in the Philippines in 2012. In response, I promised the people attending my keynote in Manila that my next book on online motivation and engagement would be free to them (i.e., "Adding Some TEC-VARIETY;" see http://tec-variety.com/). Two years later, using extensive personal funding, I self-published that free book which more than a quarter million people have downloaded in English and Chinese since 2014. Notably, in the spring of 2012, I taught the first massive open online course (MOOC) offered by Blackboard (and first MOOC at IU) related to teaching online to nearly 4,000

instructors using the free version of Blackboard called CourseSites. I have also produced a set of 27 video primers to help IU education faculty members learn to teach online called the "*Video Primers in an Online Repository of e-Teaching and Learning*" ([V-PORTAL](#)). I convinced our dean's office to make these videos free to the world community, and, since that time, over 170,000 educators around the planet have downloaded, shared, used, and remixed these videos. The V-PORTAL has been used for training by universities, schools, military bases, and higher education systems across entire countries (e.g., the UAE and Saudi Arabia). In addition, to the free book, the MOOC, and the videos related to online teaching and learning, I have created eight "share" sites to address educational equity and access, including TrainingShare.com for all my talks and workshops and PublicationShare.com for my open access publications. Again, I tapped into personal funds to create these websites for sharing educational resources.

I have an open access and open-door policy in all my courses. Such an approach is consistent with my authoring of the book, "*The World Is Open*," and my co-founding of the conference "Global Learn." In fact, I am known as the World is Open guy and people greet me with their arms stretched high to indicate the goal is to have open and accessible learning for all people. With a "World Is Open" mentality, anyone can attend, sit in, and contribute to my classes and bring their kids (and many do). In the online version of both my emerging learning technologies class (R678) and my introductory class on instructional technology foundations course (R511), there are often one or more guests each week from North America and, at times, internationally. Such guests have authored articles or books to which my class has been assigned or are practitioners implementing such ideas in the teaching and learning trenches. In addition, I typically advertise my special class events and guest presentations to colleagues, former students, and former visiting scholars around the world so that my students can learn from them too.

In the late 1990s and early 2000s, I developed two projects which both further illustrate my commitment to diversity, equity, and inclusion. One project from 1998-2003 was the Teacher Institute for Curriculum Knowledge about the Integration of Technology (TICKIT). TICKIT was a funded project designed for south and central rural Indiana teachers from 4-6 schools each year to learn how to effectively integrate technology despite significant resource and internet access constraints found in all too many of these small rural school communities at that time. Importantly, dozens of teachers in this project went from novice technology users to being statewide leaders by the end of the year.

Another parallel project from 1996-1997 was the Conferencing on the Web (i.e., COW) project where preservice teachers from IU generated case problems to solve based on their field experiences in urban, rural, and suburban Indiana schools. That project quickly expanded into The Intraplanetary Teacher Learning Exchange (i.e., TITLE) (1998-2002) initiative involving preservice teachers from IU as well as Texas A&M, the University of South Carolina, the Universities of Oulu and Jyvaskyla in Finland, Warwick University in the UK, Kyung Hee University in Seoul, and students in universities in Peru. In TITLE, these preservice teachers solved the problems posed by their peers in other countries. Importantly, much research from the COW and TITLE projects was published including a paper involving a cross-cultural comparison of online collaboration among pre-service teachers in JCMC in 2002.

Such research involving global education continued with a series of studies on participatory technology of the Web 2.0 in the late 2000s. For instance, students from IU, the University of Houston, Indiana State, the Open University of Malaysia, Beijing Normal University, and National Chiao Tung University in Taiwan collaborated to build a wikibook entitled "*The Web 2.0 and Emerging Learning Technologies*" (the WELT). That same year, in a collaboration IST alum Dr. Mimi Lee at the University of Houston (UH), UH students and IU students collaborated to write a wikibook, *The Practice of Learning Theories* (The POLT). Through these cross-cultural and cross-institutional wikibook projects, Mimi and I were attempting to foster learner social construction and negotiation of knowledge as well as their perspective taking and collaboration skills. Importantly, this series of wikibook studies was published in several journal articles and chapters from 2008-2011; one of which received a best paper award at AECT in 2012.

