

Curtis J. Bonk, Professor, Indiana University
Four Years of Writing and Pandemic Publishing
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Published from January 2020 to February 2024

Publications January 2020 to February 2024

1. **(46) Journal Articles:** 23 peer reviewed journal articles (including 23 in SSCI journals) like *BJET*, *ETR&D*, *Distance Education*, *JECR*, *Interactive Learning Environments*, *JCHE*, *JCAL*, *IRRODL*, *APJE*, and *APER*),
2. **(4) Books:** One major edited book with 30 manuscripts and 67 contributors from around the world published by Routledge (i.e., MOOCs and Open Education in the Global South), and another edited book published by Routledge with 45 chapters and 46 contributors.
3. **(2) Edited Special Journal Issues:** Two major edited special journal issues, including one in *ETR&D* with 16 manuscripts and 51 contributors (i.e., Special Issue: Systematic Reviews of Research on Emerging Learning Environments and Technology) and another with 10 manuscripts and 22 contributors on Systematic Reviews of Research on online learning.
4. **(9) Book Chapters, Forewords, and Prefaces:** Nine book chapters, prefaces, and forewords, and
5. **(2) Miscellaneous Publications:** A interview article and an invited article).

63 Total Publications in from January 2020 and Feb. 2024

Plus: 18 Additional Manuscripts in Review in Peer Reviewed Journals

81 Items Published or In Review from January 2020 to February 2024

***R/T = peer reviewed (R) Research or (T) Teaching**

***S = Social Science Citation Indexed Journal**

Journal Articles for 2020-Feb 2024 (23 of 46 publications in SSCI journals):

1. *R Li, Z., Bonk, C. J., & Zhu. M. (in press). Community in open: Supports, challenges, and impacts of local learning communities of adolescent MOOC learners. *Online Learning*.
2. *R/S Lee, H., & Bonk, C. J. (in press). Fostering self-directed learning competencies among preservice teachers through reflective practice and technology-mediated collaborative learning. *Technology, Pedagogy and Education*.

3. *R Li, Z., Bonk, C. J., & Zhou, C. (2023, online first). Supporting learner’s self-management for self-directed language learning: A study within Duolingo. *Interactive Technology and Smart Education*. DOI: 10.1108/ITSE-05-2023-0093
4. *R/S Li, Z., & Bonk, C. J. (2023, online first). Self-directed language learning with Duolingo in an out-of-class context. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2023.2206874>
5. *R Bonk, C. J., & Zhu, M. (2023, online first). On the trail of self-directed online learners. *ECNU Review of Education*. <https://doi.org/10.1177/20965311231169795>
6. *R Basdogan, M., & Bonk, C. J. (2023). Navigating online learning through “technological frames”: A qualitative examination. *Online Learning*, 27(4), 376-409. DOI: <https://doi.org/10.24059/olj.v27i4.4030>
7. *R/S Li, Z., Zhu, M., Kadirova, D., & Bonk, C. J. (2023). *Towards self-directed learning: How do Nepali adolescents learn with MOOCs*. *Distance Education*, 44(4). DOI: [10.1080/01587919.2023.2267460](https://doi.org/10.1080/01587919.2023.2267460)
8. *R Huang, R., Tlili, A., Xu, L., Ying, C., Zheng, L., Hosny Saleh Metwally, A., Ting, D., Chang, T-W, Wang, H., Mason, J., Stracke, C. M., Sampson, D., & Bonk, C. J. (2023). Educational futures of intelligent synergies between humans, digital twins, avatars, and robots - the iSTAR framework. *Journal of Applied Learning & Teaching*, 6(2), 1-16 <https://doi.org/10.37074/jalt.2023.6.2.33>
9. *R/S Gribbins, M., & Bonk, C. J. (2023). An exploration of instructors’ perceptions about online proctoring and its value in ensuring academic integrity. *British Journal of Educational Technology*, 54(6), 1693-1714, 1-22. <http://doi.org/10.1111/bjet.13389>
10. *R Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. *Languages*, 8(3), 197. <https://doi.org/10.3390/languages8030197>
11. *R Diordieva, C., & Bonk, C. J. (2023). Instructors’ perspectives in design and delivery of language-based massive open online courses (L-MOOC): A qualitative look. *Contemporary Educational Technology*, 15(3), ep425. <https://doi.org/10.30935/cedtech/13099>;
12. R Bozkurt, A.,...Bonk, C. J., et al. (2023). Openness in education as a praxis: From individual testimonials to collective voices. *Open Praxis*, 15(2), pp. 76–112. DOI: <https://doi.org/10.55982/openpraxis.15.2.574>

