



NEW APPROACHES TO ENHANCING LEARNING THROUGH TECHNOLOGY

A DAY WITH PROFESSOR CURT BONK ON HOW TECHNOLOGY CONTINUES TO CHANGE AND CHALLENGE THE WAY
WE LEARN AND TEACH

1000 – 1030	REGISTRATION & REFRESHMENTS
1030 – 1145	ENGAGE, NUMBER ONE: THIS IS THE NEXT GENERATION (INTRODUCING THE TEC-VARIETY FRAMEWORK AND R2D2 MODEL)
1145 – 1200	REFRESHMENTS
1200 - 1315	ARE YOU FLIPPING OUT OR FLIPPING IN?: THE HOWS, WHYS, AND WHATS OF THE FLIPPED CLASSROOM MODEL
1315 – 1400	LUNCH
1400 – 1530	KEYNOTE: LEARNING IS CHANGING: MOOCs, THE OPEN WORLD, AND BEYOND

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ABSTRACTS

ENGAGE, NUMBER ONE: THIS IS THE NEXT GENERATION (INTRODUCING THE TEC-VARIETY FRAMEWORK AND R2D2 MODEL)

With his now famous directive, “Engage, Number One,” Jean-Luc Picard reminded us in nearly every episode of **Star Trek: The Next Generation** of the need to engage. The problem is that engagement has not been the number one concern of educators; instead, the top concern is survival. The result is that learners are too often bored with course resources and requirements. However, it is clear that they no longer are willing to look the other way as they might have in the early days of the Web. This next generation of learners is different. They want to be empowered. They seek learning innovation and variety. As such, they yearn for interaction, autonomy, and choice. They also long to “do” or produce something. Gone are the days of read and respond. It is the age of “try it out” and make a contribution. What to do? Well, blended learning might be the solution for many instructors since it eases them into the possibilities of online technology. For others, the key to success will be different critical and creative thinking activities. Still others will focus on motivational activities filled with feedback, relevancy, goal setting, and student choice. Using his popular TEC-VARIETY and R2D2 models, Curt Bonk will detail dozens of ways to motivate and engage learners, while fostering critical and creative thinking in highly engaging, generative environments. Attend this talk and become hyper-engaged yourself! When done, learning engagement will truly be Number One again.

ARE YOU FLIPPING OUT OR FLIPPING IN?: THE HOWS, WHYS, AND WHATS OF THE FLIPPED CLASSROOM MODEL

There is an intense movement today toward the notion of a flipped classroom. Budgets, technology development, media hype, free and open educational resources, and advances in learning theories have all accelerated the experimentation with the flipped classroom model. Yet, there remains much debate and resistance. And there is also much confusion about what it means; many educators, in fact, are flipping out over all the changes and expectations. In this session, Curt Bonk will address these issues by reviewing some of the history leading to flipped classroom models of learning. He will then document the benefits of flipped classrooms in terms of infrastructure, time, pedagogy, and learning. In addition, several examples of flipped classrooms will be provided along with a series of guidelines on use. Across this session, many of the how’s, why’s, and what’s of the flipped classroom will be discussed. In the end, instructors will begin to envision their own flipped classroom possibilities. Instead of flipping out, they will be flipping in.

NB: For those who are not yet ready to flip but want to explore the use of shared online video in the class, at the end of this talk, Curt Bonk will also offer some simple ways to use shared online video (e.g., TED talks, YouTube edu, CNN, the BBC, Google, Academic Earth, Fora TV) from both an instructor as well as a student perspective. He will also offer some tips and guidelines for the effective use of shared online video. Of course, there are videos appearing in the news each afternoon and evening which can serve to anchor one’s instruction and explain key concepts the following day in class. All of these exist for free and at a moment’s click. Importantly, there are many ways to use them for interactive, collaborative, and engaging instruction.

KEYNOTE

LEARNING IS CHANGING: MOOCs, THE OPEN WORLD, AND BEYOND

Make no mistake, learning has changed. It is now more collaborative, blended, ubiquitous, massive, informal, open, video-based, and personal. The utopian visions of voice and finger controlled tablet computers, interactive online databases, and on-demand videoconferencing of Apple Computer's "Knowledge Navigator" video from 1987 are now common today. Fast forward a quarter century. In his book, the "World is Open: How Web Technology is Revolutionizing Education," Curt Bonk offers an intriguing look at ten technology trends which he calls educational openers. When combined, the first letter of each opener spells the acronym: "WE-ALL-LEARN." This model helps make sense of the role of various technologies in open education, including open courseware, open access journals, open educational resources, and open information communities in Wikipedia, Facebook, YouTube, TED, and Twitter. In the midst of this openness, instructors are taking on roles of learning concierges, consultants, curators, and cultivators, instead of credit managers and camp commandants. With such technologies, thousands of organizations and scholars are sharing their course materials, expertise, and teaching ideas globally, thereby expanding learning opportunities and resources even further. But this is only part of the open education story. Open education, in fact, was often laughed at or ignored until the emergence of Massive Open Online Courses (MOOCs) with their tens--or even hundreds--of thousands of learners in a single course. Given the mass success of Stanford courses topping 100,000 each and startups like Udacity and Coursera as well as the announcement of edX (from Harvard and MIT), we can no longer look the other way. Still, many questions about MOOCs and other forms of open education remain. Just how does an instructor keep thousands of students motivated and involved in such a course? And what are the more promising business models? In this talk, Bonk will detail his experiences in teaching a MOOC and offer guidelines for others hoping to create a highly engaging MOOC-based learning environment. He will also map out a set of MOOC business plans, leadership principles and recent news related to MOOCs, and several types of MOOCs.

PROFESSOR CURT BONK BIOGRAPHY

Curt Bonk is Professor of Instructional Systems Technology at Indiana University and President of CourseShare. Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology. He received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana, and, in 2014, the Mildred B. and Charles A. Wedemeyer Award for Outstanding Practitioner in Distance Education. A well-known authority on emerging technologies for learning, Bonk reflects on his speaking experiences around the world in his popular blog, *TravelinEdMan*. He has authored several widely used technology books, including *The World Is Open: How Web Technology Is Revolutionizing Education* (2009), *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing* (2008), *The Handbook of Blended Learning* (2006), and *Electronic Collaborators* (1998). His latest book, *Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online* (2014), is freely available at <http://tec-variety.com/>. See Bonk's homepage for his archived talks and Web resources at: <http://php.indiana.edu/~cjbond/>. Curt can be contacted at: <mailto:cjbond@indiana.edu> or <mailto:curt@worldisopen.com>