During the past decade, I have published research related to the participatory Web, such as blogging in China and in Korea when these empowering tools were helping move educational systems in East Asia and Southeast Asia toward more learner-centered and inclusive practices. More recently, I have had four publications on flipped learning in Korea with two IU IST alumni as well as two publications on flipped learning and OER in China with a former visiting scholar; six total publications between 2015 and 2021.

Most recently, I have been focused on self-directly open and online learning (SOLEs). In particular, I am exploring learner motivation and self-directed learning (SDL) within MOOCs and other open education pursuits. My recent MOOCs research publications from 2018-2021 include ones on personalization and cultural sensitivity in MOOCs. MOOCs and other forms of open and online education have the potential to substantially address many critical equity, access, and inclusion challenges across educational sectors. This work has resulted in about a dozen research projects and publications as well as three books; including *MOOCs and Open Education Around the World* (2015) and *MOOCs and Open Education in the Global South* (2020), both published by Routledge. My team is now studying SDL in online language learning using Duolingo as well as Nepali youth self-directing their learning of English and taking other courses via MOOCs during the pandemic. We are presently starting a study of MOOC instructors in South America, including how to design courses to be more inclusive.

Finally, a key diversity, equity, and inclusion item to note began with the pandemic in March 2020. At that time, my colleagues, Chris Dede at Harvard, Punya Mishra at ASU, and Yong Zhao at the University of Kansas, and I banded together to offer a weekly webcast or podcast show on Saturdays called Silver Lining for Learning (SLL). SLL, which opened on March 21, 2020, now has produced over 90 Episodes. It is an ongoing conversation on the future of learning with education innovators and education leaders across the globe. Typically, SLL shows are forward looking (and sometimes controversial) with the purpose to bring together educational thought leaders, entrepreneurs, and innovators around the world and inspire new educational models and innovations. The guests on SLL (e.g., students, teachers, school administrators, researchers, and education entrepreneurs) have come from all over the world—from highly impoverished settings in Africa, Central America, and Asia, where resources for education can be extremely limited, to contexts that are significantly better off, such as well-resourced educational organizations in the United States and the United Kingdom. Across the past two years of episodes, we have found that despite the differences in educational resources, opportunities, accessibility, and overall wealth, innovators have a number of common characteristics such as passion, vision, persistence, purpose, and a deep commitment to making education better.

As shown from the above, I address diversity, equity, and inclusion in my "world is open" course policies and associated course activities as well as in my weekly webcast show content in SLL, my research on MOOCs and open education as well as emerging learning technologies, my extensive sponsorship and mentorship of minority and international scholars, my globally inclusive book projects, my global network and outreach, and in my very first grant funded project in academia—Project YES for at-risk and disadvantaged youth in Wheeling, West Virginia. Please **see the appendix** below for additional examples of diversity, equity, and inclusion activities from the past few years including the training of teachers in Botswana, Sri Lanka, the Cree Nation in Alberta, Puerto Rico, Peru, and Saudi Arabia for online learning.

Appendix: Recent Examples of Diversity, Equity, and Inclusion Related Activities
#1. Oct. 2021: Sync session on research on SDL for Ed Tech students at **Peking U., Beijing, China**.
#2. July 2021: Presented two virtual talks on how to motivate and engage online learners, sponsored by the **U.S. Embassy**/Consulate in Seoul and **Korea Association of Teachers of English (KATE)**, Korea.

#3. May 2021: Presentation on the Tech Revolution, at Grad Student Research Conf in **U of Hong Kong**.
#4. March 2021: Sync Session on emerging tech for Ed Tech **Students, Ewha Womans U, Seoul**, Korea.

#5. March 2021: **Panelist on Diversity, Equity, & Inclusion in IST Research**. IST Conference, IU.