13. R Li, B., Bonk, C. J., & Kou, X. (2023). Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTuber videos. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 13(1), 1-22. <http://doi.org/10.4018/IJCALLT.326135>
14. *T Chen, W., Bonk, C. J., & Sanders, J. (2023). Applying TEC-VARIETY to motivate students for online learning success. *Journal of Continuing Education in the Health Professions (JCEHP)*, 43(4), 261-266. DOI: 10.1097/CEH.0000000000000495
15. *R/S Zhan, Z., Mei, H., Liang, T., Huo, L., Bonk, C. J., & Hu, Q. (2023). Effects of material incentive on the knowledge sharing networks and information lifecycles in an online forum: A longitudinal study with social network analysis. *Interactive Learning Environments*, 31(5), 2678-2691. <https://doi.org/10.1080/10494820.2021.1897844>.
16. *R/S Doo, M. Y., Bonk, C. J., & Heo, H. (2023). Examinations of the relationships between self-efficacy, self-regulation, teaching and cognitive presences, and learning engagement during COVID-19. *Educational Technology Research and Development*. 71(2), 481-504. <https://doi.org/10.1007/s11423-023-10187-3>
17. *R Doo, M. Y., Zhu, M., & Bonk, C. J. (2023). A systematic review of the research trends in online learning during COVID-19: Documenting the sudden shift. *Online Learning*, 27(1). DOI: <http://dx.doi.org/10.24059/olj.v27i1.3405>; Available: <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/3405>
18. *R Martin, F., Dennen, V. P., & Bonk, C. J. (2023). Systematic reviews of research on online learning: An introductory look and review. *Online Learning*, 27(1). DOI: <http://dx.doi.org/10.24059/olj.v27i1.3827>; Available: <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/3827>
19. *R/S Doo, M. Y., Zhu, M., & Bonk, C. J. (2023). Influences of self-directed learning on learning outcomes in MOOCs: A meta-analysis. *Distance Education*, 44(1), 86-105. <https://doi.org/10.1080/01587919.2022.2155618>
20. *R/S Tlili, A., Zhao, J., Yang, K., Wang, Y., Bozkurt, A., Huang, R., Bonk, C. J., & Ashraf, M. A. (2022, online first). Are e-books effective in education? A systematic literature review of empirical studies. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2022.2141786>
21. *R Zhu, M., & Bonk, C. J. (2022, online first). Guidelines and strategies for fostering and enhancing self-directed online learning. *Open Learning: The Journal of Open, Distance and e-Learning*. DOI: <https://doi.org/10.1080/02680513.2022.2141105>

22. *R Kok, R., Bonk, C. J., Teng, W. M., & Lee, J. (2022). Actionable framework in producing high impact, low-cost instructor-made-videos for e-learning. *International Journal on E-Learning (IJEL)*, 21(3), 251-275. Available: <https://www.learntechlib.org/primary/p/220144/>
23. *R Aslan, S., Li, Q., Bonk, C. J., & Nachman, L. (2022). An overnight educational transformation: How did the pandemic turn early childhood education upside down? *Online Learning*, 26(2), 52-77. DOI: <http://dx.doi.org/10.24059/olj.v26i2.2748>
24. *R Zhu, M., Bonk, C. J., & Berri, S. (2022). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. *Online Learning*, 26(1), 153-173. DOI: <http://dx.doi.org/10.24059/olj.v26i1.2629>
25. *R/S Heo, H., Bonk, C. J., & Doo, M. Y. (2022). Influences of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19. *The Internet and Higher Education*, 54, <https://doi.org/10.1016/j.iheduc.2022.100856>
26. *R Dede, C., Zhao, Y., Mishra, P., & Bonk, C. J. (2021). The Silver lining for learning webcasts as a bottom-up driver of global educational innovation. *Journal of Digital Politics*, 1(3), 523-542. <https://www.rivisteweb.it/doi/10.53227/103803>
27. *R Doo, M. Y., Heo, H., & Bonk, C. J. (2021). The relationship of age, gender, computer use, and adult learners' problem-solving skills in a digital environment. *New Horizons in Adult Education and Human Resource Development*, 33(4), 48-57. <http://dx.doi.org/10.1002/nha3.20332>
28. *R/S Heo, H., Bonk, C. J., & Doo, M. Y. (2021). Enhancing learning engagement during COVID-19 pandemic: Self-efficacy in time management, technology use, and online learning environments. *Journal of Computer Assisted Learning*, 37(5), 1640-1652. <https://doi.org/10.1111/jcal.12603>
29. *R/S Doo, M. Y., & Bonk, C. J. (2021). Cognitive instrumental processes of flipped learners: Effects of relevance for learning, quality of learning outcomes, and result demonstrability. *Journal of Educational Computing Research*, 59(6), 1093-1113 <https://doi.org/10.1177/0735633121989128>

30. *R/S Doo, M.-Y., Bonk, C. J., Shin, C. H., & Woo, B-D. (2021). Structural relationships among self-regulation, transactional distance, and learning engagement in a large university class using flipped learning. *Asia Pacific Journal of Education*, 41(3), 609-625. <https://doi.org/10.1080/02188791.2020.1832020>
31. *R/S Doo, M. Y., Bonk, C. J., & Kim, J. W. (2021). An investigation of under-represented MOOC populations: motivation, self-regulation and grit among 2-year college students in Korea. *Journal of Computing in Higher Education*, 33(2), 419-440. <https://doi.org/10.1007/s12528-021-09270-6>
32. *R/S An, Y.-J., Zhu, M., Bonk, C. J., & Lin, L. (2021). Exploring instructors' perspectives, practices, and perceived support needs and barriers related to the gamification of MOOCs. *Journal of Computing in Higher Education*, 33(1), 64-84. <https://doi.org/10.1007/s12528-020-09256-w>
33. *R Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu, S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education*, 22(2), 1-25. <https://doi.org/10.17718/tojde.906468>
34. *R Huang, R., Tlili, A., Wang, H.-H., Shi, Y., Bonk, C. J., Yang, J., & Burgos, D. (2021). Emergence of the Online-Merge-Offline (OMO) learning wave in the post-COVID-19 era: Preliminary findings. *Sustainability*, 13(6):3512. <https://doi.org/10.3390/su13063512>
35. *R/S Bonk, C. J. (2020). Pandemic ponderings, 30 years to today: Synchronous signals, saviors, or survivors? *Distance Education*, 41(4), 589-599. <https://doi.org/10.1080/01587919.2020.1821610>
36. *R/S Zhu, M., Bonk, C. J., & Doo, M.-Y. (2020). Self-directed learning in MOOCs: Exploring the relationships among motivation, self-monitoring, and self-management. *Educational Technology Research and Development (ETR&D)*, 68(5). 2073-2093. DOI 10.1007/s11423-020-09747-8
37. *R/S Doo, M. Y., Bonk, C. J., & Heo, H. (2020). A meta-analysis of scaffolding effects in online learning in higher education. *The International Review of Research on Open and Distributed Learning*, 21(3), 60-80. <https://doi.org/10.19173/irrodl.v21i3.4638>
38. *R/S Doo, M.-Y., & Bonk, C. J. (2020). The effects of self-efficacy, self-regulation, and social presence on learning engagement in a large university class using flipped learning. *Journal of Computer Assisted Learning*, 36(6), 997-1010. <https://doi.org/10.1111/jcal.12455>
39. *R Basdogan, M., Ozdogan, Z., & Bonk, C. J. (2020). Understanding the diverse field of “educational technology” as revealed in Twitter job postings: Encoding/decoding approach. *The Qualitative Report*, 25(8), 2044-2066. <https://doi.org/10.46743/2160-3715/2020.4457>
40. *R/S Bonk, C. J., & Wiley, D. (2020). Preface: Reflections on the waves of emerging learning technology. Special Issue: Systematic Reviews of Research on Learning Environments and Technology. *Educational Technology Research and Development (ETR&D)*, 68(4), 1595-1612. DOI 10.1007/s11423-020-09809-x
41. *R/S Martin, F., Dennen, V. P., & Bonk, C. J. (2020). A synthesis of systematic review research on emerging learning environments and technologies. *Educational Technology Research and Development (ETR&D)*, 68(4), 1613-1634. <https://doi.org/10.1007/s11423-020-09812-2>