#6. March 2021 & June 2020, Presented to the Contact North Network in Ontario how to Motivate and Engage Online Learners (set attendance records: **346 people from 60+ countries** (650 signed up) Available: https://youtu.be/1uMc7pOO2to and https://youtu.be/Pn14Y4RZiR8

#7. Feb 2021: Sync Session on videoconferencing and global ed for **K-12 teachers in Patterson, NJ**.
#8. Jan 2021: Sync Session for ed tech students at **Inonu Univ, Turkey**: https://youtu.be/k4sx0UHkRiY
#9. Dec 2020: Sync session on research on SDL for Ed Tech students at **IIT Bombay (Mumbai), India**.

#10. Dec 2020: **Botswana teacher training**, created videos on online pedagogy and engaging online learning environments: (1) Education 20/20 (https://youtu.be/50EW3gWRzxI, (2) TEC-VARIETY (https://youtu.be/F12QLayANkM), (3) R2D2 (https://youtu.be/RO6imKusycQ

#11. Fall 2020, Coordinator/presenter, MOOC Webinar Series, **MOOC Dev. Center, Beijing Normal U**.
#12. Nov 2020: Sync session for instructors of the **Open University of Sri Lanka** on motivating and authentic online learning. https://tinyurl.com/2p8bwv5c, https://tinyurl.com/yckw6w97

#13. Oct 2020 & June 2020, Present to **Middle East/Gulf Region Teachers** on Motivating Online Lrng; Nat'l eLearning Center, Riyadh, **Saudi Arabia**: https://tinyurl.com/2p833ejj; The 6th Arab Gulf Tchr Forum 2020, MOE, **Dubai**, UAE; 19th annual MEITAL Nat'l Conf 2021, **Israel** Center for Lrng Tech.

#14. July 2020: Present to CS Long Beach Instructors at **Equity, Diversity, & Inclusion** event.
#15. July 2020: Partnered with Hofstra U. to offer Masterclasses on blended learning and engaging online learning for **K-12 teachers in Paterson, New Jersey & NYC** (many teaching underprivileged youth).

#16. July 2020: **First Nation (Cree) people in Alberta**, Maskwacis Cultural College, Sessions on writing (https://youtu.be/V04pYv0K23E) and blended learning (https://youtu.be/JMfx1vc3Gvs).

#17. June 2020: Sync session on Ed Tech for English for **Nepali teachers plus 30 other countries**.
#18. June 2020: Sync sessions with **Puerto Rican teachers** about Tech in Ed, Caribbean U., Ponce.
#19. May 2020: Present on designing MOOCs for Commonwealth of Learning (participants from **India Bangladesh, Canada, Japan, Malaysia, Trinidad, Tobago, USA**), https://youtu.be/kmsWZi3vyrg

#20. Sept 2019: Coordinator/Moderator of Conference **Panel on MOOCs and Open Education in the Global South**, Pan-Commonwealth Forum 9 (PCF9), Edinburgh, Scotland, UK.
#21. Nov 2019: Present to teachers in **Arequipa, Peru** on *Teaching and Learning with Technology*.

#22. Oct 2018: Sync interview on "*the State of E-Learning*," for those **TESOL** Educators International Network ("Teaching English to Speakers of Other Languages"), https://youtu.be/z-eWa7SNMd8

#23 2018 Contributor, United Nations' Sustainable Development Goals (SDG) project of Taylor & Francis, Routledge, & CRC Pub. Contributed: OER from my MOOCs book.

#24. 2016 & 2017: Various Sessions for **Russian Scholars in International Education** Visiting IU, including Session on Cultural Inclusion and Sensitivity in E-Learning.

#25. Jan 2016: Various Sessions on online pedagogy for **educators from Afghanistan** in Junior Faculty Development Program visiting IU, Center for Int'l Ed, Development and Research (CIEDR).
#26: 2015-2020, Faculty Associate, Center for Int't Educ, Development & Research (CIEDR), IU.