42. *R/S Doo, M. Y., Zhu, M., Bonk, C. J., & Tang, Y. (2020). The effects of openness, altruism, and instructional self-efficacy on work engagement of MOOC instructors. *British Journal of Educational Technology*, 51(3), 743-760. <https://doi.org/10.1111/bjet.12882>
43. *R Zhu, M., & Bonk, C. J. (2020). Technology tools and instructional strategies for designing and delivering MOOCs to facilitate self-monitoring of learners. *Journal of Learning for Development*, 7(1). 31-45.
44. *R Zhu, M., Basdogan, M., & Bonk, C. J. (2020). A case study of the design practices and judgments of novice instructional designers. *Contemporary Educational Technology*, 12(2), ep267. <https://doi.org/10.30935/cedtech/7829>
45. *R/S Doo, M. Y., Tang, Y., Bonk, C. J., & Zhu, M. (2020). MOOC instructor motivation and career development. *Distance Education*, 41(1), 26-47. <https://doi.org/10.1080/01587919.2020.1724770>
46. *R/S Sari, A. R., Bonk, C. J., & Zhu, M. (2020). MOOC instructor designs and challenges: What can be learned from existing MOOCs in Indonesia and Malaysia? *Asia Pacific Education Review*, 21(1), 143-166. DOI 10.1007/s12564-019-09618-9

Books:

1. Bonk, C. J., & Zhu, M. (Eds.). (2022). *Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy*. NY: Routledge. <https://doi.org/10.4324/9781003213840>
2. Pawan, F., Daley, S., Kou, X., & Bonk, C. J. (2022). *Engaging online language learners: A practical guide*. DC: TESOL.
3. Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. Free book available: <http://hdl.handle.net/11599/4481> and free course available: <https://colcommons.org/welcome/coursedetails/8>; <https://www.colvee.org/>; EdTechBooks: https://edtechbooks.org/motivating_and_supporting_online_learners; DOI [10.59668/699](https://doi.org/10.59668/699)
4. Zhang, K., Bonk, C. J., Reeves, T. C., & Reynolds, T. H. (Eds.). (2020). *MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities*. NY: Routledge. DOI: <https://doi.org/10.4324/9780429398919>

Special Journal Issues Edited:

1. Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2023). Special Issue: Systematic Reviews of Research on Online Learning. *Online Learning Journal*, 27(1). DOI: <http://dx.doi.org/10.24059/olj.v27i1.3887>. Available: <https://olj.onlinelearningconsortium.org/index.php/olj/issue/view/126>. Entire issue with cover: <http://www.publicationshare.com/34>; EdTechBooks: https://edtechbooks.org/online_learning_journal_27_1; DOI: [10.24059/olj.v27i1.3887](https://doi.org/10.24059/olj.v27i1.3887)
2. Martin, F., Dennen, V. P., & Bonk, C. J. (Eds.) (2020). Special Issue: Systematic Reviews of Research on Emerging Learning Environments and Technology. *Educational Technology Research and Development (ETR&D)*, 68(4). <https://link.springer.com/journal/11423/volumes-and-issues/68-4>

Book Chapters, Prefaces, and Forewords:

(Note: * = Refereed; + = Reviewed; R = Research; T = Teaching)

1. +R Bonk, C. J. (2023). Foreword (i.e., “Searching for Education 3.0 and 4.0 in Thailand”). In K. Enomoto, R. Warner, & C. Nygaard (2023). *Enhancing student outcomes in higher education* (pp. vii-xxvii). LIBRI Publishing.
2. +R Bonk, C. J. (2023). Foreword: It’s time to finally make all the world a school. In H. An & D. Fuentes (Eds.), *Digital learning for high-needs schools: A critical approach to technology access and equity in PreK-12*. (pp. x-xix). NY: Routledge.
3. +R Bonk, C. J., & Zhu, M. (2022). Preface: Before making impact. In C. J. Bonk, & M. Zhu (Eds.), *Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy* (pp. xxii-xxx). NY: Routledge.
4. +R Bonk, C. J., & Zhu, M. (2022). Time for making impact. In C. J. Bonk, & M. Zhu (Eds.), *Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy* (pp. 1-7). NY: Routledge.
5. +R Zhu, M., & Bonk, C. J. (2022). After making impact. In C. J. Bonk, & M. Zhu (Eds.), *Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy* (273-279). NY: Routledge.
6. +R Bonk, C. J. (2020). Foreword: Finding your pathway to open educational practices. In S. P. Karunanayaka & S. Naidu. (Eds.), *Pathways to open educational practices* (pp. v-xiv). The Open University of Sri Lanka, Nawala, Nugegoda. Sri Lanka.
7. +R Bonk, C. J., Zhang, K., Reeves, T. C., & Reynolds, T. H. (2020). Preface: MOOCs and Open Education—Wandering and Winding Our Way to Today. In K. Zhang, C. J. Bonk, T. C. Reeves, & T. H. Reynolds, T. H. (Eds.), *MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities* (pp. xvi-xxxiii). NY: Routledge.
8. +R Zhang, K., Bonk, C. J., Reeves, T. C., & Reynolds, T. H. (2020). MOOCs and Open Education in the Global South: Successes and Challenges. In K. Zhang, C. J. Bonk, C. Reeves, & T. H. Reynolds, T. H. (Eds.), *MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities* (pp. 1-14). NY: Routledge.
9. +R Reynolds, T. H., Reeves, T. C., Bonk, C. J., & Zhang, K. (2020). MOOCs and Open Education in the Global South: Future Opportunities. In K. Zhang, C. J. Bonk, C. Reeves, & T. H. Reynolds, T. H. (Eds.), *MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities* (pp. 342-350). NY: Routledge.

Miscellaneous Publications:

1. Bonk, C. J., Zhu, M., & Li, Z. (2023). Self-direct to learn, self-direct to live: A checklist to successfully navigate this self-directed learning world. *GOTEC Research-to-Practice*. GOTEC Learning Resources. <https://gotec.cehd.gmu.edu/assets/docs/gotec/Bonk%20Zhu%20Li%20-%20Self-Direct%20to%20Learn.pdf> (Note: SDL Checklist available: [https://curtbonk.com/pdfs/Self-Directed-Learning-\(SDL\)-Evaluation-Checklist.pdf](https://curtbonk.com/pdfs/Self-Directed-Learning-(SDL)-Evaluation-Checklist.pdf))

2. Michael F. Shaughnessy (2020, June 8). An Interview with Curt Bonk, School of Education, Indiana University: Summer Training, *EducationViews* (i.e., *Education News*). Available: <https://www.educationviews.org/an-interview-with-curt-bonk-school-of-education-indiana-university-summer-training/>

Articles In Review (* = Refereed; R = Research; T = Teaching):

1. *R Bamanger, E., Gashan, A., & Bonk, C. J. (in review). Motivating EFL learners in Yemen through augmented reality: Breaking traditions by empowering learners. *International Journal of Smart Technology and Learning*.
2. *R Cagiltay, N. E., Celik, B., Bonk, C. J., & Cagiltay, K. (in review). Assessing the equality and impact of MOOC portals on educational access. *Learning, Media and Technology*.
3. *R Johnson, K., Jung, E., Snow, G., Murray, S., & Bonk, C. J. (in review). Instructor-moderated synchronous sessions for team learning in an online statistics class: A case study. *Australasian Journal of Educational Technology*.
4. *R Basdogan, M., & Bonk, C. J. (in review). Promoting sustainable technology use: A critical discourse analysis of Turkish dissertations in educational technology. *Educational Technology and Society*.
5. *R Oya Ozgun, O., Sadik, O., & Bonk, C. J. (in review). Implementing a design framework for enhancing student-centered learning in an online graduate class. *Technology Pedagogy and Education*.
6. *R Dilek, M., Sadik, O., & Bonk, C. J. (in review). Learners' collaboration experiences and perceptions of teamwork strategies in an online graduate class. *Journal of the Scholarship of Teaching and Learning*.
7. *R Park, J., & Bonk, C. J. (in review). Investigating multi-institutional virtual team communication processes in higher education: Challenges and opportunities. *Performance Improvement Quarterly*.
8. *R Li, Z., Feng, C., Zheng, X., & Bonk, C. J. (in review). Exploring self-directed professional development (SDPD): In community-based teaching environments. *Professional Development in Education*.
9. *R Tarasak, P., Sajjapanroj, S., & Bonk, C. J. (in review). Edubuntu: The overhaul and rebirth of an educational operating system. *Journal of Learning for Development*.
10. *R Li, B., Bonk, C. J., Wang, C., & Kou, X. (in review). Reconceptualizing the self-directed learning in the era of generative AI: An exploratory analysis of language learning. *IEEE Transactions on Learning Technologies*.
11. *R Li, Z., Zheng, X., Feng, C., & Bonk, C. J. (in review). Transition from serious leisure to a teaching career: Understanding teaching motivations and teachers' identities. *Teachers and teaching: Theory and practice*.
12. *R Li, Z., Zheng, X., Bonk, C. J., & Zhu, M. (in review). Designing MOOCs in South America towards open and equitable education. *Distance Education*.

13. *R Li, B., Wang, C., Bonk, C. J., & Kou, X. (in review). Exploring inventions in self-directed language learning with Generative AI: Implementations and perspectives of YouTube content creators. *TechTrends*.
14. *R Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: Learner's perspectives toward ChatGPT. *International Journal of Artificial Intelligence in Education (IJAIED)*.
15. *R Wang, C., Li, Z., & Bonk, C. J. (in review). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*.
16. *R Li, Z., Zhu, M., Zheng, X., & Bonk, C. J. (in review). Designing MOOCs to support self-directed learning (SDL): Instructors' perspectives in South America. *The Internet and Higher Education*.
17. *R Li, Z., Bonk, C. J., Feng, C., & Zheng, X. (in review). Dancing at a distance: Exploring emergency remote teaching through the eyes of Argentine tango teachers. *Adult Education Quarterly*.
18. *R Gribbins, M., & Bonk, C. J. (in review). Using structural equation modeling to understand the determinants that drive instructors' use of online proctoring.